

A CROSS-CASE ANALYSIS
OF PEER COACHING IN TWO ELEMENTARY SCHOOLS

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(ABSTRACT)

The purposes of this study were to (1) identify the variables affecting peer coaching, (2) the characteristics of peer coaching, and (3) to determine the outcomes of peer coaching. Participants were interviewed individually, face-to-face to gain insight into peer coaching. The interview questions were developed around the three domains in the conceptual framework: variables affecting peer coaching, the characteristics of peer coaching, and the outcomes of peer coaching.

This study was conducted in one school division in the Commonwealth of Virginia. Two schools within the school division were randomly selected by the superintendent of schools for participation. Twelve teachers and the principals of these two schools participated in the study. Data were gathered using a teacher questionnaire, a principal questionnaire, and face-to-face interviews with the teachers. The constant comparative method was used to analyze the interview data.

The variables found to affect peer coaching were: (a) trust, (b) commitment, (c) administrative support, (d) environment (non-threatening), (e) time (constraints), and (f) teacher attributes. The characteristics of peer coaching were: (a) user friendliness, (b) instructive training, (c) the centrality of observation, and (d) conferencing. The outcomes of peer coaching were: (a) creates support networks, (b) impacts instructional and classroom management practices, and (c) confirms instructional and classroom management practices. These findings may be helpful to school administrators and teachers who are interested in learning about peer coaching and how peer coaching can serve as an ongoing staff development intervention to bring about changes in teachers' instructional and classroom management practices.

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CHAPTER I

THE PROBLEM

To implement any type of change in the classroom, teachers must have the necessary knowledge, skills, and attitudes associated with the innovation (Fullan, 2001). Hargreaves and Fullan (1998) asserted that teachers “need access to other colleagues to get this learning from them” (p. 83). Despite their “good will” to adopt any type of change in the classroom, teachers typically “return to familiar ways of doing things, or to practice the new ways privately” (Fullan & Stiegelbauer, 1991, p. 318).

Confronting the issue of providing continuous teacher support is paramount to implement change. One cooperative approach that can be used to provide significant support during the change process is peer coaching. Peer coaching consists of two or more professional colleagues working together to reflect upon current practices; to expand, to refine, and to build new skills; to share ideas; to teach one another; and to solve problems in the school (Robbins, 1995). According to Kovic (1996), peer coaching allows teachers to investigate and explore instructional practices, to reflect on their usefulness, to adjust when necessary, and to then again investigate and explore.

Purpose and Significance of the Study

The purposes of this study are to (1) identify the variables affecting peer coaching, (2) to identify the characteristics of peer coaching, and (3) to determine the outcomes of peer coaching.

To effectively implement change in the classroom, teachers need quality time to learn new strategies, and to practice, reflect, and refine these learnings (Lambert, 1998). Opportunities must be integrated into the daily work of teachers to support the implementation of innovative change (Lieberman & Miller, 1999). According to Routman (2002), meaningful application of staff development activities to implement change requires time to practice new and refined strategies, to interact with other teachers, and to reflect on all aspects of teaching and learning. Fullan (1991) stated, “Research on implementation has demonstrated beyond a shadow of a doubt that these processes of sustained interaction and staff development are crucial regardless of what the change is concerned with” (p. 86).

Certain conditions should be present in a school that would implore teachers to use peer coaching. Environments that give positive support to collaborative work among teachers can sustain the implementation of innovative practices (Willis, 2002).

The purpose of peer coaching is to provide teachers with a means to implement, reflect, and refine practices in the classroom and to encourage teacher behavioral changes that influence instruction and increase student achievement. However, certain conditions need to be present in a school that support peer coaching and undergird particular instructional outcomes. The author of this study will examine the variables affecting peer coaching, the characteristics of peer coaching, and the outcomes of peer coaching.

Research Questions

As a result of this study, the following questions will be answered:

- What are the variables affecting peer coaching?
- What are the characteristics of peer coaching?
- What are the outcomes of peer coaching?

Definitions of Terms

For the purpose of this study, a few terms have unique definitions. These terms are identified in Table 1.1.

Table 1.1

Definitions of Unique Terms Used in the Study

Term	Definition
Peer coaching	Teachers observing one another to implement, reflect, and refine practices in the classroom and to encourage teacher behavioral changes that influence instruction, student achievement, and classroom management.
Variables affecting peer coaching	Conditions that are favorable or unfavorable to the implementation of peer coaching.
Elementary school	In this study an elementary school is a preschool to grade five school located in a central Virginia school division.
Outcomes	Results that evolve from teachers implementing peer coaching.
Observer	A teacher who watches another teacher use a teaching technique, strategy, or classroom management practice.
Peer coach	A teacher who models a new technique, a classroom management strategy or an instructional practice that has been requested by another teacher (Showers & Joyce, 1996). A teacher who conducts pre- and post observation conferences, and conducts observations.
Peer visit	A visit to a teacher's classroom for the purpose of being coached or observing.

Conceptual Framework for the Study

Peer coaching is defined by certain variables and outcomes. Knowledge of these variables and outcomes affects the participation of teachers in the use of peer coaching. Communication of these variables and outcomes of peer coaching is important to the Shields Peer Coaching Concept (SPCC) around which this study was conducted. The conceptual framework emerged from a review of literature (see Figure 1.1).

Variables Affecting Peer Coaching

The variables affecting peer coaching are trust, nonjudgment, commitment, administrative support, and time.

Trust

Trust is a voluntary act of faith and confidence that a person or an organization will be fair, dependable, honest, competent, and nonthreatening. The creation of trust within an organization is critical because it influences useful learning (Carnevale, 1995). Mishra and Spreitzer (1998) noted that trustworthiness includes a concern for others' interest, competence, openness, and dependability.

Trust must be present in schools among teachers that are involved in peer coaching. It must permeate the school for teachers to collaborate and take charge of their own professional growth. Teresa Benedetti (1997) stated that teachers should choose a partner that they trust and have a comfortable working relationship. Coaching requires the ultimate trust in sharing, observing, and reflecting (Walen & DeRose, 1993).

Nonjudgment

Teachers have a certain amount of concern about peers coming into their classrooms to observe. Although the intent of a peer visit is for a positive experience, the teacher often sees it as being a high anxiety experience. It is important for teachers to view the experience as being nonjudgmental.

Coaching is a nonjudgmental process that includes a planning conference, observation, and a reflecting conference. A coaching relationship may be established between two individuals with similar experiences or roles (Costa & Garmston, 1994). Feedback that is shared with the teacher is nonjudgmental. It is a matter of providing the teacher with specific information about

the skill as it is being performed or at a later time (Gottesman & Jennings, 1994). One might label such feedback “descriptive.”

Commitment

Teacher participation in peer coaching should be voluntary. Any coercion on the part of a principal, district leader, or teacher would jeopardize the trust factor that is essential to implement peer coaching (Walen & DeRose, 1993). It is important for teachers to be committed to the peer coaching process. Valencia and Killion (1988) described peer coaching as “the process where teams of teachers regularly observe one another and provide support, companionship, feedback, and assistance” (p. 170).

All teachers participating in peer coaching should be familiar with and able to participate in pre-observation conferences to determine the focus of classroom observations, to participate in the classroom observations, and attend post-observation conferences to reflect and debrief. Administrators can help facilitate this process by scheduling release time for peer coaching participants. Should schedule conflicts occur, videotaping a class can provide the additional experience of viewing the class together. If both teachers teach the same content to similar classes, combining classes and observing each others’ application of skills can be very effective.

