

Implementing and Sustaining an Effective Peer Coaching Program Technology Leaders Workshop Agenda

Welcome, introductions, overview of workshop

Effective professional development

Peer Coaching program goals and coaches roles

Explore coaching skills

- Communications/Collaboration
- Lesson design

Early implementation key issues

- Choosing schools
- Choosing coaches
- Coaching plan
- Choosing collaborating teachers

Sustaining Coaching

- Resources
- Ongoing professional learning

Summary/Conclusions

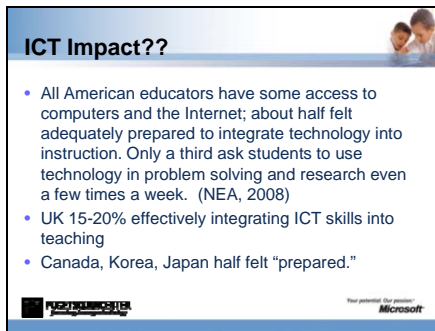


Implementing and Sustaining an Effective Peer Coaching Program

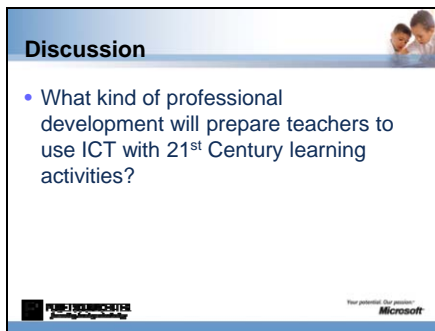
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Slide 2



Slide 3



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Effective Professional Development

- Think about the most effective professional development you participated in
- What made it effective?
- Discuss this with your team and be prepared to share your answers

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Research Findings

- On the job, job embedded training
- Long term, on going
- Intensive
- Connected to school goals
- Focused on classroom activities
- Highly collaborative environment
- Structured to offer chances to learn from others

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Type of Training and Impact

Type of Training	Knowledge Mastery	Skill Acquisition	Classroom Application
Theory	85%	15%	5-10%
Practice	85%	80%	10-15%
Coaching Study teams Peer visits	90%	90%	80-90%

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Peer Coaching Program Goals

- Assist 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.

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Coaches Roles

- Lets take a look at what some coaches say about their roles.
- *Coaching Conversations*

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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

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Critical Skills for Coaches

1. Coaching skills
2. ITC integration
3. Lesson design

Coaching Skills
ICT Integration
Lesson Design

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Exploring Coaching Training

- Communications Skills
- Lesson Design
 - Learning Activity Checklist
 - Yamuna
 - Assess Lesson Design

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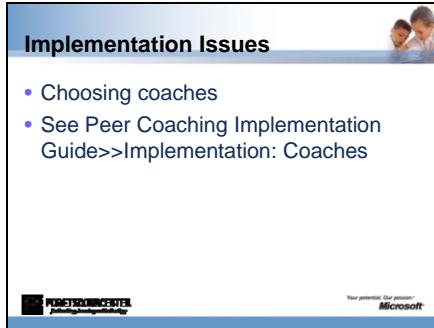
Implementation Issues

- Choosing Schools
- See Peer Coaching Implementation Guide in your handouts->> Implementation: Schools

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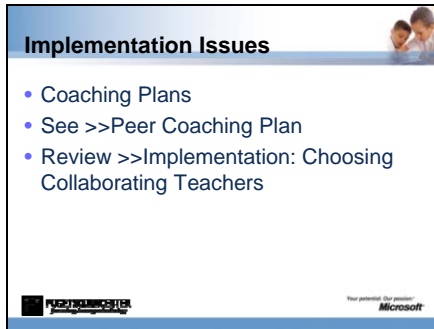


Implementation Issues

- Choosing coaches
- See Peer Coaching Implementation Guide>>Implementation: Coaches

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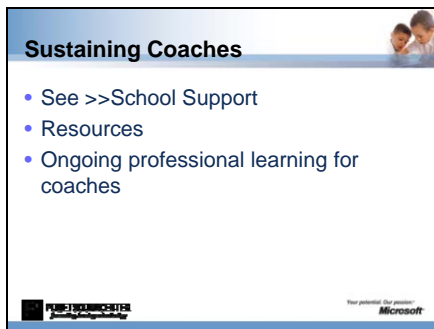


Implementation Issues

- Coaching Plans
- See >>Peer Coaching Plan
- Review >>Implementation: Choosing Collaborating Teachers

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Sustaining Coaches

- See >>School Support
- Resources
- Ongoing professional learning for coaches

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Conclusion

- “The greater the behavioral change you want, the more intense the professional development for teachers needs to be”
 - (Fullan, 2002).

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3-2-1 Wrap-Up

- 3 things you learned about implementing and sustaining Peer Coaching
- 2 questions you still have about sustaining Peer Coaching
- 1 thing you learned about Peer Coaching you will apply in your school in the next month

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3-2-1 Wrap-Up

- Find a partner--each shares 3 things you learned about implementing and sustaining Peer Coaching
- Find a second partner--each shares 2 questions about implementing Peer Coaching
- With a third partner-- each shares 1 thing you learned about Peer Coaching you will apply at your school in the next month.

