

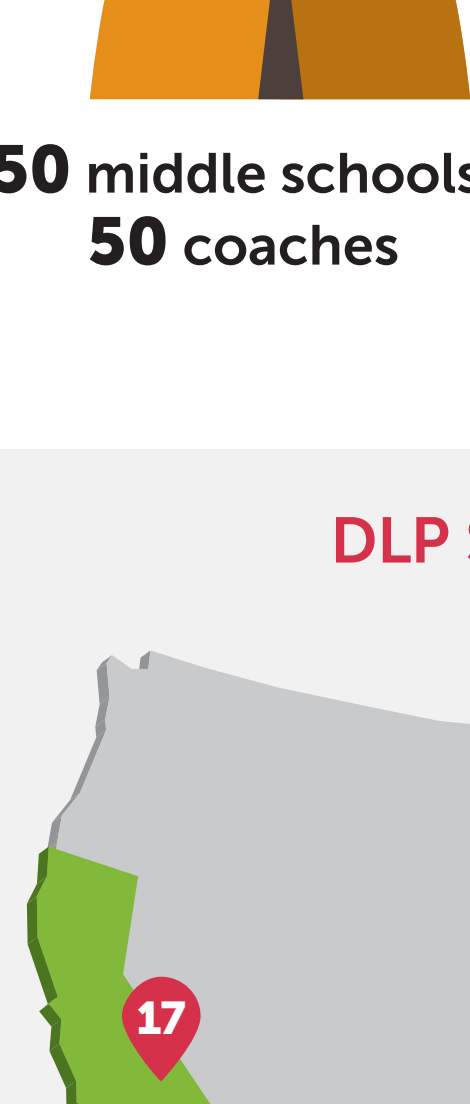
Scaling Up Classroom Coaching for Impactful Technology Use

Results from Year 2 of the Dynamic Learning Project

About the Dynamic Learning Project

The Dynamic Learning Project (DLP) is a classroom coaching program that enables educators to leverage technology in impactful ways to tackle classroom challenges and improve student engagement and learning.

