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As the demand rises for resources and tools to meet the needs of both experienced and inexperienced teachers for self-evaluation and instructional design, which addresses the needs of 21st Century learners, there, has emerged a sense of urgency to create good professional development programs. Teachers struggle with the subjective and often judgmental nature of observations and evaluations to meet this demand. The need for highly proficient teachers and successful schools has become more essential in the U.S, which correlates with the need for more relevant and effective teacher evaluation methods. This best practice has become a pivotal aspect of school national standing, healthy learning environments, technological relevance and student success. Therefore, this study and resulting project was created and piloted as a tool to assist teachers of special and general education to teach essential peer-coaching skills through a written medium. The Peer-Coaching Guidebook and program were created to provide both the teacher and the coach with user-friendly resources to utilize in supporting professional development skills. The program engages teachers and incorporates step-by-step instructions, a guidebook, and easy to follow observation forms. Both the guidebook and the research are included in this study.

KEYWORDS: collaboration, positive feedback, peer-coaching, professional development
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Peer-Coaching and Professional Development

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Chapter 1: Introduction

Background

Peer-coaching has been widely recognized as a powerful assessment tool proven to improve teaching quality among teachers (Lam, 2001). However, for many educators, peer evaluations have become a dubious source of feedback, and viewed as a tedious and tiresome process. For many educators, there is a “subtle resistance against having another adult in their classroom” (Lam, 2001). As the need for highly proficient teachers and successful schools has become more essential in the U.S, the need for effective teacher observation has become a pivotal part of school national standing, health, relevance and success.

In 1999, the passage of California Bill AB 1X (year) required the implementation of Peer Assistance and Review Programs (PAR) statewide. A self-evaluative program, PAR focuses on a “critical factor for student learning: teacher knowledge and ability” (Beasley, 2000). This helps validate the relevance and overall value of teacher evaluation. Additionally, the passage of federal law “No Child is Left Behind,” (2001) promotes “innovative programs such as peer review to improve teacher quality” (Kumrow & Dahlen, 2002). Every teacher currently in practice can recall the personal experience of having a bad teacher as a former student. This and other professional experiences undergird the importance of and prove the essential power of the peer review for quality instruction and the resulting student success. This valuable evaluative tool can be transformative in nature and can produce a more collaborative and cohesive teaching faculty who will benefit from improvements geared toward student success and achievement.
**Statement of the Problem**

While young and new educators are consistently observed, observations and feedback are seen as unnecessary to many experienced educators. Furthermore, “having another adult in classrooms is usually perceived as [an] intrusion instead of support” (Lam, 2001). This perception has created a negative reaction to peer-coaching programs among many seasoned, experienced educators, when in fact a peer-coaching program can provide essential collaboration and professional development skills (Lam, 2001).

“A motivated and competent teaching workforce is key to the delivery of a quality education in schools ”(Lam 2001). As citizens living in the Information Age, it is commonly understood that the world, both near and far, is constantly changing and the need for relevance is pivotal to the success of any culture. In the realm of education, this involves teachers maintaining a current understanding and a responsive stance to new learning in the field. Continuing education has been the means of this endeavor for decades and the most immediate learning by teachers can occur during strategic, focused and transparent peer observations. Educational experts have argued that, in order to improve educational outcomes, “teachers must have more control over their practice” (Kumrow & Dahlen, 2002). In order to gain this control and maintain the mantle of competence, teachers must be willing to participate in professional development and to make new and effective adaptations to their teaching methodology.

**Purpose of this project**

The time invested in the process of observing teaching and being observed can help improve the student’s experience; share best practice; build academic links and foster innovation. (Washer, 2006)
The primary purpose of this project is to develop an innovative, relevant and effective peer-coaching program for a small, non-public school setting. The program is outlined in this study through the development of a *Peer-Coaching Guidebook* and begins with an informational training session about how to develop and manage a successful peer relationship while observing other teachers. The teachers will then engage in the practice observation of another participating teacher. The objective of the first observation practice is to identify positive qualities of the instruction being observed. Each teacher will reflect upon useful strategies or ideas that can be used in their own classroom instruction.

A second goal of this peer-coaching program and guidebook is to enhance the quality of teacher instruction and practice. Through the implementation of this collaborative peer-teaching program, teachers will observe, learn a variety of strategies, plus can learn how to utilize their strengths as a teacher. In order to produce a more effective learning environment, teachers must “work closely together, combining their techniques, goals, and curricula in a way that not only meets their students’ unique academic and behavioral needs but also rejuvenates the teachers professional passion and commitment” (Rock, Schoenfeld, & Blanks, 2010).

Improved communication between educators is also a key goal of this collaborative peer review process. According to Roc, Schoenfeld, & Blanks (2010), “Self-examination conducted through conversations with others is the first steps toward improving important communication skills.” The program will essentially help promote the growth of beginning teachers and also those experienced teachers who may be experiencing difficulties in the classroom.

**Research Questions**

Current peer review programs fail to hold teachers who perform badly in the classroom
accountable. Until accountability is incorporated into peer review programs, they will continue to fall short of their goals. (Kumrow & Dahlen, 2002)

For many experienced educators, it can be difficult to see the potential benefits of peer observation, and is viewed as taking essential time away from preparing for daily instruction, or it takes extra time after school. Accountability is an essential piece to the success of a peer-coaching program. No matter how experienced an educator may be, there is always the possibility of learning valuable lessons from both observing others’ instruction and from getting feedback from being observed (Washer, 2006).

While there has been much research conducted regarding peer-coaching programs and their usefulness, many questions arise from the research. These questions include: What qualities are essential in the development of a successful peer-coaching program? Does a peer-coaching program increase professional development skills and the skill of giving positive feedback? What is needed to convince teachers to participate in a peer-coaching program?

Significance of Project

According to Kumrow and Dahlen (2002), “Teachers must have a positive attitude and demonstrate support if a peer review program is to be a success”. Multiple studies surveyed for this project have demonstrated that teacher attitude is a key aspect of a successful peer review. Many peer review programs focus upon what a given teacher is doing incorrectly rather than what is occurring successfully in their classroom. Teachers may participate in peer observations; however, their attitude will make a significant impact on how effective the observations are in their situation.

