

Useful information for
Coaching/Mentoring
Programs



A Project Funded by
The Annenberg Foundation

THE PATHWAY TO PAHSCI

In 2005, The Annenberg Foundation joined with the Pennsylvania Department of Education to implement the Pennsylvania High School Coaching Initiative (PAHSCI). Funded by The Annenberg Foundation, PAHSCI is a three-year, \$31 million instructional coaching initiative. Four additional partner organizations provide support for program implementation: Foundations, Inc., Penn Literacy Network from the University of Pennsylvania, Research for Action, and The Philadelphia Foundation. Additional research support is provided by Success for All, AED, and MPR Associates, Inc.

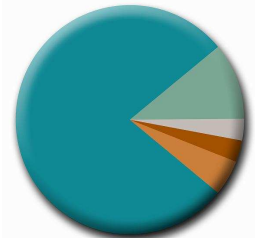
The PAHSCI model is designed to provide trained teacher-leaders, or coaches, to schools and school districts. The Initiative places one literacy and one math coach for every 600 students in 24 high-need high schools located in 15 school districts across Pennsylvania, with a total enrollment of over 32,000 students. Instructional coaches sustain ongoing, site-based, job-embedded professional development for teachers and administrators. They also facilitate in-class coaching and modeling, peer collaboration, and teacher training in order to improve teaching and learning at participating schools.

OUR VISION

To build capacity within school districts to more effectively and positively impact instruction, student learning, and attitudes through collaborative whole school reform practices that embrace collegial networking, instructional one-on-one coaching, and embedded professional development across curricula.

OUR GOALS

- Improve student achievement at participating high schools
- Build teacher capacity in schools by developing professional learning communities in schools, within districts, and across districts
- Prepare students for the workforce through literacy development
- Research the development of an effective job-embedded instructional coaching model
- Sustain and expand this one-on-one instructional coaching model



THE FUTURE OF PAHSCI IS NOW

The Pennsylvania High School Coaching Initiative has generated real results in classroom instruction and student learning over the last two years. Several schools report the successful implementation of this instructional coaching, mentoring, and professional development model. Funding for PAHSCI ends in June 2008.

Efforts are under way with the General Assembly and the Rendell administration to institutionalize an instructional coaching, mentoring, and professional development model. You can help. Get the word out about PAHSCI and the impact it has had in your classrooms and school districts. Learn more by visiting www.pacoaching.org.

PENNSYLVANIA HIGH SCHOOL
COACHING INITIATIVE

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MAKING MEANING THROUGH NUMBERS

Mary J. Margosian, Literacy Coach, East High School

If someone had walked into my classroom three years ago and said, “Mary, I would like to discuss the data from your last district assessment,” I would have complied and then politely gone back to my art of teaching.

Fast forward 27 months, put me in the PAHSCI, and give me a number any day of the week and I will now listen, and listen intently. As a coach, I have learned that relevant, usable data returned in a timely manner can be a teacher’s greatest dream. In our district, Language Arts assessments are given every six weeks and they are aligned to our curriculum. Math assessments are given every quarter. The data from each assessment is a snapshot of student progress. For each teacher and grade level, instruction can be enhanced by using the feedback from data.

As I see the data more and more, I challenge myself about my early thoughts on the art of teaching. We cannot, as teachers, be merely the explicators of text and content. Through the correct use and analysis of data, teachers come to realize that explicating and downloading content cannot stand in place of true student engagement, rigor, and expectation.

Data can be an indicator of many things; most importantly though, data opens doors. Data returns are an opportunity to ask teachers to be reflective about their practices. Through grade level teams, individual teachers realize the collective power of the feedback from the data they receive. Data informed instruction improves classroom practice and, in turn, student learning and achievement. The benefit to student learning will be evident by student engagement and in the hard data—the numbers.

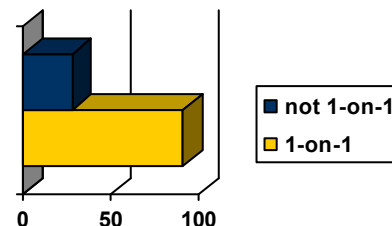
THE PAHSCI TEACHER SURVEY

Teachers in the 26 PAHSCI high schools were invited to participate in a survey designed and administered by Research for Action (RFA). The questionnaire explored teachers’ PAHSCI experiences along a number of dimensions. The survey was conducted Spring 2007. The response rate was 64 percent with 1230 returned questionnaires.

Coaching Changes Teachers

91 percent of high one-on-one coached teachers, as compared with 28 percent of those not one-on-one coached, but participate in other types of professional development, report that their coach addresses their needs as a teacher.

Diane Williams, Principal of Bellwood Antis High School reports, “This Initiative has by far, in the last thirty years that I have been involved in education, had the biggest impact that I have ever witnessed, and largely because you are addressing core values in the classroom.”



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