Year 1
2017-2018



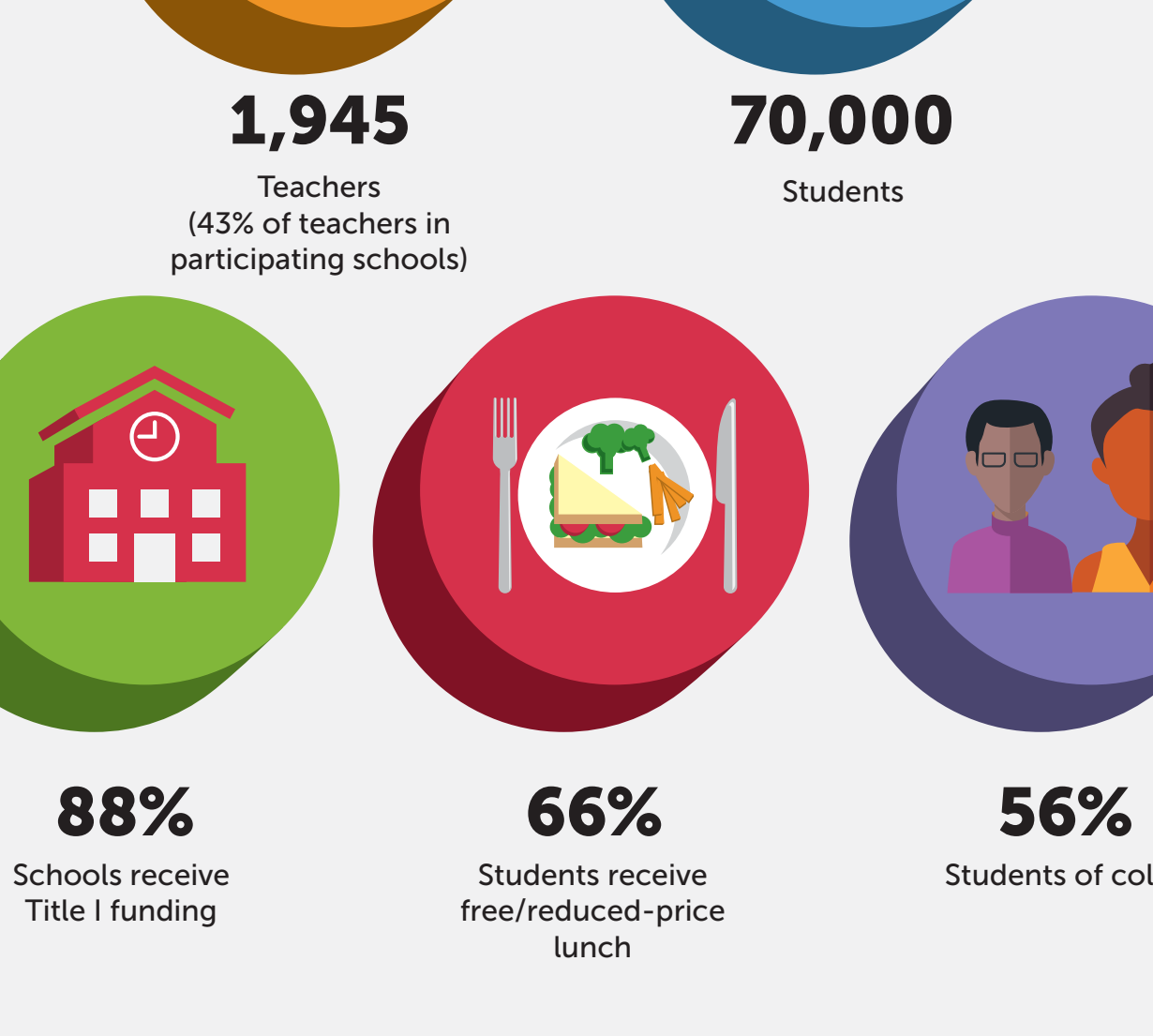
50 middle schools,
50 coaches

Year 2
2018-2019



100 elementary,
middle & high schools,
100 coaches

DLP Schools in Year 2



1,945

Teachers
(43% of teachers in participating schools)

70,000

Students

88%

Schools receive Title I funding

66%

Students receive free/reduced-price lunch

56%

Students of color

The Impact of the Dynamic Learning Project in Year 2



More Tech Use

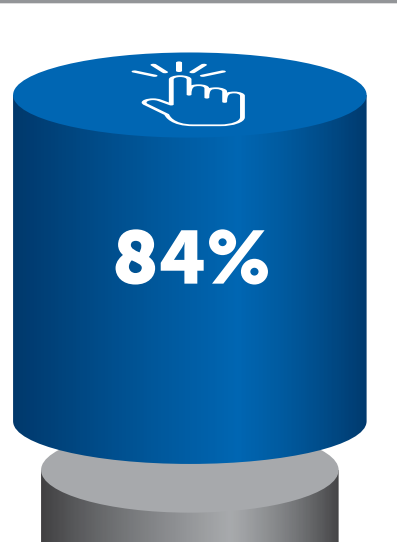
61% of DLP teachers report increasing their use of technology in different classes/subjects, compared to **46%** of non-DLP teachers.

70% of DLP teachers report increasing the number of days their students used technology for class assignments, compared to **56%** of non-DLP teachers.

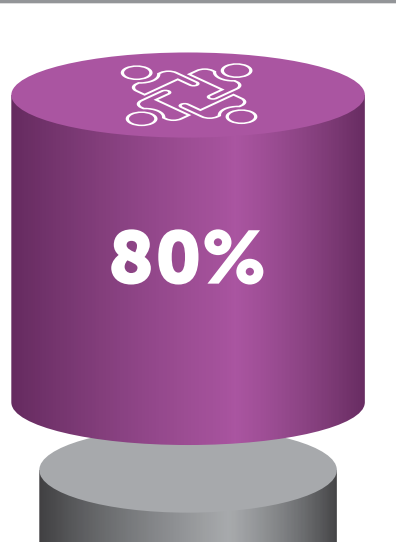
More Impactful Tech Use

In the DLP, **Impactful Technology Use** refers to learning 21st century skills: selection of relevant tools, collaboration, communication, critical thinking, creativity and innovation, and student agency.

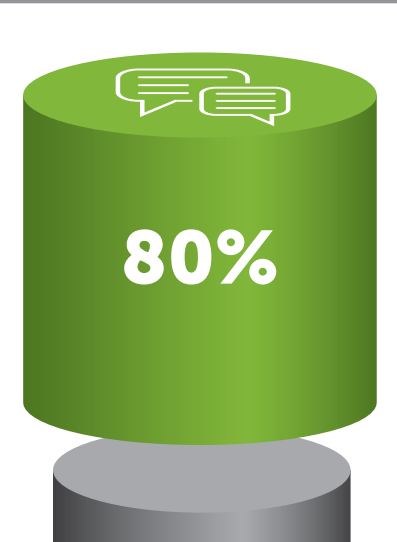
More DLP teachers, compared to non-DLP teachers, report students use technology to develop 21st century skills at least monthly.