Studies surveyed on peer-coaching often focus on the collaboration and professional
development of staff members. However, a large part of this collaboration is accomplished through the effective communication of feedback. This skill is key to the success of a peer-coaching program. If there is no strong feedback, then the idea of a good peer-coaching relationship is a façade. Teachers, with little experience or a lot of experience, need a peer-coaching program that will help them develop their skills as an educator.

**Preview of Literature**

Peer-coaching can be done in various ways depending on the participants’ needs and skills. Studies done have proven that peer-coaching can (1) increase collaboration and communication, (2) offer professional development growth, and (3) help identify the specific instructional strengths of each teacher through the use of positive feedback. Chapter 2 reviews the literature concerning peer-coaching and how it aids growth in professional development.

**Preview of Methodology**

In order to promote collaboration and professional development, a program and guidebook will be developed and presented to the staff that outlines how to develop and implement peer-coaching. An instructional session will also be presented to the school staff, explaining the need for peer-coaching. The *Peer-Coaching Guidebook* will be distributed to staff members, and a pilot team will be developed and established. As a further introduction to the implementation of a peer-coaching program, the pilot team will observe, discussions, analyze classroom issues with their coach, and present their findings to the researcher.

**Chapter Summary**

Overall, the need for an effective peer-coaching program appears to exist across numerous educational environments. The divide between experienced and inexperienced educators creates
an inconsistency in the effectiveness of observation programs (Washer, 2006). For this reason, the guidebook and program will be developed as a guiding tool to facilitate peer-coaching within one’s school site that will benefit each individual teacher’s needs. Literature on the success of peer-coaching and the need for professional development growth will be reviewed in future chapters along with the methodology of the implementation of the project.

Definitions

Collaboration A recursive process where two or more people or organization work together to realize shared goals by sharing knowledge, learning and building consensus (U.S. Department of State, http://www.state.gov/m/a/os/43980.htm).

Evaluation The process of observing and measuring a thing for the purpose of judging it and of determining its “value,” either by comparison to similar things, or to a standard. Evaluation of teaching means passing judgment on it as part of an administrative process (http://www.albany.edu/teachingandlearning/thl/peer_obs/ch1.shtml#A2)

Non-public A non-public educational setting is defined as “a private, nonsectarian school that enrolls individuals with exceptional needs pursuant to an individualized education program. The tuition of a student in a NPS is paid by the public LEA that places students in the NPA based on the student’s individual needs” (California Department of Education, http://www.cde.ca.gov/sp/ps/rq/psfaq.asp#a10).

Peer observation A teacher or other observer closely watching and monitoring a language lesson or part of a lesson in order to gain an understanding of some aspect of teaching, learning, or classroom interaction (Richards, 2005).

Professional Development “A comprehensive, sustained and intensive approach to improving
teachers' and principals' effectiveness in raising student achievement.” (www.nsdc.org)

**Special education** Special education is “specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability” (NICHCY, http://idea.ed.gov/explore/view/p,root,regs,300,A,300%252E39,).

**Teacher Accountability** “The assignment of responsibility for conducting activities in a certain way or producing specific results” (Kumrow & Dahlen, 2002).

**Teacher Attitude** "An enduring, learned predisposition to behave in a consistent way toward a given class of objects, or a persistent mental and/or neural state of readiness to react to a certain class of objects, not as they are but as they are conceived to be"( http://www.teach-kids-attitude-1st.com/definition-of-attitude-technical.html).
Chapter 2: Literature Review

Peer coaching has not often been recognized as a valuable method or form of professional development. However, within the past decade, peer coaching has become a means through which schools have chosen to meet the multiple needs of a faculty who each work at different levels of experience. It is often now more aptly described as a collaboration between two colleagues, which exists in order to provide professional support and specific strategic feedback.

This literature review outlines the benefits of and need for peer coaching between faculty members as the most effective proponent for professional growth and instructional relevance. Peer coaching can benefit a faculty and staff by (1) increasing collaboration between faculty members, (2) offering professional development growth, and (3) identifying the specific instructional strengths of each teacher through the use of positive feedback. Studies have been conducted which establish the fact that peer-coaching is most effective when it is designed and uniquely formed according to individual school site and faculty needs (Skinner and Welch, 1996). “Peer coaching has typically operated as a process of collaborative planning, observation, and feedback, rather than serving as a formal evaluation or review, in order to increase the level of implementation of instructional techniques and curriculum” (Wong & Nicotera, 2003). When conducted correctly, this method of professional development and self-evaluation can produce and provide many benefits. These benefits include an increase in collaboration, professional growth, and the identification of teacher strengths.

Definition of Peer Coaching

Peer-coaching became a popular model of observation when it was developed in the 1980’s. It was described as “the process where teams of teachers regularly observed one
another and provide support, companionship, feedback, and assistance” (Skinner and Welch, 1996). After extensive research, completed in the 1970’s and early 1980’s, researchers concluded that “modeling, plus practice under simulated conditions, and subsequent practice in the classroom, combined with feedback was the most productive training design” (Skinner and Welch, 1996). In the early 1980’s, researchers investigated the hypothesis that “coaching, following initial training, would result in much greater transfer than would training alone” (Skinner and Welch, 1996). Results from this study established that teachers who had a coaching relationship with another teacher would more often practice new skills and strategies than those who worked alone.

According to Showers and Joyce (1996), there are three key principles of peer-coaching. They are: (1) all teachers must agree to participate in peer-coaching. The faculty must be willing to participate in the process and share planning in order to gain successful results. (2) when pairs of teachers are observing each other, the one who is teaching is the “coach” and the one observing is the “coached”. This ensures that the one observing will be watching in order to learn new strategies or ideas, not critique the teaching of the partner. The third principle states that “the collaborative work of peer-coaching teams is much broader than observations and conferences” (Shower and Joyce, 1996). The goal of peer-coaching is for teachers to “learn from one another while planning instruction, developing support materials, watching one another work with students, and thinking together about the impact of their teaching behaviors on their student learning” (Showers & Joyce, 1996).