Conceptual Framework

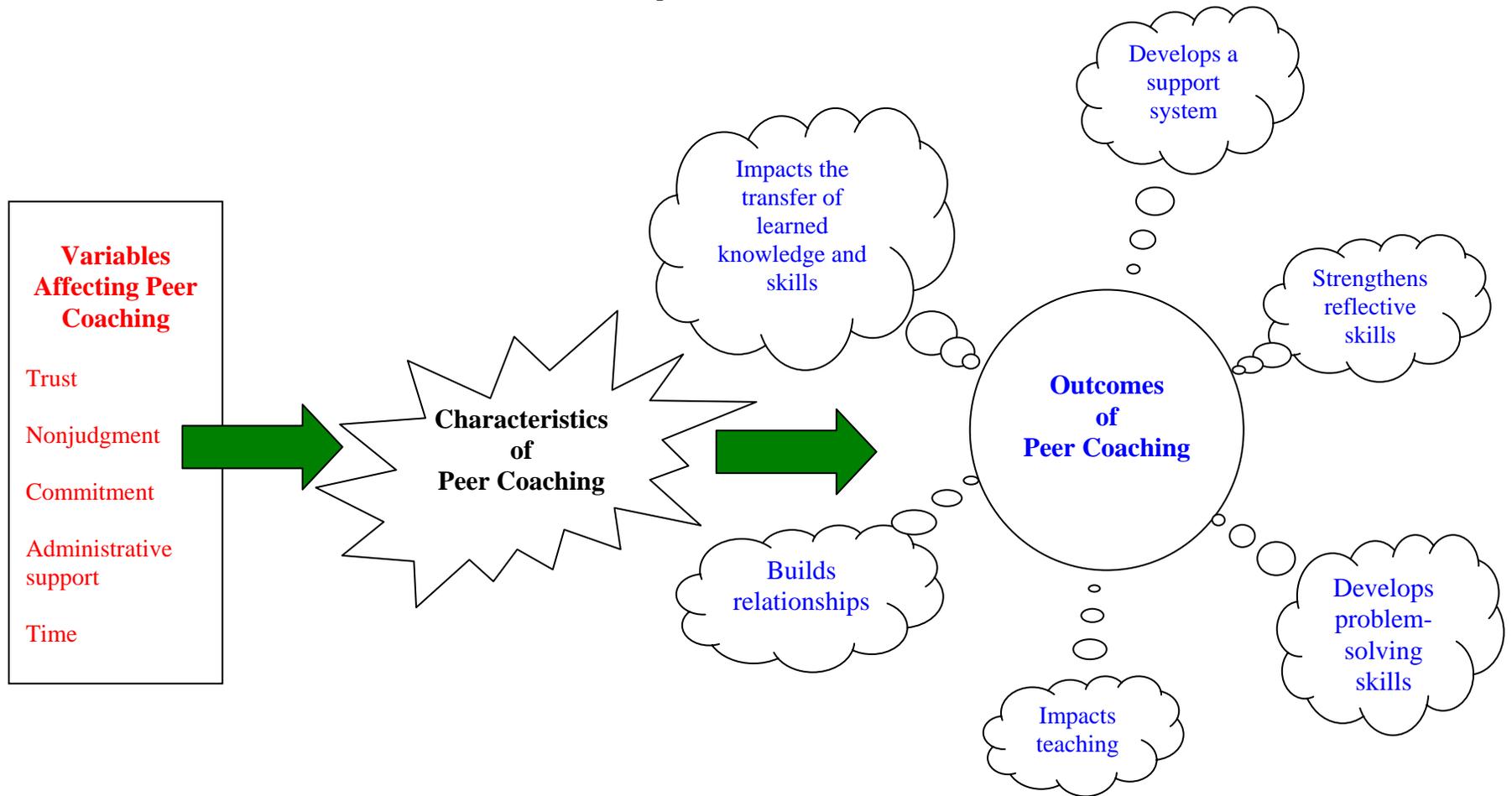


Figure 1.1. Initial conceptual framework of the variables affecting peer coaching, and the characteristics, and the outcomes of peer coaching.

Finally, organizing weekly sessions for peer coaching helps sustain teachers' commitment to the process. The first session can be used to learn and review observation and feedback techniques. The opportunity to share experiences and brainstorm new ideas as well as modify the existing structure is also an important part of the process.

Administrative Support

The support of principals, central office staff, and other partners is critical to the peer coaching process. Poglinco and Bach (2004) found that principals and other staff members needed to develop a partnership with coaches. This relationship enhances the commitment to improve instruction.

Walen and DeRose (1993) asserted in a study of teachers involved in observing one another that certain prerequisites need to exist to implement peer coaching. Support is critical from central office personnel and building principals. Principals and the school division's personnel must recognize that teachers can learn from one another and be empowered to make decisions. Benedetti (1997) noted that teachers need to obtain permission from the appropriate administrators to implement peer coaching.

Time

Joyce, Weil, and Calhoun (2000) imply that the availability of release time is an important function that is necessary to ensure coaching. This function provides an opportunity for two or more teachers time to observe, share, and reflect on a new strategy and to resolve any concerns.

Release time must be made available during the school day for teachers to observe and reflect. Coaching conducted on the fringe of a school day will never become an integral part of the school (Walen & DeRose, 1993). Teachers may have to help other teachers cover classes to permit teachers time to observe (Benedetti, 1997).

Outcomes of Peer Coaching

The outcomes of peer coaching include developing a support system, impacting teaching, building relationships, developing problem-solving skills, strengthening reflective skills, and impacting the transfer of learned knowledge as well as learned skills.

Develops a Support System

Joyce and Weil (1996) suggested that peer coaching involves three major functions that help support teachers. They are:

- Provision of companionship--The coaching relationship provides an opportunity for teachers to reflect on a new strategy, share frustrations and accomplishments, and discuss common concerns.
- Analysis of application--Teachers need to know when to implement a new strategy, what will be accomplished, how successful a strategy was, and what adjustments need to be made to insure greater accomplishments.
- Adaptation to the students--New models of teaching need to be adapted to address the students' needs, to provide opportunities for teachers to practice, and to help team members feel good about the experiences during the early use of new strategies.

Peer coaching allows teachers to observe one another and to offer support, companionship, feedback, and assistance in a manner that is nonthreatening (Ackland, 1991). It provides teachers with a better understanding of teaching, it enhances the opportunities for teachers to talk with colleagues across grade levels, and it increases collaboration within the school that allows for teachers to reflect, refine, and build new skills as well as problem solve (Robbins, 1991).

Arnold (1995) noted that the principles used to create environments conducive to learning in children underlie the creation of environments needed for adult learning. Brooks and Brooks (1993), in their description of a classroom that has the purpose to advance learning, expressed that learners only know the knowledge they devise themselves, that there is great learning potential in explaining something to others, and that learning takes place within an environment where people are socially connected to each other. Learning situations for teachers can evolve when peer coaching teams support teachers and at the same time reduce feelings of isolation often experienced by teachers.

Everd and Selman (1989) noted that to coach means to lead fellow colleagues from where they are to where they want to be. Skillful coaches apply specific strategies to help another teacher's perceptions, decisions, and intellectual functions. Changing these inner thought processes is a prerequisite to improving behaviors that improve student learning.

Moon, Butcher, and Bird (2000) say that peer coaching supports teachers when implementing a new teaching strategy. Coaches provide teachers with procedural, emotional, and reflective support. Some of the tasks that coaches focus on consist of answering questions, sharing strengths of teachers, offering suggestions of different approaches or practices to use, emphasizing effective teaching points, and facilitating problem solving. In addition, coaches help to select instructional materials and suggest classroom and organizational strategies. A coach provides emotional support for teachers. Coaches reassure teachers when they have doubts about specific teaching strategies, and share strengths and areas for improvement. Coaches encourage teachers to be risk takers and not to give up when challenges arise (Moon, Butcher, & Bird, 2000).

Peer coaches provide reflective support for teachers. Coaches move teachers beyond the mere discussion of what was observed to talking about issues, what the objectives were, and reflecting on teacher strengths and use of specific materials, questioning techniques, and classroom management (Moon, Butcher, & Bird, 2000).

Alfonso and Goldsberry (1982) stated, “by developing collaborative networks among teachers and providing structured opportunities for peer review, schools can enrich the organizational climate while providing classroom teachers a potentially powerful vehicle for instructional improvement” (p. 99).

Peer coaching can assist teachers in working effectively as a team. Every teacher brings certain talents to a team that is striving toward a specific goal. Coordinating these talents and skills produces a positive, challenging learning environment for students. Peer coaching provides a forum for professional discussion and develops the skills for reflection on practice, both of which are necessary for productive collaboration (Costa & Garmston, 1994).

In a study of teachers, Joyce and Showers (1988) asserted that teachers work in isolation. Constraints on preparation time have limited teachers to plan instruction based on what they feel are the best instructional practices. Meetings and discussion groups for teachers are all but eliminated, which impedes collective decision making and collaborative activity. Interaction between colleagues is seldom observed in most settings. Teachers have essentially “learned to work alone, relying on themselves, unentangled by group decisions or the necessity to coordinate activities with others” (p. 18).

With the degree of isolation that is prevalent in schools, it is no wonder that shared knowledge and classroom practices are difficult to obtain (Darling-Hammond, 1998). Baker and Showers (1984) noted that teachers who shared and planned together had a tendency to practice new skills and strategies more often than those who simply worked alone. Teachers who participated in peer coaching exhibited a greater long-term retention and implementation of new teaching strategies.

In contrast, isolation “deprives teachers of the stimulation of working with peers and the close support they need to improve through their careers” (Bird & Little, 1986, p. 495). Moreover, open discussion of teachers' practices may feel threatened by teacher isolation (Little, 1990). Little (1987) noted that “a long-standing element of the culture of teaching is the maxim: You don't interfere with another teacher's teaching” (p. 16). Eisner (1983) stated that teachers “have much to offer each other, but these contributions are not easily made when teachers are isolated” (p. 12). Lieberman (1988) summarized isolation using the words of a high school math teacher who said, “I'm confined too much to a class with not enough time to interact with colleagues. We are like separate ships” (p. 35).

Impacts Teaching

Peer coaching exists to help the intellectual capacity of teachers, which then improves student achievement. Harvey (1967) noted that teachers who participate in peer coaching produce higher achieving students who are cooperative and involved in their work. Teachers with higher conceptual levels are more accommodating and flexible in their teaching techniques, and they have a greater ability to relate to how students learn (Sprinthall & Theis-Sprinthall, 1983). These teachers recognize the need to change teaching strategies and practices when classroom problems appear and to differentiate instructional strategies (Hunt, 1980).

Few educational innovations make a full impact on the classroom without a peer coaching component. Conventional approaches to staff development show little evidence of teachers transferring learned information to ongoing classroom practices. Several studies by Joyce and Showers (1989) show that classroom implementation is around twenty-five percent, even when the innovation is supported with staff development training that includes theory, demonstration, practice time and feedback. However, when the staff development includes coaching in the training, the level of transfer improves to ninety percent.

Joyce and Showers (1988) noted that coached teachers generally practice new strategies more frequently and develop greater skill in the actual moves of a new teaching strategy than do uncoached teachers who have experienced identical initial training. Apparently, the support and encouragement provided by peers while attempting new teaching strategies helps to sustain practice through the often awkward stages of implementing different teaching practices and teaching students how to respond to them.

Joyce and Showers (1988) also note that coached teachers were much more likely than uncoached teachers to present new models of teaching to their students, ensuring that students understood the purpose of the strategy and the behaviors expected of them when using the strategy. Coached teachers exhibit clearer insight with regard to the purpose and uses of new strategies, as revealed through interviews, lesson plans, and classroom performance than did uncoached teachers.

