

CSOTTE Fall, 2012

*Graduate Students and Peer
Coaching Assignment: How Does
it Carry Forward?*



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Our MAT Program

- Action Research
- Teacher Leaders
- 2 courses out of 13 include peer coaching
 - Practicum
 - Models/strategies course



The Assignment

- Select a peer in class
 - Arrange
 - a time when you can visit your partner's class in person
- OR
- a time when you can video yourself teaching and exchange it with your partner



Peer Coaching Protocol/Steps

- Partner in the teacher role selects area of focus/provides the data collection method for observing partner
- Preconference
- Observation
- Post Conference
- Reverse roles and repeat process
- Write reflective paper



Paper Assignment



- Write from two perspectives
 - When you were the teacher
 - What were your concerns?
 - What data collection method did you use?
 - What did you learn?
 - When you observed
 - On what did your partner ask you to focus?
 - How did you collect data?
 - What did you learn?
- Include what you learned from the peer- coaching process

Data Collection

- Interviews
 - Follow-up
 - 6 alumni (2008 and 2010)
- Content Analysis
 - Reflective papers
 - N=36 (2008, 2010, 2012)



Method for Interviews

- Emailed alumni from 2008 and 2010 requesting participation in interview
- Random assignment of alumni to researchers
- Conducted 6 phone interviews



Interview Protocol



- What had they been doing professionally since graduation?
- How many years of experience they had & where?
- Did they remember the peer coaching experience and, if so, what did they remember?
- Had they used it since in their own practice?
- If they had, describe it/if not what deterred them?
- Did they know others who used it?
- If they were going to use it, what would be necessary to do so now?
- Did they recommend continuing the assignment and, if so, how could it be more beneficial?

Results from Interviews

- All were enthusiastic supporters
- All advised us to keep the assignment
- Some only remembered with prompting
- 2 had distorted views of the model
- 2 implemented variations after graduation
- 2 didn't really seek help on self-identified areas



Suggestions from Interviews

- About Assignment
 - Pair partners in the same content area
 - Use both the video and the face to face observations – they were both effective but in different ways
 - Include alumni in the project as peer partners
- About Continued Implementation
 - Need for supportive administrators
 - Need more time



Content Analysis

- Dual Learning Experience
- Personal Tool box
- Heightened Awareness of Strengths and Weaknesses
- Advantages Over Formal Observations



Content Analysis

- Concerns about Partner

Task

Validity



18% of comments (85) expressed concerns

Implications



- Before
 - Keep it as part of the program
 - Emphasize the specific process
 - Include more supporting research in our curriculum
- During
 - Check mid-semester to make sure partners are functioning effectively and make adjustments if needed
 - Help students strategize about obtaining support from colleagues in school and district
- Ongoing
 - Develop a cohort of alumni as peer coaches.
 - Follow-up with alumni
 - Continue to help students strategize about obtaining support from colleagues in school and district

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