



# Peer Coaching For Educators

**Awilda Astondoa**



## **Peer Coaching For Educators:**

**Peer Coaching** Les Foltos, 2013-07-23 Teachers are better together Nationally and internationally educators are excited about Les Foltos techniques for effective peer coaching The model for Peer Coaching outlined in his 2011 TED talk has been implemented in 40 countries and counting with powerful results Now you have it in this concise guide to effective coaching Train teachers to help each other refine their classroom strategies and tailor them to 21st Century needs Foltos insights include How peer coaching that makes a difference involves much more than just one teacher offering another advice How a coaching relationship is first built on trust and then on the willingness to take risks Why peer coaching should focus on adapting teaching methods to the technological future of education For schools to effect the changes the future demands teachers must learn how to collaborate effectively With this book Les Foltos shows the way Not only does Peer Coaching explain how to effectively support and leverage peer coaches it specifically addresses how these coaches can be a critical element in supporting 21st century education and the 4 C s It s a great contribution to the 21st century PD literature Ken Kay CEO of EdLeader21

**Peer Coaching for Educators** Barbara Gottesman, James O. Jennings, 1994

**Faculty Peer Coaching in Higher Education** Kristin N. Rainville, David G. Title, Cynthia G. Desrochers, 2023-11-01 Peer Coaching is a collaborative reciprocal practice where faculty members observe reflect and improve their instructional practices with the goal of improved learning for all students This edited book includes chapters describing faculty peer coaching initiatives in universities world wide Section one includes chapters that give an overview of what faculty peer coaching is and what the benefits of faculty peer coaching can be The second section of the book explores the theoretical and practical implications of engaging in faculty peer coaching and the trust and vulnerability that comes along with opening up your instructional practices to a colleague Section three of the book includes several examples of peer coaching initiatives across various disciplines in higher education settings Section four situates peer coaching in the broader institutional framework This book is a must for leaders of faculty development initiatives directors and staff from teaching learning centers department chairs faculty graduate students deans student services staff chief academic officers and educational consultants

Peer Coaching in Higher Education Barbara L. Gottesman, 2009-10-15 Peer Coaching in Higher Education describes a simple five step method for the improvement of teaching in colleges and universities Professors and instructors in small groups as departmental faculty or as inter and intra departmental partners can increase faculty collegiality and improve their teaching techniques for increases in student learning Gottesman explains the theory and practice of peer coaching specifically describing its application among the faculty and students of five universities She provides directions for a faculty conducting its own peer coaching seminar including necessary hand outs and examples Actual peer coaching exchanges give faculty ideas about the extended applications of this process

Peer Coaching to Enrich Professional Practice, School Culture, and Student Learning Pam Robbins, 2015-05-19 How can educators work together more effectively to improve professional

practice in a way that enhances student performance The answer says author Pam Robbins involves combining collaborative activities and peer coaching teachers supporting teachers This book describes how any school can implement these proven practices and experience positive changes in teaching school culture and learning Robbins explains how to develop a collaborative learning focused culture and build trust among colleagues offers strategies for participating in difficult conversations that yield useful feedback clarifies how to develop sustain and evaluate peer coaching efforts and showcases exemplary peer coaching practices used in real schools She also includes coaching tools scenarios process guidelines and reflection questions that make it easier to transfer these ideas into a school setting Peer coaching offers a job embedded learning strategy it s a valuable structure for supporting schoolwide and districtwide priorities such as analyzing data improving instruction integrating technology and implementing standards In short it creates an effective way to support the growth of every teacher and enrich learning processes in any school Pam Robbins is a former teacher coach director of professional development and school leader She consults with high performing and low performing districts and designs and conducts workshops on leadership school culture organizational change mentoring and peer coaching

Peer Coaching in Teacher Education Gloria A. Neubert, Lois T. Stover, 1994 Preservice peer coaching is a collegial relationship between student teachers who provide reciprocal in class assistance to one another as they attempt to incorporate new teaching skills strategies and approaches into their teaching The typical peer coaching cycle includes a preview conference during which the student teachers discuss the focus of the upcoming lesson observation of the lesson by the student teacher coach and a follow up conference during which the student teachers analyze the lesson Peer coaching facilitates the recall of skills and strategies from methodology classes fosters collegiality and promotes reflection on teaching Effective use of peer coaching requires training in interacting as both coach and recipient of coaching Supervising teachers also need to be introduced to the goals procedures and benefits of peer coaching Problems inherent in preservice peer coaching include increased time requirements involved in the coaching cycle increased time involvement of university personnel development of unhealthy competitiveness and student teachers lack of confidence in giving constructive feedback Contains 17 references JDD