There are various methods of peer coaching in use; however, each program must follow a similar format in order to be considered true peer coaching in the professional realm. This format includes the fundamental principles that peer coaching is non-evaluative, that it is based
upon classroom observation, and that it is “intended to improve specific instructional techniques” (Skinner and Welch, 1996). This baseline construct provides teachers the chance to be observed in a nonjudgmental setting, thus developing a measure of trust in the partner as well as a high value of the process. Another tenet of professional peer-coaching is that it must include an immediate post meeting for processing the experience. After each observation is complete, the teachers must meet to give feedback; this feedback procedure is vital to the success and significance of the process.

Although many teachers understand and agree upon the importance of peer observations, there remains much resistance to this practice. Most do not like the increased focus on it as a professional development tool (Skinner and Welch, 1996). The objections to this practice are varied and numerous and include a) many teachers are accustomed to working independently without collaboration, b) teachers do not want to take the extra time for observations, and c) some teachers feel fear of judgment by colleagues. Additionally, preparing for peer observations can require extra time that experienced teachers may be unable or unwilling to spend in preparation for an activity which has been delivered many times. Like many professionals, teachers continue to confuse the term “peer-coaching” with “evaluation”, and may have had a poorly trained partner in the past (Skinner and Welch, 1996). A final reason there have been objections to in class observations historically, is that for many, observations have involved administrators in an evaluative role and this created performance stress for teachers (Skinner and Welch, 1996).

Peer-coaching is designed and intended to be a positive, shared process that focuses upon the best practice of one teacher learning new methods and ideas from a colleague. In contrast, evaluation is focused upon both the positive and the negative teaching practices that teachers use
in their classrooms. It provides an alternative form of observation without the stress and changes the focus of the observation from evaluative to collegial and supportive.

One of the most common forms of peer-coaching is reciprocal peer-coaching. Reciprocal peer-coaching is defined as the process in which each teacher serves as the coach and is also coached (Wilkins, Eui-Kyun Shin, & Ainsworth, 2009). Each colleague will choose an area of focus before the consultation and then, following the observation, work with their coaching partner to design an alternative or improved strategy to a specific area. This allows each participating member to personalize the process of peer-coaching. “Reciprocal observations guarantee the positive approach essential for constructive change” (Millis, 1999). Further, it has been established that when a peer-coaching relationship is based upon mutual respect and trust, it becomes a non-evaluative opportunity for development (Millis, 1999).

**Peer Coaching and Professional Development**

When staff development becomes the major vehicle for school improvement, schools should take into account both the structures and content of training, as well as changes needed in the workplace to make possible the collaborative planning, decision making, and data collection that is essential to organizational change efforts.

(Showers & Joyce, 1996)

According to the National Staff Development Council (NSDC), professional development is “a comprehensive, sustained and intensive approach to improving teachers’ and principles’ effectiveness in raising student achievement” (www.nsdc.org, 2014). “The use of an effective professional development strategies to improve the quality of teaching has become a
critical aspect of school improvement initiatives across states” (Wong & Nicotera, 2003) This requires a structured plan for engaging teachers in a continuous process of analyzing and improving their teaching practice through the process of observations. For many experienced faculty, peer observations have been viewed as tedious and many are disappointed with the lack of time spent on their own needs. Unfortunately, some professional development programs focus upon the needs of the less experienced faculty, which exacerbates the concern among faculty members. However, the project developed for this study purports to ameliorate those concerns through a structured and focused approach. According to Huston and Weaver (2008), “while younger faculty members may need to develop both content expertise and teaching expertise, mid-career faculty members need opportunities to redefine and enlarge the scope of their professional careers; and the senior faculty needs opportunities for creating a legacy.”

Given this established point, it is therefore true that each staff member will have differing professional developmental needs. Research has clearly proven that faculty members with experience find it more challenging to learn how to “integrate the latest instructional technologies, and adapt to growing class sizes” (Huston & Weaver, 2008). Experienced faculty members have greater strengths in some areas, yet “they also have critical issues to resolve related to generativity” (Huston & Weaver, 2008). Many experienced faculty feel the need to nurture or guide younger faculty; however, they do not recognize the worth of observing these younger faculty members. Younger or less experienced faculty members need focused professional development in order to develop content and teaching expertise. When programs are designed to bring together experienced faculty and new faculty to discuss their teaching techniques, priorities, and strategies, participants report improvements in their teaching knowledge, abilities, and confidence (Huston & Weaver, 2008).
Further research reveals that peer-coaching provides more satisfaction with the observation process, “increased interaction with other members of the faculty, more motivation, and a renewed interest in teaching” (Skinner and Welch, 1996). The formation of peer-coaching teams or professional learning community groups can produce greater “faculty cohesion and focus and, in turn, facilitate more skillful shared decision making” (Skinner and Welch, 1996). Implementing this professional development process has successfully established a culture in which peer-coaching is seen as a common and effective form of self-review and that is means to develop a healthy collaborative professional community. Researchers caution that it must not be used as a single, isolated occurrence, left to sit fallow following one cycle. Instead, repeated use of this practice fosters communication among colleagues and teachers begin to feel comfortable sharing and asking for ideas from one other (Skinner and Welch, 1996).

**Peer Coaching and Feedback**

Peer coaching interactions have the potential to enable teachers to learn from and with one another and to reflect on crucial aspects of curriculum and instruction. However, they also place teachers’ self-esteem and professional respect on the line, because they expose how teachers teach, how they think about teaching, and how they plan for teaching to the scrutiny of peers. (Robbins, 1991)

According to Robbins (1991), peer coaching is used to “increase feedback about instruction and curriculum.” The feedback segment of this process is one of the most essential components of peer-coaching and occurs during the post-conference. According to Shute (2007) feedback is “generally regarded as crucial to improving knowledge and skills acquisition.” This
crucial time together requires specific training prior to implementation of the program for the establishment of common language, mutual understanding and foundational guidelines of respect and professional courtesy. Authentic feedback is critical if teachers are to improve their teaching practices and to feel comfortable in asking for support. Good feedback can “significantly improve learning processes and outcomes, if delivered correctly” (Shute, 2007). It can be provided in many different forms; however, the most common form is entitled technical feedback. Technical feedback involves verbal communication from the observer with the teaching teacher and providing information as to “how his or her behavior is perceived by the observer” (Gers & Seward, 2008). The main characteristics of technical feedback are (1) it is solicited, (2) it is timely, (3) it is directed toward modifiable behavior, (4) it is specific, and (5) it is descriptive (Gers & Seward, 2008).

