



From Learning to Action: Using Peer Coaching to Build Teacher Capacity

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Agenda

- 1 Poll
- 2 Context
- 3 Peer Coaching
- 4 Procedures and Implementation Tools
- 5 Lessons From Implementation
- 6 Questions



In your experience, what have you found to be the biggest barrier to implementation after professional development?

- 1 Time
- 2 Confidence/knowledge
- 3 Forgetting to use it
- 4 Lack of feedback/support
- 5 Competing priorities
- 6 Not sure what success looks like

Context



Grant Funding

- State Literacy Grant Awarded
- Aim: Improve literacy outcomes through training

LETRS Training

- Teachers built knowledge of evidence-based literacy practices
- Two year coursework

How do we sustain implementation?

Peer Coaching

- Sustainable Solution
- Build capacity of teachers
- Cost-effective

Plan: Start small then scale

Pilot with Teacher
Dyads



KG Teacher
Dyad



1st Grade
Teacher Dyad



2nd Grade
Teacher Dyad



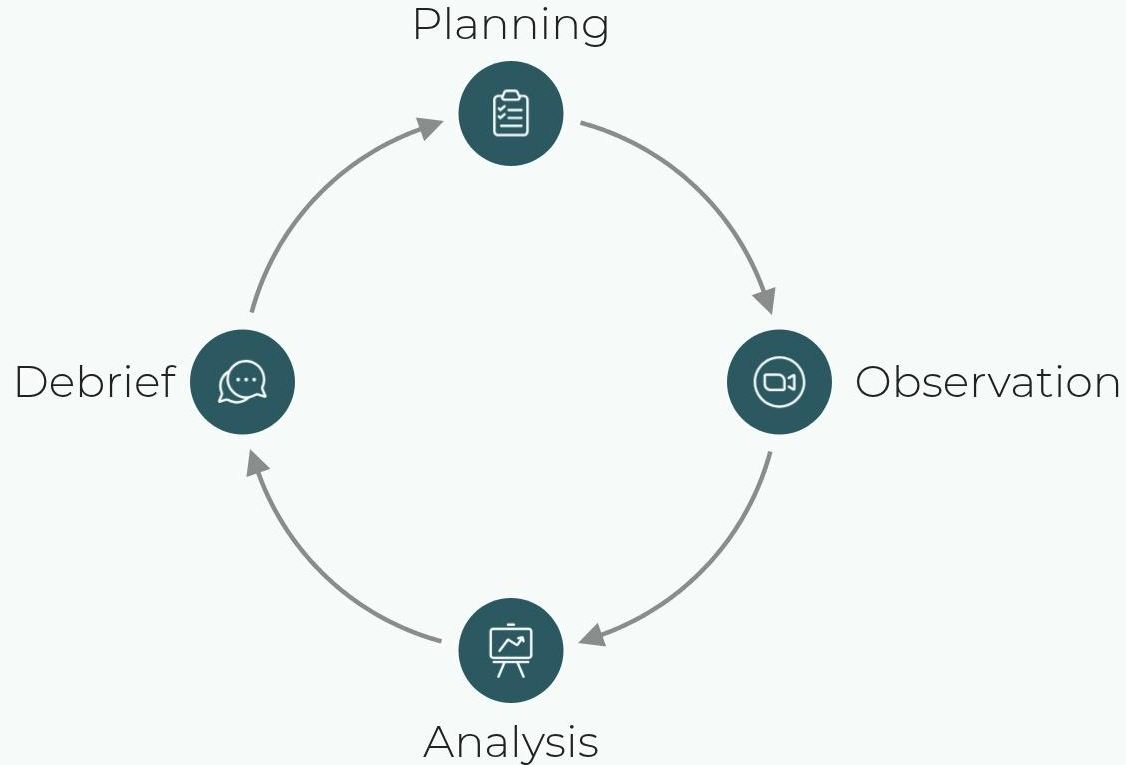
Goal: Expand peer coaching schoolwide



Peer Coaching

- Peer coaching, a form of reciprocal coaching, is when two or more professionals collaborate with one another to **reflect and refine on current skills and practices** (Robbins, 1991).
- Purpose: to improve instructional practices and therefore, student achievement outcomes
 - Non-evaluative
 - Collaborative
 - Reflective
 - Sustainable

Ohio Peer Coaching Process



Research Questions

- 1 To what degree does peer coaching increase **teacher implementation adherence** of LETRS-based instruction?
- 2 To what degree does LETRS-based instruction increases in K-2 students **reading achievement** for students assessed to be at little to no risk, some risk, or at risk on the beginning of year benchmark?
- 3 To what extent do teachers perceive peer coaching for LETRS-based instruction to be **acceptable forms of support**?



