



# Peer Coaching

Ohio's Model for Peer Coaching for Professional Learning

## Questions & Answers:

Q: Why did the Ohio SPDG decide peer coaching was needed?

A: To ensure implementation of professional development in the science of reading

A: Some districts cannot afford dedicated instructional coaches, so this model provided another option to sustain PD implementation.

## Questions & Answers:

Q: You both started off as Regional Early Literacy Specialists (RELS). You were coaching practitioners on a regular basis. What lessons from those experiences have shaped your peer coaching model?

A: We experienced the good and the bad of instructional coaching in literacy. We also pulled from our experiences to provide ideas for implementation.

A: Conversations and planning during team times were the most productive and beneficial.

## Section 7: Implementing Collaborative Peer Coaching (Implementation Science Stage: Partial Implementation)

### Peer Coaching Resources

Collaborative	Formal
Teacher-based teams Article and book studies Conversations about student work Video analysis and discussion Intervention planning meetings (pre-referral, Intervention Assistance Team (IAT) and/or Response to Intervention (RtI) Instructional rounds	Impact Cycle and Plan to Debrief coaching cycles (addressed during Peer to Peer Coaching Training) Co-teaching Co-planning Modeling teaching practices

#### Collaborative

- Teacher-based teams (Using the Ohio Improvement 5-Step Process):
  - Analysis of student work, not just the data (Steps 1 and 3);
  - Implementation of evidence-based practices learned through literacy professional development (Step 2);
  - Co-planning of lessons based on data analysis, including evidence-based practices (Step 3);
  - Everyone teaches the lesson and comes together to reflect on implementation and outcomes (Steps 4 and 5).
- Book and article studies:
  - Begin with articles, as they may be easier to discuss;
  - Article suggestions to complement LETRS Units:

## Questions & Answers:

Q: The Ohio Department of Education has defined coaching. Tell us a bit about the definition, who created it, and how it shapes your work.

A: ODE created definitions of both systems and peer coaching for the SSIP (State Systemic Improvement Plan). We were regional early literacy specialists within this work and it naturally shaped the peer coaching model.

# Ohio's Coaching Model



## Ohio's Coaching Model

<u>Instructional Coaching</u>	
<b>Goal:</b> To develop knowledge, skills and abilities related to content specific practices to improve student outcomes	
<b>Who:</b> Teachers, Specialists, Paraprofessionals, Small Teams	<b>How:</b> In Person; Video
<b>Topics:</b> <ul style="list-style-type: none"> <li>• Phonological Awareness</li> <li>• Print awareness</li> <li>• Word recognition</li> <li>• Beginning decoding &amp; spelling</li> <li>• Advanced word study</li> <li>• Vocabulary/oral language</li> <li>• Comprehension strategies</li> <li>• Writing</li> <li>• Content area reading strategies</li> <li>• Discipline specific literacy strategies</li> <li>• Text discussion</li> <li>• Explicit instruction</li> <li>• Use of assessment for planning instruction</li> <li>• Increasing intensity of instruction</li> <li>• Supports for all students, including students with disabilities and students who are gifted</li> <li>• Differentiated instruction</li> </ul>	

<u>Systems Coaching</u>	
<b>Goal:</b> To develop knowledge, skills and abilities in the infrastructures (systems) to support high-quality use of language and literacy practices	
<b>Who:</b> Leaders, Teams	<b>How:</b> In Person; Video
<b>Topics:</b> <ul style="list-style-type: none"> <li>• Assessing needs, fit, and context of new innovations</li> <li>• Promoting buy-in and readiness for new innovations</li> <li>• Forming leadership teams (DLT, BLT, and/or TBTs)</li> <li>• Developing leadership teams (DLT, BLT, and/or TBTs)</li> <li>• Facilitating MTSS Needs Assessment for Literacy;</li> <li>• Supporting fluency in school-wide reading model:               <ul style="list-style-type: none"> <li>○ Evidence-based practices and interventions;</li> <li>○ Data interpretation;</li> <li>○ School-wide reading assessment system;</li> <li>○ School-wide reading schedule</li> </ul> </li> <li>• Data collection, interpretation, &amp; problem solving</li> <li>• Tier 1 curriculum auditing</li> <li>• Communication protocols</li> <li>• Grade level reading schedules &amp; instructional plans</li> <li>• Supports for all students, including students with disabilities &amp; students who are gifted</li> <li>• School improvement action planning</li> </ul>	