Another critical aspect of collegial feedback is that it is confidential. According to Gers and Seward (2008), research has established that if a colleague is to trust the coach and to actually ask those candid questions or to reveal those teaching dilemmas that really matter, then the colleague must know without question that the coach will not share the content of these conversations with anyone who might affect the colleague’s tenure or promotion possibilities.

A third critical aspect of good feedback is that it is specific. Feedback specificity is “defined as the level of information presented in feedback messages” (Shute, 2008). According to Shute (2008), if feedback is lacking in specificity it will cause the receiving teacher to view the feedback as useless and frustrating. This may cause lower levels of learning from the experience.

Peer feedback can be a powerful tool to enhance all teachers’ professional growth. The aim is to “increase knowledge, skills, and understanding in some content area or general skills”
(Shute, 2008). Recent research indicates that teachers are definitely more successful when they regularly reflect on their teaching and the impact it has upon student success (Wilkins, Eui-Kyun Shin, & Ainsworth, 2009). Peer coaching, because of its non-evaluative and confidential nature, provides a relatively more safe opportunity for faculty members to shine a vital light on their teaching skills and the assumptions they take for granted (Wilkins, Eui-Kyun Shin, & Ainsworth, 2009). When a successful peer coaching relationship is formed, colleagues can express their personal concerns, engage in positive and useful conversations, and search for solutions in order to become a more successful educator.

**Chapter Summary**

Research has established that peer coaching can be a successful form of observation and professional development in a variety of school settings. Each program must follow the same foundational principles, which include that it be it is non-evaluative, nonjudgmental, and positive in intent and outcome. Research has repeatedly shown this approach provides more successful results such as increased collaboration, increased professional development, and an increase in teacher skills (Skinner and Welch, 1996).
Chapter Three: Methodology

Peer-coaching is most effective when it is designed and uniquely structured, according to each individual school site and participating faculty needs. Teachers often resist observation due to (a) fear of being evaluated, (b) having to spend extra time, and (c) their habit of working on their own (Skinner & Welch, 1996). The researcher perceived a need for tools to be created in order to assist teachers who exhibit this resistance. The researcher was interested in developing a peer-coaching program that was beneficial for all staff members. The resulting program included a *Peer-Coaching Guide* with an explanation of the benefits of peer-coaching, step-by-step directions on how to implement peer coaching, and the materials needed for each observation.

**Design**

As a means of encouraging and facilitating peer-coaching between teachers, a program about peer-coaching was designed and created by the researcher. The purpose of the program was to educate teachers about the benefits of peer-coaching along with establishing peer coaching at the school where the researcher was employed.

The program provided educators with a *Peer-Coaching Guide*. This guide offered background information on the peer-coaching process and the details of a peer-coaching program. It also included a detailed sample outline of each pre-observation, observation, and post-observation meeting. Included with these meeting outlines were forms with detailed explanations of best practices and how to give positive feedback. Participating teachers used the forms provided in the program as a guide.
The program was designed to be implemented at the beginning of the school year or semester. Each participating teacher was required to meet with and observe his or her peer-coaching partner two times within a semester (12 weeks). At the end of the semester long program, teachers were encouraged to continue observing and meeting with their peer-coaching partner. The goal of the program was to encourage teachers to participate and form successful peer-coaching teams and relationships.

Participants and Setting

Participants in the program consisted of a small staff of twenty special education and support teachers in a non-public school setting. The staff had a mixture of backgrounds and experience. The school studied serves students with learning differences or those with needs that have not generally been met in traditional school settings in grades 4 through 12. The school is located in the middle of a high socioeconomic community; however, 50% of the students are publicly funded through various school districts within the area.

The program was designed to be suitable for use by a staff of special education teachers or general education teachers. One goal of the program was to give teachers a chance to collaborate and share ideas with each other. Research reveals that peer-coaching provides more satisfaction with the observation process, “increased interaction with other members of the faculty, more motivation, and a renewed interest in teaching” (Skinner and Welch, 1996). A second goal was to develop a program that would be appropriate for use by all teachers, regardless of their experience. For many experienced faculty, peer observations have been viewed as tedious and many are disappointed with the lack of time spent on their own needs. Unfortunately, some professional development programs focus upon the needs of the less
experienced faculty, which exacerbates the concern among faculty members (Huston & Weaver, 2007). However, the project developed for this study purports to ameliorate those concerns through a structured and focused approach.

There are many benefits to using peer coaching over other forms of teacher observation. Peer coaching can benefit a faculty and staff by (1) increasing collaboration between faculty members, (2) offering professional development growth, and (3) identifying the specific instructional strengths of each teacher through the use of positive feedback (Skinner & Welch, 1996). The program was created to provide these benefits to faculty and staff members through a positive observation program. The observation program is simple and can be adapted according to the staff’s needs. In addition, the program furnishes step-by-step directions for each observation. The participants were encouraged to follow these steps and use the instruments given by the researcher in order to successfully implement the process of peer-coaching.

**Instrument(s)**

The instruments used in this project were the *Peer-Coaching Guide* and the forms for the two pre-observation meetings, the two observations, and the two post-observation meetings (Figure 1.1-2.1 in *Peer Coaching Guide*). The guide was used a parameter for teachers to follow as they completed the process. Also included in this guide were an explanation of best practices (Figure 1.4 in *Peer Coaching Guide*) and tips on how to give effective feedback (Figure 1.6 in *Peer Coaching Guide*).

The instruments were intended to simplify the process of peer-coaching. Like many professionals, teachers continue to confuse the term “peer-coaching” with “evaluation”, and may
have had a poorly trained partner in the past (Skinner & Welch, 1996). This *Peer-Coaching Guide* is intended to relieve that stress and provide a positive view of observations.

**Procedures**

This *Peer-Coaching Guidebook* and program was developed with the intention to increase collaboration and teacher development. The objective of the study was to introduce teachers to the subject of peer-coaching and to institute a pilot program demonstrating the practice, in order to actively research and analyze the benefits of a peer-coaching program. After research was completed on the peer-coaching topic, it was evident that the peer-coaching program needed to be developed according to the staff and faculty’s needs at the school where the program was to be adopted (Showers & Joyce, 1996).