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SESSION

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ACTIVITY

2

Coaching Skills Cue Card

Communication Skills for Coaches

Active Listening

Is focused on the speaker.
Is blocking out all competing thoughts.
Is leaning forward and nodding.

Paraphrasing

Is restating what was stated.
Is used to check for understanding.
Clarifies what was heard by summarizing.
Indicates acceptance and encouragement.
Establishes relationship between speakers.

- ◆ So . . .
- ◆ So what you are wondering is . . .
- ◆ As you . . .
- ◆ So your hunch is . . .
- ◆ You're thinking . . .

Clarifying Questions

Lead to a clear picture or understanding of a topic or idea.
Are factual.
Are answered quickly.
Are used to gather information.

- ◆ How did you . . . ?
- ◆ What . . . ?
- ◆ How did . . . ?

Probing Questions

Are thought provoking and encourage deeper thinking.
Usually start with a paraphrase.
Are often open-ended.

- ◆ You said . . . , have you ever thought about . . . ?
- ◆ Why . . . ?
- ◆ What might the next step be?
- ◆ What did you learn from that?
- ◆ Are there other strategies that you could use to . . . ?

Adapted from, and used with permission of, the publishers of Gramston, R & Wellman, B. *The Adaptive School: Developing and Collaborative Groups*. El Dorado Hills, CA: Four Hats Seminars, 337 Guadalupe Dr, El Dorado Hill, CA 95762

Keys to Innovation

<i>Innovative Classroom Environments</i>	<i>Innovative School Environments</i>	<i>Innovative Educators</i>
Educators use methods that ensure success for all learners	There is a shared understanding and vision for innovation	Have a vision that includes the kind of learning needed to prepare today's learners for their future
Implement a data-driven curriculum designed to improve instruction	Leadership promotes improvement through professional development	Are passionate about teaching and learning
There are high expectations for achievement	Leadership comes from many levels in the school	Are willing to take risks, embrace change, and face difficulties
Learners can clearly articulate instructional outcomes and assessment procedures	Learners' parents are part of the learning community	Are reflective and use analytical skills on a continuous basis
Learners provide input on assessment standards and can clearly articulate the assessment procedures for activities	The school's learning community uses shared vocabulary	Openly continue learning and updating professional knowledge and skills
Learner feedback is encouraged	Sustained professional development is connected with learner success	Are willing to accept and give constructive criticism to learn from peers
Multiple forms of feedback is provided to learners for further improvement	Support of other organizations is welcomed and used in innovative school practices	Integrate information and communication technologies into the teaching and learning environment
Learners are willing to take initiative to solve problems	Sustainable partnerships involve the different school communities	Facilitate learner-centered activities and are willing to let students take a lead
Learners are actively engaged in authentic, meaningful tasks that develop critical thinking and problem solving skills within the context of their lives	Time is provided within the school day for collaboration and school networking	Seek out opportunities for partnerships and collaboration while respecting individual contributions
Student peer learning, such as in an open discussion, is encouraged	Innovation is encouraged and supported with no repercussions for trying new things	Demonstrate an attitude of increased educational effect through a blending of new and old methods
Learners have access to accurate and reliable information resources (print and non-print)	All staff is receptive to implementing ideas from teachers and learners	Effectively manage unplanned or unspecified questions and situations
Learners display pleasure in learning	Innovative ideas are funded	Take initiative and are not afraid of taking risks
Learners have access to multiple audiences		Are open to new ideas
Information and communication technologies is one type of many tools used by learners and teachers		

Created from the work of the innovative educators who attended Microsoft's 2006 World Wide Innovative Teachers Forum