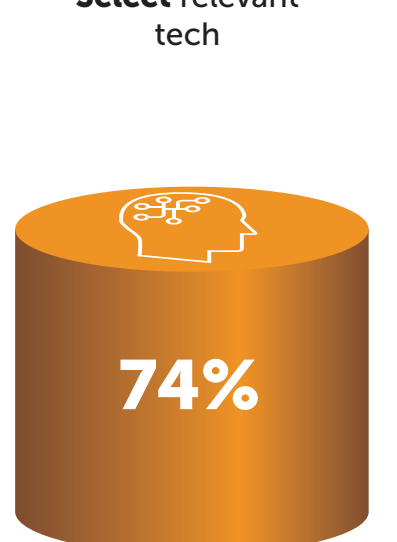
Selection
e.g., decide what tools to use



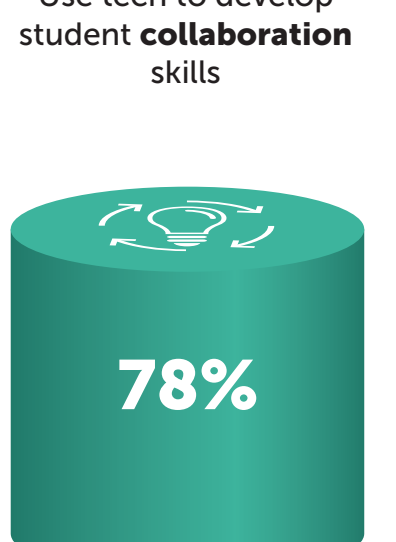
Collaboration
e.g., work in small groups



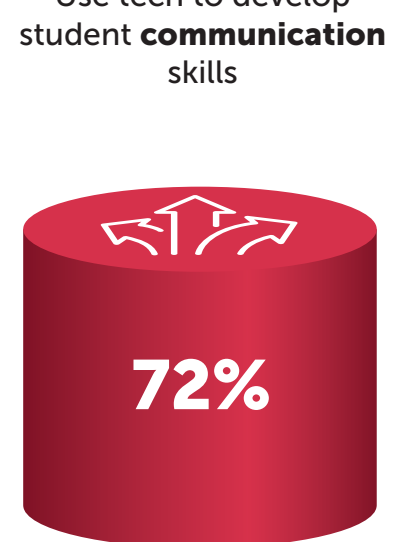
Communication
e.g., express ideas in a different way than writing



