PEER COACHING: IMPROVING CLASSROOM PRACTICE, CHANGING SCHOOL CULTURE

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HOW DO WE PREPARE STUDENTS FOR THEIR FUTURE?

“...requires rethinking what is taught, how teachers teach, and how what students learn is assessed.”

• Bransford et al, 2000, p 12
If I Had One Hour To Live

Summary Question
19. Overall, how would you rate your learning experience in this course?

In the space below please write any overall comments about this course or instructor not covered above.

If I had one hour to live, I'd spend it in this class because it feels like an eternity.

Additional Questions (if separate sheet is provided)

20. 
21. 
22.
HOW DO WE PREPARE STUDENTS FOR THEIR FUTURE?

“The only way to improve outcomes is to improve instruction.”

“The quality of the education system cannot exceed the quality of its teachers.”

• Barber & Mourshed 2007
Teachers who adopt innovation are those “who are intrinsically motivated…” About 25% of teachers.

FERRY SERVICE

Think about the most effective professional development you participated in.

What made it effective?
RESEARCH SUMMARY

“It is time for our education workforce to engage in learning the way other professionals do—continually, collaboratively, and on the job—to address common problems and crucial challenges where they work.”

• Former North Carolina Governor James Hunt (Darling-Hammond, 2009, p. 2)
RESEARCH SUMMARY

Top performing school systems understand that to improve instruction you need to use the following interventions:

• Coach classroom practice
• Move teacher training to the classroom
• Develop stronger school leaders
• Enable teachers to learn from one another
  • Barber & Mourshed 2007
## RELATIONSHIP TRAINING AND IMPACT

<table>
<thead>
<tr>
<th>Type of training</th>
<th>Classroom Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory +</td>
<td>5-10%</td>
</tr>
<tr>
<td>Practice +</td>
<td>10-15%</td>
</tr>
<tr>
<td>Coaching, Study Teams, Peer Visits</td>
<td>80-90%</td>
</tr>
</tbody>
</table>

(Joyce & Showers, 1994; Showers, Murphy & Joyce, 1996).
“Improving practice can only be done by teachers not to teachers.”

Wurtzel. 2007, p30
PEER COACHING AT A GLANCE

Coaches assist their peers to improve students’ achievement by helping their colleagues to develop the necessary technology skills and instructional strategies needed to integrate technology into teaching and learning.
COACHING IN ACTION

Peer Coaching—
Meeting of the Minds
PROGRAM GOALS

• Help teacher leaders develop skills needed to serve as peer coaches for colleagues.

• Engage students in powerful, technology rich learning which will prepare them for their future.

• Foster systemic adoption of 21st Century teaching and learning.

• Assist schools to build the capacity to meet their own professional development needs.
COACHES ROLES

• Providing just-in-time, just enough advice or training
• Planning learning activities with teachers
• Modeling or team teaching
• Observing teachers and encouraging reflection on learning activities
EXPERTISE NOT EXPERT

Catalyst – Encourage teachers to think more deeply about content and pedagogy and become more effective at shaping learning activities.

Collaborator - Working together with colleagues to plan, implement, and evaluate activities.

Facilitator - Planning and leading meetings, activities, and staff development in one-on-one, small group, or large group situations.

Expert - Acting as a subject matter expert on a variety of topics
Critical Skills for Coaches

Coaching skills
• Communications/Collaboration

ICT integration

Lesson design
PEER COACHING IN AZ
STARTED WITH A SPARK AND SPREAD STATEWIDE!

CATHY POPLIN
DEPUTY ASSOCIATE SUPT FOR ED TECH
THE SPARK (HOW IT STARTED)

Competitive EETT grant with Peer Coaching in Flagstaff, AZ.

Worked well – Shared with state Ed Tech office

2007 – required use of peer coaching with new EETT competitive grants

• MS Peer Coaching model was widely adopted and has continued to be the only acceptable model

2010 – Required as part of ARRA 21st Century Classroom grants
Low Cost or No Cost Solutions
THE SPREAD 2007 - 2010

Trained more than 160 Peer Coaches
Worked with more than 1600 collaborating teachers
Touched more than 18,000 students

External evaluation showed:

- The Peer Coaching program was identified as the most promising professional development practice during the program. Approximately 67% of the LEAs participating in the grant project reported the Peer Coaching program as the preferred professional development format for their grant activities.
THE EFFECT (AFTER 3 YR PROJECT ENDED)