Learning Activity Checklist

Standards-Based Task	Engaging Task
<p>The task helps students:</p> <ul style="list-style-type: none"> ▪ Gain/improve specific knowledge or skills in a content area (for example, district or state standards). ▪ Gain/improve 21st Century Skills (problem solving, communication, collaboration, information, and time and resource management). ▪ Practice the methods/processes of a discipline (for example, the scientific method). ▪ Understand how learning goals guide teaching and learning activities. ▪ Perceive how learning activities are aligned with assessments. ▪ Know the criteria and performance standards for teacher, peer, and self-evaluations of their products and performances. ▪ Demonstrate understanding and apply their knowledge and skill in a variety of ways. 	<p>Students:</p> <ul style="list-style-type: none"> ▪ Are involved in active learning (hands-on, building, making, moving, using "multiple intelligences," etc.). ▪ Find the topic fascinating, fun, or passion-arousing. ▪ Are given choices (topic, approach, etc.). ▪ Are challenged (but not overwhelmed). ▪ Create a product/performance or gain competencies that have value to them outside of school. ▪ Know their product/performance will be appreciated, used by, or useful to others outside the classroom. ▪ Receive real-world feedback on the quality of their work from an audience or subject-matter expert. ▪ Get to bring their experience outside the classroom to bear on their work. ▪ Are accountable to one another.
Problem-Based Task	Technology Enhances Academic Achievement
<p>Students must exercise logical and creative thinking to:</p> <ul style="list-style-type: none"> ▪ Form a reasoned judgment. ▪ Solve a problem. ▪ Make a decision or choice. ▪ Plan a course of action. ▪ Persuade or convince someone. ▪ Defend a position. ▪ Explain a concept. ▪ Interpret a complex situation. ▪ Resolve a perplexing or puzzling situation. ▪ Troubleshoot and improve a system. ▪ Meet someone's genuine need. ▪ Plan and stage an event. ▪ Apply a course concept in a real-world situation. ▪ Invent a problem-solving process. ▪ Work within constraints (for example, restrictions on size, budget, time, resources, etc.). 	<p>Technology is used to:</p> <ul style="list-style-type: none"> ▪ Give students access to quality information, primary documents, or points of view not available otherwise. ▪ Allow students to investigate a concept in ways infeasible otherwise (for example, human/animal anatomy). ▪ Differentiate learning for students with different needs. ▪ Help students understand abstract concepts. ▪ Enable students to participate in online scientific investigations. ▪ Help students with the problem-solving process (e.g., using graphic organizers). ▪ Foster student discovery of concept or construction of their own understanding of a concept. ▪ Share ideas and communicate with remote groups. ▪ Help students receive feedback on their work from a community outside the classroom. ▪ Enable students to participate in the democratic process.

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SESSION
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ACTIVITY
3

Assess Lesson Design Template

Pollution on the River Yamuna

High School science students are asked to assess the sources of pollution on a local river, determine the impact of the pollution and, working in teams, develop proposed solutions to this problem. Their final product is to create a poster aimed at educating their community about the need for action.

Standards-Based Task

What is good?

What could be improved?

How could we improve it?

Problem-Based Task

What is good?

What could be improved?

How could we improve it?

Engaging Task		
What is good?	What could be improved?	How could we improve it?
Technology Enhances Academic Achievement		
What is good?	What could be improved?	How could we improve it?

Planning Template

TOPIC:	Study of Pollution in River Yamuna
Brief Description:	Yamuna, a major tributary to the holy river Ganga, is itself one of the holiest rivers of India and is used by millions of people as a source for drinking water besides for bathing and irrigation. In recent years, however, it has become grossly polluted due to various causes affecting human health and bio-diversity of the eco-system. Identify the causes of pollution and suggest measures to control it.

Learning Targets:

National Standards:

Class 11th NCERT

Environmental Education Unit III, Environment Pollution and Global Issues

- To collect samples of water from different sources and study their physical characteristics like turbidity, colour, odor; the measure of pH, the nature of suspended and dissolved impurities and pollutants, the presence of toxic materials like mercury, lead, arsenic, fluorine, and the presence of living organisms. For testing the presence of toxic materials and living organisms, the help of a local laboratory or institution may be taken, if available. To identify the most polluted sample of water and locate the sources of its pollution. To devise an action plan for mobilizing public opinion for checking the pollution.

Essential Question:

- Analyze the cause and effect of the pollution problem in river Yamuna and explain how we can solve this problem for the community.

Scenario:

- Nitin is a young boy of 16 years, who is staying near the Yamuna river bank. He is using Yamuna water daily. Recently, he developed a skin disease, which the doctor says is due to the dirty water of Yamuna. This is not the only story from a resident staying near Yamuna, there are similar diseases occurring to other people.
- As a responsible Citizen Leader, identify the cause of the pollution and devise an action plan for mobilizing public opinion for checking the pollution.

Task

- Work with a team of six people. Your tasks are as follows:
 1. Identify the different types of water pollutants and their sources
 2. Identify the effects of the pollution on human beings
 3. Visit places of pollution
 4. Visit the Pollution Control Office of Delhi and collect data pertaining to previous years in Yamuna
 5. Suggest ways to minimize the pollution from the major sources
 6. Make an action plan
 7. Present the action plan to your class
 8. The best suggestions will be shared with the authorities, residents, and media to create multiplier effect
 9. Start an awareness campaign through a poster competition

Assessment Plan

- Analysis of notes, figures, and conclusion
- Assessment according to rubric below
- Journal/Article for media
- Use of multimedia in the presentation
- Assess the posters

