

Implementing Peer Coaching

Peer Coaching is frequently customized to meet the needs of the local setting where it is being implemented. Since it is a framework for training coaches in three key areas—coaching skills, technology integration, and lesson improvement—Peer Coaching aligns with any content area and other professional development initiatives.

US Implementation Approaches

Washington: In Washington State, each of the regional educational service agencies (known as Educational Service Districts, or ESDs) has a trained facilitator who delivers the program on a fee for services model. During the past three years, ESD facilitators have been delivering the program as part of the EETT-funded Enhanced Peer Coaching program. In this model, there are an additional two sessions that focus on technology hardware and software, based on the needs of the cohort. Then the eight sessions of the Peer Coaching Program are delivered. Some ESDs offer the program in a hybrid model, combining face-to-face and online sessions. This year, Washington State has formed a partnership with the state librarians association to deliver the training at a reduced rate to teacher librarians.

Montana: 60 educators across Montana are currently part of the state funded PCTI (Peer Coaching for Technology Initiative). School teams made up of classroom teachers and the school's teacher librarian are participating in a blended face to face and online version of the program led by Peer-Ed.

Arizona: Support from the state technology department has led to two different grant programs featuring Peer Coaching. Initially, EETT funds and later, ARRA funds, have been used to create grant programs for schools. Arizona includes many rural locations as well as larger urban areas. The implementation varies depending on the location:

- Flagstaff Unified School District has led coaching cadres since 2006 and has trained facilitators funded through their technology department. Teachers are selected from all content areas.
- Each County Office (similar to regional training agencies) has a trained facilitator and, through the state SIT grant, can offer Peer Coaching training for free to local districts.
- Many larger districts have trained facilitators so that they can offer their own flavor of Peer Coaching aligned with district initiatives. Some of these facilitators are district-level staff, and others are classroom teachers who want to assume a leadership role. Coaches are typically classroom teachers but some are building or district content specialists.
- Apache Junction used the program to create Innovation and Collaboration coaches with only local funds. They aligned the program with their 1:1 laptop initiative and career ladder.
<http://www.watanabe.blogspot.com/2011/03/collaboration-coaching-in-ajusd.html>

Florida: Broward County Schools has 260 schools and is the sixth-largest school district in the US. Initially, they used Peer Coaching for their Tech Integration program. In 2008, they began the process of training every Library Media Specialist in the district within four years. A team of 12 Library Media Specialists was trained as facilitators; they co-facilitated Peer Coaching training for the first cadres of 60 LMS. In 2010, Broward expanded Peer Coaching to all accountability coaches at the district's "fragile schools." Using several approaches, Broward has built school-level Peer Coaching capacity throughout a very large district.

South Carolina: South Carolina has a cohort of trained Peer Coaches and is looking to expand Peer Coaching this summer via a blended model of Facilitator Training. Some sessions will be delivered face to face and others online. Due to their clientele, facilitators will deliver the program in a similar way.

Wisconsin: A small cadre of facilitators and one great lead facilitator have been promoting Peer Coaching across the state with limited resources. As part of the 21st Century Learning grant from the state, participants received free professional learning, which included Intel Teach and Peer Coaching. This year, the team is working with 50 coaches across the state from large districts to smaller consortiums. Additionally, Milwaukee Public Schools uses the program to train all of their school-based technology integrators. These are full-time teachers who also coach teachers in their school on the meaningful use of technology in the classroom.

International Implementation Approaches

Jamaica: The Ministry of Education selected a team of four teacher leaders from each of six zones across Jamaica to create local facilitators who would lead the training of coaches in their communities. The emphasis was on the primary schools.

Canada: Frontier School Division in Manitoba, Canada is the largest division geographically and has used Peer Coaching Facilitator Training to train coaches as well as facilitators twice a year for the past three years. Each coaching team receives a “kit”: a laptop, Flip video camera, and software for themselves and their collaborating teacher. Many of the schools are remote (winter-only roads), and bandwidth is poor. The Technology Division uses Peer Coaching as their primary means of technology integration professional development. In January, Peer-Ed trained all of the Resource Specialists (one per school) in the first five sessions of Peer Coaching. The program continues to be aligned with division initiatives and curriculum specialist roles.

Azerbaijan: Peer-Ed trained 19 facilitators from across Azerbaijan in early March 2011. The facilitators had a wide range of backgrounds, from curriculum specialists to professional development leaders. Working with the Azerbaijan’s Ministry of Education, these facilitators are selecting 200 educators who will be trained as coaches and who will participate in the national pilot of Peer Coaching. After review of the pilot program, the Ministry of Education plans to introduce coaching to schools nationwide.

Australia: In 2005 Peer-Ed trained the first Australian facilitators, and those from Victoria immediately launched a successful coaching program. In June 2009 Peer-Ed trained an additional group of facilitators who have launched coaching in Southern Australia, Queensland, and New South Wales. In March 2011 Peer-Ed trained an additional 17 facilitators from New South Wales who will be implementing Peer Coaching in schools throughout the state as part of the PLANE project. PLANE, which is funded by the state Ministry of Education, is unique in that public, private, and Catholic schools participate. PLANE is designed to support a new 1:1 computing program being launched in schools across the state. State-wide implementation of Peer Coaching begins in November 2011.

Ukraine: In June 2010, Peer-Ed worked with 20 Kyiv-area professional development specialists (who play roles similar to those taken by Pennsylvania's PDEs), training them as Peer Coaching facilitators. As a result of the training, and the perceived fit between Peer Coaching and Kyiv City's professional development needs, Peer Coaching is now part of new teacher training for all of Kyiv City. This is a pilot project, and if it succeeds, Peer Coaching will be introduced nationwide.