# Ohio's Coaching Model

## Ohio's Instructional and Systems Peer Coaching Model

Instructional	Systems
<p>Peer Coaching in the Classroom:</p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Modeling</li> <li>• Co-teaching</li> <li>• Follow-up conversations</li> </ul> <p>Video as a peer coaching tool.</p>	<p>Ohio Improvement Process:</p> <ul style="list-style-type: none"> <li>• Peer coaching in teacher-based teams</li> <li>• Peer coaching in building leadership teams</li> </ul> <p><i>Reading Tiered Fidelity Inventory and administration.</i></p> <p>Leadership coaching.</p>

## Peer Coaching Examples

Collaborative	Formal
<ul style="list-style-type: none"> <li>◦ Teacher-based teams</li> <li>◦ Article and book studies</li> <li>◦ Conversations about student work</li> <li>◦ Video analysis and discussion</li> <li>◦ Intervention planning meetings (pre-referral, IAT RTI)</li> <li>◦ Instructional rounds</li> </ul>	<ul style="list-style-type: none"> <li>◦ Coaching Cycles (Impact Cycle and Plan to Debrief)</li> <li>◦ Co-teaching</li> <li>◦ Co-planning</li> <li>◦ Modeling teaching practices</li> </ul>

## Questions & Answers:

Q: Peer coaching efforts cross multiple initiatives, can you tell us how this has worked so far? Are you finding efficiencies and improved systems functioning as a result?

A: This work spans our SSIP (state systemic improvement plan), our SPDG work, the Striving Readers Comprehensive Literacy Grant, as well as our newest grant (Comprehensive Literacy School Development Grant). The work is aligned with the implementation of Ohio's Plan to Raise Literacy Achievement.



## Questions & Answers:

Q: How will you measure the impact of peer coaching? How will you determine if it's being done with fidelity?

A: We currently have a state-level workgroup collaborating on next steps. As of right now, districts have been trained in peer coaching, but we need to work through implementation and plan for evaluation.

**“The most valuable resource that all educators have is each other. Without collaboration our growth is limited to our own perspectives.”**

**(Meehan, 2011)**

# Ohio's Peer Coaching Manual

A Guidebook For Implementation

# Peer Coaching Defined

For the purpose of this work, peer coaching will focus on the classroom implementation of evidence based literacy practices

“Peer coaching is a time for teachers to take risks, to try out new ideas and approaches, and to discuss the results with trusted colleagues. Peer coaching is NOT supervision or evaluation of teachers, nor should peer coaches be expected to improve the overall performance of ineffective teachers.” (Sedita, n.d.)



## Peer Coaching Defined

- Peer coaching/supports provides a supportive, collaborative framework for teachers to bring professional learning to life in their classrooms.
- Peer coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace. (Robbins, 1991)

# Ohio's Coaching Model

## Instructional

- Peer to Peer Coaching in the Classroom:
  - Observations
  - Modeling
  - Co-teaching
  - Follow Up Conversations
- Video as a Tool for Peer Coaching

## Systems

- OIP
  - Peer to Peer Coaching in TBTs
  - Peer to Peer Coaching in BLTs
- R-TFI and administration
- Leadership Coaching

# Ohio's Coaching Model



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Poll  
Question #1 –  
Section 1

Q: Does your  
state have a  
definition of  
coaching?



# Peer to Peer Coaching Examples

## Collaborative

- Teacher Based Teams
- Article & Books Studies
- Conversations About Student Work
- Video Analysis / Discussion
- Intervention Planning Meetings  
(pre-referral, IAT, RTI, SST – Student Support Teams)
- Instructional Rounds

## Formal

- Coaching Cycles
- Co-Teaching
- Co-Planning
- Modelling Teaching Practices

# Collaborative Peer Coaching Examples

## TBT Meetings

- Analysis of student work, not just the data. (Step 1 & Step 3)
- Implementation of evidence based practices learned through literacy professional development (Step 2)
- Co-plan lessons based on data analysis, including evidence based practices (Step 3)
- Everyone teaches the lesson and comes together to reflect on implementation and outcomes (Steps 4 & 5)



# TBT Meetings

Peer coaching occurs in TBT meetings.

The peer coach offers suggestions for instructional strategies aligned with the data

Asks reflective questions to spur conversations around data analysis.

The OIP roles can vary, including the meeting facilitator.

The **team structures** at the core of the OIP form **peer-to-peer networks**, giving more people a voice and allowing for the inclusion of **multiple perspectives** in guiding each district's journey toward organizational learning and **continuous improvement**.



(Ohio Improvement Process, Ohio Department of Education)

Poll  
Question #2 -  
Section 3

Q: Does your  
state have  
teaming  
structures in  
place?

# Peer Coaching & PD



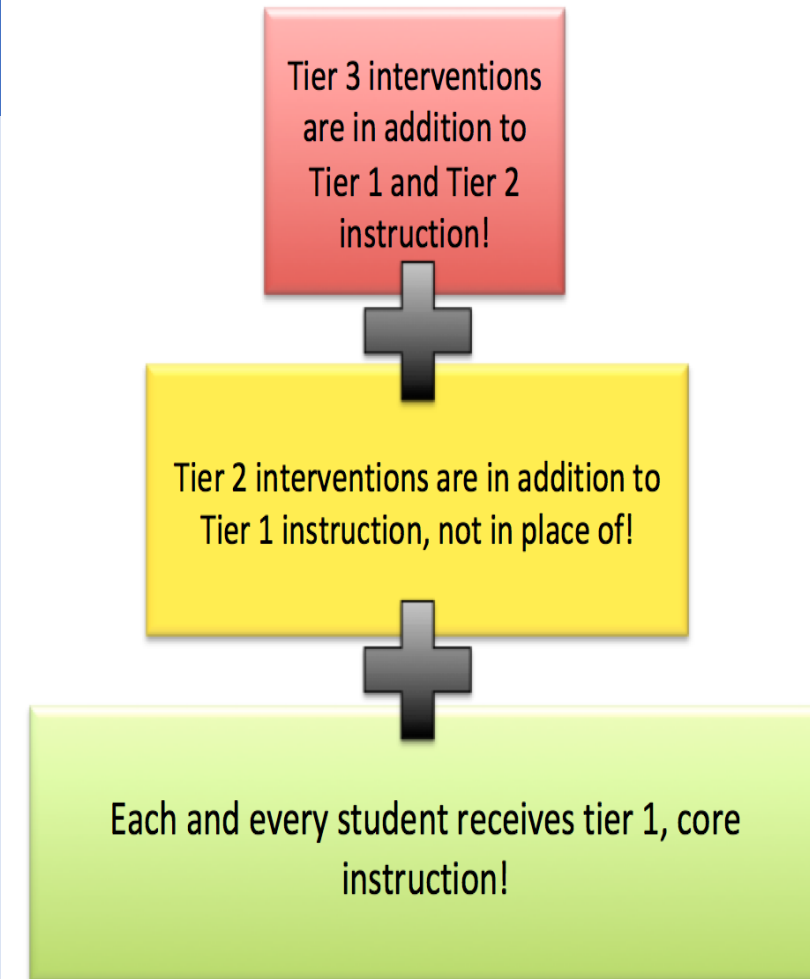
**"Coaches help take all the ideas and practices they are learning and bring them to life. Without coaching, too often, no significant change occurs."**

**(Knight, 2011c)**

# Collaborative Peer Coaching Examples

## IAT / MTSS Meetings

- Determine what informal diagnostic assessments to give, based on preliminary data (screener).
- Analysis of student work, not just the data.
- Co-plan interventions based on the decision rules for the assessment data.
- Gather post intervention data (progress monitoring)
- Reflect on the impact of the interventions on student performance.
- Suggest adjustments to the interventions – time, intensity, delivery, type





# Collaborative Peer Coaching Examples

## Decision Rules

- Look at student data and student work samples (DIBELS / Acadience or AIMSWEB)
- Determine if the student is at benchmark or below benchmark based on assessment cut scores.
- Follow the steps to gather additional data, if necessary via informal diagnostic assessments.
- In coaching conversations, review the data.
- Determine appropriate instructional strategies for implementation.

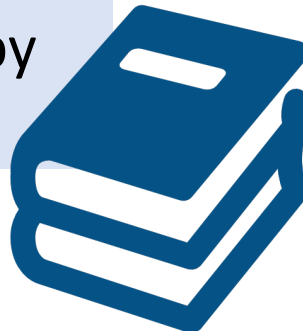
Poll  
Question #3 -  
Section 7

Q: How do you  
make data  
based decisions  
for MTSS?

# Collaborative Peer Coaching Examples

## Book and Article Studies

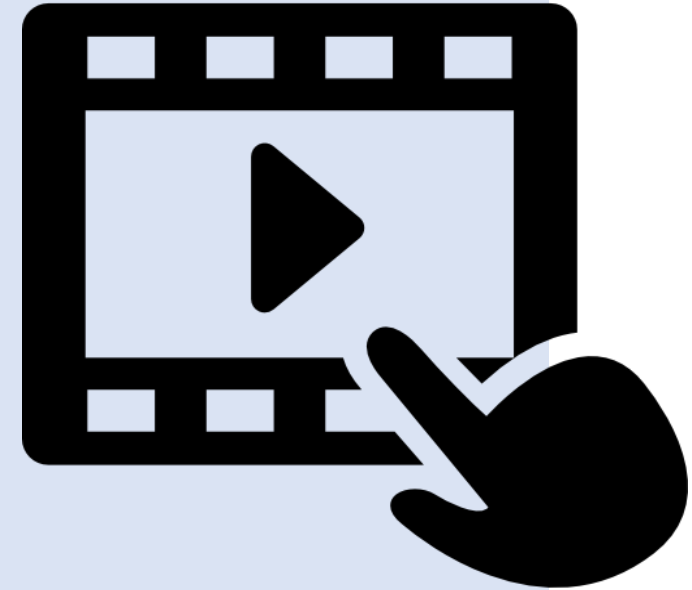
- Begin with articles, as they might be easier to engage in conversations
- Article Suggestions to complement LETRS Units:
  - [Teaching Reading is Rocket Science](#) by Louisa Moats (LETRS Unit 1)
  - [IES Practice Guide – Foundational Skills for Reading Grades K-3](#) (LETRS Units 2 & 3)
  - [Teaching Elementary School Students to Be Effective Writers](#) (LETRS Unit 8)
  - [4 Components of an Effective Vocabulary Lesson](#) (LETRS Unit 5)
  - [The Usefulness of Brief Instruction on Reading Instruction Strategies](#) by Daniel Willingham (LETRS Units 6 & 7)



# Collaborative Peer Coaching Examples

## Video Analysis

- Begin with analysis of 3<sup>rd</sup> party instructional videos (Youtube, LETRS videos)
  - [Anita Archer Vocabulary Instructional Routine Videos](#) (LETRS Unit 5)
  - Heggerty Videos from Youtube:
- Then, move to looking at videos of in-building teachers
- Reflective Conversation Protocols:
  - [Watch Yourself / Teacher Form for reflection](#) (Jim Knight)
  - [Watch the Students Form for reflection](#) (Jim Knight)
- Reflective Conversation Starters:
  - What is the learning target for the lesson?
  - What's the learning activity to teach the target?
  - What is the teacher doing?
  - What are the students doing?
  - If you were going to teach this lesson next week, what changes would you make?



# Modeling and Observation

Title teachers and intervention specialists push into general education classrooms to serve as a model for instructional strategies or observe the instructional strategies of the general ed teachers.

Teachers have the opportunity to observe others during their planning time.

Instructional Rounds - Groups of teachers (can include a principal, but not necessary) observe teachers in classrooms as they present their lessons. They can debrief after observing to reflect on what was learned.