Assessment Rubric

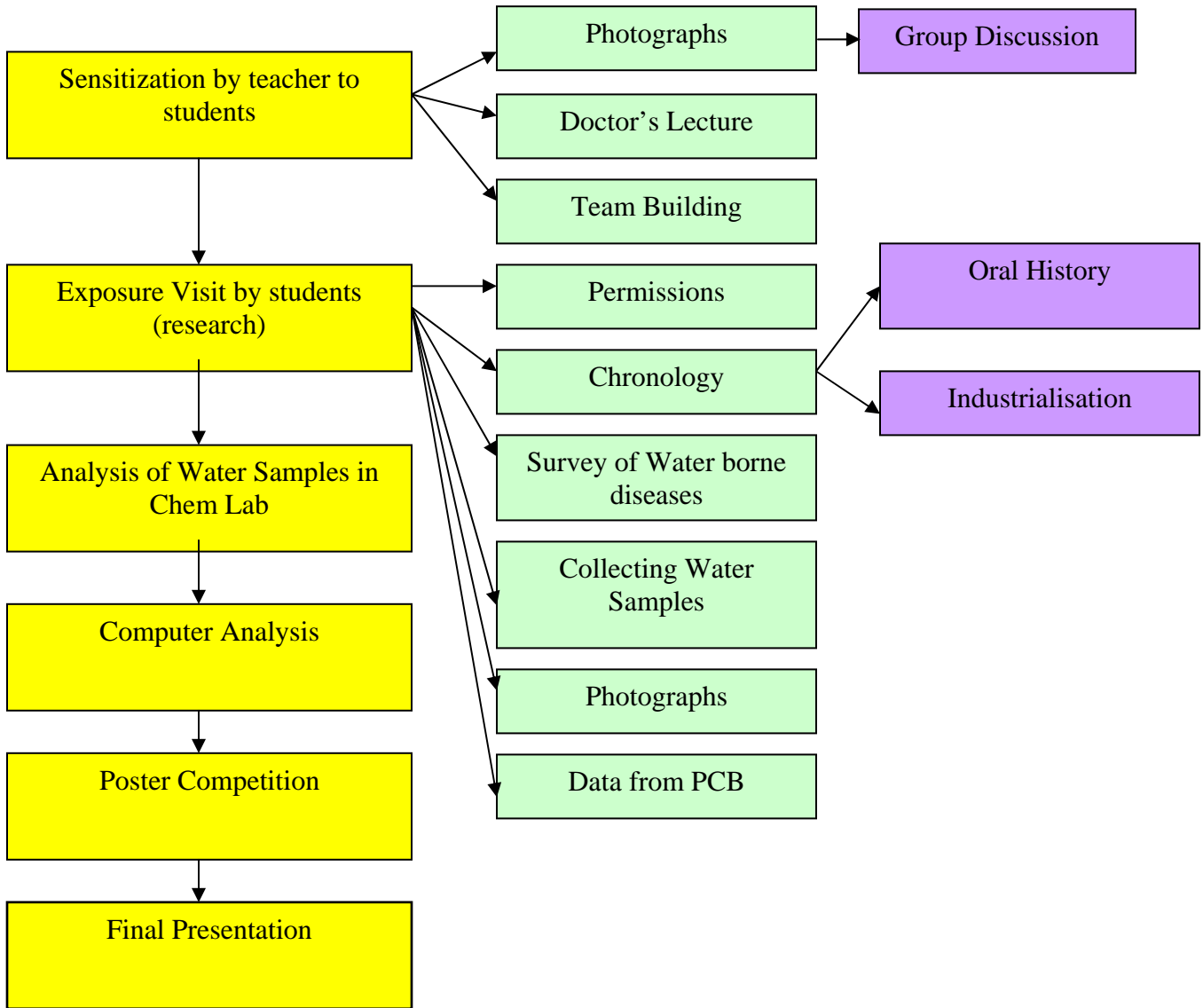
Student Name: _____

CATEGORY	4	3	2	1
Brainstorming - Problems	Students identify more than more than 4 water pollutants	Students identify at least 4 water pollutants	Students identify at least 3 water pollutants	Students identify fewer than 3 water pollutants
Effects	Students identify more than 4 effects of water pollution on human beings	Students identify at least 4 effects of water pollution on human beings	Students identify at least 3 effects of water pollution on human beings	Students identify fewer than 3 effects of water pollution on human beings
Group Discussions	Students identify more than 4 suggestions to minimize pollution in river Yamuna	Students identify at least 4 suggestions to minimize pollution in river Yamuna	Students identify at least 3 suggestions to minimize pollution in river Yamuna	Students identify fewer than 3 suggestions to minimize pollution in river Yamuna
Display	Students include 4 or more high-quality examples or pieces of posters to support their campaign.	Students include at least 3 high-quality examples or pieces of posters to support their campaign.	Students include at least 2 high-quality examples or pieces of posters to support their campaign.	Students include fewer than 2 high-quality examples or pieces of posters to support their campaign.