The program and guide were introduced to the staff of the 4th-12th grade school at which the author was employed. First, the researcher presented a brief training to the staff, outlining the steps and benefits of peer coaching. The presentation included distributing copies of the *Peer Coaching Guidebook*, an oral overview of the program, and an opportunity for teachers to sign-up, since the program was voluntary.

After this step, the researcher gave the staff members the opportunity to choose their own peer-coaching partners. Many of the staff members chose a partner in a similar subject area. The teachers met with their partners for the pre-observation meeting during a Wednesday staff meeting. This meeting involved (a) setting up a time for their observations, (b) reviewing instructional practices, (c) going over pre-observation discussion questions (Figure 1.2 in *Peer-Coaching Guidebook*), (d) setting goals for the observation, and (e) signing up with the
researcher for an observation time. The teachers had a time period of ten days to observe each other at least once.

Following the pre-observation meeting, each teacher completed one observation. Each observation lasted 30 minutes. During the set observation time, one teacher attended their peer’s class and looked for specific instructional practices that were used during this session. While observing, the observer recorded these instructional practices along with a short description of how the teacher used this strategy (See Figure 1.5 in Peer-Coaching Guidebook). The purpose of the observation was for each teacher to acquire new instructional strategies by observing their peer (the “coach”).

The following week, the teachers met during a staff meeting to give feedback to their partners. During this 20-30 minute post-observation meeting, the teachers reviewed the strategies that were used. After reviewing the instructional strategy used, the observing teacher gave a specific example of how that strategy was used. Once both teachers reviewed the observed sessions, they completed the post-observation form (Figure 1.7 in Peer-Coaching Guidebook). On this form, both teachers set two personal goals for their next observation. Once these goals were written down, they shared them and discussed how they could reach them. These procedures were intended to create a positive and thriving coaching relationship.

**Project Evaluation**

This project entailed carefully made decisions in order to ensure that faculty and staff members benefited from the process. The guide was created to be user friendly, easy to understand and implement in any school setting. Each observation meeting was kept simple and described in simple directions.
At the end of the program, the researcher met with all faculty and staff members that participated in the program. Each participant completed (1) a peer-coaching evaluation then (Figure 2.1 in *Peer-Coaching Guidebook*) (2) shared his or her thoughts and opinions with the researcher on the effectiveness of the program. During this brief evaluation meeting the participants shared their perceptions of the strengths and weaknesses of the program. The researcher noted these responses for further research development.

**Summary of Chapter**

The purpose of this project was to educate teachers at the site where the researcher works about the benefits of peer-coaching. The researcher also wanted to implement a successful program that promoted collaboration and communication. The following chapters discuss the limitations of the project as well as the program itself.
Chapter Four: Project

Providing a Peer-Coaching Guidebook enables teachers to understand and implement a successful peer-coaching relationship with another peer. The guide contains a detailed explanation of peer-coaching, a detailed outline of why it’s important, and all the instruments needed to initiate a successful peer-coaching program.

The introductory portion includes a simple overview of peer-coaching. It is intended to be user friendly and concise. It provides a Table of Contents that allows the user to access each observation plan and explanation without difficulty.

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  Peer-Coaching evaluation.................................p.21

Sources........................................................................p.22
Introduction

Peer-coaching is a means of obtaining feedback on your teaching. A colleague is asked to attend another peer’s teaching sessions and afterwards the two of them discuss the observation. The colleague will provide feedback about what went well and gain knowledge of teaching strategies and classroom management strategies that will help enhance teacher development. The coach (the one being observed) might also ask for feedback on specific areas. Peer-coaching can benefit a faculty and staff by (1) increasing collaboration between faculty members, (2) offering professional development growth, and (3) identifying the specific instructional strengths of each teacher through the use of positive feedback. Studies have been conducted which establish the fact that peer-coaching is most effective when it is designed and uniquely formed according to individual school site and faculty needs (Skinner and Welch, 1996). “Peer coaching has typically operated as a process of collaborative planning, observation, and feedback, rather than serving as a formal evaluation or review, in order to increase the level of implementation of instructional techniques and curriculum” (Wong & Nicotera, 2003). Although many teachers understand and agree upon the importance of peer observations, there remains much resistance to this practice. The objections to this practice are varied and numerous and include a) many teachers are accustomed to working independently without collaboration, b) teachers do not want to take the extra time for observations, and c) some teachers feel fear of judgment by colleagues (Skinner and Welch, 1996). When conducted correctly, this method of professional development and self-evaluation can produce and provide many benefits.
This guidebook has been written to support the implementation of peer-coaching at The Winston School. It is intended as a practical guide to the process for participants. It is best utilized in conjunction with the support materials that are available at the end of this project manual.

**What is expected of staff in relation to the Peer-Coaching Process?**

The aim of peer-coaching is to enhance teaching quality by encouraging reflection on practice. It is intended to help maintain and improve standards by spreading good practice, encouraging the exchange of views and providing opportunities for staff to learn about and discuss new or alternative teaching approaches.

It is also intended to enhance the professional development of teaching staff through reflection, constructive feedback and participation in training associated with the process.

Peer-coaching and observation should be seen as one amongst a number of processes that departments might use to manage and enhance the quality of their teaching provision and to promote staff development. It is monitored by the Faculty and reported to the Administration.

**How does Peer Coaching work?**

Blackwell and McLean (1996) outline a number of potential benefits for teaching staff. New and inexperienced lecturers may feel uncertain about their teaching ability. Positive feedback from a peer or mentor can provide reassurance, allay anxiety and increase their confidence. Teaching staff can use peer-coaching to help them evaluate innovations in their teaching. They may have strengths of which they are unaware and observation can reveal these. Sometimes the lecturer
may have a general sense of unease about a course, without being able to pinpoint the problem or even be sure that there is one. An observer may help to identify the source of unease and can discuss with the lecturer possible courses of action. For those who observe, watching others almost always provokes reflection on one’s own teaching.

**Who will be observed and observe?**

Anyone may participate but that everyone whose teaching input has a significant assessment component must participate at least once a year. Where there is doubt, the decision should rest with your Head of Department.

Each teacher participating will be observed twice and will observe his/her partner twice in a semester.

**What will be observed?**

A “typical” teaching activity should be chosen. Teaching contexts vary widely at Winston and “typical” teaching may include tutorials, lectures and other professional practice and teaching in online environments.

