Peer Coaching: Professional Collaboration for Student Success

AASA/ACSA 2014 Women in School Leadership Forum

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with
Dr. Pam Robbins
probbins@shentel.net

Assumptions

• When professional colleagues share a relationship that is genuinely characterized by trust and respect and are motivated to support one another in growing professionally, the consequence of their efforts will result in exemplary practices and heightened performance.

• As a result of excelling professionally, these individuals develop the potential to attain leadership positions and to inspire others in their quest to make a profound difference in the craft of teaching and student learning.
Opening Activity

• What is “Quality Teaching”? 
or...
• What causes learning to occur?

• What evidence might you observe that indicates quality teaching is in place?
  or...
• How do you know if learning is taking place?

Agenda

Welcome, Assumptions, Opening Activity, Agenda, Outcomes
Definition of Peer Coaching, Coaching Task, Factors Influencing Peer Coaching Relationships
Relationships Among Colleagues, Peer Coaching Structures
Collaborative Work and Formal Peer Coaching
Creating a Culture for Learning, Benefits of Coaching
Reflections and Personal Next Steps
Outcomes

- Discover how leaders build a foundation for Peer Coaching by creating a culture of trust and learning, focused on developing the capacity to design goal driven, individualized, and differentiated learning experiences linked to student success.
- Examine how Peer Coaching structures enhance the quality of teaching practices, provide complementary support for teacher supervision/evaluation efforts and other challenging initiatives.
- Analyze how Peer Coaching can empower teacher leadership in ways that engage teachers as vital partners in the quest for excellence in learning and student success.
- Acquire practical tools to develop a Peer Coaching program or add vitality to an existing program.

Coaching: A Definition

Coaching is a powerful, confidential, non evaluative process through which two or more colleagues work together to reflect upon and analyze teaching practices and their consequences, expand, refine, and build new skills, develop and articulate curriculum, implement new instructional strategies, including the integrated use of technology, create informal assessments to measure student learning, examine student learning/assessment data and plan for future learning experiences, share ideas and resources, teach one another, problem solve, study learning, or collaboratively plan.

Robbins, 2014
Coaching Task

Reflections on the Coaching Task

Coach

• What strategies did you employ to help your colleague accomplish this task?

• Did your approach work? (Why or why not)

• If you were to do this coaching activity over again, what would you do the same and what would you do differently?
Peer Colleague

• What did your coach do to help you succeed?
• What type of feedback did your coach offer?
• How many strategies did your coach use?
• Of the different approaches your coach employed, what was most helpful? Why?
• Was there anything you wished your coach would have done to help you as a learner?

Factors Influencing the Peer Coaching Relationship

• Trust
• Fear factor
• Previous experiences with observations
• Clarifying the differences among observation, supervision and evaluation
• Relationship between the observer and the teacher
• Comfort level between teacher and students
• Comfort level with content being taught
• Self concept of teacher
• Interpersonal skills of both teacher and peer coach /observer
Peer Coaching provides a variety of learning focused structures that facilitate reflection on one’s teaching and the analysis of which of those practices have the greatest impact on student learning.
Forms of Peer Coaching Activities

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<th>Collaborative Work</th>
<th>Formal Coaching</th>
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<td>• Storytelling about Teaching Practices</td>
<td>• Co-Teaching Lessons</td>
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<td>• Video Analysis</td>
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<td>• Data Talks</td>
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<td>• Co-Planning Lessons</td>
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(Robbins, P., Peer Coaching: Collaboration to Enhance Professional Practice and Learning, ASCD, in press)

Pre-Video Viewing Task

• Reflection allows new neural connections to form.
• When students have the opportunity to articulate what they have learned in a lesson, it increases retention 65-90% (Sousa).
• What are some ways in which you invite students to reflect upon a lesson?
• As you watch the video, notice what resonates with you.
www.teachingchannel.org/videos/daily-lesson-assessment
Reflections on the Video Viewing

• What resonated with you?

• Is this a strategy that you would consider in your own practice?

• Did this strategy allow the teacher to determine student learning and instructional next steps?

In schools where cultures of professional learning exist, there is a norm that “together we are better than alone.” Educators seek feedback as a way of gaining perspective about the work they do and its consequences.
As a result of feedback, one can learn about which practices make a difference for specific students. In the process, relationships among professional colleagues are strengthened, trust develops, and learning soars.

The Coaching Process

- Pre-Conference
- Classroom Observation
- Post-Conference
Benefits of Peer Coaching

- Better understanding of teaching and learning
- Improved self-analysis skills
- Improved sense of professional skill
- Renewal and recognition
- Increased sense of efficacy
- Increased collaboration/collegiality
- Improved teaching performance
- Integration of research based best practice
- Increased student growth and development

Pam Robbins
Personal Action Plan

Please reflect upon your learning experiences today. Identify:

• insights you had,
• ideas that were reinforced,
• what you will try.

Make a commitment to yourself about when you will implement these strategies.