Learning Plan

1. Sensitize regarding pollution in Yamuna
 - a. Share photographs of Yamuna earlier and now, especially those showing pollution effects
 - b. Group discussion among the students on different effects of water pollution
 - c. Lecture by a doctor on water borne disease
2. List of materials required
 - a. Chart paper
 - b. Digital cameras
 - c. Sketch pens
 - d. Markers
 - e. Computer with internet connectivity
 - f. Scanner
 - g. Printer
3. Exposure visit to the bank of river Yamuna and neighborhood residential areas
 - a. Gain permission from authorities, including:
 - i. School authorities
 - ii. Parents
 - iii. Local authorities
 - b. Create a chronology of Yamuna in different years,
 - c. Conduct and post discussions with senior citizens of the area to create the chronology and document conditions.
 - d. Effects of Industrialization in the area
 - e. Survey of water borne diseases in the area
 - f. Collect water samples from different areas of Yamuna and household drinking water
 - g. Take photographs
 - h. Gather pollution data from PCB for previous years
4. Test water samples in chemistry lab
5. Analysis in computer Lab
6. Posters competition
7. Final presentation

Scaffolding chart



River of Love in the age of Pollution: Yamuna

1

Project Objectives

- Identify the different types of water pollutants and their sources
- Effects of this on human beings.
- Visit places of pollution.
- Visit the pollution Control Office of Delhi and collect data pertaining to pollution in Yamuna.
- Suggest ways to minimize the pollution from the major sources.
- Make an action plan
- Start an awareness campaign through a poster competition.

2

Pollution

Definition: Pollution is the release of environmental contaminants. The major forms of pollution are:

3

How Pure is your Water?

- Water covers nearly three quarters of the earth's surface and makes up between 60 and 70% of the human body matter.
- Water has the potential to be one of the most useful and cost-effective medicinal substances available.
- Unfortunately, dangerous chemicals, organic materials, and bacteria contaminate much of the water we drink. When combined with these elements, water, crucial to our survival as it is, can present a significant health risk. Despite several efforts to clean, purify, and provide safer sources of water, dangerous contaminants continue to be present in our drinking water. These contaminants, many of which are undetectable by sight or taste, can lead to diseases like **asthma, diarrhoea, Skin Diseases, Parkinson's disease.**

4

The River Yamuna

FACTS & FIGURES	
Source :	Yamunotri
Length :	1,370 km
Coverage :	Uttaranchal, Uttar Pradesh, Haryana and Delhi
Tributaries :	Chambal, Betwa, Sind & Ken

HISTORY & MYTHOLOGY
The Yamuna and the Ganges are considered the most sacred rivers in India. Yamuna, according to the legends, was the daughter of Surya, the Sun God, and sister to Yama, the God of Death. Consequently, popular belief is that those who take a dip in its holy waters are not tormented by fears of death.

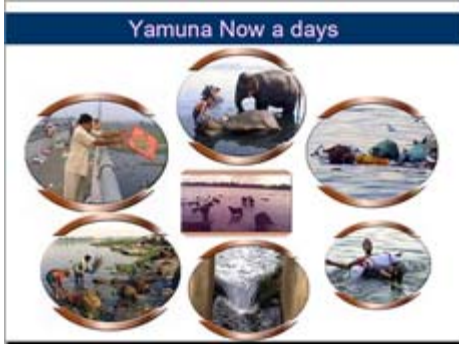
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Yamuna in Earlier days

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Can you spot the difference between the photographs

Earlier	Now
Yamuna was clean, serene and green	Yamuna is dirty, polluted and stinky
People love to visit for boating & picnic	Industries are throwing industries waste
People used to compose poems on the beauty of Yamuna	Yamuna banks is used as garbage dumping ground
People used to take holy dip in the sacred river	Now animals are getting bathed, Dead bodies are cremated in Yamuna

9

10

Our Contribution in Polluting Yamuna

The real problem of Yamuna pollution starts when it passes through state of Delhi.

- Research shows that before it passes through Delhi, the water quality is very much under control.
- The stretch between Wazirabad and Okhla barrage in Delhi is only 2% of its catchment area, but it contributes about 80% of the river's total pollution load.
- More than 57 million people depend on the Yamuna River for drinking water, but at least 720 mld (190 mgd) of wastewater entering the river is untreated, according to the National River Conservation Directorate (NRCD; New Delhi), the government agency responsible for cleanup efforts in India.
- Organic pollutants and pathogens in wastewater make up approximately 75% to 80% of the river's pollution load, while most other pollution comes from industrial discharges.

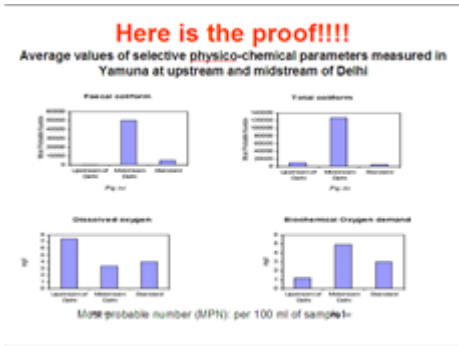
Our Contribution in Polluting Yamuna

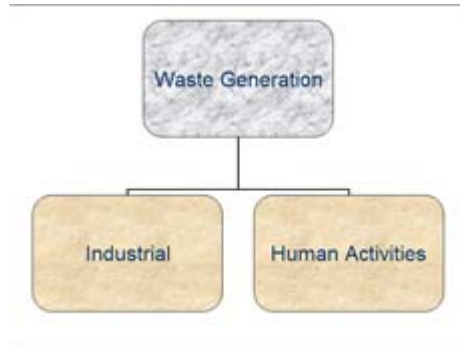
The real problem of Yamuna pollution starts when it passes through state of Delhi.