Critical Thinking
e.g., use evidence to draw conclusions

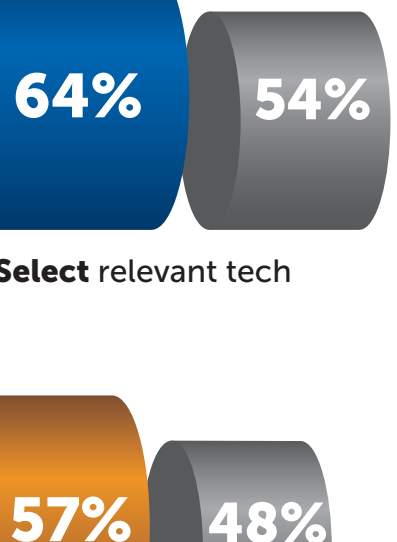


Creativity & Innovation
e.g., create something unique for class

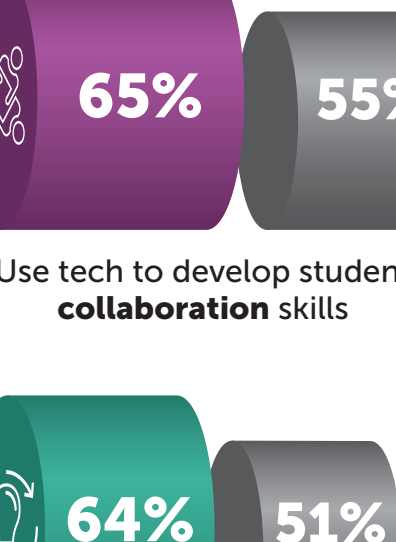


Agency
e.g., decide what activities help them learn

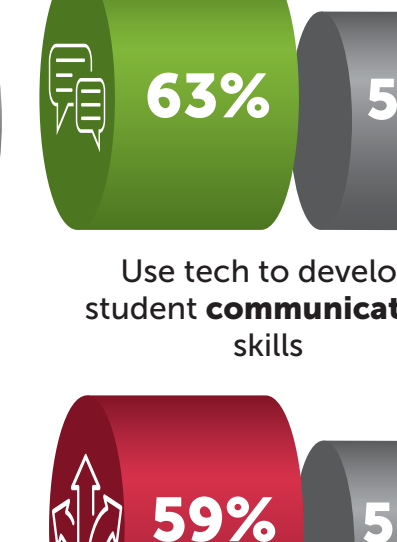
Compared to non-DLP teachers, DLP teachers feel more confident in their impactful technology use.



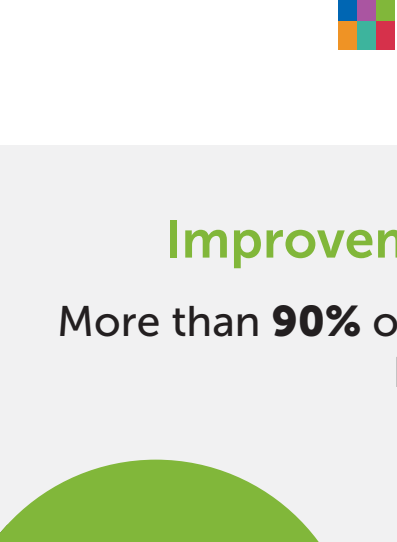
Select relevant tech



Use tech to develop student collaboration skills



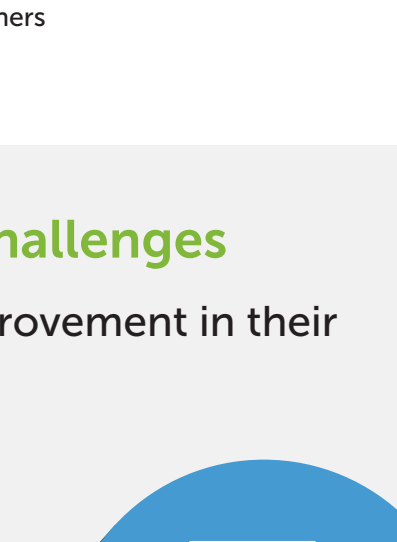
Use tech to develop student communication skills



Use tech to develop student critical thinking skills



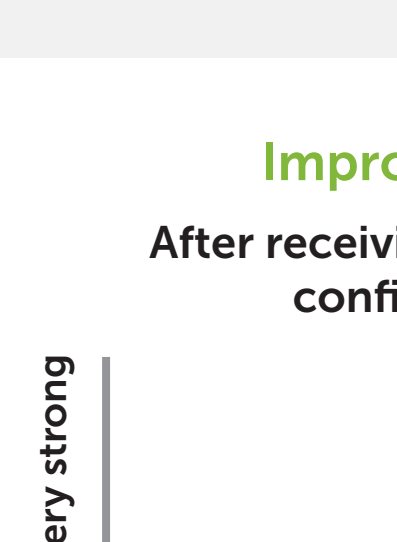
Use tech to develop student creativity skills



Use tech to develop student agency

DLP Teachers Non-DLP Teachers

Compared to non-DLP teachers, DLP teachers see more impact on student engagement and learning as a result of their impactful technology use.