**How will it be observed?**

Observer and observed should follow a protocol that is similar to that described in the next section. This includes a prior briefing and feedback meeting. The primary focus for considering the observed teaching is fitness for purpose. There are many forms of good teaching and excellence is not perfection.

**What should the focus of your observation be?**
The aim of peer observation of teaching at Winston is to enhance teaching quality by encouraging reflection on practice. It is intended to help maintain and improve standards by spreading good practice, encouraging the exchange of views and providing opportunities for staff to learn about and discuss new or alternative teaching approaches.

It is also intended to enhance the professional development of teaching staff through reflection, constructive feedback and participation in training associated with the process.

What happens in the meetings?

Peer Coaching Observation #1: 
Orientation Meeting
The first phase of the program involves an orientation meeting. At this meeting, the program administrator will explain the program in greater detail, answer questions, hand out materials, and set up peer coaching teams. A benefit to having an orientation is that people could meet with their coaches at the meeting. Each team will meet and have their pre-observation meeting (See below under pre-observation meeting). Also, at the meeting an information packet will be distributed to anyone participating in the program. The booklet will include a brief explanation of the program; forms to complete before, during, and after the observation; and a short summary of the research on peer coaching.

Pre-Observation Meeting:
This meeting is to discuss the purpose and structure of the teaching session and to agree on areas for comment, how to explain the observer's presence to the students, what the observer will be seen to be doing and whether the observer may ask students about their experiences or the teaching.
The person who is being observed 'owns' the process and should feel confident in proposing the
ground-rules, criteria and method.

The person being observed should:

- explain the aims of the teaching session and give any contextual information that will help the observer to appreciate what s/he sees
- make sure the observer is aware of any areas on which feedback would be particularly helpful
- give the observer essential information (about time and venue, for example)
- establish when the observer should arrive and where s/he will sit.

The observer should:

- listen
- ask questions to clarify if necessary;
- agree with the colleague to be observed how to record observations (see next section).

Materials needed: “What is Peer-Coaching?” Sheet; Peer-Coaching discussion sheet; Pre-Observation sheet; Best Practices sheet

Observation:

The person observing should arrive on time and act as agreed in the pre-meeting. The duration of the observation will be set for a time of 20-30 minutes.

To provide a structure for observation notes, please refer to Instructional Strategies observation sheet. The observer will watch the coach (the observed) and note several instructional strategies that are successfully implemented in the classroom.
Remember that direct observation cannot reveal the entire picture. The observer may need to refer back to notes from the pre-meeting or to note additional questions to be raised at the post-observation meeting.

**Materials needed: Instructional Strategies observation form**

**Post Observation Meeting:**

Most people find receiving criticism difficult but positive feedback can have a dramatic effect on self-esteem and performance. This meeting should be a conversation between colleagues, not the delivery of a judgment. The conversation is likely to cover:

- What went well in the session? Why? How might the teacher build on this?
- What could be improved or developed? How might this be achieved?
- Areas in which feedback has been invited.
- Other observations, comments, questions and suggestions from either party.

Refer to the support materials (*Appendix E*) for suggestions about how to make feedback helpful and positive.

**Materials needed: Post observation feedback sheet; Post observation form**

**Peer Coaching Observation #2:**

**Pre-Observation Meeting:**

This meeting is to discuss the goals that were set by each teacher in the first observation. The colleagues will review purpose and structure of the teaching session and to agree on areas for comment, how to explain the observer's presence to the students, what the observer
will be seen to be doing and whether the observer may ask students about their experiences or the teaching.

**Materials needed: Pre-observation sheet**

**Observation**

The person observing should arrive on time and act as agreed in the pre-meeting. The duration of the observation will be set for a time of 20-30 minutes.

To provide a structure for observation notes, please refer to *Instructional Strategies observation sheet*. The observer will watch the coach (the observed) and note several instructional strategies that are successfully implemented in the classroom.

The person being observed should:

- explain the aims of the teaching session and give any contextual information that will help the observer to appreciate what s/he sees
- make sure the observer is aware of any areas on which feedback would be particularly helpful
- give the observer essential information (about time and venue, for example)
- establish when the observer should arrive and where s/he will sit.

The observer should:

- listen
- ask questions to clarify if necessary;
- agree with the colleague to be observed how to record observations (*see next section*).
Most people find receiving criticism difficult but positive feedback can have a dramatic effect on self-esteem and performance. This meeting should be a conversation between colleagues, not the delivery of a judgment. The conversation is likely to cover:

- What went well in the session? Why? How might the teacher build on this?
- What could be improved or developed? How might this be achieved?
- Areas in which feedback has been invited.

Materials needed: Observation sheet

Post-Observation Meeting

Included in the guide are the following forms and handouts for each observation:
What is Peer-Coaching?

Definition of Peer-coaching:

Peer coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace.

Guidelines for Peer-coaching

- Peer-coaching has nothing to do with evaluation. It is observation-based and specific, not general.
- Interactions should be collegial rather than competitive in nature. Peer-coaching should be characterized by a stance of equality.
- Coaching should be supportive NOT evaluative. The coach’s job is to ask questions that encourage the teacher to reflect, analyze, and plan.
- Interactions between the coach and the inviting teacher should be confidential.
- The focus of coaching visits need to change to meet the needs of the inviting teacher.
Pre-Observation Discussion

Peer-coaching pairs are urged to be specific about what is to be observed. The questions below are offered as a planning tool to support teachers prepare for observations.

- When will the observation take place? (e.g., lesson start)
- What does the teacher who is observing want to know?
- What does the coach (the one being observed) want to happen during the observation?
- What information would help the observer (and the teacher being observed) identify the obstacles, which lead to such things going wrong and when or why they occurred?
- What information can the observer provide that the teacher wouldn’t have access to without observation and feedback?
- What teaching and learning issues are relevant to the observation?
- What are best practices?(See handout)
- What information about attitudes, activities and/or outcomes does the observer need prior to the observation about the teacher, pupils or both?
Pre-Observation Form

Teacher______________________________  Subject______________________________

Grade Level________  Period/Time and Date of Observation____________________________

What are some questions you may have about the peer-coaching process?