- About 2000 million litres of sewage is pumped into the river from Delhi every day, and its water is now unfit to support any life.
- There are 16 major drains along the stretch that discharge treated and untreated wastewater from industries and sewage of Delhi and Haryana.
- The Hindon Canal also discharges waste from Uttar Pradesh in this stretch. The 22 km between the Wazirabad and Okhla barrages is called Delhi segment, while the 490 km stretch between Okhla barrage and the confluence with the Chambal River is known as the eutrophicated segment because of the quality of its water.

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14

Industrial Pollutants



Human Activities Polluting Yamuna



15

16

Major Drains Polluting Yamuna



Action Plan - Industrial

- All existing Industries, dumping the waste water in Yamuna, should setup a waste water management plant at their source, and new industries should be given license only if they have a waste management plant



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Action Plan - Human Activity

- Extensive plantation on banks of Yamuna



- Sewerage should flow in the river only after treatment



Action Plan - Human Activity

- Electric Crematoriums should be built and their usage encouraged



- Community Toilets and low cost sanitation to be built and usage encouraged



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Action Plan - Human Activity

- Religious activities:
 - Idols made of POP should be banned and mud idols should be used for immersion.
 - Use of soap and detergents during ritual baths should be banned



Action Plan - Public Participation

- Plan to mobilise people so that they follow the Action plan and be vigilant enough to deter others from violating the plan.
 - Sharing of awareness posters with the community
 - Making Eco clubs in the localities and these clubs will take up the responsibility to clean the banks regularly and mobilise support.



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Peer Coaching Implementation Guideline

These resources are designed to help you to create and sustain a high quality Peer Coaching program.

Implementation Issues	Your Plans
<p>Peer Coaching goals</p> <ul style="list-style-type: none"> • Assist teacher leaders to 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. 	
<p>Aligning coaching with your goals No school, school district or ministry has time for one more new initiative. Educational agencies must align coaching with their educational goals.</p> <ul style="list-style-type: none"> • Aligning coaching with goals means clear communications with schools about your educational goals and examples of how coaching could support those goals. 	<p>How does Coaching align with your organizations educational goals or initiatives?</p>

Implementation Issues	Your Plans
<p data-bbox="191 177 533 204">Implementation Partners</p> <p data-bbox="191 212 865 375">Ministry of education leaders' support may be essential before coaching can proceed, and ministry support may mean they provide guidance and resources for effective implementation of Peer Coaching.</p>	<p data-bbox="926 177 1604 240">Who needs to make the decision to support Peer Coaching before you can begin implementation?</p> <p data-bbox="926 354 1604 417">If you need Ministry support what is your plan to secure the support of the ministry?</p>

Implementation Issues	Your Plans
<p>Implementation Partners</p> <p>The ministry of education can play a powerful role by defining the ways coaching aligns with the ministry's educational goals. And the ministry may have resources that are critical to the success of Peer Coaching?</p> <p>K-12 educational institutions are only one of the key players in preparing teachers to meet the needs of today's students. Colleges of education may be a potential partner that supports pre-service and practicing teachers.</p> <p>Colleges may offer credit for practicing teachers who are enrolled in coaching. They may also decide that coaching plays a role in developing teachers' capacity for lifelong learning and offer coaching to pre service or practicing teachers</p> <p>NGO's may also play a key role in implementation of innovative educational programs.</p>	<p>Who will be responsible for implementing Peer Coaching?</p> <p>What role will the Ministry of Education play?</p> <p>Will colleges of education play a role in implementing coaching for pre-service or in-service teachers?</p> <ul style="list-style-type: none"> • Which colleges • What is their role? <p>Will you work with other partners like an NGO that has a track record of successful implementation of innovative educational programs?</p> <ul style="list-style-type: none"> • Which NGO's? • What is their role?

Implementation Issues	Your Plans
<p>Implementation plan: Schools Peer Coaching is a school based professional development methodology. It will not succeed without the support of school leadership or other staff at the school.</p> <p>Key characteristics of schools that have been successful with coaching include:</p> <ul style="list-style-type: none"> • Educators recognize that collaboration among teachers is critical to changing teaching and learning practices. • The school's leadership and educators recognize that ongoing, intensive professional learning is essential to improve students' academic achievement. • Educators believe they are encouraged to innovate and take risks. • School leadership plays an active role in supporting coaching by helping to shape coaching plans, aligning coaching with the schools' educational goals, and offering time and other resources coaches need to succeed. • Formal school leaders recognize the value of leadership coaches can provide; 	<p>What is your ultimate goal for K-12 school involvement?</p> <ul style="list-style-type: none"> • Are you targeting schools from a particular city or region? • Are you focusing on a particular grade band, (e.g. secondary schools)? • Or is your focus on every school in the country. <p>If your long term goal is broad, will you pilot coaching?</p> <ul style="list-style-type: none"> • If so, what schools will you focus on? • Do these schools share the characteristics of other schools that have successfully implemented coaching?