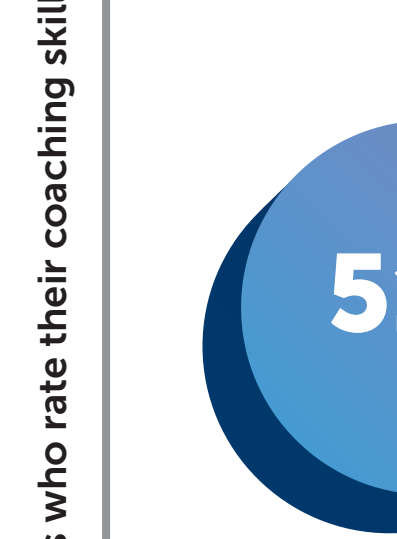
Select relevant tech



Use tech to develop student collaboration skills



Use tech to develop student communication skills



Use tech to develop student critical thinking skills



Use tech to develop student creativity skills



Use tech to develop student agency

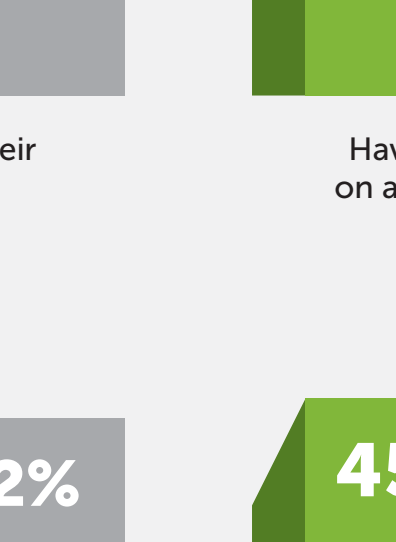
DLP Teachers Non-DLP Teachers

Improvement in Classroom Challenges

More than **90%** of DLP classrooms report improvement in their key classroom challenges.