According to Joyce and Showers (1988) coached teachers used their newly learned strategies more appropriately than uncoached teachers in terms of their own instructional objectives and the theories of specific models of teaching. Coached teachers had opportunities to discuss with each other instructional objectives, the strategies that theoretically were best designed to accomplish those objectives, and the types of curricular materials that would be needed for specific strategies. Consequently, they experimented with new instructional strategies in their own curriculum areas more quickly than uncoached teachers and shared lessons and materials with each other early in the coaching process.

Uncoached teachers, on the other hand, tended to practice in their classrooms using lessons they had seen as demonstrations or in peer practice during initial training sessions. Once they had exhausted those possibilities, they had difficulty integrating the learned skill into their own teaching style and techniques, and tended to quit practicing (Joyce & Showers, 1988).

Peer coaching is designed to enhance teachers' development and to familiarize them with new instructional practices in the classroom (Joyce & Showers 1982). It is providing teachers with a different approach to view their own teaching. Teachers are given an opportunity to revisit an instructional practice and engage in reflection and self-reflection (Moon, Butcher, & Bird, 2000). Joyce, Weil, and Calhoun (2000) say that coaching is gaining an understanding of when to use a new technique, to know the benefits of using it, and to implement the new learning for the purpose of helping students become successful learners. Sparks (1986) found that teachers

who were coached by other teachers improved more than those coached by experts or those who attended a workshop alone. Sparks concluded that teachers observing a peer resulted in a great learning experience, peer coaches gained as much from the experience as the one being coached, and interaction with other teachers led to a greater spirit of cooperation and trust.

In the 1980s, peer coaching was endorsed by Joyce and Showers (1980) as a means to implement particular educational innovations. Now peer coaching is viewed by them as a means to enhance continuous teacher improvement (Showers & Joyce, 1996).

Builds Relationships

Robbins (1991) noted that teachers need to build relationships with other teachers that encourage opportunities for talking and sharing together about teaching, learning, and problem solving. A new focus has emerged in schools that emphasizes collegiality, problem solving, sharing, observing, and reflecting. Teachers involved in these learning opportunities are refining instructional and problem-solving skills in support of students and student achievement. Peer coaching is one approach for teachers to address these processes in a supportive, nonjudgmental environment.

Peer coaching develops positive interpersonal relationships among teachers. The way teachers interact strongly influences the school climate that affects student learning and achievement. Peer coaching supports experimentation and open, honest communication which leads to a harmonious work environment (Costa & Garmston, 1994).

According to Garmston (1993), coaching is a powerful process for enhancing collegiality, strengthening reflective skills, and developing autonomy. Using a process composed of planning, observing, and reflecting, a teacher can improve teaching effectiveness by becoming more reflective about teaching practices.

Glatthorn (1987) asserted that companionship evolves from peer coaching. Teachers talk about their successes and frustrations that reduce their sense of isolation. Teachers provide each other feedback that is nonjudgmental, based on observations, and how skills are transferred from staff development activities into the classroom. The analysis of new teaching practices is to help teachers internalize the practices and to make these strategies a part of the everyday routine. The peer coach helps the teacher adapt teaching strategies that address individual academic needs of

students. This practice helps the teacher analyze student responses and make adjustments to the specific needs. The coach provides support that facilitates trials of new strategies.

Research by Bossert, Corcoran, and Purkey and Smith (as cited in Richardson, 1994), identified characteristics of schools that have been effective in increasing student achievement. Collegiality among teachers is one such characteristic. “Schools with high collegiality provide opportunities for teachers to discuss their practice with each other, offer each other support and critical feedback and conduct experiments to test their practices” (p. 8). Sparks and Bruder (1987) stated that teachers experimenting with new methods of teaching have a greater likelihood of trying new practices after collaborating with a colleague.

Develops Problem-solving Skills

Peer coaching is specified as two or more teachers who meet regularly for problem solving using planning, observation, feedback, and creative thinking for the development of a specific skill (Joyce & Showers, 1980). Teacher instructional practices require complex decision making and an inquiry-oriented approach. Reflection learned through coaching helps develop problem-solving skills. This occurs as a teacher gains experience, attempts different strategies, and evaluates actions. The ultimate goal of peer coaching is teacher autonomy, the ability to self-monitor, self-analyze, and self-evaluate (Garmston, 1993).

Strengthens Reflective Skills

Peer coaching facilitates reflective dialogue with other teachers. Brockbank and McGill (2006) suggested that reflective dialogue with another teacher offers an opportunity for teachers to rethink how things are done and how things can improve. The experience may lead teachers to become reflective learners that would help them learn about learning. Teachers can reflect on procedural and instructional practices, teaching and classroom management effectiveness, and reflections on learning itself. Teachers become more comfortable with reflective dialogue as time progresses. Anastos and Ancowitz (1987) noted that peer coaching addressed the professional growth of teachers in a way that other staff development activities had not. It caused teachers to self-examine (reflect) in detail their teaching practices. Observing others helped develop their own assortment of instructional practices.

According to Gottesman and Jennings (1994), reflection is a review of the peer coaching process that was in place at the time of the observation. The process review is an essential

component of learning in peer coaching. It requires the coach and teacher to take time after an observation to reflect on the peer coaching process. This process should help improve future peer coaching experiences.

Impacts the Transfer of Learned Knowledge and Skills

Poglinco and Bach (2004) noted that teachers are more receptive and willing to change instructional practices when coaches are in their classrooms modeling different instructional techniques. Teachers have to continuously be involved in conversations with coaches that revisit materials and strategies that better address student needs. Joyce, Weil, and Calhoun (2000) stated that teachers needed to acquire an understanding of when to use a new technique and to anticipate the benefits of using the technique.

Gottesman and Jennings (1994) noted that demonstration allows teachers to hear and see the skill being modeled by the staff developer. It can take place in person or on tape. Many times the skill that has been demonstrated is done so by an expert. Therefore, it is quite possible that once the teacher returns to the classroom, the task of replicating the activity becomes difficult and at times frustrating.

Practice is conducted under the leadership of the staff developer. In a comfort zone environment, teachers can practice with a partner or in a small group. Joyce and Showers (1983) concluded that depending on the difficulty of the skill, it could take from twenty to twenty-five practices.

Joyce and Showers (1982, 1988) noted that basic teaching components must be learned and repeated by teachers for them to retain or transfer a new skill learned in an activity. These components relate to understanding the theory of the new skill, observing the skill being used by an expert, using the skill, and being coached in using the skill.

Teachers involved in peer coaching, according to Joyce and Showers (1995), have a higher level of transfer of new learning into the classroom. The statistical data provided by Joyce (1987) indicated that between 5-25 percent of learners will transfer a new skill into their own practice with a combination of the elements that must be present in training. These elements of training are theory, demonstration, practice, and feedback. When coaching is added as the fifth element of training, ninety percent of learners will transfer a new skill into their own use.

Neubert and Stover (1994) noted that studies have shown that peer coaching is effective in helping teachers transfer new teaching skills and strategies into their classrooms. It is designed to develop a sense of on-site collegiality and professionalism. Peer coaching assumes teachers need to practice, reflect, and refine strategies being implemented in the classroom. Coaching is a way that enables teachers “to learn from and with one another, and to reflect on crucial aspects of curriculum and instruction” (Little, 1985, p. 34).

Joyce and Showers (1996) noted that evaluations of staff development activities in the 1970s that focused on teaching strategies and curriculum showed that as few as ten percent of the teachers transferred what they had learned back to the classroom. The rate of transfer was even low for those who volunteered for the activity. Thus, with the lack of transfer into the classroom of well-researched curriculum and teaching strategies, student achievement could not be influenced.

Resistance to innovation is deeply embedded in an individual’s psychology and culture. Though normal, reduced flexibility, and openness are characteristics that have great implications for change (Schein, 1987). Neubert and Stover (1994) noted, “Studies have shown that peer coaching is effective in helping teachers apply new skills and strategies in their classrooms, to develop a sense of collegiality and professionalism, and to assume a reflective stance toward their teaching” (p. 7). Coaching is a way in which teachers are enabled “to learn from and with one another, and to reflect on crucial aspects of curriculum and instruction” (Little, 1985, p. 34). This approach boosts the transfer of knowledge and skills obtained in staff development activities.

Joyce and Showers (1988) noted coached teachers exhibited greater long-term retention of knowledge about a skill with strategies in which they had been coached and, as a group, increased the appropriateness of use of new teaching models over time (Baker & Showers, 1984). Six to nine months after training in several new models of teaching, coached teachers had retained, and in several instances, increased their technical mastery of the teaching strategies. Uncoached teachers, however, were in many cases unable to even demonstrate the new strategies after that period of time had elapsed.

Modeling, coaching, and reflecting are essential elements that support the daily integration of new learning practices obtained from various activities. Continuous support of these elements is critical for teachers to change practice (Joyce & Showers, 1996). Sparks and

Hirsh (1997) noted that “the concept of job-embedded staff development has come to mean that educators . . . must all see themselves as teachers of adults and must view the development of others as one of their most important responsibilities” (p. 83).

Joyce and Showers (1995) noted that researchers agree that onetime inservice training for teachers is ineffective. What is taught in the activity is not transferred into the classroom nor does it improve student achievement. Lieberman and Miller (1999) suggested that staff development activities must be integrated into the daily routine of teachers. Part of the ongoing daily work opportunities for learning, observing, practicing, coaching, and reflecting need to be integrated.

Coaching teachers involves more than conveying knowledge and skills but allowing teacher flexibility to make personal choices of an intellectual, moral, political, and social nature (Hargreaves & Dawe, 1989). Showers (1985) stated that “coaching provides a safe environment in which to learn and perfect new teaching behaviors, experiment with variations of strategies, teach students new skills and expectations inherent in new strategies, and thoughtfully examine the results” (p. 47).