Procedure



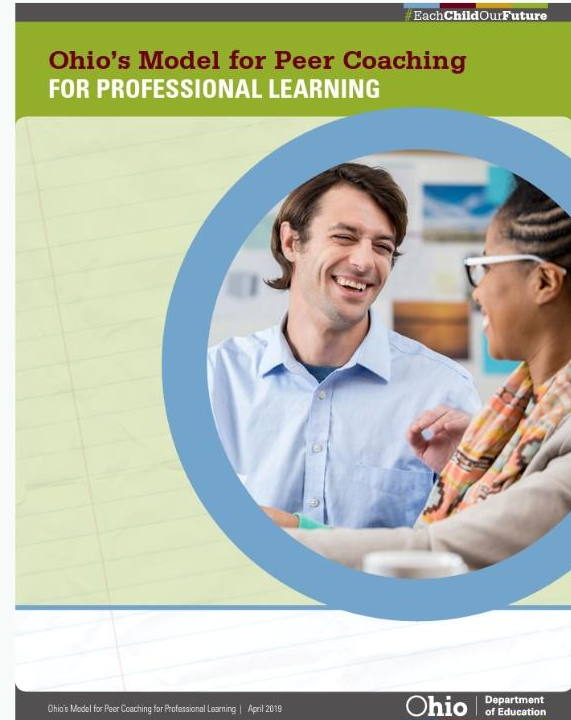
Baseline

VIDEO RECORDING LETRS-
BASED INSTRUCTION

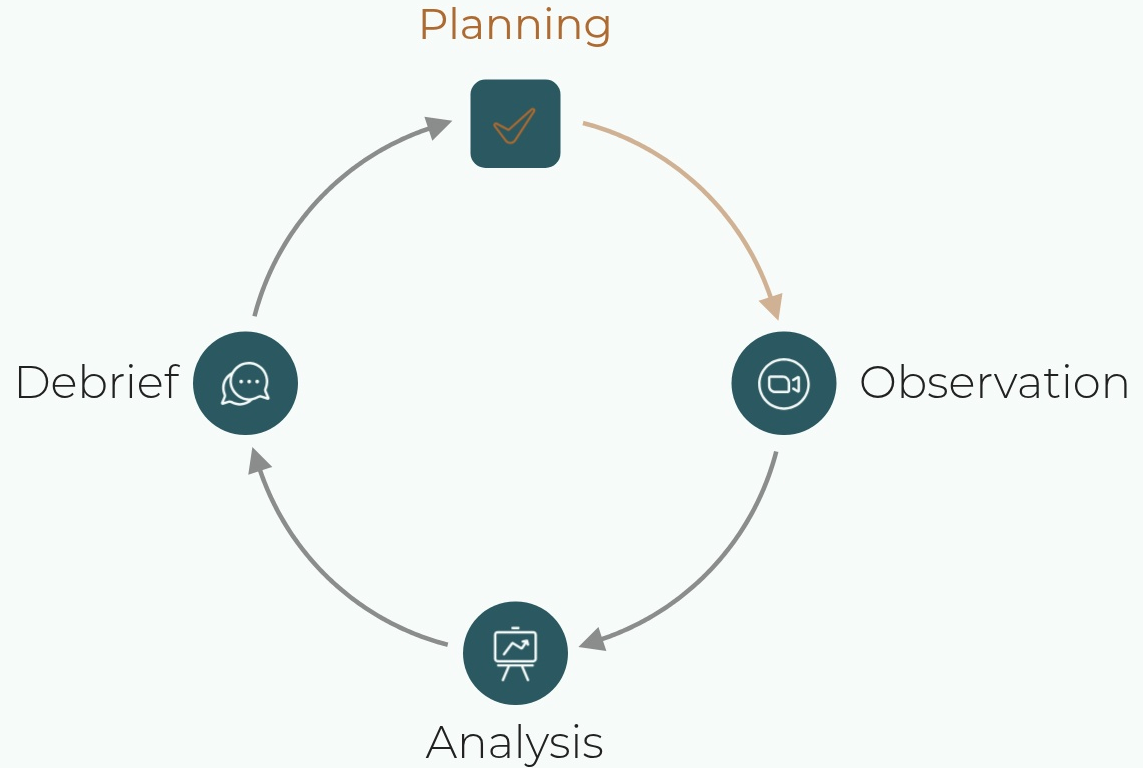
Procedure

- 1 Paired with teacher and established expectations
- 2 Completed online module, "Peer Coaching for Literacy" on Ohio Dept. of Ed.

Obtained 100% accuracy on brief assessment about peer coaching



Ohio Peer Coaching Process



Procedure

1

Teacher watches a recording of their LETRS-based instruction



2

Teacher creates measurable goal based on the LETRS Application of Concepts Tool

LETRS
Application of Concepts

Class: _____ Date recorded: ____/____/____
Teacher Name: _____ School: _____ Grade: _____
Instructional Materials: _____

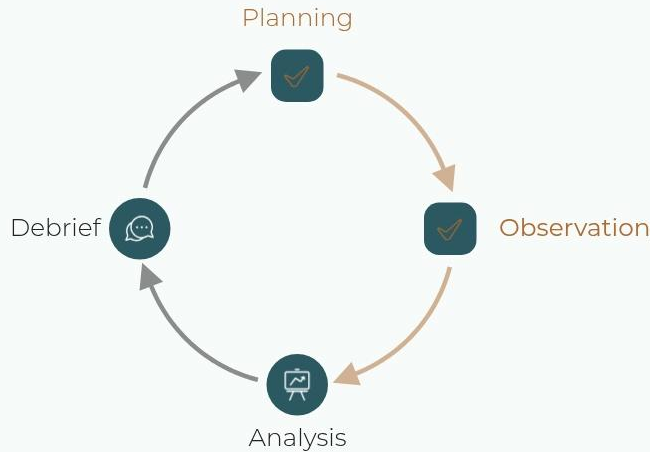
Instructions: In each section, use the definition below to circle **Yes** if the teacher correctly used the concept and **No** if the teacher did not correctly use the concept. In the notes column, describe how the concept was applied.

Skill	Teacher's Teaching/Phonological Awareness	
	Time on Task or Whole Group	Time on Task
Specific Skills	Skill Present (Y/N)	Notes/Evidence
1. Appropriate difficulty: Targets appropriate phonological awareness skills (e.g., syllables, onset-onc division, initial phoneme identification, phoneme isolation, blending, segmentation, substitution, deletion, reversal) for age and skill level of group.		
2. Real practice: Teachers use or have skills at a time, spending a few minutes on each.		
3. Linguistic content: Explicitly and accurately teaches the linguistic and phonological skills (e.g., syllables, onset, division, onset-onc, reversing onset, phoneme, letter) and uses appropriate examples.		
4. Models and references articulation during phoneme identification and correctly models articulatory features of phonemes being taught (e.g., vowel, consonant, onset without adding a syllable). Provides consistent cues to support students.		

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Ohio Peer Coaching Process



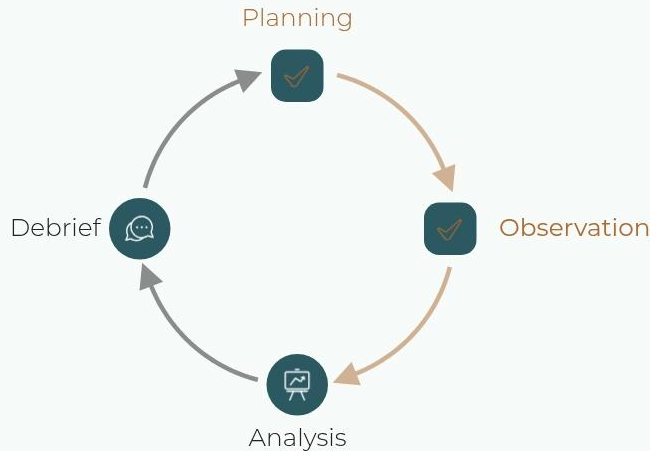
ah Ek 1st 3/10

Section VI. General Classroom Atmosphere		
Small Group _____	Time on Task _____	or Whole Group _____ Time on Task _____
Specific Skills	Skill Present (Y/N)	Notes/Evidence
1. Student engagement: Most students are generally engaged and on task throughout lesson.	I	Struggling to find ways to get 100% participation (observed students talking, touching, etc.)
2. Transitions: Transitions between activities or small- and whole-group lessons are smooth and efficient.	Y	
3. Wait time: Ample time was given to allow students to formulate answers.	N	AH- Too much time given during fluency paragraph EK- Not enough wait time
4. Feedback: Immediate, positive, corrective feedback is given so that students can produce the correct answers.	Y	
5. Oral Language: Uses every opportunity to expand oral language and encourages students to use their oral language skills.	I	Missed opportunities
6. Time: Ample time is given to complete the literacy lesson and time is used efficiently.	Y	AH 10 min for fluency paragraph EK 10 min for fluency paragraph
7. Instructions: Directions are given with clear and concise language and supported by modeling or examples.	Y	
8. Goals: Lesson goals are clear to both teacher and students.	I	More specific and clear for students
9. Redirection: When students are off task, redirection is smooth and immediate.	I	
10. Spiraling back: Previous lessons are revisited to ensure success and mastery.	Y	EK 2:50- T asks S to look for skills they already know T asks students to acknowledge the skills they have already learned AH: 14- T asks students to come up to circle "previously taught skill. Acknowledges connection to previous weeks."

T= teacher S= students

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Ohio Peer Coaching Process



1. Identify

☐	Teacher watches 15 minutes of their own video to get and gets an objective idea of what their instruction looks like to the students. Record timestamps of the sections of the video you would like to discuss with your peer coach. Timestamps: _____
☒	Team reflects and helps teacher identify goals based on LETRS Application Tool
☒	Teacher develops a meaningful student-focused goal. - What kind of goal is meaningful? PEER Goals (Knight, 2018) - Powerful: Makes a big difference in children's lives; - Easy: Simple, clear and easy to understand; - Emotionally Compelling: Matters a lot to the teacher; - Reachable: Identifies a measurable outcome and strategy; - Student-focused: Addresses a student achievement, behavior or attitude
☒	Teacher and team develop a plan to reach the goal.

Look at the LETRS Application of Concepts Tool. What section are you going to focus on with your team?

- ☐ Section I. Teaching Phonological Awareness (~~to only~~)
- ☐ Section II. Teaching Beginning Decoding and Spelling
- ☐ Section III. Teaching Advanced Phonics, Spelling, and Word Study
- ☒ Section VI. General Classroom Atmosphere

What specific skill are you going to focus on within that section based on your recording? Spiraling Back

What are you and your peer coach going to look for when you watch your observation recording?

What does this skill look like? What does it not look like?

Looks like: Reviewing previously taught skills, making connections between skills

Doesn't look like: Just saying "we already learned this" or not taking time to slow down and connect

Is your goal specific and can be measured over time? Remember, this will be your goal over at least 3 observation sessions. Circle Yes or No and modify goal if necessary. YES NO

How will you know that you reached your goal?

When we see ourselves verbalizing previously taught skills and students answering connecting questions.

Goal Statement: I noticed in my recording I could improve on... Spiraling back (student interaction)
I will work on implementing this specific skill in my practice during my instruction throughout the week. By my next recording, my goal is to...

see multiple times we are connecting to previously taught skills and student engagement through our questioning.

Date and Time of 1st Observation with Goals: _____

8/14 9:00

Procedure



1

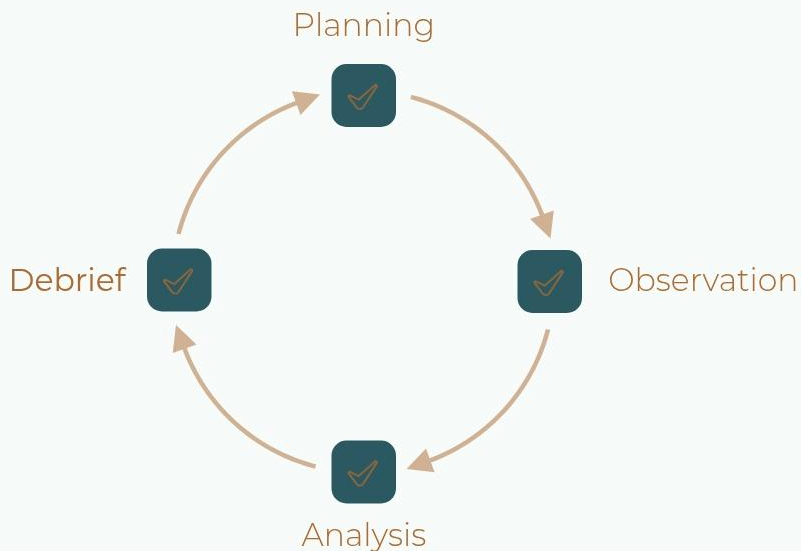
Peer coach and teacher watches a recording of their LETRS-based instruction



2

Peer coach analyzed and took notes what the teacher did well and in relation to the previously established goal

Ohio Peer Coaching Process



Peer Coaching Session Date: _____ Observation Recording Date: _____
 Initials of Peer Coach (PC): _____ Grade PC teaches: _____
 Initials of Observed Teacher: _____ Grade OT teaches: _____

Coach Partners please gather all materials prior to meeting:

- ☐ Audio tape recorder
- ☐ Blank Check-In Form
- ☐ Video observation to review if needed
- ☐ Current action plans

Instructions for Coach and Teacher: As you complete the coach check-in meeting, Check Yes or No for each Step.

