Peer to Peer Coaching for Practice Change P2P C = P C

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ECTA

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Goals for Today

• Review core components of practice-based coaching

• Describe core features of peer coaching

• Explore use of peer coaching for implementing evidence-based practices
Effects of Quality Coaching

- **Coaches** use research-based strategies to support adult learning and professional development.

- **Teachers** implement evidence-based practices.

- **Children** achieve meaningful outcomes.
Practice-Based Coaching*
FRAMEWORK

*Adapted from the National Center for Quality Teaching and Learning, 2012
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/development/coaching.html
Practice-based coaching is a cyclical process for supporting teachers’ use of effective teaching practices that lead to positive outcomes for children.
Practice-Based Coaching*
FRAMEWORK

Collaborative Partnerships

Recommended Practices

Shared Goals and Action Planning

Focused Observation

Reflection and Feedback

*Adapted from the National Center for Quality Teaching and Learning, 2012
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/development/coaching.html
Characteristics of a Collaborative Partnership

• Shared understanding about the goals of coaching
• Shared focus on Professional Development
• Posture of support
• Rapport and trust
• Choice
• Ongoing communication and support
• Celebrations
Initiating the Relationship

• Willing to partner

• View coaching as beneficial

• Understand coaching will be support

• Not pressured or coerced

• Not evaluation
Your Turn…

1. Who are your partners?
Component 1: Shared Goals and Action Planning

- Assessing needs and discussing goals
- Setting goals
- Action planning
“How” of Goal Setting

1. Collaborative
   o Coach brings information and observation
   o Teacher has information and observations

2. Choice in Setting Goals
   o A discussion identifies goals the teacher wants to address or agrees might be a priority
   o Data based selection of goals

3. Focused Goals
   o A small set (2 or 3) of achievable goals are identified
What kinds of goals are we talking about?

• In practice-based coaching, shared goals should be focused on:
  – A teaching practice or set of teaching practices that support child learning
  – Supporting a teacher’s confidence and competence to use these practices
## Where Goals Come From: Needs Assessment

<table>
<thead>
<tr>
<th>Engaging Interactions &amp; Environments: Well-Organized Classrooms</th>
<th>I am doing this now... Not at all</th>
<th>All the time</th>
<th>I want to do this... Not at all</th>
<th>All the time</th>
<th>Difference between current use and desired use</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I prepare for teaching and instructional activities in advance and have materials ready and accessible.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. I use classroom rules to help clarify expectations (what children should do) for specific activities.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3. I plan the classroom schedule to provide a balanced set of activities and routines.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Where Goals Come From: Practice Implementation Checklists

Practice Implementation Checklist: High Quality Environments

Schedules & Routines
- Post daily schedules and routines with visual displays
- Review schedule and refer to it throughout the day
- Plan both large and small group activities throughout each day
- Include a balance of teacher-directed and child-directed activities
- Prepare children for changes that will occur in the regular schedule
- Make special preparations for individual children who may need more support to follow the routine

Classroom Design
- Children can easily move around the classroom
- The learning centers have clear boundaries
- No wide-open spaces in the classroom where children can run
- Adequate number and variety of centers to maintain children's interest and support the number of children at each center (1 center for every 4 children)

Promoting Engagement
- Structure activities so that children are actively engaged almost all of the time (i.e., actively participating)
- Change your activity plan when children lose interest
- When children begin to show challenging behavior, help them become actively engaged in the activity or provide a new activity
- Comment positively and descriptively on children's engagement

Transitions
- Provide a whole class warning prior to transitions
- Develop transition games, songs, or others to ensure all children are actively engaged in the transition
- Specify steps and expectations for transitions
- Provide positive and specific feedback to children who transition appropriately
- Provide individual prompts (e.g., verbal, visual) to children who may have difficulty transitioning
- Actively engage all students in the transition even those who are waiting for their turn