Organization of the Study

This study is organized into four chapters. The first chapter includes the problem, the purpose and significance of the study, research questions, definitions of terms, conceptual framework for the study, variables affecting peer coaching and the outcomes, and organization. Chapter 2 contains a description of the study and the procedures for collecting and analyzing the data. Chapter 3 includes a report of the findings and answers the research questions. A summary of the findings, how these finding can be used by teachers, and recommendations for future research is found in Chapter 4.

CHAPTER 2

METHODOLOGY

A qualitative research design involving multiple-case studies was selected for this study. Yin (1994) noted that the evidence from multiple-case studies is more compelling and viewed as more vigorous than single-case studies. The purposes of this study are to (1) identify the variables affecting peer coaching, (2) to identify the characteristics of peer coaching, and (3) to determine the outcomes of peer coaching.

Selection of Cases

The study was conducted in one school division in central Virginia. This school division uses peer coaching as an integral part of its professional development activities. The researcher asked permission from the division superintendent to use two randomly selected elementary schools for this study (see Appendix A) and was granted approval. Both principals of the two schools were asked to randomly select six teachers engaged in peer coaching using the following criteria:

- Each teacher is licensed in elementary education.
- Each teacher is a willing participant.
- Each teacher completed all sessions in the division's training for peer coaches.
- Each teacher has three or more years of experience at the present school.

Collecting Data

Data were gathered using a teacher and principal demographic questionnaire (see Appendices B and C) and an interview protocol (see Appendix D). The questionnaires were administered to the participants at the beginning of the study. All participants were interviewed individually, face-to-face, to gain insight into peer coaching.

Questionnaires

Teacher and principal questionnaires were used in this study.

The purpose of the teacher questionnaire was to gather information on each teacher's license, teaching assignment, years of teaching experience and peer coaching, and peer coaching training (see Appendix B).

The purpose of the principal's questionnaire was to gather information on the student grade levels taught at the school, the student enrollment, years of experience of the principal, the number of staff members at the school, and the composition of the staff's credentials (see Appendix C).

Interviews

Interview questions were developed to obtain information concerning the variables that affect peer coaching, the characteristics of peer coaching, and the outcomes of peer coaching in the two schools. The interview protocol included structured questions and probes for questions needing additional explanation (see Appendix D). All structured interviews were face-to-face, audiotaped, transcribed, and analyzed.

Development of the Interview Protocol

The interview questions were developed around the three categories of domains in the conceptual framework: variables affecting peer coaching, the characteristics of peer coaching, and the outcomes of peer coaching. Questions were created for each domain. At least one question was created to secure a response related to each domain. The questions are in Exhibit 1. They are listed by category and domain. The questions are numbered to show the order in the interview protocol in Appendix D in which they were asked.

Checking the Validity of the Data

A content validity check was conducted on the interview protocol. This was done by using the instrument in Appendix E. The purpose of this instrument was to validate each question in the interview. In the content validation procedure applied, the questions are identified as being connected to a domain and the clarity of the statement is judged by a panel of experts.

Three rounds of content validation were required to reach the criteria of 80% of the panel classifying each item into its expected domain and a 3.0 rating on clarity. The initial panel of experts was 17 teachers in an elementary school located in southside Virginia. The second panel was 15 teachers in an elementary school located in southside Virginia. The third panel was 10 teachers in an elementary school located in southside Virginia. The questions were revised after the data were analyzed from each panel as needed. Data for the three rounds (Trials) of content validation are in Table 2.1.

Exhibit 1.1

Interview Questions by Category and Domain

CATEGORY: VARIABLES AFFECTING PEER COACHING

Trust

19. Describe the traits of the person you are most comfortable working with.
20. Why are you comfortable working with him or her?

Nonjudgment

10. What is your attitude toward teachers observing you?
11. How does being observed make you feel?
12. How do you feel while being observed?

Commitment

8. How often do you observe other teachers?
9. How often do other teachers observe you?
29. How long are you going to participate in peer coaching?
30. Why do you want or not want to continue as a peer coaching participant?

Administrative Support

17. How do the administrators in your school view peer coaching?
18. What kind of support do you get to carry out peer coaching?

Time

16. One of the factors of peer coaching is time. How do you get time away from class?

CATEGORY: CHARACTERISTICS OF PEER COACHING

2. Tell me about your experience with peer coaching.
3. How did you become involved with peer coaching?

4. Why did you become involved with peer coaching?
5. Tell me what you like about peer coaching.
6. Tell me what you dislike about peer coaching.
7. What are some of the factors that tend to be barriers? In other words, what are some of the rough spots?

CATEGORY: OUTCOMES OF PEER COACHING

Develops a Support System

22. How often do peer coaching participants informally get together?
23. What is the purpose of these informal gatherings?
24. What is discussed at these informal sessions?

Impacts Teaching

28. How has peer coaching impacted your classroom instruction and practices?

Builds Relationship

21. Tell me how you interact with other peer coaching participants.

Develops Problem-solving Skills

27. How does peer coaching impact solving problems or issues that involve classroom instruction or classroom management practices?

Strengthens Reflective Skills

13. Tell me what you do after observing a teacher or a teacher observes you.
14. How soon after an observation do you meet with the other teacher?
15. What do you talk about or discuss with the other teacher?

Impacts the Transfer of Learned Knowledge and Skills

25. How often do you have staff development activities?
26. What happens to the information that you acquire at these staff development activities?

Table 2.1

Content Validity Data: Trial 1, Trial 2, and Trial 3 Results

Item ^a	Trial 1 ($\underline{n}^c = 17$)		Trial 2 ($\underline{n}^c = 15$)		0	Trial 3 ($\underline{n}^c = 10$)	
	% selecting expected domain	Mean ^b Clarity	% selecting expected domain	Mean ^b clarity		% selecting expected domain	Mean ^b Clarity
1	40.0	3.0	80.0	2.7		90.0	3.0
2	60.0	3.0	80.0	2.9		90.0	3.0
3	33.3	3.0	80.0	2.9		90.0	3.0
4	40.0	3.0	86.7	3.0		90.0	3.0
5	13.3	3.0	86.7	3.0		90.0	3.0
6	06.7	3.0	80.0	3.0		90.0	3.0
7	00.0	3.0	46.7	2.7		90.0	3.0
8	06.7	3.0	46.7	2.7		90.0	3.0
9	33.3	2.9	53.3	2.5		100.0	3.0
10	00.0	3.0	46.7	2.1		100.0	3.0

(table continues)

Table 2.1 (continued)

Content Validity Data: Trial 1, Trial 2, and Trial 3 Results

Item ^a	Trial 1 ($\underline{n}^c = 17$)		Trial 2 ($\underline{n}^c = 15$)		Trial 3 ($\underline{n}^c = 10$)	
	% selecting expected domain	Mean ^b Clarity	% selecting expected domain	Mean ^b clarity	% selecting expected domain	Mean ^b Clarity
11	100.00	3.0	53.3	2.7	100.0	3.0
12	100.00	3.0	73.3	2.8	80.0	3.0
13	86.7	3.0	80.0	2.5	90.0	3.0 ^d
14	53.3	3.0	26.7	2.5	100.0	3.0 ^d
15	33.3	3.0	100.0	3.0	100.0	3.0 ^d
16	06.7	3.0	100.0	3.0	100.0	3.0 ^d
17	53.3	2.9	93.3	2.6	90.0	3.0 ^d
18	06.7	3.0	73.3	2.9	80.0	3.0 ^d
19	46.7	2.9	80.0	2.9	80.0	3.0 ^d
20	26.7	2.9	93.3	2.7	100.0	3.0 ^d

(table continues)

Table 2.1 (continued)

Content Validity Data: Trial 1, Trial 2, and Trial 3 Results

Item ^a	Trial 1 ($\underline{n}^c = 17$)		Trial 2 ($\underline{n}^c = 15$)		Trial 3 ($\underline{n}^c = 10$)	
	% selecting expected domain	Mean ^b Clarity	% selecting expected domain	Mean ^b clarity	% selecting expected domain	Mean ^b Clarity
21	20.0	3.0	80.0	2.9	80.0	3.0
22	66.7	3.0	73.3	2.4	80.0	3.0
23	53.3	3.0	80.0	2.3	80.0	3.0
24	26.7	3.0	46.7	2.9	80.0	3.0
25	06.7	3.0	100.0	2.9	100.0	3.0
26	20.0	3.0	73.3	2.9	90.0	3.0 ^d
27	20.0	3.0	86.7	3.0	80.0	3.0 ^d
28	00.0	0.0	93.3	3.0	100.0	3.0 ^d
29	00.0	0.0	66.7	2.9	100.0	3.0 ^d

^aSee Appendix E for exact item. ^bThe total of the respondents' answers divided by the number in the trial. ^cNumber of respondents in the trial. ^dNine of the ten respondents in the trial responded to clarity ratings.

Member checking. The research participants were asked to read their typed transcripts to determine if the researcher had “accurately described their experience” (Maykut & Morehouse, 1994, p. 147). Any discrepancies reported to the researcher by a participant were noted and corrected in the final transcribed interview pages.

Audit trail. To ensure the reliability of the data, all data and data analyses were kept throughout the study. The audiotapes, interview transcripts, and charts used as part of the constant comparative analyses were kept until the conclusion of the study. A second reader was selected to verify the themes that emerged from the study. The reader had experience in case studies and was familiar with research methodology.

Analyzing Data: Constant Comparative Method

The steps in the constant comparative method described by Glaser and Strauss (as cited in Maykut & Morehouse, 1994) were used to analyze the interview data. This approach filters data from the study, allowing concepts and themes to emerge from the interviews.

Analyzing the data began with the transcription of the audiotaped interviews. The transcripts were read by the researcher for accuracy. Each line on the transcribed interview page was numbered for easy identification. Letters and numbers were assigned to the schools, participants, and questions for tracking purposes. Using enlarged font size copies of these pages, the researcher grouped all participants’ interview responses by school and question to form an array of responses.

