

T2CI Impact: Comparing Outcomes for Collaborating and Non-coached Teachers

Participants in the Teaching + Technology Coaching Initiative (T2CI) reported significant gains during the program's second year on multiple measures of technology integration skills and classroom practices. In T2CI's third year (2004-05), the evaluation used a survey to compare T2CI collaborating teachers with non-coached teachers. Figures 1 and 2 show several selected items from the survey. The findings address two important questions:

Q. How did T2CI collaborating teachers compare to non-coached teachers in increasing their technology skills during the school year?

A. T2CI collaborating teachers reported greater gains in more technology skills than non-coached teachers.

Q. How did T2CI collaborating teachers compare to non-coached teachers in using technology to engage their students in academic work?

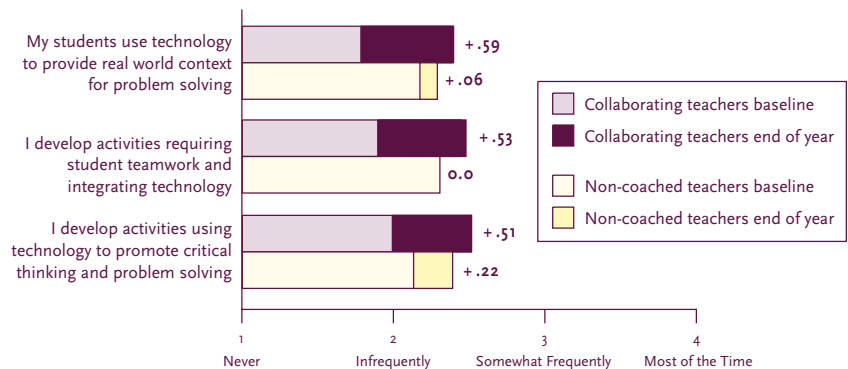
A. Notably, when asked about their own classroom practices, and what their students did, collaborating teachers showed a statistically significant improvement on 9 out of 10 items, compared to 4 items for non-coached teachers.

Assessing the Value of T2CI Coaching

T2CI collaborating teachers stood out from their non-coached peers in two ways. They reported an increased frequency in 1) developing quality learning activities and, 2) use of technology that:

- requires students to cooperate and work as a team while integrating technology into their work, and
- promotes critical thinking, problem solving, and decision-making. (Figure 1)

Figure 1. Coaching Impact on Technology Integration Frequency



These results, supported by additional data from the three years of the T2CI evaluation, provide strong evidence that participating in T2CI makes a difference in teachers' sense of comfort and proficiency with technology. Participants also appear to be much more likely than teachers without coaches to use technology in preparing and implementing lessons and in student assignments.

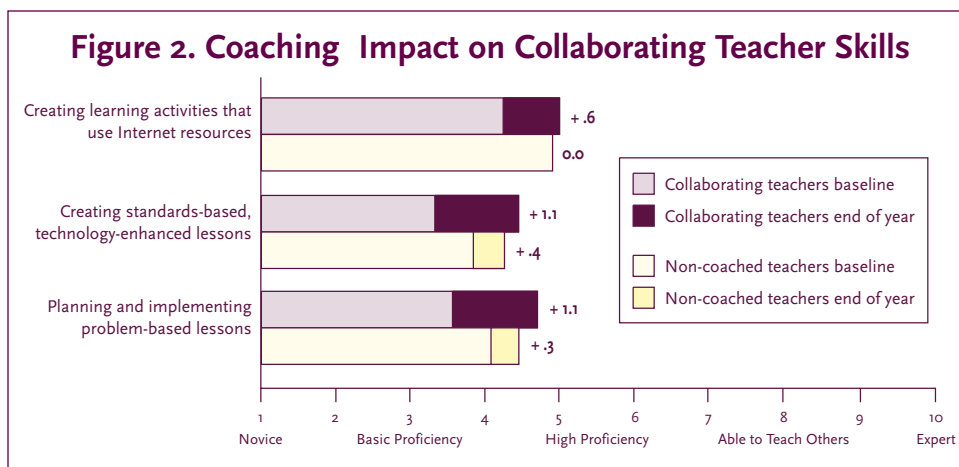
Comparing Collaborating and Non-coached Teachers

The 18-item T2CI Skill and Classroom Practice Survey measures teachers' self-reported improvement in four technology-related areas over the course of the school year. The survey was administered to K-12 teachers at the beginning and the end of the 2004-05 school year. Fifty-eight of 88 collaborating teachers surveyed in four Washington state school districts – Edmonds, Mukilteo, Seattle, and Shoreline – completed the survey, for a response rate of 66%. Out of a comparison group of 100 teachers surveyed from the Edmonds and Shoreline districts, 79 responded (79%).

Collaborating teachers made larger gains than non-coached teachers on every one of the 18 technology integration items measured. Changes on 15 items were at a statistically significant level for collaborating teachers, compared to 5 items for non-coached teachers. Collaborating teachers started the year reporting slightly lower skills and usage levels, but by year's end reported higher levels than their non-coached peers.

Impact on Teaching Skills

- Both groups of teachers completed eight questions related to expertise and proficiency in teaching and technology skills. As shown in Figure 2, on a 10-point scale, collaborating teachers made notable gains in creating learning activities that use Internet resources, creating standards-based, technology-enhanced lessons, and planning and implementing problem-based lessons.
- Collaborating teachers reported increases in all technology skill items. Six of the eight mean changes were statistically significant. They moved from a “basic” level of proficiency toward “high” proficiency.
- Non-coached teachers also showed improvement in seven of the eight skill items, but the mean changes were smaller and only one was statistically significant.



Impact on Technology Use

- Both groups completed 10 questions related to how often they used technology themselves or asked their students to do so. Collaborating teachers reported greater gains in the frequency of their technology use than non-coached teachers. (Figure 1)
- By the end of the school year, collaborating teachers reported more frequent use of all technology integration practices. In 9 of the 10 areas the mean changes were statistically significant, compared to 4 for non-coached teachers.
- Collaborating teachers reported increasing the

frequency with which their students utilized technology to promote deeper learning. They showed improvement in three areas compared to one for non-coached teachers.

For further information on T2CI, including the complete survey and T2CI Evaluation Series: www.pugetsoundcenter.org/T2CI

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