	YES	NO
1. Peer coach starts the audio recorder at the beginning of check-in and reports date/time		
2. Peer coach shares a positive comment (success) observed during the target activity.		
3. Peer coach and Teacher review goal identified last session.		
4. Peer coach asks Teacher to describe how they thought the lesson went based on their identified goal and LETRS Application of the Concepts Tool.		
5. Peer coach asks Teacher to describe what worked and what was challenging.		
6. Peer coach and Teacher use If/Then Stoplight to determine next steps.		
7. Set next observation recording and peer coaching session date		

If... (Criteria)		Then... (What to do)
The Teacher did not make progress on the defined target skill and goal since previous session. (that's okay!)	Red light	Review the existing action plan for target skill and goal, problem-solve on the challenging steps, and revise the plan to observe for next week.
Teacher made progress towards their goal and implementation of skill based on the recording but has not reached it yet.	Yellow light	Continue monitoring same goal and review goal prior to the observation.
Teacher met their goal for three observations and wants to add another target skill to monitor (up to 3 target skills)	Green light	Continue monitoring target skill #1 and select a new skill to target. Complete a new action plan by brainstorming with coach partner. Write down the steps and discuss how to implement them in the classroom.

Date and time of next observation recording (in two weeks): _____

Date and time of next peer coaching session (week after obs): _____



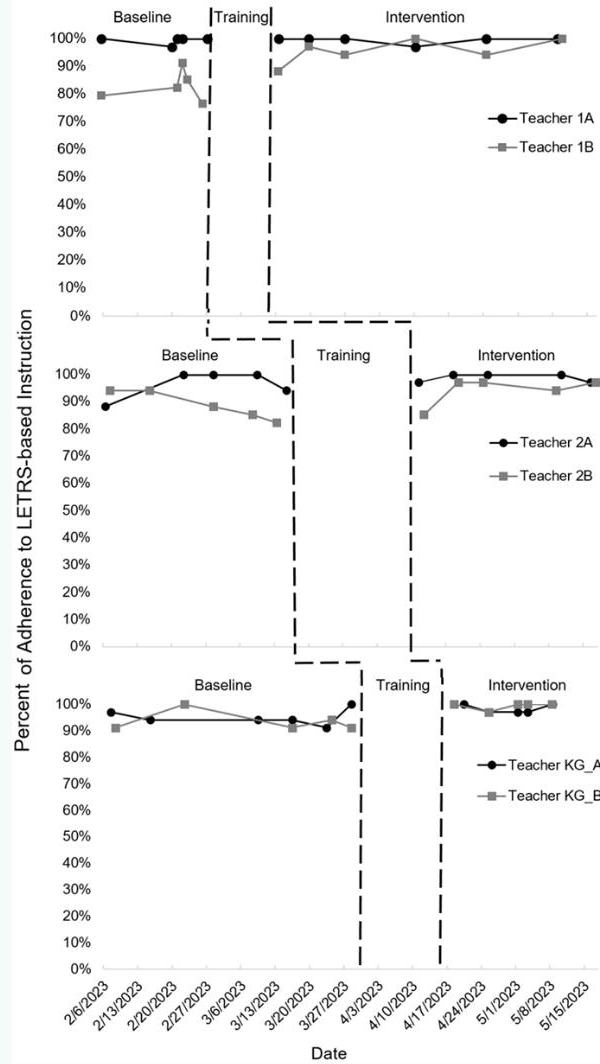
SWITCH! Switch roles and have your coaching partner use the reverse side of this form to check-in as a peer coach with you as the teacher.