Using a process referred to by Lincoln and Guba (1985) as “*unitizing* the data” (as cited in Maykut & Morehouse, 1994, p. 128), the researcher read the responses from the interviews, recorded the themes that emerged from the responses, and placed them on index cards. The researcher reread the interview transcripts to ensure that the themes had been adequately captured from the participants’ responses. The researcher then created an array of index cards (themes) by placing the themes on a grid under the appropriate category. The researcher looked for themes centered around the domains that emerged from the participants’ interviews.

Upon completing an array of the themes, the participants’ responses were cut apart from the enlarged font size copies and placed under the appropriate theme. The responses were coded by school and teacher for easy recognition.

The text associated with the specific themes was coded to identify clustered segments that relate to a particular category. Tables (raw data matrices) were developed to display the raw data used from the transcripts to create the themes (Miles & Huberman, 1994).

CHAPTER 3

FINDINGS

The purposes of this study are to (1) identify the variables affecting peer coaching, (2) to identify the characteristics of peer coaching, and (3) to determine the outcomes of peer coaching. The findings from the analysis of the data from the 12 teacher questionnaires, two principal questionnaires, and 12 teacher interviews are reported in this chapter. The following sections are included: setting, participants, coding of the interview data, emergent themes, and summary of the findings.

Setting

The study was conducted in one school division in the Commonwealth of Virginia. Two schools within the school division were randomly selected by the superintendent of schools for participation in the study.

School A was a preschool-grade 5 elementary school located in central Virginia. The principal had 17 years of administrative experience with seven years at School A. The school had an enrollment of 1030 students with three administrators; 44 classroom teachers; 19 special area teachers, including special education; 19 teacher assistants; two librarians/media specialists; two guidance counselors; six food service staff; four clerical staff; five custodial staff; and one school nurse. Sixty-four percent of the professional staff had bachelors' degrees and 36% had masters' degrees.

School B was a preschool-grade 5 elementary school located in central Virginia. The principal had 23 years of administrative experience with seven years at School B. The school had an enrollment of 677 students with two administrators; 30 classroom teachers; 14 full-time and three part-time special area teachers, including special education teachers; 19 teacher assistants; one librarian/media specialist; one guidance counselor; ten food service staff; three clerical staff; four custodial staff; and one school nurse. Fifty-two percent of the professional staff had bachelors' degrees and 48% had masters' degrees.

Participants

Twelve educators participated in the study. Each participant is described in this section.

Participant 01 was a female, licensed fifth grade elementary school teacher, with five years of teaching experience. All five years had been at her current school. She had participated in peer coaching for one year and had received approximately 70 hours of peer coaching training.

Participant 02 was a female, licensed fourth grade elementary school teacher, with 14 years of teaching experience. All 14 years had been at her current school. She had participated in peer coaching for one year and had received approximately 50 hours of peer coaching training.

Participant 03 was a female, licensed second grade elementary school teacher, with 15 years of teaching experience. All 15 years had been at her current school. She had participated in peer coaching for one year and had received approximately 35 hours of peer coaching training.

Participant 04 was a female, licensed kindergarten elementary school teacher, with 16 years of teaching experience. Six of her 16 years had been at her current school. She had participated in peer coaching for one year and had received approximately 38 hours of peer coaching training.

Participant 05 was a female, licensed second grade elementary school teacher, with 21 years of teaching experience. Twenty of her 21 years had been at her current school. She had participated in peer coaching for six years and had received approximately 250 hours of peer coaching training.

Participant 06 was a female, licensed kindergarten elementary school teacher, with 24 years of teaching experience. Four of the 24 years had been at her current school. She had participated in peer coaching for one year and had received approximately 35 hours of peer coaching training.

Participant 07 was a female, licensed first grade elementary school teacher, with 20 years of teaching experience. All 20 years had been at her current school. She had participated in peer coaching for seven years and had received approximately 230 hours of peer coaching training.

Participant 08 was a female, licensed kindergarten elementary school teacher, with 13 years of teaching experience. Six of the 13 years had been at her current school. She had

participated in peer coaching for one year and had received approximately 28 hours of peer coaching training.

Participant 09 was a male, licensed fifth grade elementary school teacher, with 10 years of teaching experience. Seven of the 10 years had been at her current school. He had participated in peer coaching for one year and had received approximately 32 hours of peer coaching training.

Participant 10 was a female, licensed librarian/media specialist, with 28 years of teaching experience. Twenty-two of the 28 years had been at her current school. She had participated in peer coaching for one year and had received approximately 40 hours of peer coaching training.

Participant 11 was a female, licensed third grade elementary school teacher, with 21 years of teaching experience. All 21 years had been at her current school. She had participated in peer coaching for six years and had received approximately 200 hours of peer coaching training.

Participant 12 was a female, licensed fourth grade elementary school teacher, with 20 years of teaching experience. Seventeen of the 20 years had been at her current school. She had participated in peer coaching for eight years and had received approximately 16 hours of peer coaching training.

The two principals were not included as participants in the study due to extenuating circumstances. The principal of School A participated in a face-to-face interview with the researcher on the day that interviews were conducted with the teachers. His interview was conducted after school and was recorded. Due to a background noise that went undetected during the interview, the responses to the interview questions by the principal of School A could not be heard. In an attempt to have the noise filtered from the audiotape, the researcher contacted two people who were experienced in filtering noise from audiotapes. The first person was an investigator who oversees undercover surveillance operations in a southside Virginia county. The second person was a southside Virginia recording studio technician. The background noise was removed by the recording studio technician. However the principal's voice was inaudible.

A face-to-face interview with the principal of School B did not occur. On the morning of the interviews with the School B teachers, the principal received a call at school that was serious in nature. She had to abruptly leave school on an out-of-town emergency trip.

Coding of the Interview Data

Data from the transcripts were coded. The codes for the schools were capitals A and B and the number assigned to the participant followed by a slash, a capital Q (for question) and the number of the question followed by a slash, a number referring to the page of the transcript followed by a slash, and finally, a number referring to the line in the transcript. An example of a transcript code is A02/Q6/2/49. The data cited from the transcript would be from School A, Participant 02, Question 6 on page 2, line 49.

Emergent Themes

The themes that evolved from the data are presented according to the Shields Peer Coaching Concept (SPCC) that is referenced in Chapter 1. The variables that affect peer coaching are presented first, the characteristics of peer coaching are presented second, and finally, a discussion of the outcomes of peer coaching is presented.

Variables Affecting Peer Coaching

The variables that may affect peer coaching were identified from previous research and expressed in the Shields Peer Coaching Concept model as trust, nonjudgment, commitment, administrative support, and time. The raw data on variables affecting peer coaching are shown in Table F1.1 (see Appendix F). Trust, commitment, and administrative support were found in the data. Nonjudgment was modified to be non-threatening environment; time was modified to be time constraints. One new variable, teacher attributes, was suggested in the data.

Trust

Five of the twelve participants stated that trust affected peer coaching. Trust is the level of confidence that is mutual between those involved in peer coaching.

When asked to describe the traits of the person that they feel comfortable working with, three of the twelve participants said an honest person. Teacher 01 said, “Someone who will give me honest feedback . . . not sugarcoat everything” (A01/Q19/4/150-151). When asked why this was important to her, she said, “It’s a trust issue” (A01/Q20/4/158). She trusted a person who was straightforward and was professional in terms of confidentiality. Teacher 04 felt that honesty was first and foremost. She wanted a person to “tell me that you think this was a terrible idea, no we should never do it again” (A04/Q19/3/122-124). Whether it is personal or work related, she

thought that a person had to be honest to make any relationship work. Teacher 09 stated that it was important for a person to be “honest . . . give you constructive criticism without coming across negative” (B09/Q20/5/188-189). This was important to this teacher because he said, “I tell it how it is, but hopefully in a way that doesn’t upset anybody, you know, in a negative way, more of a constructive way” (B09/Q20/5/190-192).

Based on data this means that to have an effective peer coaching model, teachers have to maintain a trust relationship. This relationship is one of honesty, confidentiality, and straightforwardness. One teacher said that trust is innate with those who can “discern the difference between what they think it should be and what it really is” (B12/Q19/6/233-235).

Commitment

A commitment is the desire of a teacher to be involved or not to be involved with peer coaching. All twelve participants stated that commitment affected peer coaching.

When asked how they became involved with peer coaching, seven out of twelve teachers stated their initial involvement was due to the principal asking them if they were interested in peer coaching. The remaining five teachers said they volunteered to participate because they wanted to become familiar with the teaching strategies taught at the training seminars or they wanted to become a peer coach. After becoming involved with peer coaching for at least one year, some of the teachers expressed a desire to continue to serve in some peer coaching capacity. One teacher felt that the division had committed a lot of time and money to her development; therefore, she owed “it back to them” (B07/Q29/10/450-451). Due to the amount of time and money that the division had invested in her, she felt an obligation to remain as a peer coach at her school. Another teacher commented that the turnover of peer coaches is relatively low. “Teachers who are working as coaches . . . tend to stay in the position until they leave the school system” (A01/Q8/2/83-85).

Several teachers stated that they would not want to continue with peer coaching. Teacher 03 said, “The information that I got out of it [peer coaching] has been beneficial. But I feel like I’m done with the process” (A03/Q30/7/272-274). She felt that the information she learned at the training seminars was valuable and she would continue to use that information in her classroom. However, she would not want to continue to be a peer coaching participant if she had to continue attending the training seminars; attendance at the training seminars is a requirement. Teacher 05

felt that peer coaching is a wonderful program, but she would not want to continue as a peer coaching participant due to “the uncertainty of the amount of time” (A05/Q30/3/124). She was concerned about the amount of time required in the peer coaching process.