*How to Plan and Implement a Peer Coaching Program* Pamela Robbins, 1991 The author describes how schools can implement a peer coaching program that serves as a professional support group

*New Teachers Helping New Teachers* Elizabeth A. McAllister, Gloria A. Neubert, 1995 Taking as its guiding principle that through peer coaching new teachers can offer each other valuable feedback as they try out teaching techniques in the classroom this book reports on a longitudinal study in peer coaching The book aims to give teacher educators a new method for encouraging reflective thinking and professional growth in preservice teachers The study reported on in the book was conducted over two and a half years with 135 preservice teachers at Towson State University in Maryland The book recounts scenarios of student experiences in which peer coaching was used describes the students involved and the ways in which they were trained to coach one another furnishes the results

of the study and offers ways in which teacher educators can use this information in their teaching of teachers. The chapters in the book were written in heteroglossic form that is the text reflects both the individual and collective perspectives of the authors. Chapters in the book are as follows: 1 Facilitating Reflective Thinking in Preservice Teacher Education, 2 Rethinking the Making of Teachers, 3 Peer Coaching Scenarios, 4 Training for Coaching and 5 Reflections on Preservice Peer Coaching. The book concludes with a peer coaching workbook and a 51-item bibliography divided into sections on active learning, coaching and reflection.

**NKA**      Leading Professional Development in Education Bob Moon, John Butcher, Elizabeth Bird, 2000. This work focuses on the nature of professional learning and the policy context in which educational reform takes place. It also explores the forms of leadership relevant to the differing contexts of professional development.

**The Art of Peer Coaching** Lanette Bridgman, 2020-06-30. The purpose of this book is to share with teachers a successful coaching model that has been researched, designed, piloted, evaluated and used across a range of schools. It is a peer coaching model which teachers use with teachers. It is a model which as a coach or coachee, both parties will learn from. While the model is directed to teachers, it is equally applicable and transferable to other professions. The book is clear and concise with relevant background information, a step-by-step process and includes case studies.

*Developing Excellent Team Leaders* Dick Lynas, 2011.      *Faculty Peer Coaching in Higher Education* Kristin N. Rainville, David Title, Cynthia Desrochers, 2023-03-01. Many of the current challenges facing institutions of higher education require a shift in thinking, practice and approaches to change. The changing nature of college students along with increased emphasis on student learning outcomes have institutions seeking to effect improvements in the instructional practices of faculty members. Establishing a robust model of faculty peer coaching can accelerate improvement efforts that strive to create engaging higher education classrooms centered on inclusive and equitable teaching practices which more effectively meet the needs of an increasingly diverse student body. Informed by research and experience, this book is a guide to developing, launching and refining faculty peer coaching initiatives in higher education with the goal of improving instructional practice and student learning outcomes. Peer coaching is a collaborative, reciprocal practice where faculty members observe, reflect and improve their instructional practices leading to increased learning for all students. Research has shown that peer coaching can positively impact teaching practices, especially when coupled with other professional learning. This book provides a rationale for peer coaching as an effective strategy for faculty development, outlines a model for peer coaching and supplies readers with support in the creation of a robust peer coaching initiative in institutions of higher education. Peer coaching has the potential for significant culture and community change for faculty members which can lead to improved student learning.

**ENDORSEMENTS** I was privileged to read an early draft of this book and I hadn't turned many pages before I knew I had to offer a peer coaching program in the very next semester. Faculty response was unanimous. Thank you for this experience. I learned so much and I want to continue. I sure wish I'd had this book when I started in faculty development. I was trying to help a department

implement formative peer review of teaching to not much avail Now I realize that what we really wanted was peer coaching Victoria Bhavsar California State Polytechnic University Pomona How can I be a better teacher What can I do to ensure my students are learning and engaged If you have ever asked yourself these types of questions then this is the book for you Infused with extensive expertise and research based practices Rainville Title and Desrochers provide proven strategies and approaches to peer coaching that will change how we teach engage as colleagues and ultimately improve instructional practices Helping the reader develop a climate of trust respect and support the authors provide scaffolded processes that will generate leadership development as well as greatly enhance our knowledge and ability to be effective teachers and mentors A timely read for the changing world of college students and higher education George J Petersen Clemson University Can you believe that three professors induced a college faculty to meet in pairs to discuss and enhance their teaching Well they did The bane of professional learning is privatism in teaching and professors normally work in well fortified silos Sharing thoughts about teaching and curriculum brings collegueship to a new level and elevates the socio professional environment of the institution These folks demonstrated that it can be achieved Bruce Joyce Saint Simons Island Georgia