Implementation Issues	Your Plans
<p>Implementation: Facilitators</p> <p>Facilitators are the key to successfully preparing coaches and the resource that makes it easiest to scale your coaching program to meet your needs. Strong Facilitators also play a key role in sustaining coaching because they give you the capacity to train coaches to replace those who have retired or moved. The strongest Facilitators are those who have experience as a Peer Coach. They have internalized the DNA of Peer Coaching, they have experience implementing the program in schools and they understand the roles a coach plays and the realities a coach must address to be successful.</p> <p>To begin your program you are unlikely to have experienced coaches. Here are qualities that you should look for as you recruit your first group of Facilitators.</p> <ul style="list-style-type: none"> • Successful experience in providing professional development for teachers. This experience should utilize the same active, engaged instructional strategies we expect teachers to use with students. • Successful experience coaching individual teachers to help them integrate technology into innovative classroom activities. • Successful classroom experience pairing technology with active, inquiry and performance-based learning strategies such as project-based learning and collaborative learning. 	<p>Who will you recruit to serve as the facilitator that trains coaches?</p>

Implementation Issues	Your Plans
<p>Implementation: Coaches Teachers who have collaborated with coaches say the qualities most important in a coach are:</p> <ul style="list-style-type: none"> • Ability to build trust with peers. • Knows what teachers are doing in their classrooms and provides what a teacher needs. • Is a team player. • Communicates well and listens to teachers. • Provides a safe, risk-taking environment and is non-threatening, non-judgmental, and accepting. • Is flexible. • Has enough depth and breadth of knowledge to help teachers integrate ICT, including knowledge of appropriate instructional strategies. • Is recognized by staff as a strong or outstanding teacher. 	<p>Who will you train as coaches?</p> <p>How will you recruit them?</p> <ul style="list-style-type: none"> • What incentives will you use to encourage teacher leaders to become coaches?

Implementation Issues	Your Plans
<p>Implementation: Coach Preparation Effective coaching programs assist coaches and facilitators to develop three basic sets of skills. These three skills sets include:</p> <ul style="list-style-type: none"> • Communication and collaboration skills, which helps coaches build and maintain a relationship of trust with colleagues • Lesson design skills which produce engaging learning activities for students • Technology integration skills that enrich and enhance learning <p>The primary focus on these skills sets is in the first five sessions of the Peer Coaching program, but it is critical for partners localizing the program to be aware that some of the most critical communications and collaboration skills are the focus of learning in the last three sessions of the coaching program.</p>	<p>Do your plans for training coaches include all of the Peer Coaching training activities relevant to these three skill sets?</p>

Implementation Issues	Your Plans
<p>Implementation: Coach preparation, ongoing professional learning for coaches</p> <p>Coaches may be ready to begin coaching at the end of the fifth session of the coaching program, but most coaches insist they are just learning to be effective after all eight sessions of coaches training and after their first year of coaching. There training needs to be ongoing so that they can be more effective as coaches. Schools, local, state and national education agencies need to provide ongoing, relevant training for their coaches. This could include:</p> <ul style="list-style-type: none"> • Facilitators should encourage and moderate face to face and online discussions among coaches after the formal Peer Coach training has concluded. • Local and state educational agencies communicate clearly with coaches about educational goals and routinely provide coaches with professional learning necessary for coaches to support those goals. <ul style="list-style-type: none"> ○ For example, school districts routinely bring coaches from each school together so that they can learn effective ways to use ICT to support literacy goals from reading and writing curriculum specialists. 	<p>How does your plan for training coaches insure ongoing relevant training over time?</p>

Implementation Issues	Your Plans
<p>Implementation: Choosing Collaborating Teachers The four most important choices you face in implementing coaching are:</p> <ol style="list-style-type: none"> 1. Choosing the right schools 2. Choosing the right facilitators 3. Choosing the best teacher leaders as coaches 4. Choosing the right teachers to collaborate with coaches. <p>Choosing the right teachers is particularly true when you are launching a coaching program in a school. The first coaching experience needs to be successful. Some of the qualities of a good collaborating teacher include.</p> <ul style="list-style-type: none"> • Seeing the need and purpose to work with a coach. • Knowing that it is okay to take risks, make mistakes and perhaps fail. • Knows, respects, and trusts the peer coach. • Being committed to learning and willing to try out new things. • Being flexible and willing to change teaching style and strategies. <p>Coaching rarely works if teachers are assigned by their school leader to work with a coach. Particularly in the early days of implementation it may be most important to find a teacher who already knows the coach, has a good working relationship with the coach and is open to learning and being help.</p>	<p>What advice will you give principals and coaches about how to select and recruit the teachers who collaborate with coaches?</p>