Several other districts without EETT competitive grants saw value and implemented Peer Coaching throughout the state

Had 1st Annual Peer Coaching Conference
  • Flagstaff, AZ Northern AzTEA Chapter
  • 2nd one Nov 5, 2011

Low Cost/High Benefit Support for Teachers
Built Capacity for School Districts
Protected Large Technology Investments

Ed Tech unit is working across federal programs and
  • Funds from Title I and Title IIA can be used to support ongoing projects.
2010 ARRA 21st Century Grants

12 Districts Statewide implementing 1:1 computing

- 57 Peer Coaches
- 176 Cooperating Teachers
- 5000 students
- 1475 hrs of collaboration between peer coaches and cooperating teachers:

Last of ARRA funding given to continue Peer Coaching through fall 2011.

Peer Coaches will be one of the lasting pieces of ARRA 21st Century Grants.

Evaluation report coming in middle of July 2011
Examples of Uses

Coaches worked with pairs of teachers to discuss the Rigor Framework and how it relates to technology. Teachers sorted a variety of technology-based activities into the four rigor quadrants and then discussed why each technology activity belonged in the respective quadrant. This was a springboard for their planning session.

*Coaches are modeling and co-teaching* iPod integrated lessons in classrooms. They also assist with the planning and preparation for the lessons. Coaches are available to assist teachers in planning and implementing project based learning in their classrooms.

Created *Flip Charts* to use in their teaching where students can interact at the Promethean Board, use of *student response system* allowing for immediate reteaching, taught students to use *iMovie* to create a movie to demonstrate understanding of Newton’s Laws

During the summer, the grant teachers wrote their first Project based lesson. Last quarter, the coaches worked with the teachers to finish writing the second lesson and assuring they were technology rich.
Regionalized Support for Ed Tech

- Peer Coaching works well in rural communities

Regional cohorts created

Pushing “no cost or low cost” sustainable solutions for AZ

- Intel® Teach Program
- Peer Coaching Program
ADE ED TECH UNIT

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Demographics

• 10,000 students (12,000 in 2001)
• 15 schools
  • 10 Elem, Two MS, Two HS, One Alternative
• Free and Reduced—48%
INSTRUCTIONAL & PD CONDITIONS

• Focused on transitioning schools to 21st century learning environments
• Technology infused curriculum addressing student ICT skills and student achievement
• No district funded instructional technology positions
• Teachers were informally coaching their colleagues
SEEKING A SYSTEMIC PD SOLUTION TO SUPPORT 21ST CENTURY LEARNING

• Job-embedded
• Sustainable
• Capacity building
• Focused on student achievement and ICT skills
PEER COACHING ARRIVES

Trained 3 Coaching Facilitators

Worked with six districts and charter schools (Northern Arizona Technology Integration Coaching Consortium-NATICC)

During 3 year Title IID NATICC grant project

- 81 Peer Coaches
- 114 Collaborating Teachers
- 7900 Students
IMPACT

• Teacher leaders and technology-integrated Professional Learning Communities were established

• Shift in teaching practice to include Project Based Learning and Rigorous & Relevant lessons

• Focus on technology integration
IMPACT

- Student achievement
- Enhanced support from building administrators
- Peer coaching is viewed as a valued, integral component of the district
  - video example
“We have moved teachers to a higher level of appropriate usage which has had an impact on student achievement.

Could not have accomplished this without the Peer Coaching Program.

Through this program high-level instructional technology has become contagious among my staff.

My teachers are more effective in their instruction and more efficient in their planning and lesson delivery.”
SUSTAINING OUR COACHING PROGRAM

2010-11—14 new coaches and 4 continuing
  • Received a $1,000 stipend

2011-12—18 new coaches and 19 continuing
  • Will receive a $500 stipend and an iPad2
    • Stipend—Title IIA
    • iPad—Capital Override
  • Schools will provide release time for teachers to attend coach training throughout the year
Three FUSD principals were trained as peer coaches

- Coaching skills with colleagues and staff
- Improved technology skills and ability to model for their staff

iPad Pilot Project at Thomas Elementary

- 5th grade students participated in coaching workshop. They used those skills to coach other 5th grade students when transitioning iPads to the next classroom
FOR MORE INFORMATION

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HOW DO WE PREPARE STUDENTS FOR THEIR FUTURE?

“All top school systems recognize that if you want good teachers, you need to have good teacher to train them. This requires focused one on one coaching in the classroom.”

- Barber & Moursheed, 2007
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