**Peer Coaching** Eileen J. Peca,1995

**Hybrid Learning** Reggie Kwan,Joseph Fong,Lam-For Kwok,Jeanne Lam,2011-07-21 This book constitutes the refereed proceedings of the 4th International Conference on Hybrid Learning ICHL 2011 held in Hong Kong China in August 2011 The 32 contributions presented in this volume were carefully reviewed and selected from numerous submissions In addition two keynote talks are included in this book The topics covered are practices in borderless education pedagogical issues and practice organizational frameworks for hybrid learning experiences in hybrid learning computer supported collaborative learning and interactive hybrid learning systems

Collaborative Teaching Practices for a New Century Nance Maguire,2021 No longer is it appropriate for educators to come together as a group to learn a new skill and return to their classrooms to practice it in isolation In the past staff development programs have focused on development of a singular skill with teachers practicing it in isolation The teaching and learning process can better be developed through collaboration In order for this to happen effective teachers must be able to create effective interactive relationships with their peers Hence the practice and art of teaching ceases to be an individual enterprise becoming instead a collaborative enterprise Peer coaching is one such collaborative teaching practice where greater learning means heightened reflection thus enabling educators to focus on the way they learn from their interactions with each other This heightened reflection can assist in creating a positive cultural ethos that fosters further collaboration and collegiality A descriptive case study was conducted of voluntary pairs of teachers acting as peer coaches for one another in Excelsior Academy a small private special education school in San Diego The purpose of the study was to investigate the patterns that would explain coaching experiences and responses to discover the implications for how collaborative teaching practices such as peer coaching might affect the cultural ethos of this particular school This investigation then might provide a greater understanding of the

importance of collaboration among educators in such a setting as well as in similar educational environments The study uncovered five major themes within the peer coaching model which served to focus attention on the framework of peer coaching at Excelsior Academy These themes included communication empowerment collegiality discovery and collaboration The effects of the peer coaching model on the cultural ethos of Excelsior Academy were varied and broad Essentially an effective system of communication within a resultant atmosphere of thoughtful collaboration and collegial bonding provided a structure for enhanced professional development A sense of mutual empowerment involving supportive learning opportunities constructive feedback and a positive change process was established Additionally the excitement and tone of staff motivation provided evidence of a continuous process of discovery where staff learned to reflect upon and refine their teaching and learning With growth come challenges and the Excelsior staff face the challenge of refinement of the peer coaching model In order for the staff to engage in more meaningful coaching interactions this study presents the following recommendations a provide indepth staff training in the areas of questioning and listening skills b promote further assessment opportunities through the development and study of self assessment techniques c provide inservice trainings in the various types of analysis including summative and formative critical and reflective and deductive and inductive analyses d allow for acquisition of the skills necessary to challenge and refine a topic through the study of topic development and e reconceptualize and develop the teacher as researcher concept This peer coaching model is evidence that collaboration can be a highly effective approach to improving the way educators learn and ultimately on building not merely isolated instances of collaboration but a cultural ethos of collaboration Through coaching and shared inquiry educators can manage their skills efficiently and effectively and learn new strategies that will create a climate of problem solving and reflection

*A Study of Peer Coaching in Teaching* Awilda Astondoa,1988

**Mentoring and Peer Coaching for Teachers** Louis Dale,M. Carolyn Braswell,1994\*

**Collaborative Peer Coaching That Improves Instruction** Dwight W. Allen,Alyce C. LeBlanc,2004-10-28 The 2 2 method not only enhances teaching skills and student learning but also increases job satisfaction by reviving teacher collaboration

**International Journal of Educational Reform** ,1995

Coaching Families and Colleagues in Early Childhood Barbara E. Hanft,Dathan D. Rush,M'Lisa L. Shelden,2004 In this work early intervention professionals will find a model for supporting those who support families with young children in natural settings coaching It shows professionals how to help colleagues acquire new knowledge and skills and support families and other caregivers as they take an active role in promoting a child s development and participation in home and community activities Using the five steps of coaching initiation observation action reflection and evaluation readers will learn to support colleagues or caregivers so they can successfully handle situations in a wide variety of settings from homes and communities to preschools and child care programmes It covers essential qualities such as observing listening and planning

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