The teachers who participated in the study felt a commitment to the peer coaching process. This conclusion is based on two observations: (1) teachers willingly agreed to participate in peer coaching at their schools and (2) they spoke positively about the experience. One teacher said, “I think anything that makes you a better teacher, you would want to continue” (A04/Q30/5/197-198). She was referring to her peer coaching experience, its positive impact on her as a teacher, and her desire to continue to be involved with peer coaching.

Administrative Support

All twelve participants believed that administrative support affected peer coaching. Administrative support is the administrator’s willingness to help teachers participate in the peer coaching process. The administrative support identified by the peer coaching participants was (a) arranging for substitutes and (b) teacher perception of the administrator’s view of peer coaching.

Arranging for substitutes. Peer coaching participants are required to attend all day training seminars throughout the school year. This requires substitutes to be hired for each training seminar. Four of the twelve participants commented that the principal arranged to have substitutes on these days. One teacher said that the principals try to get the same substitute each time they are out of their classrooms to attend these training seminars. “It might seem very minor, but in kindergarten, in particular, it is a good thing to have” (A06/Q18/2/68 & 71-72). Using the same substitute maintains a level of familiarity with the students, with the classroom expectations, and with the daily schedule. Another teacher said that she assumed the administrators thought that peer coaching was a valuable experience because they (administrators) “continue to provide the substitutes” (A04/Q17/3/115-116) for teachers who are attending the training seminars. She was referring to the required peer coaching training seminars that teachers were required to attend.

Based on data teachers are appreciative of administrators’ efforts in arranging for substitutes. The task of finding substitutes can be problematic, especially, when it involves a large number of teachers in the division that are required to attend a division-wide seminar.

Teacher 11 said, “The administrators here plan all of the substitutes. We don’t have to worry about any of that” (B11/Q18/4/153-154).

Teacher perceptions of administrators’ views of peer coaching. When asked how administrators in their school viewed peer coaching, ten of the twelve teachers used phrases to indicate their administrators’ support of peer coaching. One teacher said that her administrators were supportive by making it easy for the teachers to attend the training seminars (A01/Q17/4/142-143). Another teacher thought it was kind of neat that the administrators used the same scripting technique that the peer coaches used. This helped the teachers, who were being observed by an administrator, because they knew what to expect (A02/Q17/4/142-147). Teacher 11 shared that administrators were willing to help in any possible way. She said, “If we [peer coaches] needed someone to cover our classrooms for an observation, they’re [administrators] willing to work with us” (B11/Q18/4/157-158). The assistant principal came down and sat in her classroom while she went to observe a teacher.

Based on data the actions of the administrators demonstrated their support of peer coaching. The comments by the teachers lead me to believe that they had an appreciation and respect for their administrators. Teacher 05 commented, “Well, they [administrators] support us by the fact they let us observe and have the time off, never asking what did you observe in this classroom” (A05/Q18/2/85-86).

Non-threatening Environment

All twelve participants saw a connection between a non-threatening environment and its effect on peer coaching. A non-threatening environment is a teacher’s perception of how non-intimidating a peer or administrator’s presence is when they are observing or conferencing with teachers.

When asked how teachers feel when they are observed, teachers openly expressed their feelings. Teachers felt comfortable with peers coming into their classrooms to observe. One teacher said, “I like having a teacher from within my building come in and in just a very relaxed atmosphere, be able to just kind of take it all in” (B12/Q5/2/51-52). Another teacher commented that she saw her peer coach as a colleague and that she “never felt threatened by her at all” (A01/Q10/3/94). Although teachers noted a difference between being observed by an

administrator versus a peer, they agreed that neither was intimidating. Teacher 06 acknowledged that administrators, as opposed to peers, have the authority to request non-renewal of a teacher's contract should a teacher continuously mess up (A06/Q11/1/40-41). However, she continued by saying, "I am not intimidated by administrators" (A06/Q12/2/44).

I believe that the teachers felt very comfortable with having peers and administrators observe in their classrooms. As Teacher 04 stated,

After fourteen years, you just keep on doing what you're supposed to do. So, I was not bothered at all by that, and I think it actually helped in terms of your principal's observation, because you're being observed so many times that you just open the door in the morning and whoever comes in can write what they'd like. It took away a lot of the fear factor just because you had done it over and over and over again. (A04/Q11/2/75-81)

Teachers were aware that administrators would not use peer coaches to evaluate teachers. It was an unspoken mutual respect that existed between administrators and teachers. Teacher 11 said, "In all the years I've done this and all the people I have observed, I've never had an administrator come to me and say, you know, What is this person doing? What are you seeing? What do you think?" (B11/Q17/4/146-148).

Time Constraints

Eleven of the twelve participants stated that time constraints affected peer coaching. A time constraint is a limitation on the amount of time that a peer coach can devote to peer coaching. The time constraints identified by the peer coaching participants were (a) taking extended periods of time from their classroom duties, (b) the limited amount of time during the day that is available to schedule meetings with their peers, and (c) infringement of the peer coaching conferences and observations on planning periods.

Time away from the classroom. When asked what they didn't like about peer coaching, teachers expressed concern about being away from their classrooms for an extended period of time. One teacher said, "I am one that does not like to be out of my classroom. . . . That was a hard thing for me . . ." (A02/Q6/2/50 & 53). Another teacher was concerned about being out of her classroom, too. She said, "Four days is a lot of time out of the classroom" (A04/Q6/1/38-39). She was referring to the required training each month. Peer coaches took one day each month for off-premises instruction. Since the beginning of the school year, she was away from her

classroom for four days. This doesn't seem to be an overly burdensome amount of time; however, she felt that it was a considerable amount of time to be away from the students.

Based on data this means that teachers disliked being away from their students and having to write substitute plans as well as grade all the papers that were left to be completed by the students. This is supported by the comments of Teachers 02 and 05. Teacher 02 commented, "It's a lot of work getting ready for the sub" (A02/Q6/2/51-52), while Teacher 05 stated, "Being out of the classroom [and] having to catch up on all those papers" (A05/Q6/1/26) created additional work.

Scheduling issues. Teachers talked about scheduling issues when asked about barriers to peer coaching. One teacher felt that scheduling was a challenge, especially when teachers changed schedules from the ones they had previously been following (A05/Q7/1/31-33). She was referring to fourth grade teachers who were periodically "trading classes." As a result, she had to be accommodating and coordinate times when she could leave her classroom to conduct observations. Another teacher expressed a concern about having to coordinate schedules for pre- and post-conferences as well as observations. She said, "Everybody's got to be able to coincide their schedules in order to have somebody come observe you. . . . You have your conference before and a conference after, on top of your observation. . . . You run out of time so quickly" (B08/Q7/2/55-59). She was acknowledging the amount of time and effort required to conduct conferences and observations, as well as recognizing that only so much unencumbered time is available to teachers during a school day.

Based on data this means is that teachers involved with peer coaching have an added responsibility to an already full agenda. Not only do they have to follow their own classroom schedules, but they have to periodically create time during the school day to have conferences and observations with peers. One teacher said, "You get caught up in your own schedule, you know, getting things done" (A03/Q9/2/69-70), that you forget about scheduling conferences and observations with your peers.

Giving up planning periods for conferences and observations. When asked what they did not like about peer coaching, teachers expressed concern about the loss of planning periods to conduct conferences or observations. One teacher stated that she had to give up her planning period and that, "Sometimes that's not a big deal and other parts of the year you're like,

I don't have time . . . to do this" (B07/Q6/1-2/40-42). She felt that giving up her planning period was not a problem until a need arose that required her to have one. Another teacher commented that she used her planning time to conduct observations (B11/Q16/4/136-138). She stated that some schools suggested that peer coaches get substitutes to cover their classes when they conduct conferences or observations. She said, "That's more planning on my part because I've got to then plan for the substitute. So, I just choose to use my planning time, but then, I lose planning time" (B11/Q7/2/47-51). Teachers who are being observed have to conference with their peer coach during their planning periods or meet with them before or after school. Teacher 04 said, "All of our meetings with our peer coach are either after school or during her specials" (A04/Q16/3/110-111). A special is a class that is scheduled during a school day that allows a teacher to have an unencumbered planning period. One of these specials was a physical education class.

Although peer coaches avoid writing substitute plans by giving up their planning periods to conference or observe peers, they were sincere in their commitment about utilizing every minute of the school day to teach the children. One teacher said that none of the coaches at her school had used substitutes. They felt like their first job was to teach the children and "not take away instructional time for the kids" (B07/Q6/2/47-48). Teachers who were observed did meet with their peer coach during their planning periods, before or after school. However, this did not appear to be a real concern by those teachers. One teacher said, "It's nothing that really takes away from me . . ." (B12/Q16/ 5/194-195). What she meant was that losing her planning period or meeting before or after school was no more of a requirement for her than what would be expected for any other observation.

Teacher Attributes

All twelve of the participants described teacher attributes that affected peer coaching. A teacher attribute is a characteristic of a peer coaching participant. The attributes that were identified by the peer coaching participants were (a) good listening skills, (b) knowledgeable of effective teaching practices, (c) a sense of humor, and (d) encouraging mentoring.

Good listening skills. When asked to describe the traits of the person you are most comfortable working with at school, teachers said working with someone who is a good listener. One teacher said, "Someone who is a good listener, who can hear something that I need to

share . . .” (A03/Q19/4/170-171). Another teacher said, “I like to use my colleagues as a sounding board if I have an idea of something to do” (B08/Q20//5/186-187). She was referring to a teacher’s willingness to listen to what she had to say about an idea. She felt this gave her a sense of approval of her idea.

Based on data this means that peer-coaching participants need colleagues who are approachable and easy to talk to; someone who will listen to ideas being shared as well as respond in a manner that is constructive and not destructive.

