

The Power of Peer-to-Peer Coaching: A PLC Program for Success

A Model for Peer Collaboration, Professional Growth, and School Improvement

ABOUT

The Upstate PDRC and the Long Island PDRC, in collaborative partnership, are pleased to offer our newest program: The Power of Peer-to-Peer Coaching: A PLC Program for Success

The Peer-to-Peer Coaching Program has been designed to support schools seeking to build a culture of peer-to-peer professional growth and collaboration for school improvement.

- PART I - The Power of Peer-to-Peer Coaching: The Why, The What and the How
- PART II - The Application of Coaching: Guided PDRC Support of Implementation

Note: Part I is required to participate in Part II.

THIS PROGRAM WILL:

- *Support schools seeking to build a culture of peer-to-peer professional growth and collaboration for school improvement.*
- *Provide a solid foundation for educators looking to serve in the role of peer coach in any content area.*
- *Provide a road map to design and implement a peer-to-peer coaching program through a PLC model.*
- *Provide engaging, meaningful, and targeted cohort based implementation support to participants through small PLCs.*

WHO SHOULD ENROLL?

This program has been intentionally designed to meet the needs of all educators, school leaders and teachers. It is ideal, but not required, that 2 teachers from each school (e.g., 1 literacy teacher and 1 math teacher) and an administrator enroll in this program.

HOW DO I ENROLL?

This program, with both Part I and Part II, runs for 10 weeks. A high level of commitment at the school level is needed to complete this program successfully and to achieve the greatest impact on professional growth. For these reasons schools/educators seeking to enroll in this program are asked to contact the Upstate PDRC Director to further discuss this opportunity. Program enrollment for Part I begins on January 14th and ends on Tuesday, February 8th. Due to the design of this program, small group learning, both Part I and Part II will have a cap (yet to be determined). Upstate PDRC Director: Rebecca Shea, rshea@measinc.com

PART I - The Power of Peer-to-Peer Coaching: The Why, The What and the How

Part I includes five 60 min. sessions focusing on professional development to prepare school leaders and teachers to become peer-to-peer coaches through an *Art of Coaching* lens. All learning is social, for students and adults alike. In fact, it's one of the most effective ways for teachers to continually improve their practice for greater student impact. At the macro level this five-session series will focus on addressing the systemic components necessary to design and implement a peer-to-peer coaching program in a school - specifically, how to balance educator roles and responsibilities with the coach role, how leadership supports the coach and the program, and how peer-to-peer coaching builds a culture of collaboration and growth. At the micro-level, this series will prepare participants to coach other teachers through PLCs, 1:1s, and intervisitation and modeling at a classroom level. The end product of Part I is an implementation action plan to launch the peer-to-peer program.

Session Titles & Days and Times

Session 1: Coaching for Increased Results (Tuesday, March 1, 2022 - 3pm-4pm)

Session 2: The Art of Feedback Tuesday (March 8, 2022 - 3pm-4pm)

Session 3: Holding up the Mirror to Colleagues/Peers (Tuesday, March 15, 2022 - 3pm-4pm)

Session 4: Where to Start: Building Your Community of Leaders (Tuesday, March 22, 2022 - 3pm-4pm)

Session 5: Your implementation Action Plan (Tuesday, March 29, 2022 - 3pm-4pm)

PART I - SESSION DESCRIPTIONS

Session 1: Coaching for Increased Results

Entry and your first moves while introducing your program and the role of a peer coach can help or hinder the start of a great program. Session 1 shines a spotlight on common early missteps, blindspots and what to do about them. Some of the topics that will be covered during this session include:

- *Coaching is continuous improvement and requires a growth mindset*
- *Trust and safety are fundamental to the coaching relationship*
- *Coaching is different than teaching*
- *Peer to Peer Coaching is a part of Professional Learning Community*

Sessions 2 & 3: The Art of Feedback & Holding Up the Mirror to Colleagues (Peers)

The power of peer coaching is grounded in feedback. Sessions 2 and 3 are all about art and science of feedback for adult learners. It calls on us to be reflective practitioners and continually hone our own practice. These sessions are grounded in the understanding that for peer coaching to have an impact we must first learn how to hold up the mirror to ourselves before holding up the mirror to others – and continually work to hone our craft. Some of the topics covered during these sessions are:

- *Feedback is both art and science*
- *Aim to help others learn and grow*
- *Understand common barriers to feedback*
- *Coaching can be evaluative; peer coaching is holding up a mirror to a colleague's practice*
- *Active listening is essential for a culture of feedback*
- *As a peer, it is essential to keep the focus on student learning*
- *Having a shared instructional coaching cycle makes the work visible and builds trust*

- *There are different models for Peer-to-Peer coaching: Instructional Rounds, Intervisitations, Model Classrooms, Inquiry Cycles with Student Work*

Session 4: Where to Start: Building Your Community of Learners

Implementation of a coaching program is a team effort – it cannot rest on your shoulders alone. Session 4 lays the groundwork for developing strong teams to lead successful coaching programs. This session is designed to be data-based where you'll assess your school's readiness to determine where to start. By the end of this session you'll have tools to inform your action plan which you will develop in Session 5. Some of the topics covered during session 4 are:

- *The initial members of your PLC will steer its growth*
- *Each school community will be at different levels of readiness*
- *Successful and sustainable implementation of your PLC requires knowing the current culture and climate of classroom visits*

Session 5: Your Implementation Action Plan

This final session of Part I culminates in the development of an action plan for the design and implementation of peer-to-peer coaching through the lens of a PLC. This final session will include the following topics:

- *Planning for the launch of your PLC*
- *Recruiting PLC members*
- *Planning group meetings*
- *Setting goals*

PART II - The Application of Coaching: Guided PDRC Support of Implementation

Part II is a continuation of Part I for those participants who seek a deeper level of professional development and implementation support, and is optional. Part II includes:

- *Five 90 minute sessions focused on the implementation of Part I's action plan*
- *Sessions will be customized, breaking participants into small PLCs based on grade level, content area*
- *Access to weekly 1:1 consultation with PDRC staff*
- *Access to PDRC staff through email*

The main objective of Part II is to support new peer-to-peer coaches as they begin to put new knowledge and skill into practice based on their implementation action plan created in Part I. PDRC staff will guide and support this practice through feedback cycles, reflection, looking at student data, and practicing coaching moves all aligned to their action plans. School leader PLCs will focus mainly at the macro (program systems) level as described in Part I while teacher PLCs will focus mainly on the micro (classroom level) as described in Part I.

Part II offers an opportunity to be part of a small cohort and consultancy model for continued implementation guidance and support. Each cohort will be led by a member of our PDRC team, who will facilitate each meeting and be available for additional 1:1 support where participants will learn from one another while implementing a peer-to-peer PLC program at the school level.

Participants will connect and collaborate with up to 10 colleagues across New York York state who'll find much in common – from similar roles, to grade-levels to subject areas. As a cohort, participants will have the opportunity to capitalize on the valuable expertise and experiences that each brings to the group and establish a network of colleagues who share a passion and belief in the power of peer coaching.

Session Titles & Days and Times

Session 1: Getting into Classrooms Through Intervisitations (Tuesday, April 5, 2022 - 3pm-4:30pm)

Session 2: Establishing an instructional focus and shared vision (April 12, 2022 - 3pm-4:30pm)

Session 3: Effective Coaching Feedback Cycles (Tuesday, April 26, 2022 - 3pm-4:30pm)

Session 4: Recruiting Teachers (Tuesday, May 3, 2022 - 3pm-4:30pm)

Session 5: Reflect and refine (Tuesday, May 10, 2022 - 3pm-4:30pm)

PART II - SESSION DESCRIPTIONS

Session 1: Getting into Classrooms Through Intervisitations

Coaching takes practice and that is what participants will experience during these five weeks. The first session starts off with intervisitation as one of the first coaching moves necessary to start the art of coaching. This includes visiting colleagues' classrooms, working with schedules and learning how to be adaptive and flexible. Session topics will include:

- *Visiting classrooms together is an opportunity to norm observation and feedback process*
- *The intervisitation model is an adaptive and flexible model for PLCs at all levels*
- *How to schedule (and reschedule) classroom intervisitation*

Session 2: Establishing an instructional focus and shared vision

Establishing an instruction focus and a shared vision is critical for the success of any coaching and/or PLC effort. Session 2 will provide opportunities to delve into these aspects of coaching. Session 1 feeds into session 2 as participants will bring intervisitation experiences and data to the table. This work will be instructionally focused, participants will utilize real world student data from their schools to develop their PLC instructional focus and shared vision. Session topics will include:

- *Use data to develop a clear instructional focus*
- *Develop a shared vision for your PLC*
- *Use instructional focus to identify evidence of student learning from classroom visits*

Session 3: Effective Coaching Feedback Cycles

Coaching feedback cycles have long been used in the field of coaching to support and sustain continuous improvement - the plan, do, study act cycle. This session will unpack each of the elements of the coaching cycle into understandable, meaningful and applicable chunks. The “coaching cycle” framework will guide this work, promote communication and self reflection and will provide structures for how to effectively engage, communicate and support peers through a continuous improvement process. Session topics will include:

- *Examine each element of the coaching cycle*
- *Create structures for communicating with and holding coaches accountable*
- *Engage in structures to promote self-reflection and continuous improvement*

Session 4: Recruiting Teachers

Now armed with a significant amount of knowledge from Part I and several Part II sessions participants will begin to build or enhance their community of leaders. This session offers the foundation for participants to start building this community brick by brick; identifying teachers, clarifying roles and program goals and creating a communication plan for coaching cycles.

Session topic will include:

- *Identify teacher volunteers*
- *Develop communication outlining the role of coach, role of teacher and what, when, how and why of the coaching program*
- *Outline your communication plan with teachers for onboarding and coaching cycles*

Session 5: Reflect and Refine

Finally, the Coaching Program will culminate in a deep and engaging session of reflection and refinement. Participants will have the opportunity to reflect on successes and identify ongoing areas of growth as well as establish future goals. The session will conclude with the continuation of their implementation plan setting participants up for the next leg of their coaching journey. Session topics will include:

- *Reflect on successes and areas for growth of Part I implementation plan*
- *Establish goals and for continuation of the implementation plan*
- *Identify measures of success for next phase of implementation*