Expectations & Rules
- Post behavior expectations and regularly review during large group instruction
- Provide instruction on posted behavior expectations to individual children, during play, and small group activities
- Give specific feedback on appropriate child behavior linking back to the posted behavior expectations
- Facilitate conversations with children to think about the behavior expectations and why they are important for them and the class
Where Goals Come From: Inventory of Practices

Inventory of Practices for Promoting Social Emotional Competence

Purpose of the Inventory: The Inventory of Practices for Promoting Social Emotional Competence is designed to be used by individuals and/or teams to identify training needs and plan a course of action to address those needs related to four general areas: (a) building positive relationships, (b) creating supportive environments, (c) social emotional teaching strategies, and (d) individualized intensive interventions. The Inventory encourages individual self-reflection, opportunities for learning between classroom teachers, mentor coaches, supervisors, site directors, and other administrators, and promotes effective practices for direct service staff. There are two sections to this tool: the Inventory of Practices and the Action Plan.

Use of the Action Plan: The Action Plan takes the users to the next step once they have determined what specific Skills and Indicators from the Inventory they want to target for training. In the first column of the Action Plan, users should check those Skills or Indicators they previously identified as targets for training. In the second column, teachers and support personnel (e.g., trainers, mentor coaches, administrators) should work together to identify what strategies they will each use to help the teaching team implement the new practices. The third column allows users to identify Resources and Supports that will be necessary to successfully complete the activities or strategies listed in the second column.

Completion Dates: Users may complete the Inventory and Action Plan at different times as a way of determining their progress toward addressing specific skills targeted for training. Different color inks corresponding to the dates completed can be used when completing the tool in order to highlight changes over time.
# Teaching Practices Action Plan

<table>
<thead>
<tr>
<th>What steps will I take?</th>
<th>What resources do I need to accomplish each step? (e.g., materials and resources, administrative support, readings, video examples, coach)</th>
<th>When do I want to do each step? (time frame and activities)</th>
<th>How will I know that I am successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

# Action Plan

## Teaching Practice Action Plan

The goal I will work on in my classroom:

<table>
<thead>
<tr>
<th>Steps to achieve this goal:</th>
<th>Resources needed:</th>
<th>Timeline:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review</th>
<th>Date:___________</th>
</tr>
</thead>
</table>

☐ I know I **achieved this goal** because:

☐ I am **making progress** toward this goal and will keep implementing my action plan

☐ I need to change my plan to achieve this goal or revising the goal or changing the action steps

ECTA Center
2. What informs your goal setting?

3. What are 2 or 3 goals that you have for your teaching practices or coaching?
Shared Goals and Action Planning support…

- What the coach will focus on during observations
- What the teacher will do in his/her classroom when the coach is or is not present
- What the teacher and coach will discuss during a debrief meeting (i.e., reflection and feedback)
Component 2: FOCUSED OBSERVATION

- Gather and record information about teaching practices specified in action plan
- Gather data to display or summarize
- Use coaching strategies to support teacher’s implementation
What Makes an Observation “Focused”?  

• Always includes:  
  • Gathering information guided by current action plan goal  
  • Recording information, being mindful about what you are seeing – take notes, reflect, begin to plan feedback  

• Might also include:  
  • Providing targeted, hands-on support or modeling during a live observation to help implement action plan goal by using other coaching strategies (e.g., prompting, gesturing, reflective conversation, problem-solving)
FOCUSED OBSERVATIONS support…

- What the coach will deliver feedback about
- What the coach and teacher will reflect on
- The teacher’s continued progress towards goals
Component 3: Reflection and Feedback

• Reflect on observation & data
• Give & receive feedback
• Support & problem-solve
• Identify additional supports & resources
Reflection

• Encourage, affirm & acknowledge
  – Strengths-based

• Conversational & reciprocal
  – Open-ended prompts
  – Then provide structured feedback based on reflection
  – Grounded in data/observation
  – Connected to action plan
  – Combine challenges and support
Types of Feedback

• Supportive Feedback
  – Related to implementation of coached practices or
general positive aspects of teacher’s behavior;
reference observation or action plan goal