Implementation Issues	Your Plans
<p>Sustaining Peer Coaching: School Support Sustaining an effective coaching program requires:</p> <ul style="list-style-type: none"> • School leadership plays an active role in supporting coaching by helping to shape coaching plans, and aligning coaching with the schools' educational goals and reviewing and revising the coaching plans each year. • School leaders set clear expectations and accountability measures for coaches and collaborating teachers. • School leaders recognize that coaches are NOT part of teachers' evaluation. • School leaders should routinely monitor and assess their school's coaching program and make changes needed for coaching success. • School leaders help align Peer Coaching with other professional development activities, including lesson study, critical friends or other coaching and mentoring efforts. • Schools must review and revise their coaching plan each year so that it reflects new school goals, successes, and challenges coaches face and plans for the growth of coaching. • Schools must provide some of the time and other resources coaches need to be successful, but schools alone may not be able to meet these needs. 	<p>What advice and recommendations will you give schools about how they can support coaching most effectively?</p>

Implementation Issues	Your Plans
<p>Sustaining Coaching: local, state and national educational agencies.</p> <p>Local, regional and national education agencies can play a key role in successful implementation by clearly, and frequently, endorsing the idea that ongoing collaboration among teachers is essential to change teaching practices and improve student learning, and that coaching is an effective methodology for ongoing collaboration. These educational agencies can support this idea in practice by:</p> <ul style="list-style-type: none"> • Providing resources that give the coaches, and the teachers they coach, the time and other resources needed to collaborate with teachers routinely. • Providing ongoing professional learning opportunities for both coaches and facilitators • Routinely assessing their coaching program and revising the program implementation to better meet program goals. 	<p>In what ways will local, state and national agencies provide support for coaching?</p>

Implementation Issues	Your Plans
First Steps	What are your first steps to implement your coaching program? What are your perceived barriers? <ul style="list-style-type: none">• What are some potential ways around these barriers?
Implementation timelines	What is your timeline for implementation?

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Peer Coaching Plan

The purpose of this plan is to give you a framework to develop your coaching program. A strong Coaching Plan should reflect your skills, knowledge, and the

needs of the collaborating teachers and your principal.

Complete Part 1 with your principal and Part 2 with teachers you will coach (collaborating teachers). You should complete your Coaching Plan before Session 2.

Part 1 Complete with your Principal		Date
Name of Coach	E-mail address	
Teaching Assignment		
Name of Principal	E-mail address	
School	District	

Structure Will the coaching be one on one or with a team of teachers? Will you be working with a team of teachers at the same grade level or subject matter? Or will you work with a broader range of teachers?

Name of Collaborating Teachers

Coach Roles and Responsibilities: Describe the major roles and responsibilities you will play as a coach in your school.

Resources: What resources will support coaching (for example, release

time, training, or extra pay)?

Communication: How will you communicate with the principal and staff about the coaching program?

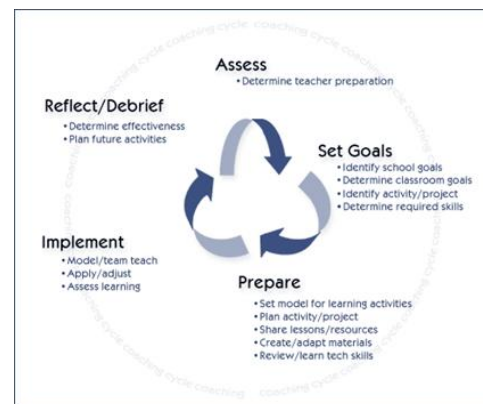
Thinking About Coaching and Collaborating

Part 2 of the Coaching Plan

As a coach, you will work one on one or with a group of teachers to help plan and implement standards-based lessons that integrate technology. The Coaching Cycle reflects the process of coaching.

Part 2 of the Coaching Plan will help you and your collaborating teachers think about how you will work together. Start by using the *Coaching Goals Planning Worksheet* to establish a direction for your coaching work.

Use the information in this worksheet to establish a coaching focus and to write a coaching program goal. Then answer the questions listed below. After Session 2, you will list the norms for your coaching meetings.



Our Plan for Working Together

Directions

Complete with your collaborating teacher. (If you have not identified a collaborating teacher, you can complete this section at a later date.)

Description

Coaching Program Goal Statement Write a general goal statement that tells what you want to accomplish and who you will work with for your coaching program. Make sure it reflects the coaching focus and aligns with your schools educational goals. (Use the Coaching Goals Planning Worksheet, page 1 for help.)

Measuring Progress Describe some ways you will determine if you are making progress on this goal.

Time When will you and your collaborating teachers meet (for example, release time, common planning time, after school, etc.)?

After Session 2, complete this section:

Our Norms Start/end on time
are: