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

Slide 1

Implementing and Sustaining Effective Peer Coaching Programs

Slide 2

ICT Impact??

• All American educators have some access to computers and the Internet; about half felt adequately prepared to integrate technology into instruction. Only a third ask students to use technology in problem solving and research even a few times a week. (NEA, 2008)
• UK 15-20% effectively integrating ICT skills into teaching
• Canada, Korea, Japan half felt “prepared.”

Slide 3

Discussion

• What kind of professional development will prepare teachers to use ICT with 21st Century learning activities?
Implementing and Sustaining an Effective Peer Coaching Program

**Slide 4**

**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

**Slide 5**

**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

**Slide 6**

**Type of Training and Impact**

<table>
<thead>
<tr>
<th>Type of Training</th>
<th>Knowledge Mastery</th>
<th>Skill Acquisition</th>
<th>Classroom Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>85%</td>
<td>15%</td>
<td>5-10%</td>
</tr>
<tr>
<td>Practice</td>
<td>85%</td>
<td>80%</td>
<td>10-15%</td>
</tr>
<tr>
<td>Coaching</td>
<td>90%</td>
<td>80%</td>
<td>80-90%</td>
</tr>
<tr>
<td>Study teams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer visits</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Implementing and Sustaining an Effective Peer Coaching Program

Slide 7

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.

Slide 8

Coaches Roles

- Let’s take a look at what some coaches say about their roles.
- Coaching Conversations

Slide 9

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
Implementing and Sustaining an Effective Peer Coaching Program

Slide 10

Critical Skills for Coaches

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

Slide 11

Exploring Coaching Training

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

Slide 12

Implementation Issues

- Choosing Schools
- See Peer Coaching Implementation Guide in your handouts>>
  Implementation: Schools
Implementing and Sustaining an Effective Peer Coaching Program

Slide 13

Implementation Issues

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

Slide 14

Implementation Issues

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

Slide 15

Sustaining Coaches

• See >> School Support
• Resources
• Ongoing professional learning for coaches
Implementing and Sustaining an Effective Peer Coaching Program

Slide 16

Conclusion

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

Slide 17

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

Slide 18

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.
Coaching Skills
Cue Card

Communication Skills for Coaches

<table>
<thead>
<tr>
<th><strong>Active Listening</strong></th>
<th><strong>Paraphrasing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is focused on the speaker.</td>
<td>Is restating what was stated.</td>
</tr>
<tr>
<td>Is blocking out all competing thoughts.</td>
<td>Is used to check for understanding.</td>
</tr>
<tr>
<td>Is leaning forward and nodding.</td>
<td>Clarifies what was heard by summarizing.</td>
</tr>
<tr>
<td></td>
<td>Indicates acceptance and encouragement.</td>
</tr>
<tr>
<td></td>
<td>Establishes relationship between speakers.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th><strong>Clarifying Questions</strong></th>
<th><strong>Probing Questions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead to a clear picture or understanding of a topic or idea.</td>
<td>Are thought provoking and encourage deeper thinking.</td>
</tr>
<tr>
<td>Are factual.</td>
<td>Usually start with a paraphrase.</td>
</tr>
<tr>
<td>Are answered quickly.</td>
<td>Are often open-ended.</td>
</tr>
<tr>
<td>Are used to gather information.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Created from the work of the innovative educators who attended Microsoft’s 2006 World Wide Innovative Teachers Forum
## Learning Activity Checklist

### Standards-Based Task
The task helps students:
- 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.

### Engaging Task
Students:
- 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
Students must exercise logical and creative thinking to:
- 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.).

### Technology Enhances Academic Achievement
Technology is used to:
- 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.

---

Used with the permission of the author, Eeva Reeder
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.

<table>
<thead>
<tr>
<th>Standards-Based Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is good?</strong></td>
</tr>
<tr>
<td><strong>What could be improved?</strong></td>
</tr>
<tr>
<td><strong>How could we improve it?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem-Based Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is good?</strong></td>
</tr>
<tr>
<td><strong>What could be improved?</strong></td>
</tr>
<tr>
<td><strong>How could we improve it?</strong></td>
</tr>
</tbody>
</table>
### Engaging Task

<table>
<thead>
<tr>
<th>What is good?</th>
<th>What could be improved?</th>
<th>How could we improve it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Technology Enhances Academic Achievement

<table>
<thead>
<tr>
<th>What is good?</th>
<th>What could be improved?</th>
<th>How could we improve it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HANDOUT 4  
New Tools: Learning with ICT  

Day 2 Activity 1A  
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.
HANDOUT 4  
Day 2 Activity 1A
New Tools: Learning with ICT  
Planning Template

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: ________________________________

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

- Sensitization by teacher to students
  - Exposure Visit by students (research)
    - Analysis of Water Samples in Chem Lab
      - Computer Analysis
        - Poster Competition
          - Final Presentation
  - Photographs
    - Group Discussion
      - Doctor’s Lecture
        - Team Building
          - Permissions
            - Chronology
              - Survey of Water borne diseases
                - Collecting Water Samples
                  - Photographs
                    - Data from PCB
                      - Oral History
                        - Industrialisation

- Analysis of Water Samples in Chem Lab
  - Computer Analysis
    - Poster Competition
      - Final Presentation
River of Love in the age of Pollution: Yamuna

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.

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

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 is crucial to our survival as it 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, diarrhea, skin diseases, Parkinson's disease.

The River Yamuna
FACTS & FIGURES
Source: Yamunotri
Length: 1,370 km
Covenance: 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 Hindu faith, is the daughter of the Sun God, and sister to Sati, the Goddess of Death. Consequently, you will find that those who take a dip in its holy waters are not tormented by fears of death.
**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 ml (159 mgd) of wastewater entering the river is untreated, according to the National River Conservation Directorate (NRCDNEW 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.

**Can you spot the difference between the photographs**

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

**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 eutrophic segment because of the quality of its water.

**Here is the proof!!!!**

Average values of selective physico-chemical parameters measured in Yamuna at upstream and midstream of Delhi

- **Physico-chemical parameters**
  - Temperature
  - pH
  - Dissolved Oxygen
  - Biochemical Oxygen Demand
  - Total Suspended Solids
- **Waste Generation**
  - Industrial
  - Human Activities
Industrial Pollutants

Human Activities Polluting Yamuna

Major Drains Polluting Yamuna

- Dr. Seti Nursing Home Drain
- Barapole Drain
- Drain flowing into Yamuna
- Yamuna River near Jajmau Drain
- A view of Jajmau Drain

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.

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
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 mobilize 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.

Poster Making & Public Awareness
Peer Coaching Implementation Guideline

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

<table>
<thead>
<tr>
<th>Implementation Issues</th>
<th>Your Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Peer Coaching goals</strong></td>
<td></td>
</tr>
<tr>
<td>• Assist teacher leaders to develop</td>
<td></td>
</tr>
<tr>
<td>skills needed to serve as peer</td>
<td></td>
</tr>
<tr>
<td>coaches for colleagues.</td>
<td></td>
</tr>
<tr>
<td>• Engage students in powerful,</td>
<td></td>
</tr>
<tr>
<td>technology rich learning which will</td>
<td></td>
</tr>
<tr>
<td>prepare them for their future.</td>
<td></td>
</tr>
<tr>
<td>• Foster systemic adoption of 21st</td>
<td></td>
</tr>
<tr>
<td>Century teaching and learning.</td>
<td></td>
</tr>
<tr>
<td>• Assist schools to build the capacity</td>
<td></td>
</tr>
<tr>
<td>to meet their own professional</td>
<td></td>
</tr>
<tr>
<td>development needs.</td>
<td></td>
</tr>
<tr>
<td><strong>Aligning coaching with your goals</strong></td>
<td><strong>How does Coaching align with your organizations</strong></td>
</tr>
<tr>
<td>No school, school district or ministry</td>
<td>educational goals or initiatives?</td>
</tr>
<tr>
<td>has time for one more new initiative.</td>
<td></td>
</tr>
<tr>
<td>Educational agencies must align</td>
<td></td>
</tr>
<tr>
<td>coaching with their educational goals.</td>
<td></td>
</tr>
<tr>
<td>• Aligning coaching with goals means</td>
<td></td>
</tr>
<tr>
<td>clear communications with schools</td>
<td></td>
</tr>
<tr>
<td>about your educational goals and</td>
<td></td>
</tr>
<tr>
<td>examples of how coaching could</td>
<td></td>
</tr>
<tr>
<td>support those goals.</td>
<td></td>
</tr>
</tbody>
</table>
### Implementation Issues

<table>
<thead>
<tr>
<th>Implementation Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

### Your Plans

- Who needs to make the decision to support Peer Coaching before you can begin implementation?

- If you need Ministry support what is your plan to secure the support of the ministry?
### Implementation Issues

<table>
<thead>
<tr>
<th>Implementation Partners</th>
<th>Your Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td>Who will be responsible for implementing Peer Coaching?</td>
</tr>
<tr>
<td>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.</td>
<td>What role will the Ministry of Education play?</td>
</tr>
<tr>
<td>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</td>
<td>Will colleges of education play a role in implementing coaching for pre-service or in-service teachers?</td>
</tr>
<tr>
<td>NGO’s may also play a key role in implementation of innovative educational programs.</td>
<td>• Which colleges</td>
</tr>
<tr>
<td></td>
<td>• What is their role?</td>
</tr>
<tr>
<td></td>
<td>Will you work with other partners like an NGO that has a track record of successful implementation of innovative educational programs?</td>
</tr>
<tr>
<td></td>
<td>• Which NGO’s?</td>
</tr>
<tr>
<td></td>
<td>• What is their role?</td>
</tr>
</tbody>
</table>
### Implementation Issues

**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.

Key characteristics of schools that have been successful with coaching include:

- 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;

<table>
<thead>
<tr>
<th>Your Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your ultimate goal for K-12 school involvement?</td>
</tr>
<tr>
<td>- Are you targeting schools from a particular city or region?</td>
</tr>
<tr>
<td>- Are you focusing on a particular grade band, (e.g. secondary schools)?</td>
</tr>
<tr>
<td>- Or is your focus on every school in the country.</td>
</tr>
</tbody>
</table>

If your long term goal is broad, will you pilot coaching?

- If so, what schools will you focus on?
- Do these schools share the characteristics of other schools that have successfully implemented coaching?
### Implementation Issues

**Implementation: Facilitators**
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.

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.

- 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.

### Your Plans

Who will you recruit to serve as the facilitator that trains coaches?
### Implementation Issues

**Implementation: Coaches**
Teachers who have collaborated with coaches say the qualities most important in a coach are:

- 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.

<table>
<thead>
<tr>
<th>Your Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will you train as coaches?</td>
</tr>
<tr>
<td>How will you recruit them?</td>
</tr>
<tr>
<td>- What incentives will your use to encourage teacher leaders to become coaches?</td>
</tr>
</tbody>
</table>
### Implementation Issues

**Implementation: Coach Preparation**
Effective coaching programs assist coaches and facilitators to develop three basic sets of skills. These three skills sets include:

- 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

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.

### Your Plans

Do your plans for training coaches include all of the Peer Coaching training activities relevant to these three skill sets?
<table>
<thead>
<tr>
<th>Implementation Issues</th>
<th>Your Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation: Coach preparation, ongoing professional learning for coaches</td>
<td>How does your plan for training coaches insure ongoing relevant training over time?</td>
</tr>
<tr>
<td>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:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How does your plan for training coaches insure ongoing relevant training over time?</td>
</tr>
<tr>
<td>• Facilitators should encourage and moderate face to face and online discussions among coaches after the formal Peer Coach training has concluded.</td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>o 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.</td>
<td></td>
</tr>
</tbody>
</table>
### Implementation Issues

**Implementation: Choosing Collaborating Teachers**

The four most important choices you face in implementing coaching are:

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.

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:

- 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.

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.

### Your Plans

What advice will you give principals and coaches about how to select and recruit the teachers who collaborate with coaches?
<table>
<thead>
<tr>
<th>Implementation Issues</th>
<th>Your Plans</th>
</tr>
</thead>
</table>
| **Sustaining Peer Coaching: School Support**  
Sustaining an effective coaching program requires:  
- 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. | What advice and recommendations will you give schools about how they can support coaching most effectively? |
<table>
<thead>
<tr>
<th>Implementation Issues</th>
<th>Your Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sustaining Coaching: local, state and national educational agencies.</strong></td>
<td>In what ways will local, state and national agencies provide support for coaching?</td>
</tr>
<tr>
<td>Local, regional and national education agencies can play a key role in successful</td>
<td></td>
</tr>
<tr>
<td>implementation by clearly, and frequently, endorsing the idea that ongoing collaboration</td>
<td></td>
</tr>
<tr>
<td>among teachers is essential to change teaching practices and improve student learning,</td>
<td></td>
</tr>
<tr>
<td>and that coaching is an effective methodology for ongoing collaboration. These</td>
<td></td>
</tr>
<tr>
<td>educational agencies can support this idea in practice by:</td>
<td></td>
</tr>
<tr>
<td>• Providing resources that give the coaches, and the teachers they coach, the time</td>
<td></td>
</tr>
<tr>
<td>and other resources needed to collaborate with teachers routinely.</td>
<td></td>
</tr>
<tr>
<td>• Providing ongoing professional learning opportunities for both coaches and</td>
<td></td>
</tr>
<tr>
<td>facilitators</td>
<td></td>
</tr>
<tr>
<td>• Routinely assessing their coaching program and revising the program implementation</td>
<td></td>
</tr>
<tr>
<td>to better meet program goals.</td>
<td></td>
</tr>
<tr>
<td>Implementation Issues</td>
<td>Your Plans</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>First Steps</td>
<td>What are your first steps to implement your coaching program?</td>
</tr>
<tr>
<td></td>
<td>What are your perceived barriers?</td>
</tr>
<tr>
<td></td>
<td>• What are some potential ways around these barriers?</td>
</tr>
<tr>
<td>Implementation timelines</td>
<td>What is your timeline for implementation?</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Part 1 Complete with your Principal</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Coach</td>
<td></td>
</tr>
<tr>
<td>E-mail address</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Assignment</td>
<td></td>
</tr>
<tr>
<td>Name of Principal</td>
<td></td>
</tr>
<tr>
<td>E-mail address</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
</tr>
<tr>
<td>District</td>
<td></td>
</tr>
</tbody>
</table>

**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
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.)

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coaching Program Goal Statement</strong></td>
</tr>
<tr>
<td>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.)</td>
</tr>
</tbody>
</table>

Measuring Progress

Describe some ways you will determine if you are making progress on this goal.
<table>
<thead>
<tr>
<th>Time</th>
<th>When will you and your collaborating teachers meet (for example, release time, common planning time, after school, etc.)?</th>
</tr>
</thead>
</table>

**After Session 2, complete this section:**

<table>
<thead>
<tr>
<th>Our Norms are:</th>
<th>Start/end on time</th>
</tr>
</thead>
</table>