Knowledgeable of effective teaching practices. Four of the twelve teachers used the word knowledgeable when describing a teacher they respected and whose opinion they valued. In describing teacher attributes that affected peer coaching, Teacher 04 said, “I like someone who is knowledgeable about practices” (A04/Q19/3/124-125). She was referring to someone who knows and uses effective instructional practices for teaching children. Teacher 10 said she liked working with someone who “is knowledgeable of their job and my job” (B10/Q20/5/193-194). She was implying that the teachers she felt comfortable working with were teachers who had proven to be effective classroom teachers and who knew the expectations required of other teachers.

This researcher feels that teachers respect the opinions of their peers who have the experience, the expertise and the reputation for being effective instructional leaders. Teachers appreciate peers who know what should be taking place in the classroom but at the same time can empathize with them.

Sense of humor. When asked to describe the traits of the person you are most comfortable working with at school, four of the twelve teachers said having a sense of humor. A sense of humor is a teacher attribute that affects peer coaching. Teachers are faced each day with situations or issues that at times can be challenging. One teacher said having “a sense of humor to get to the end of the school day” (A04/Q19/3/125-126), was at the top of her list of traits needed of teachers whom she liked working with in a school. Teacher 07 and Teacher 09 said a sense of humor is very important to have along with being able to laugh with others and at yourself. “When we make a mistake . . . laugh. . . . We’re all going to mess up” (B07/Q20/6/264-265 & 267). “A sense of humor is so vital. . . . It’s fun to laugh with people and you can laugh at yourself” (B09/Q19/5/183 & 185-186).

Based on data this means that teachers are human and will make mistakes. A sense of humor can have a calming effect on individuals that can resolve even the most nerve-racking situation. This is an important teacher attribute that affects peer coaching because mistakes are going to occur, and teachers need to feel comfortable and not “hammered for doing something wrong. It takes . . . a long time to get over it” (B11/Q20/4/177-178).

Encouraging mentoring. When asked to describe the traits of the person you are most comfortable working with at school, seven of the twelve participants said a person who is an encourager. Teachers need to hear positive comments to re-energize their efforts from time to time. Teacher 03 reflected on her peer coach when she talked about someone who was an encourager to her. She said that her peer coach was an inspiration to her by being supportive, complimentary of what she did, and willing to help in times of need (A03/Q19/4/174-175). She felt that her peer coach was a caring person; someone who was willing to give of her own time to help her and others to reach their full potential as teachers. Some teachers liked hearing positive reactions from their peers when they shared ideas of what they were doing in class. Teacher 08 said that she receives encouragement from her peers when she shares with them ideas or activities that she has used in class and they say, “ooh, that’s a great idea, I’ll do it, too” (B08/Q20/5/187-188). She is encouraged because she feels a sense of confirmation that what she is doing is right. Teacher 11 said that she liked working with someone who had a “willingness to lend a helping hand and support emotionally” (B11/Q20/4/166-167). She was referring to someone who would step in, assist when there was a need, and to be there in a supportive role during the stressful times as well as the good times.

Based on data this means that peer coaching needs teachers who will support one another, provide words of encouragement, and sacrifice their time and effort to help and assist their colleagues instructionally and emotionally.

Characteristics of Peer Coaching

The characteristics of peer coaching were not identified from previous research or expressed in the Shields Peer Coaching Concept model. Instead, the characteristics of peer coaching evolved from the raw data in Table F2.1 (see Appendix F). They were user friendliness, instructive training, the centrality of observation, and conferencing.

User Friendliness

All twelve of the participants said that user friendly relationships were a characteristic of peer coaching. User friendliness referred to the nonintrusiveness of peer coaching. When asked how being observed made them feel, teachers said that having a peer observe them removed levels of high anxiety and was less intrusive than being observed by an administrator. Teacher 01 said, “I saw her as a colleague . . . I never felt threatened by her at all” (A01/Q10/3/94). Teacher 03 concurred by saying, “It was a very comfortable situation, chatting with a colleague, a little different than with an administrator” (A03/Q15/3/118-120). Another teacher referred to peer coaching as less intrusive (A05/Q12/2/57-58). Each of these teachers felt that peer coaching was a low anxiety endeavor and the accompanying observations were not an infringement on their ability to teach. Teacher 06, who served as a peer coach, stated, “She [peer coach] was just there to help” (A06/Q10/1/38). Another peer coach remarked that when she observed a teacher, she was there “as a friend” (B07/Q5/1/28-30). These two teachers’ statements from the raw data support the user friendliness of peer coaching. Teacher 12 summarized the user friendliness of peer coaching by stating, “I like having a teacher from within my building come in, and in just a very relaxed atmosphere be able to just kind of take it all in” (B12/Q5/2/51-52).

Based on data the user friendliness characteristic makes peer coaching valuable to teachers. They appreciate the nonthreatening, low intrusive, atmosphere that accompanies peer coaching and that makes it user friendly.

Instructive Training

All twelve participants talked about training when responding to questions about peer coaching. Training is an activity that allows teachers to interact with one another and to obtain information that could be used in the classroom. Training was a constant theme within each teacher’s response when asked about his or her experience with peer coaching. Teacher 01 talked about the opportunity to meet with colleagues from other schools at the training sessions. She felt that it gave her “an opportunity to share strategies . . . [and] listen to best teaching practices” (A01/Q2/1/35-36). She was referring to the opportunities that were afforded to her at the training sessions to share specific strategies and to learn new strategies from other teachers. Teacher 02 said that at the training sessions, teachers would “go over which area of focus that we were going to be putting our focus on . . . when we came back” to school (A02/Q2/1/11-13).

The teachers identified training as one of the components of the peer coaching experience. Four or five days full days were set aside during the school year for teachers to attend training sessions. They met at a central location in the division. All twelve teachers either spoke specifically about the number of days scheduled for training or alluded to the amount of training in their responses. At these meetings, teachers were given the opportunity to network with one another, to share ideas with other teachers, and to learn or revisit strategies shared by other teachers (A05/Q02/1/21-23). Teacher 06 described the content of the training sessions as different teachers sharing information about instruction and classroom management. She stated, “It was nice to be able to talk to other teachers, to get their take on things” (A06/Q05/1/15-18). Teacher 09 agreed with her and said, “I like . . . being able to have a day where I can sit with other educators . . . [and] talk as educators [about] what works [and] what doesn’t work” (B09/Q05/1/29-32).

Peer coaches and teachers who were to be observed participated in the training. Teacher 07, a peer coach, said she attended the training sessions so that she would know “what I’ll be looking for in the next observation” (B07/Q02/1/9-11). She was referring to the specific teaching strategies or classroom management techniques that were discussed in the training session. Peer coaches were expected to focus their attention on these strategies and techniques in their observations.

Teachers recognized that training was an integral part of peer coaching, and they enjoyed the opportunity to meet with other teachers for a time of sharing and learning. The training focused the attention of both peer coaches and teachers on specific strategies and techniques that were expected to improve classroom instruction and student learning.

The Centrality of Observation

When asked to tell about their experience with peer coaching, all twelve participants talked about the observation experience. An observation is the act of a teacher going into a classroom on a predetermined day and time to record events, practices, interactions, dialogue, evidence of learning, and any other instructional relevant information that may be helpful to the observed teacher in improving his or her facilitation of student learning.

The teachers saw a connection between peer coaching and observations. Teacher 01 said, “Following . . . a training session with the peer coach . . . she would come in the following week

to observe us using that strategy” (A01/Q09/3/90-92). Another teacher said, “She would come in . . . for a period of time that we had designated” (A03/Q13/3/92-94), and “she would . . . script our lesson” (A02/Q02/1/15-16).

Before an observation occurred, teachers were required to submit their lesson plans to the peer coach. This helped the peer coach to become familiar with what would be observed. Teacher 06 said, “I have to give her [peer coach] a lesson plan to show what I was doing, and usually there were two or three components of the peer coaching lesson that had to be in my lesson” (A06/Q13/2/48-50). Teacher 10 agreed and said, “She [the peer coach] would come and observe me implementing some of these ideas that we had learned at this [training] class” (B10/Q2/1/19-20). Not only were teachers observed to see if they were incorporating the strategies from the most recent training session, but they were expected to integrate those strategies with the new strategies learned at the last training session. Teacher 11 said, “Each teacher is observed once following whatever class we have attended, and then I’m [the peer coach] looking for all of the strategies and tips that we have covered up to that point” (B11/Q08/2/54-56). Her role as a peer coach was to schedule a visit to the teacher’s classroom. The purpose of the visit was to observe the teacher and students to see if the strategies and skills taught in the training sessions were being used in the classroom.

Teachers understood the expectation that observations were part of the peer coaching process. They knew what the expectations were with regard to what needed to be modeled in their classrooms during the observation. They were to demonstrate their ability to apply the techniques taught to them during the most recent training session.

Conferencing

All twelve participants talked about conferences in their peer coaching experiences. A conference is a planned meeting with a specific purpose that occurs between the peer coach and the teacher being observed. Conferences identified by the peer coaching participants were (a) pre-conferences and (b) post-conferences.

Pre-conferences. When asked to tell about their experiences with peer coaching, teachers talked about having a pre-conference before the observation. One teacher said, “We had a pre-conference with our coach on what our lesson was going to be” (A02/Q2/1/14-15). Another teacher said, “Before being observed, I have to give her a lesson plan to show what I was doing,

and usually there were two or three components of the peer coaching lesson that had to be in my lesson” (A06/Q13/2/48-50). Teachers were expected to share with the peer coach what the lesson was going to be at the pre-conference meeting. The lesson had to incorporate the topics that were taught at the most recent training session.