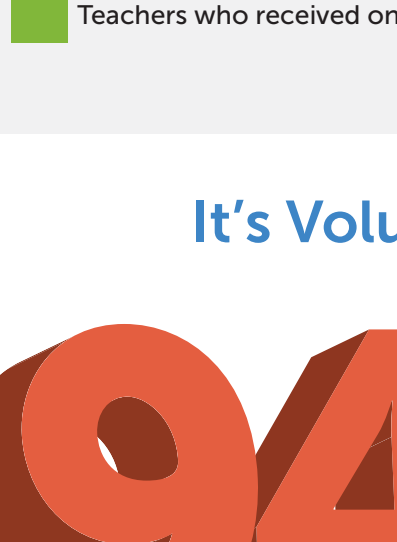
Assessment



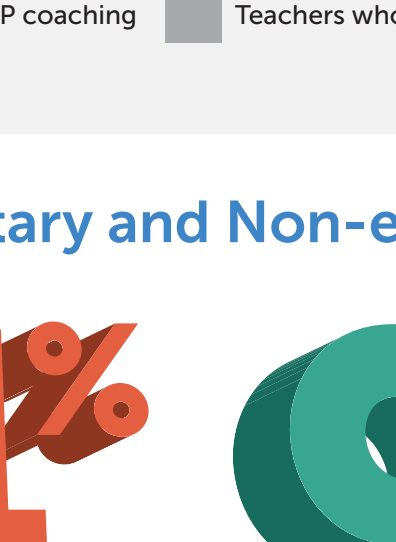
Differentiation



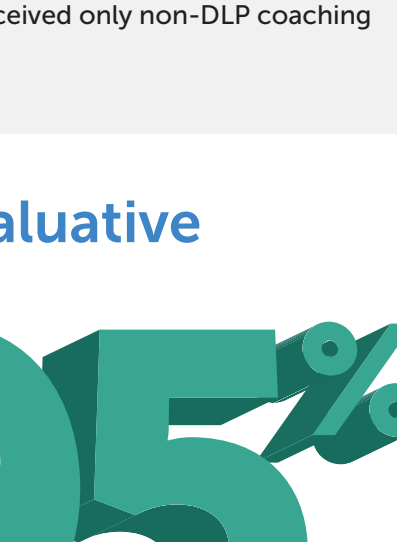
Content area instructional strategies



Classroom management



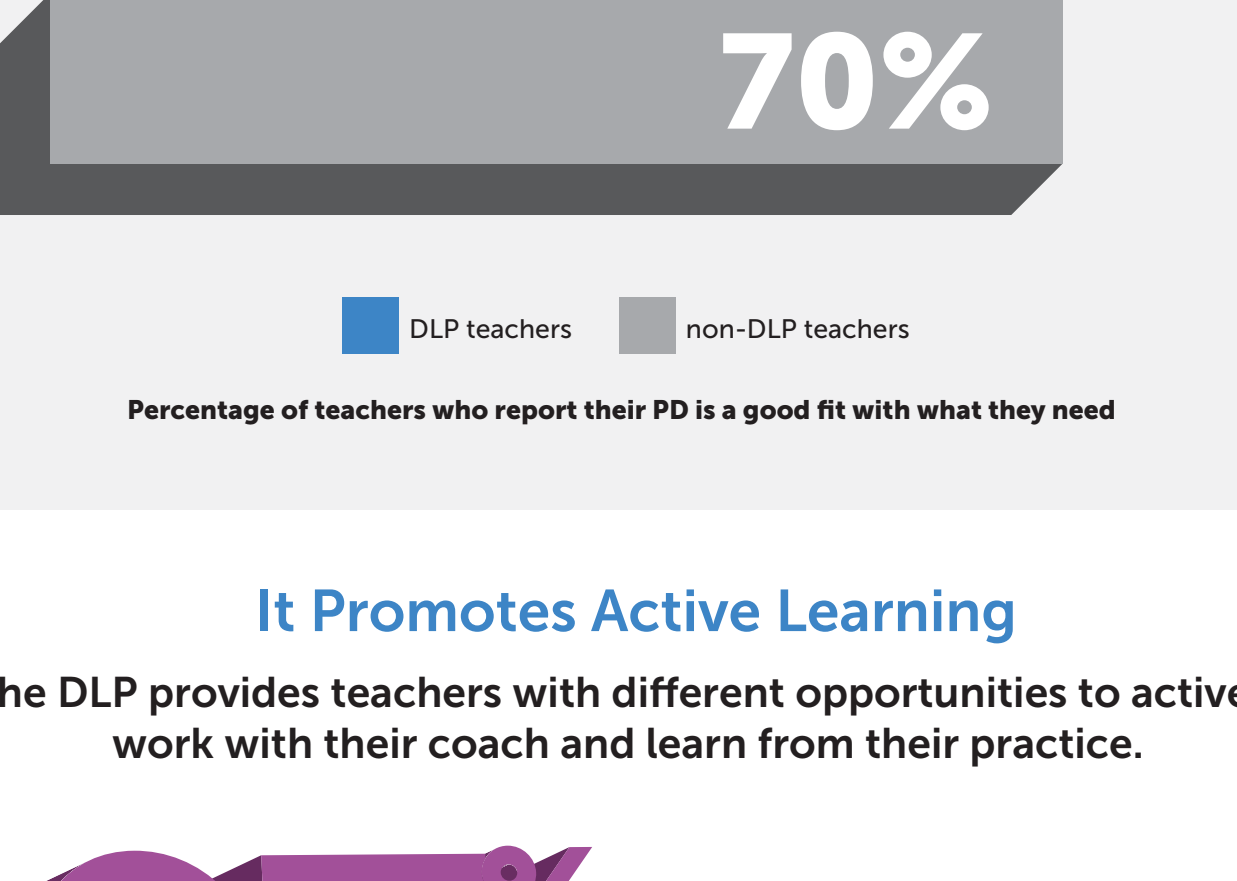
Planning & preparation



Professional growth

Improvement in Coaching Skills

After receiving DLP training, coaches felt more confident in their coaching skills.



Beginning of year

End of year

What Makes an Effective Technology Coaching Program

DLP teachers experience more frequent high-quality professional development opportunities than teachers in other coaching programs.



Have a coach observe their classroom



Have an in-depth conversation on a teaching scenario with their coach



Have a coach model an activity in their classroom



Co-teach with a coach

Teachers who received only DLP coaching Teachers who received only non-DLP coaching

It's Voluntary and Non-evaluative

94% of DLP teachers say they participate in the program willingly.

95% of DLP teachers agree that their coach communicates with them in a non-evaluative way.

It's Personalized

The DLP provides professional development activities that fit with teacher needs.



Percentage of teachers who report their PD is a good fit with what they need

It Promotes Active Learning

The DLP provides teachers with different opportunities to actively work with their coach and learn from their practice.

of DLP teachers report these opportunities helped them address classroom challenges.

1:1 formal meetings with their coach

Informal conversations with their coach

Coach classroom visits for data collection

Coach classroom visits for co-teaching/modeling

Coach-facilitated group professional development

It's Sustained

Coaches provide continuous support for teacher reflection and action.

While being coached, more than **86%** of DLP teachers received at least 30 minutes of one-on-one coaching per week, with 43% of them receiving more than an hour of coaching.

85% of DLP teachers report that their professional development included enough time during and between events to reflect on and try new ideas.

The more time a teacher spent with their coach, the greater their professional growth.

It's Content Flexible

The DLP supports teachers in tackling classroom challenges, regardless of content area.

85% of coaches felt comfortable in their ability to coach outside their subject area expertise.

73% of coaches reported being very or extremely comfortable in helping teachers select and use technology to support their content matter, regardless of subject area, up from **55%** at the start of the year.

