

Peer Coaching

West Vigo Elementary School

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Background Leading to this Inquiry

As an administrator, it is my belief that teachers can learn effectively from other teachers. Currently, there is no formal process for peer coaching to occur at West Vigo Elementary. As the instructional leader of the building, peer coaching is not something that I have background knowledge in.

Purpose of This Inquiry

Therefore, the purpose of my action inquiry was for the principal to be an active leader in the peer coaching process.

My Wondering

With this purpose, I wondered what role can the principal play in facilitating the process of peer coaching?

My Actions

I gained insight into how I could play a role and facilitate the process of peer coaching through:

- Surveying teacher prior knowledge
- Showing a video clip and surveying teacher reactions
- Talking to current leaders using the peer coaching model
- Researching peer coaching

Teacher's Prior Knowledge

- 2 out of 21 teachers had a working knowledge of peer coaching
- 2 out of 21 teachers had been peer coached
- 0 out of 21 teachers had peer coached a colleague
- 10 out of 21 teachers felt apprehensive about peer coaching

Video Clip and Reactions

- I showed a short video clip of two teachers talking about the benefits of peer coaching.
- I then surveyed teachers once again.
- 21 out of 21 teachers understood what peer coaching entailed.
- 3 out of 21 still felt apprehensive about participating in peer coaching.

Discussion with Peer Coaches

- I discussed how peer coaching could benefit our teachers with two of my teacher leaders. They have been peer coached before as they are Reading Recovery teachers. I also spoke to the Reading Recovery teacher leader who leads RR teachers in the peer coaching process in our corporation.

Researching Peer Coaching

- With little background knowledge and just a simple working definition of peer coaching, I knew that I needed to research peer coaching through articles and books.

Data Collection

Pre Survey

Post Survey

Discussion

Research

My Data

Pre Survey

- 2 out of 21 teachers had a working knowledge of peer coaching
- 2 out of 21 teachers had been peer coached
- 2 out of 21 teachers had peer coached a colleague
- 10 out of 21 teachers felt apprehensive about peer coaching

Post Survey

- 21 out of 21 teachers had a working knowledge of peer coaching
- 3 out of 21 teachers had been peer coached
- 2 out of 21 teachers had peer coached a colleague
- 3 out of 21 teachers still felt apprehensive about peer coaching
- 20 out of 21 teachers felt peer coaching could help them become a better teacher

Through discussion, I learned that peer coaching can be done in a non-threatening manner with teachers.

Through research, I found that peer coaching can have a positive effect teacher effectiveness and student achievement.

My Discoveries

- Teachers need taught how to peer coach.
- Peer coaching can be implemented in a non-threatening manner.
- Peer coaching can increase teacher effectiveness.

Teaching Teachers to Peer Coach

- Only 2 of my teachers knew how to peer coach. These teachers are veteran Reading Recovery teachers and peer coaching plays a large role in their professional development. When they are peer coached, these strategies are often used with their RR students in a one on one setting. Just as teachers must feel comfortable in being peer coached; so should students as this allows them to take learning risks.

Non-Threatening Peer Coaching

- After learning a little bit about peer coaching, the number of teachers who felt apprehensive decreased from 10 to 3. It is important that teachers feel comfortable in this process so that they feel supported in taking “risks” with utilizing new strategies in the classroom and receiving feedback on their implementation.

Peer Coaching to Increase Teacher Effectiveness

- 20 out of 21 teachers felt peer coaching could increase their effectiveness after they learned what peer coaching was. This leads me to believe that providing professional development to my teachers on peer coaching will be a worthwhile endeavor.

Where Am I Heading Next

- I have learned that little to no peer coaching currently takes place in my school. Of the little peer coaching that does occur, it is not systematic nor geared toward specific goals or skills that teachers need targeted to be a more effective teacher to increase student achievement.
- Teachers have “bought in” to the idea of peer coaching and are ready to learn more.
- Teachers need to feel comfortable to engage in the process of peer coaching.
- A systematic plan for implementing peer coaching must be made with the help of the teachers.
- To not overwhelm teachers, I plan to start with specific subjects like math and/or common tasks such as vocabulary introduction.

Bibliography

- Robbins, Pam. (1991). *How To Plan and Implement a Peer Coaching Program*. ACSD.

- Serman, Cheri. (September/October 2018). Peer Coaching Drives Change.

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- Brennan, Kaitlyn. (2017) DISSERTATION-EXAMINING THE EFFECTS OF EXPERT PEER COACHING AS PROFESSIONAL DEVELOPMENT MODEL AND TRAINING TOOL FOR SPECIAL EDUCATION TEACHERS. University of Pittsburgh.



Peer Coaching

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Background Leading to My Inquiry (Slide 2)

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The Purpose of My Inquiry (Slide 3)

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My Wondering (Slide 4)

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My Actions (Slide 5-9)

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Data Collection (Slide 10)

Pre Survey

Post Survey

Discussion

Research

My Data (Slides 11)

Pre Survey

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- 10 out of 21 teachers felt apprehensive about peer coaching

Post Survey

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- 3 out of 21 teachers had been peer coached
- 2 out of 21 teachers had peer coached a colleague
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My Discoveries (Slide 12-15)

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- Peer coaching can increase teacher effectiveness.

Where I Am Heading Next (Slide 16)

Bibliography (Slide 17)

- Robbins, Pam. (1991). *How To Plan and Implement a Peer Coaching Program*. ACSD.
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