

Peer to Peer Coaching

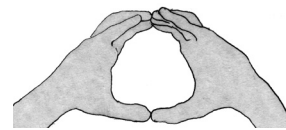
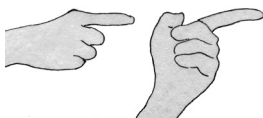
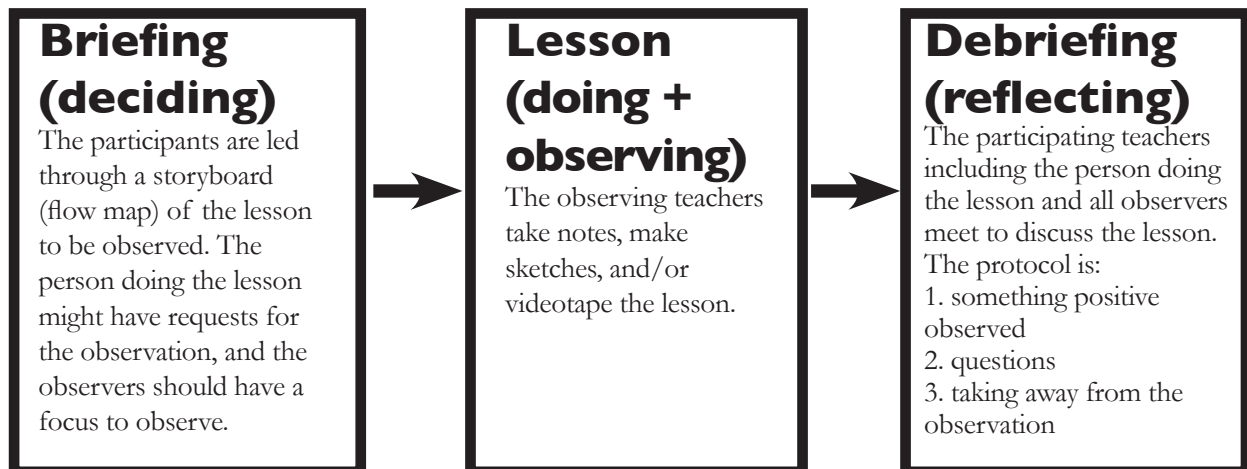
The Peer to Peer Coaching model focuses on teachers regularly observing each other to learn, understand, and improve their pedagogy (teaching methods with the how of teaching). This model works best in small groups with a minimum of three - one teacher demonstrating a lesson while two other teachers observe. The observed lessons are generally in the 15-30 minute range to provide a focus on particular teaching methods. The model includes a briefing, lesson and debriefing. It is recommended to group teachers from different grade levels and subject areas so they are focused on the teaching methods and not only content.

This model is a multi-directional process: everyone has gifts and skills to share and learn from one another. This differentiated process allows everyone to progress at a rate consistent with their skills. The model is an ongoing process for both new and experienced teachers.

Ongoing Development: Teachers regularly participant with the Peer to Peer Coaching model throughout the school year. Weekly or every other week would be recommended.

This model is equally effective with administrators coaching administrators; facilitators coaching facilitators, staff coaching staff and so forth.

Peer Coaching Process (Teachers Coaching Teachers)



Hand drawings by Patrick Percy

Peer to Peer Coaching: Implementing

Steps

Implementing Peer to Peer Coaching school-wide develops the whole staff professionally while building community with the staff. Successful implementation should consider these steps:

- thoughtful, consistent, creative scheduling by the leadership
- beginning with several teacher teams of 3 to creating patterns of successful collaborations, develop models of excellence, and develop positive observation skills
- meeting once every week preferably on the same day and time for 30-40 minutes.
- adding several more teacher teams of 3
- adding all the teachers into groups of 3
- after each group has done 6 peer to peer coachings a change of teacher groupings to expand the learning and community building
- teachers sharing regularly at staff meetings their experiences, reflections, positive thoughts, and needs and questions with Peer to Peer Coaching
- including support staff in the peer to peer coaching model

It is recommended to have teachers participate in a staff reflection with the whole staff using visual mapping to share successes and questions.

Modeling

Prior to starting the peer to peer coaching model, it is recommended modeling the process with the whole staff observing each of the three steps of briefing—lesson—debriefing. I would recommend doing this in a fishbowl setting with teachers doing the process with students.

Tools

It is recommended to use a notepad to take notes with all observations. The use of visual maps or a similar method of organizing observations is recommended on the notepad. Videotaping coaching deepens the coaching so the actual lesson can be reviewed and referenced at the debriefing. Without video you ‘think you thought what you think you saw’. With video you can review, reflect and refine your observations. It is best to have the video on the students as they will tell the story. The video clip is kept by the teacher who did the lesson.

Research

Use the research on the following two pages in staff meetings and/or professional development with the whole staff (teachers and support staff):

1. Powerful Questions on a key word or phrase
2. Sort the questions (Tree Map)
3. Read the short abstract and/or introductions.
4. Add key observations in a Frame of Reference around the Tree Map.
5. How does this research connect with our student’s success? What do we as teachers need to implement, practice and model to develop our student’s critical thinking? Add this to the Frame of Reference in the Tree Map.