_______________________________________________________________________________________

_______________________________________________________________________________________

Briefly list two goals you wish to accomplish through this observation: (I hope to ...)

Goal 1: ________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

Goal 2: ________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________
Best Practices

What are best practices?

Best practices are applicable to all grade levels and provide the building blocks for instruction. Best practices motivate, engage and prompt students to learn and achieve. Students who receive a balanced curriculum and possess the knowledge, skills and abilities to transfer and connect ideas and concepts across disciplines will be successful as measured by standardized tests and other indicators of student success. Four best practices for teachers include teaching a balanced curriculum, teaching an integrated curriculum, differentiating instruction to meet individual student needs and providing active learning opportunities for students to internalize learning.

What do best practices look like?

Classrooms that exemplify best practices are easy to detect as soon as you enter the room.

- Project materials and books are numerous.
- Students are engaged and focused on their work.
- Teachers often use collaborative and/or authentic tasks that place students at the center of the learning process.
- Seating arrangements are clustered, varied and functional with multi-instructional areas.
- Classrooms are activity-based spaces as opposed to places to “sit and get” lectures.
- Teachers are actively engaged with different groups and students are anxious to enlist visitors in their various tasks or assignments.
- There is a joyful feeling of purposeful movement, industrious thinking and a vital and vibrant atmosphere and environment.
## Instructional Strategies Observation Form

Faculty member being observed _________________ Observer ________________

Course _________________ Date _________________

<table>
<thead>
<tr>
<th><strong>Instructional Strategy</strong></th>
<th>Check</th>
<th><strong>What student(s) is/are doing?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advance organizers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checking for understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom routine/management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparing similarities and differences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connect to prior knowledge/learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Considering Multiple Intelligence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperative Learning</td>
<td></td>
<td></td>
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<tr>
<td>Cueing Students</td>
<td></td>
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<tr>
<td>Demonstration</td>
<td></td>
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</tr>
<tr>
<td>Differentiating instruction</td>
<td></td>
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</tr>
<tr>
<td>Direct instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drill and practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Strategy</strong></td>
<td>Check</td>
<td><strong>What student(s) is/are doing?</strong></td>
</tr>
<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>Feedback to student</td>
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<td></td>
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<tr>
<td>Graphic Organizers</td>
<td></td>
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<tr>
<td>Grouping students</td>
<td></td>
<td></td>
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<tr>
<td>Identify key words</td>
<td></td>
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<tr>
<td>Individual work</td>
<td></td>
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<tr>
<td>Lecture/presentations</td>
<td></td>
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<tr>
<td>Modeling</td>
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<tr>
<td>Monitoring and adjusting</td>
<td></td>
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<tr>
<td>Motivation strategies</td>
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<tr>
<td>Note taking by students</td>
<td></td>
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<tr>
<td>Oral Reading</td>
<td></td>
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<tr>
<td>Peer tutoring</td>
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<tr>
<td>Praise/recognition</td>
<td></td>
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<tr>
<td>Probing questions</td>
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<tr>
<td>Provide flexible time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>QAR-Questions &amp; Response</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Strategy</strong></td>
<td>Check</td>
<td><strong>What student(s) is/are doing?</strong></td>
</tr>
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<td>---------------------------------</td>
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<tr>
<td>Questioning Strategy</td>
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<tr>
<td>Reciprocal teaching</td>
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<tr>
<td>Small group instruction</td>
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<tr>
<td>Students making predictions</td>
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<tr>
<td>Transition</td>
<td></td>
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<tr>
<td>Use of rubrics</td>
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<tr>
<td>Use of technology</td>
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<tr>
<td>Use of walls to extend learning</td>
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<td></td>
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<tr>
<td>Vocabulary development</td>
<td></td>
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<tr>
<td>Wait time</td>
<td></td>
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<tr>
<td>Whole group instruction</td>
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</tr>
</tbody>
</table>
Post-Observation Feedback

Feedback:

- Keep the feedback constructive and positive.
  - Constructive feedback includes providing your partner with descriptive, specific information that is focused on changing behaviors.
- Give timely feedback. Immediate feedback is usually desirable, but it is best to gauge a person’s readiness to receive the feedback and the appropriateness of the time and situation.
- Paraphrase when possible to clarify what the teacher meant to communicate as well as demonstrating what he or she gleaned from the conversation or observation. The following statements are good paraphrasing sentence starters:
  - What I hear you saying is...
  - Tell me what you mean when you...
  - Do I understand correctly that you mean...?

Listening:

Listening means hearing and understanding what you are being told. It does NOT mean giving advice, adding detail, or even sharing your own experiences. The peer coach’s job is to guide the teacher into reflective thought about his or her own teaching practice. Consider the following:

- What kind of body language do you display when you listen? Does you body face toward the speaker? Do you making eye contact?
- Do you interact with the speaker by echoing their words or nodding/shaking your head?
- Do you ask appropriate questions to help clarify or expand on their thoughts and ideas?

Open-Ended Questions:

When peer coaching instead of asking closed-ended questions that can be responded to with a simple “yes” or “no,” try using questions that begin with “how” or “what” to open up your conversations such as:

- How did you feel the lesson that you taught today went?
- What do you think would happen if...?
- What might you see happening in your classroom if...?
Post-Observation Form

Teacher______________________________  Subject_____________________________

Grade Level____   Period/Time and Date of Observation____________________________

What did you gain from the conference? (What instructional strategies did you learn about?)

_______________________________________________________________________________________

________________________________________________________________________________________

What questions or concerns do you have about the conference?

_______________________________________________________________________________________

________________________________________________________________________________________

Goals you wish to for the next observation: (I hope to accomplish.....)

Goal 1: ______________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

Goal 2: ______________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

How can your peer-coach help you reach these goals?

_______________________________________________________________________________________

_______________________________________________________________________________________
Pre-Observation Form

Teacher______________________________ Subject______________________________

Grade Level_______ Period/Time and Date of Observation_____________________________

Reason for second observation: *(What is the focus of the observation?)*

_______________________________________________________________________________________

________________________________________________________________________________________

Time and place for observation: ________________________________

How can your peer coach help you during this observation?

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________
Peer-Coaching Observation Form

Teacher___________________________  Subject______________________________

Grade Level________  Period/Time and Date of Observation________________________

What is being observed? (classroom management, instructional strategies, student participation, etc.)

