

Effect of Teacher Coaching

Kraft, M., A., Blazar, D., Hogan, D. (2016). The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Working Paper.

Purpose: This study examined the practice of teacher coaching and its effects on student achievement empirically and draw quantitative conclusions from a collection of existing studies.

Research Questions: Three research questions guided this study: (1) How does teacher coaching effect instruction and student achievement? (2) Are any specific programs or elements of programs more effective? (3) How can effective coaching programs be scaled? What aspects may hinder or ease such scaling?

Research Design: This is a meta-analysis of 37 studies of teacher coaching programs, all of which utilized designs capable of demonstrating causal inferences about instruction and/or student achievement. The breadth of this study provides an opportunity to examine, and address questions about, teacher coaching at the macro and micro level.

Selected Findings: This study found coaching to be more effective than student incentives, merit-based pay, general professional development, data-driven instruction, extended learning time, school choice, and charter schools. Teacher coaching has statistically significant positive effects on both instruction and student achievement; this is especially evident in literacy/ reading. Better instruction does improve student achievement. Small-scale interventions, less than 50 teachers in the treatment group, were twice as effective as large-scale models with more than 50 teachers. There is strong evidence for schools to both invest in and scale teacher coaching programs.

Implications: The positive results regarding teaching coaching observed in this meta-analysis should give confidence to providers who are developing these coaching systems and the district- and school-level administrators who are attempting to implement this model. For researchers, the analyses that were considered helped to answer the study's research questions, while also opening the door for greater research, especially regarding how subtle changes in the environment in which coaching happens (potentially varying by subject, by grade level, etc.) might affect the impact.