Research on Peer to Peer Coaching in School Communities



Peer Coaching for Improvement of Teaching and Learning

Journal of Interdisciplinary Research in Education (JIRE) ISSN 2232-0180, Vol. 6, Issue 1, 2016, pp. 64-70, Liew Wai Yee, Taylor's College Sri Hartamas, Malaysia.

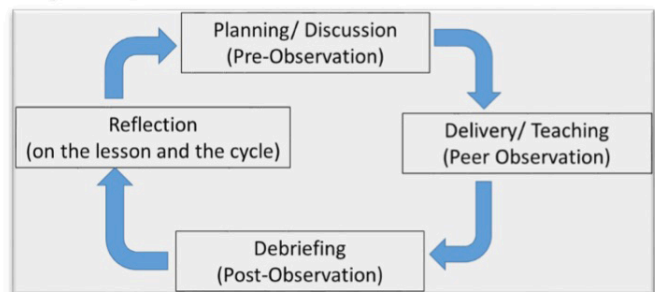
Keywords: Peer Coaching, observation, self-reflection, professional development, mentoring

Abstract

This report reflects on the experience of conducting peer coaching for improvement of teaching practices and student learning. Peer coaching was first conducted by the Science Department offering Cambridge A-Level Programme on two Semester One classes. The observed lesson was targeted on engaging students through collaborative learning. Another experience on peer coaching was conducted by a group of teachers from different subjects and programmes, and targeted on learning by using formative assessment. The model attempted was the collegial peer coaching, and it included three main processes: pre-observation planning and discussion, two consecutive peer observations, and post-observation discussion. Peer coaching was found to be an impactful tool for professional development, because it offers teachers the opportunity for self-reflection, sharing of classroom experience, and mutual growth in teaching.

Introduction

Teachers nowadays face challenges, such as to improve student-centered teaching, to integrate technology into teaching and learning, and to implement higher-order thinking skills just to name a few. Traditionally, the improvement of teaching practices has been left to individual teachers to work out on their own. Lack of support, feedback or follow up has led to slow and insignificant progress. Peer coaching, which is also called instructional coaching, peer mentoring or lesson study, is a model of professional development that can be used to improve student learning by improving teaching. Peer coaching requires that the teachers who are involved to reflect on practice, share successful practices and suggestions, and/or learn from and with colleagues. It helps to engage not only the beginner teachers, but also the seniors, in learning collaboratively and professionally, to address common and mutual challenges in teaching.



Complete Research Paper:
Peer Coaching for Improvement
of Teaching and Learning
Journal of Interdisciplinary Research in Education

Research on Peer to Peer Coaching



Peer Coaching That Works:

The Power of Reflection and Feedback in Teacher Triad Teams

By Robin Jarvis, Kathleen Dempsey, Grace Gutierrez, Dale Lewis, Kris Rouleau, and Bj Stone

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Why Peer Coaching

In their work, Bruce Joyce and Beverly Showers (2002) focused on identifying what components a professional development (PD) program must have for it to impact student achievement. Looking at three potential outcomes of PD—knowledge, skill, and transfer—they concluded that transfer is required for the PD to truly impact student learning. In their efforts to determine what components of PD were essential to achieve this transfer of learning to the classroom, Joyce and Showers found that PD must include four components— study of theory, demonstration, practice, and peer coaching—for teachers to actually impact student achievement by implementing what they have learned in the classroom. To provide a more concrete representation of the impact of PD on participants, Joyce and Showers estimated the percentage of participants who would be able to demonstrate knowledge, skill, or transfer following their PD (Table 1). Their estimates suggest that with the addition of peer coaching, 95 of 100 teachers can be expected to apply the PD in their classrooms where it can impact student performance. If we were to include every component but peer coaching, the best we can expect is that 5 of those 100 participating teachers will transfer.

Table 1. Percent of participants achieving specific outcomes by PD component

Components	Outcomes		
	Knowledge	Skill	Transfer
Study of Theory	10	5	0
Demonstrations	30	20	0
Practice	60	60	5
Peer Coaching	95	95	95

(Joyce & Showers, 2002, p. 78)

The Power Of Three: Peer Coaching In Triad Teams

Drawing from their experiences leading the Action Improvement Zone (AIZ) initiative in the Northern Metropolitan Region (NMR) of Melbourne, Australia, our colleagues David Hopkins and Wayne Craig (2015) advocate for a peer observation and coaching model that uses a triad of teachers who collaborate regularly, learning and embracing the four phases of Joyce and Showers' PD model— theory, demonstration, practice, and coaching—to plan and monitor their professional learning work. (Hopkins and Craig also added a fifth phase: feedback.) Teachers worked in assigned or self- selected groups of three and took turns participating in three distinct roles: coach, coachee, and observer. The role of observer added perspective that might be lost if teachers worked solely in pairs. The observer provided descriptive feedback on the process for the coach and coachee, asking skillful questions that encouraged more reflective processing and helped each team member to learn and grow from the experience.



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