The Impact of
Student-Centered Coaching

The Student-Centered Coaching model delivers measurable growth across three domains: student outcomes, teacher effectiveness, and coaching success.

Student Outcomes

Because the Student-Centered Coaching model starts with standards-based learning goals, educators can measure the impact of coaching on student proficiency through pre- and post-assessments. Our results show significant growth in student proficiency over the course of a single coaching cycle
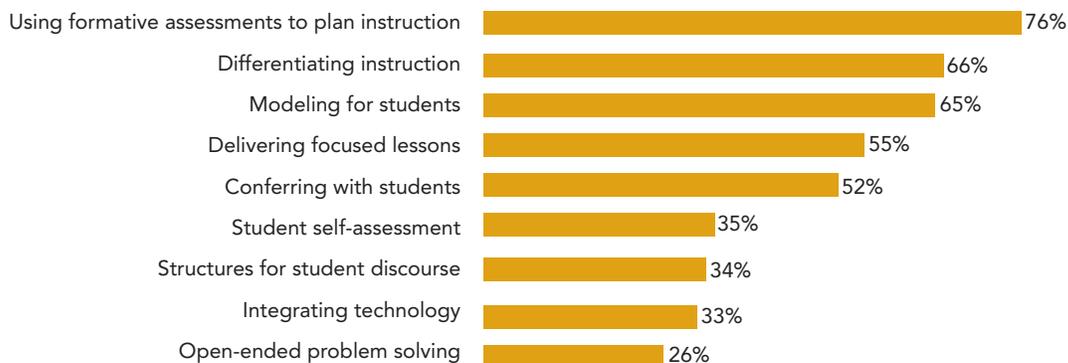
STUDENT GROWTH ACROSS THE COACHING CYCLE

Proficiency at beginning of coaching cycle	5%
Proficiency at end of coaching cycle	73%

Teacher effectiveness

When coaching practice focuses on student outcomes rather than teacher practice, teachers feel safe to take risks and try new strategies. The Student-Centered Coaching model is proven to increase teachers' use of best practices in various aspects of classroom life.
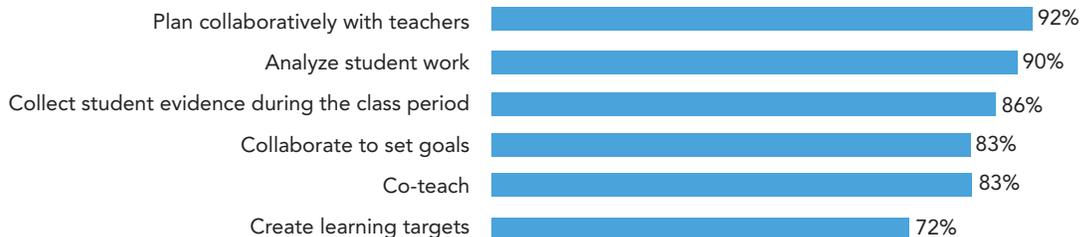
INSTRUCTIONAL PRACTICES IMPLEMENTED

Using formative assessments to plan instruction	76%
Differentiating instruction	66%
Modeling for students	65%
Delivering focused lessons	55%
Conferring with students	52%
Student self-assessment	35%
Structures for student discourse	34%
Integrating technology	33%
Open-ended problem solving	26%

Coaches' success

Coaches who use Student-Centered Coaching practices are able to focus their coaching efforts on the actions that improve teacher and student results the most: goal setting, collaborative planning, collecting and analyzing student work, and co-teaching.

COACHING PRACTICES USED

Plan collaboratively with teachers	92%
Analyze student work	90%
Collect student evidence during the class period	86%
Collaborate to set goals	83%
Co-teach	83%
Create learning targets	72%

Data collected by KickUp, an independent K12 evaluation firm, from 87 coaches working with teachers from various content areas in years 2 and 3 of implementation of Student-Centered Coaching practices.

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Instructional Practices Implemented

Student-Centered Coaching	Visible Learning	Effect Size
Using formative assessments to plan instruction	Providing Formative Evaluation	0.48
	Evaluation and reflection	0.75
Differentiating instruction	Interventions for students with learning needs	0.77
Modeling for students	Mastery Learning	0.57
	Planning and Prediction	0.76
Delivering focused lessons	Clear Goal Intentions	0.48
	Direct Instruction	0.60
	Teacher Clarity	0.75
	Student Use of the Success Criteria	1.13
Conferring with students	Teacher-Student Relationships	0.52
	Feedback	0.70
Student self-assessment	Assessment-Capable Learners	1.33
Structures for student discourse	Classroom Discussion	0.82
	Questioning	0.48
	Peer Tutoring	0.53
Open-ended problem solving	Instructional Quality	1.00