

Effective Peer Coaching

COMPONENT #: 8-507-001

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to provide the participant with skills designed to coach teachers to perform at a higher level of effectiveness. Upon successful completion of the component the participant will be able to demonstrate competency in the acquisition of the skills related to the coaching process.

Upon successful completion of this professional development activity, the participant will be able to incorporate into his/her instruction/mentoring colleagues the principles presented in this workshop.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|--|---|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input checked="" type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Instructional Design and Lesson Planning | <input type="checkbox"/> Assessment |
| <input type="checkbox"/> The Learning Environment | <input checked="" type="checkbox"/> Continuous Professional Improvement |
| <input type="checkbox"/> Instructional Delivery and Facilitation | <input checked="" type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Student Learning Results | <input checked="" type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input checked="" type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input checked="" type="checkbox"/> Faculty Development | <input checked="" type="checkbox"/> Communication |
| <input type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input type="checkbox"/> PS 3 – Instructional Planning | <input checked="" type="checkbox"/> PS 7 – Professionalism |
| <input type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input type="checkbox"/> PS 8 – Learning Environment |
| <input type="checkbox"/> PS 5 – Assessment | |

IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

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Educator knowledge/skill (content)
 Educator (professional growth)

Student learning
 Organizational support and change

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Describe the research findings on the coaching process.
2. Identify teacher/employee problems and needs for growth.
3. Link coaching to personal and organizational goals.
4. Follow the steps in the coaching cycle from pre-observation conference, observation and data collection, data analysis and strategy session, conference with feedback and correctives, to post observation critique.
5. Use guiding principles of building and maintaining self-esteem, giving feedback in behavioral terms, seeking cooperation, and coaching for learning.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participate in guided discussion and readings to develop an understanding of current trends, theories, and practices in peer coaching (SLO 3).
2. Work independently and in small groups, followed by whole-group facilitated discussion to learn and understand the development, application, and interpretation of multiple strategies for peer collaboration (SLO 3).
3. Participate in guided discussion, small-group, and independent activities to learn, understand and apply the principles, of adult learning to the provision of job-embedded support, coaching, and learning experiences for instructional professionals (SLO 1-5).
4. Participate in guided discussion, small-group, and guided simulation activities with feedback to learn and understand the foundational principles of collaborative peer-to-peer coaching, including the coaching cycle, and develop a repertoire of effective coaching strategies (SLO 1-5).
5. Participate in guided discussion and small-group activities and to learn and understand effective communication skills and how to address barriers to communication, and learn and understand a repertoire of facilitative protocols (SLO 1-5).
6. Provide a product related to the training (e.g. lesson plans, written reflection, audio/video tape, case study) verifying that the professional development impacted their professional behavior.
7. Provide evidence (verifying that the content impacted their coaching and communication practices).
8. Provide evidence of collaborative planning or product development related to the training.

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

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- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator (professional growth): Engage in mentor/coaching activities which may include, but are not limited to direct observation, collaborative conversations, oral reflection, lesson demonstration and/or follow up sessions.
2. Organizational support and change: Provide evidence of implementation through documented impact on team, grade-level, school, or programs through action plans or improvement plans.

COMPONENT EVALUATION PROCEDURES: Describe the process (es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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Department: Professional Development and Evaluation

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