• Constructive Feedback
  – Related to ways to improve implementation
precision, fluency, or match to child need

• Data-based Feedback
  – Provides feedback that is objective and anchored
in the teacher’s practice
  – Provides a measure of growth
  – Opens the door for a range of conversations
Reflection and Feedback

• Supports the implementation of new practices
• Guides the precision of new practices
• Provides encouragement and support for the adult learner in the movement towards fluency
Questions?
Coaching Formats

On Site

“Expert”
Peer

Distance

“Expert”
Peer
Coaching Partners

- “Expert” coaching
- Reciprocal peer coaching
<table>
<thead>
<tr>
<th>Format</th>
<th>Expert</th>
<th>Peer</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Site</td>
<td>• Expert in classroom for observation</td>
<td>• Peers observe each other in the classroom</td>
</tr>
<tr>
<td></td>
<td>• Expert debriefs with teacher</td>
<td>• Peers meet to debrief, provide feedback, and action plan</td>
</tr>
<tr>
<td></td>
<td>• Teachers meet with expert/facilitator to discuss their practice</td>
<td></td>
</tr>
<tr>
<td>Distance</td>
<td>• Expert watches video provided by teacher</td>
<td>• Peer watches video shared by peer via drop-box or shared folders</td>
</tr>
<tr>
<td></td>
<td>• Expert conducts conference call or web call to discuss observation and action plan</td>
<td>• Peers discuss observation and provide feedback via skype call</td>
</tr>
<tr>
<td></td>
<td>Who serves as the coach?</td>
<td>How is the coach trained?</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Expert</strong></td>
<td>A person who has knowledge of the practices and adult learning principles. The coach has specialized expertise on the coaching content and the implementation of coaching</td>
<td>The coach receives training in PBC and the use of PBC elements to support teachers with implementation.</td>
</tr>
<tr>
<td><strong>Reciprocal Peer</strong></td>
<td>Teachers or co-teachers observe and coaches each other jointly to improve implementation of targeted practices.</td>
<td>Reciprocal peer coaches are trained on the process of coaching together in a training context. They receive materials to guide their action planning, observation, and feedback sessions</td>
</tr>
</tbody>
</table>
Questions?
Reciprocal Peer Coaching

- Two Peers at same level (i.e., teachers)
- Implementation support around defined practices
- Includes goal setting, observation of teaching, debriefing and performance feedback
Participants and Format

• Three dyads of teachers
• Full day training on focused set of practices (social emotional teaching practices)
• Structured materials for practice implementation, observation, and debriefing
• Weekly coaching sessions (observe and meet)
• Occurred mid-March through end of May
Action Planning Materials

• List of practices, needs assessment data, reflection sheet from training that identifies possible implementation goals
• Action plan forms
Debriefing Materials

1. Debrief Form

2. Action Plan Forms (Current and New)

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**Coach Partners please gather all materials prior to meeting:**
- Completed ratings for both observations
- Audio tape recorder  □ Menu of Supports
- Blank Check-In Form  □ Current action plans

**Instructions for Coach and Teacher:** As you complete the coach check-in meeting, Check Yes or No for each Step.

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Coach starts the audio recorder at the beginning of check-in and reports date/time.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Coach shares a positive comment (success) observed during the target activity.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Coach and Teacher review the strategy selected for use and all of its steps.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Coach and Teacher compare ratings for each strategy step and talk about any agreements or disagreements.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Coach asks Teacher to describe how he/she thought the target activity went.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Coach asks Teacher to describe what worked and what was challenging.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Coach and Teacher use If/Then Stoplight to determine next steps.</td>
<td></td>
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</table>

**If...**
(Criteria)

- If Teacher was not able to fully complete all steps (any ratings were less than 2) for the target strategy...
- If Teacher is starting a new strategy for use...
- If the target strategy has been used with all steps fully completed (ratings by Teacher and Coach of 2 for all...