# Peer to Peer Coaching Examples

## Collaborative

- Teacher Based Teams
- Article & Books Studies
- Conversations About Student Work
- Video Analysis / Discussion
- Intervention Planning Meetings (pre-referral, IAT, RTI)
- Instructional Rounds

## Formal

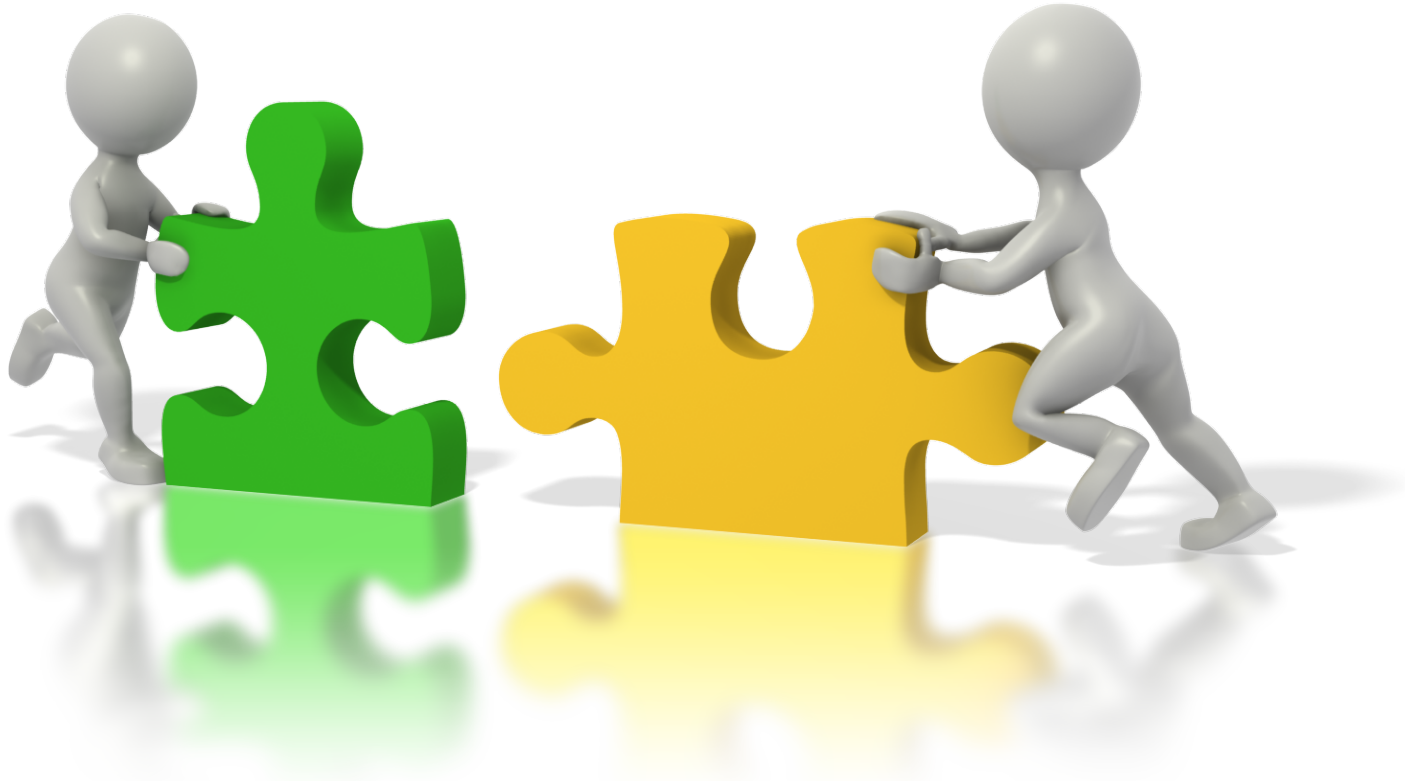
- Coaching Cycles
- Co-Teaching
- Co-Planning
- Modelling Teaching Practices

## Poll Question #4 -

Q: After Professional Learning, what changes first?

3. Teacher Beliefs
1. Teacher Behavior
2. Students Outcomes





## Final Comments & Questions

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