Peer Collaboration Model

DATAG Presentation

October 13, 2017
Who’s Here

- Teachers
- Principals/Asst. Principals
- DDCs
- District Administrators
- BOCES/RIC
- Who did I forget?
Context of the School District & Model Design

● **Lewiston-Porter Central School District**
  ○ Suburban School District outside of Niagara Falls, NY - services about 2,000 students K-12.
  ○ About 20% of our student population is eligible for free and reduced lunch.
  ○ 96% of our students graduated in 2017 with 51% earning Advanced Designation
  ○ Focused PD initiative has been on the setup and implementation Professional Learning Communities.

● **Peer Collaboration/Coaching Model**
  ○ Currently in Year 1 of the program
  ○ Was collectively bargained with the Lewiston-Porter United Teachers
  ○ 178 teachers are participating in the program (out of 191 total staff)
Professional Learning Communities

The idea of working together as a collaborative team to focus on 4 questions that center around what our business is all about: TEACHING AND LEARNING!

1. What do we want students to know (Curriculum Mapping) and making adjustments based on data?
2. How do we know students know it (Assessments: Formative, Summative, Benchmark, etc.)
3. What do we do for students who aren’t getting it? (Interventions - AIS, RtI)
4. What do we do for students who get it the first time? (Enrichment programming, G/T)
What is Peer Collaboration/Peer Coaching?

Take a moment with the person and come up with a definition of what Peer Collaboration means to you.

Be prepared to share something out:
Peer Collaboration/Coaching Definition

• 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
  – Solve problems in the workplace
It’s about Feedback
The Importance of Peer Collaboration/Coaching

- **John Hattie – Visible Learning**
  - Developed a way of ranking influences related to learning and achievement
  - 195 Influences And Effect Sizes Related To Student Achievement
  - 0.40 “Hinge Point” - Enough student gain measured in one year

- **High Leverage Influences (> 0.80)**
  - Teachers Estimates of Achievement
  - **Collective Teacher Efficacy (1.57)**
  - Cognitive Task Analysis
  - Classroom Discussion

“collective self-perception that teachers in a given school make an educational difference to their students over and above the educational impact of their homes and communities” (Tschannen-Moran & Barr, 2004, p. 190).
What does it look like at Lewiston-Porter?

Program Goals:
- To enhance teacher effectiveness and for continued growth and development of highly qualified teachers over the course of a teaching career.
- The Peer Collaboration model is rooted in the tenets of the Professional Learning Community and is designed to support teacher dialogue and development.

Purpose:
- Teachers work collaboratively in pairs or triads with a peer with the goal of demonstrating growth and understanding in the following areas:
  a. Planning & Preparation
  b. Classroom Environment
  c. Instruction
Process for forming pairs/triads

Teachers will have the ability to choose their own partners or triads and a rationale must be provided along with the team’s goals and must be provided to the building Principal on an annual basis.

Recommendations:

- Have the teams and goals set up in the Spring (see Application & Reflection - pp. 9-11)
  - First year - no restrictions - see how many takers you get.
- Provide training over the summer (or early Fall if necessary) on a Peer Coaching Model
- Provide a common planning time for teachers to sit and have Pre & Post Discussions
Program Design

Peer coaching is a confidential - non-evaluative process in which colleagues work together through a formalized observation process to provide feedback on how to improve instructional practice.

**Basic Components**

- Pre-Conference (Plan - discussion of goals (pacing, assessment, structure of lesson, etc.)
- Observation
- Post-Conference (Debrief) - discussion of lesson outcomes - observed teacher takes the lead in the conversation, observer adds factual information but the emphasis in the post is on the reflection of the lesson by the teacher.
Structure

Each partnership/triad has to complete 4 cycles a year (every 10 weeks - teams meet and go through the three phase process (plan-observe-debrief)).

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<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
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<tbody>
<tr>
<td>Teacher A - Observer</td>
<td>Teacher A - Teacher</td>
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<tr>
<td>Teacher B - Teacher</td>
<td>Teacher B - Observer</td>
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<td>Teacher B - Observer</td>
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*For teams working as a Triad - each person in the group must complete 2 observations and be observed twice at the agreement between the three teachers.*
Roles & Responsibilities

- **Peer Coach**
  ○ To provide feedback in a non-judgmental and constructive way to improve the educational practice of their partner. To support colleagues in areas like lesson design, assessment or technology integration. It’s designed by the teachers.

- **Role of the Teacher**
  ○ Willingness to share their ideas and put themselves out there and show off the work that they do. Display a readiness to continue learning about teaching, and invite collaborative support.

- **Role of Peer Coordinator**
  ○ Organize meetings to debrief with teams within their department and helps provide resources to the team.

- **Role of the Principal**
  ○ Hands-off, non-evaluative, set-up coverage for classes and assist with the development of the teams and be a support if teams come asking for assistance.

Peer Collaboration/Coaching Model - DATAG
Program Benefits

- Opportunities to participate in ongoing and sustained professional development
- Professional development focused on 21st century learning and integration of technology.
- Provided work time focused on individual goals and district initiatives.
- Provided professional resources to increase capacity.
- Participation in a K-12 Professional Learning Community (PLC)
- Peer coaching partners/groups are provided a stipend.
Supporting Research

There is plenty of research that supports this work:

In conjunction with work published by Solution Tree we have also given our teachers the following Articles (found on DATAG website)

Reflective Peer Coaching - Journal of Library Science

Learning from Instructional Rounds - Elizabeth City, Harvard University
Some stories to share

● An unlikely pair - what can you learn

● AP United States History - beating the National Average
Questions??