_____________________________________________________________________________

_____________________________________________________________________________

Peer-Coaching Notes:

What is/are the students doing?

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

What is the teacher doing?

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________
Post-Observation Form

Teacher______________________________ Subject______________________________

Grade Level______ Period/Time and Date of Observation____________________________

What did you gain from the conference? *(I learned.......)*
______________________________________________________________
______________________________________________________________

What questions or concerns do you have about the conference?
______________________________________________________________
______________________________________________________________

Write one goal you wish to accomplish by the end of the semester: *(I hope to accomplish.....)*
Goal: _______________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

How can your peer-coach help you reach these goals?
____________________________________________________________________________
____________________________________________________________________________
Conclusion

While the program was developed for a small staff of teachers in a non-public setting, it could be utilized by a wide range of users (e.g., general education teachers, special education teachers, aides, paraeducators) and implemented in various settings (e.g., general education classroom, special education classroom, resource support area). Every observation and instrument was carefully created to increase teacher collaboration and development. However, the observations are designed to be modified easily according to each teacher’s needs. The goal-setting section for each observation helps create a flexible and differentiated program.
Chapter Five: Project Recommendations

The strength of peer-coaching lies in its potential to promote a culture of collaboration and professionalism among teachers. (Wong & Nicotera, 2003)

Peer-coaching has started to become a successful and valuable form of professional development. Regardless of how many years one has been teaching, the changing student demographic from year to year requires changes and updates to one’s teaching skills. A well-prepared peer-coaching program provides teachers with the opportunity to gain new skills as an educator.

The following chapter reflects on the researcher’s experience with a small staff of special education teachers. The researcher’s goal was that participating staff would choose to use peer-coaching as a method of observation in order to increase collaboration, professional development growth, and identification of teacher strengths.

Lessons Learned

A peer-coaching program’s intention is to increase collaboration between staff and faculty members and increase professional development skills. One lesson I learned was depending on the staff and faculty’s needs, changes must be made to the peer-coaching program to accommodate those needs. Teachers and staff will be willing to participate when the process and implementation of peer-coaching is clearly explained and differentiated to their specific needs. A training and guidebook on peer-coaching is essential in order to provide a more successful program. This training will provide confidence in the process and teachers will be more willing to participate.
A second lesson learned is those staff members with less experience were more enthusiastic about the program. Out of a staff of twenty participants, ten of those participants were either new to teaching or new to the school. Many of those staff members expressed their enthusiasm over the opportunity of learning from their peers. The other half, of experienced educators, have tried several different methods of observation and needed more convincing to be involved in the program.

A third lesson I learned from this research was teachers prefer having peers observe them to faculty. The peer-coaching program was voluntary; however, all members of the staff and faculty volunteered to participate. Participants expressed their anxiety over administration observing them. They stated they felt more comfortable with a peer, which lead to a more valuable classroom observation.

**Educational Implications**

Peer-coaching can be valuable when implemented carefully and correctly. Many teachers reported the most valuable part of peer-coaching was that they could discuss teaching strategies, issues, and learn from watching others. They also spent their time discussing their personal goals and how they could reach those goals with the guidance of their peer. Eight of ten participants enjoyed being given the opportunity to observe their peer and learn more from that opportunity.

The researcher recommends that each peer-coaching program be developed according to each individual staff’s needs. Each observation should focus on a particular problem or skill that needs to be addressed. This will help produce a more effective program since the participants’ specific needs will be included in the program.
Project Implementation Plans

This project will be implemented again at my school site in order to promote collaboration between staff and faculty members. Other future plans would be to use this guidebook and program as a foundation for future professional development at other school sites. My hope is that, through the introduction and establishment of a peer-coaching program, (1) teachers will acclimate themselves to collaborating and communicating with their fellow staff members, and (2) students will benefit from this collaboration and a more effective learning environment will be provided. Assuming that this implementation is successful, other school sites will see the value of a peer-coaching program and utilize the program.

Limitations of Project

While the researcher took precautions and made thoughtful considerations throughout the creation of this project, there were some limitations. First, the observations developed for this project focus on only two particular realms: instructional strategies and personal goals. These were specifically designed for the participating staff members, which might limit the user if they want to observe a different skill, such as classroom management. The project does offer flexibility and participants may choose their area of focus for each observation.

A second limitation of this project was that the participants were unable to complete the second observation due to time constraints. The researcher was left to discuss the importance of a second observation with participants. The participants were willing to continue the observations and meet with their coach a second time after the research was completed.

A third limitation of this project is that the participants were not able to have proper training in giving positive feedback also due to time constraints. Many participants had
experience in giving proper feedback; however, those new to the process were not given training in positive feedback. The researcher included a handout on giving positive feedback in the guidebook in order to provide some knowledge on this topic.

**Future Research or Project Suggestions**

This research project demonstrates that peer-coaching can be used effectively to increase professional development skills. In the future, suggestions include application and implementation of this program at multiple school sites. Also, upon implementation of the program, the researcher discovered that other areas for future development could include research pertaining to management strategies, behavioral strategies, and instructional strategies. Future participants should also be trained in giving positive feedback. They must be given a proper training in order to understand feedback and why it is important. As a means for developing better understanding of peer-coaching, a PowerPoint presentation could be developed for future use at staff meetings when introducing the idea of establishing an effective peer-coaching program.

**Project Summary**

Peer coaching has typically operated as a process of collaborative planning, observation, and feedback, rather than serving as a formal evaluation or review, in order to increase the level of implementation of instructional techniques and curriculum. (Wong & Nicotera, 2003)

The purpose of this project was to encourage and facilitate collaboration and professional development skills through the use of peer-coaching. The program was introduced to a small, non-public school site in Southern California, which then piloted a peer-coaching program. The
participants (1) chose their own partner, (2) met with their partner for a pre-observation meeting, (3) observed their coach/partner, and (4) had a post-observation meeting. The participants were also given a brief introduction with a guidebook on peer-coaching. The results of this study found that teachers prefer peer-coaching as a method of observation to observations made by administration. This, in turn, resulted in better communication, collaboration, and development of teaching skills.
References


Taylor, J. (n.d.). Peer observation of teaching of UCL. Retrieved from


