AASA
February, 2013
Peer-to-Peer Coaching
Presented by
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Note well...

• Several of the frames in this PowerPoint will not be discussed in our round table but they provide a base for program evaluation or to implement a coaching program. A Webinar is also available on coaching.
Boosting Retention Rate:

Average Retention after 24 hours
Adapted from David Sousa figure 3.8 in his text *How the Brain Learns*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>5%</td>
</tr>
<tr>
<td>Reading</td>
<td>10%</td>
</tr>
<tr>
<td>Audio-visual</td>
<td>20%</td>
</tr>
<tr>
<td>Demonstration</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion Groups</td>
<td>50%</td>
</tr>
<tr>
<td>Practice Doing</td>
<td>75%</td>
</tr>
<tr>
<td>Teaching others</td>
<td>90%</td>
</tr>
</tbody>
</table>
Teachers need support…

<table>
<thead>
<tr>
<th>Training Components and Attainment of Outcomes in Terms of Percent of Participants</th>
</tr>
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<tbody>
<tr>
<td>Components</td>
</tr>
<tr>
<td>Study of Theory</td>
</tr>
<tr>
<td>Demonstrations</td>
</tr>
<tr>
<td>Practice</td>
</tr>
<tr>
<td>Peer Coaching</td>
</tr>
</tbody>
</table>

From Joyce and Showers (2002), see references
Peer-to-Peer Coaching

• Dyads or triads
• Agree to work together
  1. Easier
  2. More fun
  3. Best chance of “making it happen”
• Specific time limit
• Inform supervisor...
Establish a model of effective teaching

There are other effective Models from Danielson and Strong. Districts also have models in their evaluation systems.
Marzano’s elements are all similar…

They are all formatted the same in an exceptionally usable manner.
After some reflection, reviewing an observation, or looking at data the teacher and coach decide on one to work on.

Just one is easy and doable.

As an example, let’s take the first question.
Today we will use the protocol
What do I typically do to provide learning goals and scales?
What do I typically do to provide learning goals and scales?

The teacher provides a clearly stated learning goal accompanied by a scale or *rubric* that describes levels of performance relative to the learning goal.
Teacher Evidence

- Teacher has a learning goal posted so that all students can see it
- The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- Teacher makes reference to the learning goal throughout the lesson
- Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- Teacher makes reference to the scale or rubric throughout the lesson
Student Evidence

- When asked, students can explain the learning goal for the lesson
- When asked, students can explain how their current activities relate to the learning goal
- When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric
## Choosing the Skill to Improve

<table>
<thead>
<tr>
<th></th>
<th>Innovating (4)</th>
<th>Applying (3)</th>
<th>Developing (2)</th>
<th>Beginning (1)</th>
<th>Not Using (0)</th>
</tr>
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<tbody>
<tr>
<td>Providing clear learning goals and scales (rubrics)</td>
<td>I adapt and create new strategies for unique student needs and situations.</td>
<td>I provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students’ understanding of the learning goal and the levels of performance.</td>
<td>I provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, but do so in somewhat of a mechanistic way.</td>
<td>I use the strategy incorrectly or with parts missing.</td>
<td>I should use the strategy, but I don’t.</td>
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The coaching cycle

**Performance**
Base line data

**Assessment**
Measuring Growth

**Choosing alternatives**
What to coach

**Practice**
Time to get good at it...

**Coaching**
Teaching & Learning
Baseline Data

- Reflection
- Observation
- Video review
- Evaluation

Performance
Baseline data
Choosing the Skill to Improve

Personal:
- I want to be better at...

Professional:
- We have this need...

Choosing alternatives
What to coach
Choosing the Skill to Improve

Instructional model

1. Evaluation system
2. Instructional framework

Choosing alternatives
What to coach
Continuing the Walk

- Planning
- Co-teaching
- Modeling
- Critiquing

Coaching
Teaching and learning
Continuing the Walk

Practice time

Practice
Time to get good at it...
Assessment

• Teacher self-assessment
• Observation to reassess performance (peer or coach)
• Review of student data
• Anecdotal record
• Administrative observation

The cycle continues with another teaching/learning attribute.
Choosing alternatives

• Teachers Guide to Reflective Practice
• What do I need to improve?
• Teaching/learning Literature

N.B. Choose ONE attribute to change and measure current performance.
Practice, practice, practice

• Several iteration of use in day-to-day classrooms
• Time to get comfortable
• Time for students to practice new model
• Time for students to acclimate

... change requires time and the understanding that the new is providing a better teaching/learning model.
### Assessing the Walk – Is there change?

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**Assessment**

Measuring growth
What about collegiality?

Who can help?

Classroom visits *(getting better is the only thing)*

Rounds...

• In twos or threes
• Get permission
• Scheduled
• Say thank you
• Discuss how **we** can get better around the design questions
Peer-to-Peer Coaching

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  2. More fun
  3. Best chance of “making it happen”

• Specific time limit
• Inform supervisor...
In closing

• Believe in your colleagues

• Believe in yourself
Resources

Marzanaoresearch.com
For Elements
  <Free resources> <Classroom Tools> <free reproducibles>

For Webinar on coaching
  <free resources> Webinars