Adapted from:

Fox, L., Peters, M. (2016, May). *Peer to peer coaching for practice change P2P C = P C*. [PowerPoint slides]. The Early Childhood Technical Assistance Center (ECTAC), University of South Florida.
https://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/Handout_Peer%20Coach_1Fox_MP_43016.pdf

Ohio Department of Education. (2019). Ohio's model for peer coaching for professional learning.
https://inspirework.org/content_page_asset/comment_page_333/Ohio_Literacy_Peer_Coaching.pdf

Results



Big Picture

- Teachers implemented peer coaching with fidelity in a school setting
- All teachers improved or maintained high instructional fidelity to LETRS-based instruction
- Relative high adherence teacher paired with lower adherence teacher was effective

Student Outcome Data

Complications led to results that were mixed and inconclusive

- Frequency of progress monitoring differed depending on level of intervention intensity
- Some students were progress monitored on different grade levels,
 - typically those well-below benchmark or above benchmark
- Cannot determine if rate of improvement is due to Tier 2 and Tier 3 supports or peer coaching alone
- KG ROI calculation began at the Winter benchmark due to frequent changes in skills from Fall to Winter. 1st and 2nd grade started from fall benchmark.
- Different literacy skills are acquired at different rates

Outcomes of the Teacher Social Validity Questionnaire

Statement	% Agree or Strongly Agree
Peer coaching helped me apply LETRS-based instruction in practice.	100%
Peer coaching helped me achieve my instructional goals.	100%
Peer coaching improved collaboration in and across teams (TBTs, BLTs).	50%
I feel more confident in my instruction following peer coaching.	100%
Peer coaching improved my use of inquiry and reflection (leadership, instruction, and in teams).	100%
Peer coaching improved student engagement and learning.	100%
Peer coaching was a good use of my time.	66.7%
It was easy to record my video and upload.	66.7%
The Peer Coaching Model procedures were easy to follow (i.e., Peer Coaching form/stop light)	100%
Overall, I thought the Peer Coaching Model helped me improve my instructional literacy practices.	66.7%

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Overall, I thought the Peer Coaching Model helped me improve my instructional literacy practices.	66.7%

Results Summary

- | | |
|--|--|
| ✓ Can teachers implement the peer coaching process with fidelity? Is it feasible in a school setting? | ✓ Yes! |
| ✓ What extent did using peer coaching model increase fidelity to LETRS-based instruction? | ✓ Looks promising! All teachers improved or maintained high instructional adherence to LETRS-based instruction. More research is needed. |
| ✓ Can we interpret the effects of peer coaching and implementation of LETRS-based instruction on students' early literacy skill fluency? | ✗ Nope. Interpret with caution! |
| ✓ Did teachers find peer coaching to be an acceptable form of support? | ✓ Overall, yes! |

Lessons From Implementation



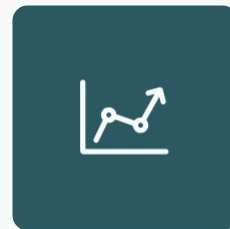
Peer coaching recommendations

- Only **1 baseline video** instead of 5
- 30 to **15 minute** video recordings
- **Once a month** PD after school



Training

- Teachers need additional guidance on **setting measurable goals for teacher behavior**
- Data-Informed Decision Rules were helpful



Research Considerations

- Pair teachers that need support with teachers demonstrating high fidelity to potentially see greater effects.
- Difficult to connect changes in academic outcomes to peer coaching

Bridging Research to Practice

Research Dissertation	Real-World School Model
Multiple baseline observations	1-2 initial observation
30-min video	10–15-minute observation
Weekly Observations	Monthly observation
Extensive Data Collection	One focused checklist
Research team analyzes data	Peer coach + teacher reflect on SMART goals
Scheduled observation sessions	Embed in existing PD/collaboration time
Detailed fidelity measurement of data collectors and teachers	Simple implementation check

Practical Take-Aways



1 Coaching needs structure

Teachers need clear steps, roles, and expectations.

2 Goals need to be specific

"Improve reading instruction"
→ too broad

3 Data makes coaching actionable

Operationalize observation data - see QR code for examples

Implementation fidelity data

4 Relationships matter

Psychological safety

Non-evaluative, growth mindset

5 Small changes are more sustainable

Pick one goal at a time

Consistency over perfection

Where are they now??

- Introduced peer coaching schoolwide
- Focusing on building trust with the staff and incorporating ongoing feedback
- Observing teachers teach live as opposed to over video
- Peer coaching sessions take place during already allocated time at the end of the month

Questions?



Full Dissertation



Peer Coaching Resources

Leamon, M. (2024). *Evaluating the Effects of Peer Coaching on Teacher Implementation of LETRS-based Instruction* [Doctoral dissertation, University of Cincinnati]. OhioLINK Electronic Theses and Dissertations Center. http://rave.ohiolink.edu/etdc/view?acc_num=ucin1721233674064366