**Then...**
(What to do)

- Then review the existing action plan for target strategy, problem-solve on the challenging steps, and revise the plan to observe for next week.
- Then be sure to review the steps prior to the observation.
- Then select a new strategy from the menu to target and complete a new action plan by brainstorming with coach partner. Write down the steps and discuss how to complete them in the classroom.

**SWITCH!**

Switch roles and have your coaching partner use the reverse side of this form to check-in as coach with you as the teacher.
Debrief Meeting

**Instructions for Coach and Teacher:** As you complete the coach check-in meeting, check ✔ Yes or No for each Meeting Step.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>YES</th>
<th>NO</th>
</tr>
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<td>1.</td>
<td>Coach shares a positive comment (success) observed during the target activity.</td>
<td></td>
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</tr>
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<td>2.</td>
<td>Coach and Teacher review the strategy selected and the action plan steps.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Coach asks Teacher to describe how he/she thought the target activity/strategy went.</td>
<td></td>
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<td>4.</td>
<td>Coach and Teacher compare ratings for each strategy step and talk about any agreements or disagreements.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Step 2</td>
<td></td>
<td></td>
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<tr>
<td>-----------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>If...</strong> (Criteria)</td>
<td><strong>Then...</strong> (What to do)</td>
<td></td>
<td></td>
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<tr>
<td>If Teacher was not able to fully implement the target strategy...</td>
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<td></td>
<td>observe for next week.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If Teacher is starting a new strategy for use...</td>
<td>Then be sure to review the steps prior to the observation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If the target strategy or practice was used with all steps fully</td>
<td>Then select a new strategy to target and complete a new</td>
<td></td>
<td></td>
</tr>
<tr>
<td>implemented with success...</td>
<td>action plan by brainstorming with coach partner. Write down the</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>steps and discuss how to complete them in the classroom.</td>
<td></td>
<td></td>
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</table>
Findings

• All teachers implemented
• Five of the 6 teachers showed improvement
• Dyads experienced different levels of improvement
Teacher Reflections

- “…As the weeks went on, the second week I didn’t feel as intimidated, then, I didn’t see it as intimidating, I saw it as help”

- “…when it’s peer to peer, it’s a little more relaxed, versus what’s coming through the school district, where it is administration to teacher. So I think our discussions were still on track, but a little more accepting.”

- “We work good together. We give and take. We don’t take it personal, when we said you could have tried this, or that.”

- “It was nice to get into another classroom and share ideas and makes you just tweak a couple of things”
Implications

• Release time to conduct observation and meetings
• Focused set of practices
• Workshop and structured materials for practice implementation
• Training on how to be a reciprocal peer coach
• Materials to guide the process
• Guided by a mentor coach or lead coach
4. Sharing with a partner. Each person will have a turn to be in the roles of ‘coach’ and ‘coach-ee’.
5. Debriefing

• What were the challenges in developing the action plan?

• What do you see as the benefits of the action plan?
Implementing Peer Coaching: What do we need?

1. Identify parameters for practices (e.g., DEC RP, Pyramid Model practices)

2. Designate lead or mentor coach who is a resource, has periodic check-ins, guides from a distance (conference call or web meeting, or on-site)

3. Develop a coaching agreement form to be used to confirm partnership and activities

4. Create an action planning and debriefing form
Implementing Peer Coaching: What do we need?

5. Provide initial training on practices

6. Conduct training session on how to do peer coaching

7. Provide for the logistical arrangements needed for peer coaching

8. Monitor progress
A. Self – Assessment
B. Planning Form

Session 1:
- Each partner identifies goals and completes Action Plan using the Planning Form with specificity about the practice, when implemented, desired criteria
- Partners make copies of action plans and provide to each other
- Observations scheduled when practice will be used or process for video outlined

Session 2 and beyond:
- Partners conduct observation
- Partners conduct debriefing session using Debrief Guide and provide feedback
- Action plans are updated and cycle continues; Self-Assessment might be used for new goals
Discussion/Questions