The pre-conference removes the surprise element that could come with observations. Teachers know when an observation will take place and what the expectations are for the observation. Teacher 07 stated, “They [teachers] know we have a pre-conference so you know they [teachers] know it’s not a surprise” (B07/Q8/2/67-68). The pre-conference meeting is used to schedule a time for an observation by the peer coach and to review the lesson plan.

The pre-conference is a valuable component of the peer coaching process. It allows the teacher and the peer coach the opportunity to remove the surprise element by communicating what is expected to occur during the agreed upon scheduled observation.

Post-conferences. When teachers were asked what they did after an observation concluded, they said that a post-conference was scheduled with the peer coach and the teacher who was observed. Teacher 03 said, “We would set a time to go meet, kind of a post-lesson talk and go over the lesson together” (A03/Q13/3/98-99). The post-conference would occur within a reasonable period after the observation. When asked how soon after an observation the conference took place, Teacher 01 said, “If not that afternoon, within 24 to 48 hours. It was a very quick turnaround” (A01/Q14/3/122-123). Teacher 04 said, “We would meet anywhere from half an hour to 45 minutes . . . during the school day” (A04/Q14/3/95-96).

When asked what they talked about in the post-conference, teachers said that the peer coach shared the notes from the script of the observation and provided three glows and one grow to the teacher. Teacher 02 said, “She would read through her script, show us what areas that we hit, that our focus was on, and then would give us three glows [commendations] and one grow [recommendation]” (A02/Q2/1/14-19). Teacher 08 said, “They [peer coaches] usually write up their notes they’ve been scripting . . . so that we can read through [them]. . . . Then we discuss the things that were good about the lesson and the things that could have been better . . . ideas for improving . . . the lesson . . . just what would be more beneficial next time” (B08/Q15/4/137-141). Teacher 10 said, “We would look together at . . . what she had script[ed] about me and talk about . . . what we had done” (B10/Q9/2/76-78). A peer coach said that when she conducted post-conferences, she was “making sure that they [the teachers observed] understand what I saw,

what I didn't see, suggestions, tips, and then I always ask for feedback from them” (B11/Q15/3/119-122).

This researcher feels teachers appreciated having a post-conference with the peer coach. Teachers knew that whatever was shared by the peer coach could be supported by the script that was taken during the observation. The teachers knew that “it would always be three glows and one grow” (B12/Q15/4/178) shared by the peer coach during the post-conference.

Outcomes of Peer Coaching

Outcomes of peer coaching, as identified in previous research, were expressed in the Shields Peer Coaching Concept model. They were develops a support system, impacts teaching, builds relationships, develops problem-solving skills, strengthens reflective skills, and impacts the transfer of learned knowledge and skills. The raw data on outcomes of peer coaching in this study are in Table F3.1 (see Appendix F). Analysis of these data resulted in modification of the outcomes by integration of like concepts and rewording names to more closely reflect the meanings in the minds of the respondents. The specific modifications were as follows: Develops a support system and builds relationships were modified to be creates support networks. Impacts teaching and impacts the transfer of learned knowledge and skills were modified to be impacts instructional and classroom management practices. Strengthens reflective skills was modified to be confirms instructional and classroom management practices. Develops problem-solving skills was not suggested in the data and was dropped from the list of outcomes.

Creates Support Networks

All twelve participants stated that creates support networks is an outcome of peer coaching. A support network is a professional community of teachers that interact with one another to address specific needs, issues, and topics of interest.

When asked about the peer coaching experience, teachers spoke about how much they liked having an opportunity to talk with other teachers about practices or issues that were relative to them. One teacher said that she liked the training sessions because teachers from kindergarten through high school participated, and “you could see the problems that were the same . . . or the things that work in kindergarten through high school” (A04/Q21/4/140-142). She was referring to having an opportunity to talk with different grade-level teachers from different schools and sharing of their experiences. This networking experience might not have been available to her

outside of the peer coaching experience. Another teacher concurred when she said, “It gave me an opportunity . . . to have a break from the classroom and meet with colleagues and share ideas for one day a month” (A01/Q2/1/11-13). She was referring to receiving a professional leave day from school to attend the monthly training sessions and using that time to share ideas with other teachers. Teacher 06 said, “It was nice to be able to talk to other teachers, to get their take on things. Sometimes you get stuck in your own little ball” (A06/Q5/1/17-19). What she meant was teachers can become so involved with their own classroom, that they unconsciously isolate themselves from other teachers.

Teachers were positive about interacting with other teachers. Teacher 10 said, “You got to know each other, and the more you went to that class . . . you became friends with everybody” (B10/Q21/5/219-221). The training sessions provided a forum during the school year for teachers to get together. As the year progressed, teachers became more familiar with one another and friendships evolved.

Some teachers referred to their colleagues as family. One teacher said, “It’s like a brother or sister walking into my classroom” (B12/Q12/4/162). She was referring to teachers coming in her classroom to observe her. She was very comfortable sharing her instructional and classroom management practices with other teachers.

Teachers felt that peer coaching provided a support network that helped them become better teachers. Teacher 08 expressed how wonderful it was to have a peer coach who had many years of experience and who was willing to help her become a better teacher. She was most appreciative of her peer coach and her efforts toward helping her become more effective in the classroom (B08/Q5/1/30-35).

This researcher feels teachers relished the opportunity to meet with different grade-level teachers from other schools during the school year. The training sessions were forums for teachers to learn or revisit different instructional or classroom management practices. In addition, teachers were afforded an opportunity to listen, talk, and share ideas or concerns that may be common among schools in the division. Participating teachers were no longer isolated within the walls of their classrooms. They now had colleagues interested in improving their practice. They were members of a community of professional practitioners.

Impacts Instructional and Classroom Management Practices

All twelve participants stated that peer coaching impacts instructional and classroom management practices. This is an important finding. Teachers change their practices when they try something new (to them) and see the effects of that trial on students. Peer coaching seems to be a staff development tool that is powerful enough to get teachers to try alternative instructional and classroom management practices and to adopt those that work for them.

Two of the twelve teachers believed that having the opportunity to share with other teachers impacted their instructional and classroom management practices. One teacher said that peer coaching was beneficial because, “It gave us an opportunity to share strategies . . . to listen to best teaching practices, to relearn . . . , or [to learn] how to implement” (A01/Q5/1/35-38) instructional and classroom management practices. Teacher 02 stated, “A lot of times they’d [peer coaches] share what they’ve done in their classroom. . . . I like getting a new idea and trying a new idea out” (A02/Q11/2/84-85). They were referring to the numerous learning opportunities that were available at the training sessions as well as to the opportunities to share their own experiences.

Two of the twelve talked about how peer coaching impacted their instructional and classroom management practices by revisiting previously learned strategies. Teacher 01 was returning to the teaching profession after having been out of the classroom for many years. She said, “It [peer coaching] was a beneficial experience for me . . . [to put me] back in touch with best practices . . . for classroom management and for instruction” (A01/Q2/1/8-11). Having been out of the classroom for many years, she believed peer coaching impacted her instruction and classroom management practices by bringing different instructional and classroom management practices to the forefront. Teacher 04 said that teachers who have taught for many years can find themselves in a routine that prevents them from taking any initiative to change practices. She said, “When you’ve been doing it so long, you don’t always go back and say, Why am I doing this?” (A04/Q5/1/32-36).

Teacher 12 felt that “the sharing of ideas and . . . people coming in and watching you” (B12/Q28/8/336-344) impacted her instructional and classroom management practices. She was referring to the training sessions where teachers had an opportunity to interact with one another,

as well as the peer coach coming to her classroom to observe her instruction and classroom management practices.

Teachers reported that peer coaching impacted their instructional and classroom management practices. For some, it caused them to revisit practices that they learned at an earlier time in their careers. One teacher summarized it by saying, “It has probably reminded me to go back and think about things that you learned in college but might have forgotten” (A06/Q28/3/111-112). Revisiting previously learned strategies was not the only impact on instructional and classroom management practices. Teachers felt that they gained new knowledge about instruction and classroom management practices. One teacher said, “Every time I go [to the training sessions], I learn something new” (B11/Q28/6/256). Peer coaching engaged participants in a continuous learning experience that affected what they did in their classrooms.

Confirms Instructional and Classroom Management Practices

Ten of the twelve teachers believed that peer coaching confirmed their instructional and classroom management practices. Confirming instructional and classroom management practices is a teacher’s affirmation that appropriate instructional and classroom management practices are being used in the classroom.

When asked what they liked about peer coaching, teachers felt that peer coaching served as a means to validate practices they were using in the classroom. One teacher said, “There was a lot of validation in it” (A01/Q5/1/40) for her. She was referring to the training sessions and the gratification of knowing that many of the teaching techniques that were being shared during the sessions, were ones that she was already familiar with and was using in her classroom. Another teacher said that during her college years in the mid-1980s, she had learned many teaching strategies to use in the classroom. She said, “It’s nice to do something which reinforces what you learned” (A02/Q5/1/33-34) back during your college years. Peer coaching helped to reassure her that the techniques she learned years ago as a college student were still effective in today’s classroom.

Another way that peer coaching training served to confirm instructional and classroom management practices was through the sharing times at the sessions. The training provided teachers with an opportunity to discuss various strategies that could be used in the classroom.

Some teachers used this time to reflect on what they were doing in the classroom and how they could improve. Teacher 03 said, “They [peer coaches] would give you ideas or just techniques you could use in the classroom. A lot of things you were already using in your class. . . . If you weren’t using [the] techniques, then . . . [they were] teaching you those to use, if you are already using them, then it’s reassuring” (A03/5/1/32-37) to know that you are on the right track.

When asked how peer coaching impacted teachers, Teacher 03 said, “It reinforced that I am doing things already that we did in the class” (A03/Q28/6/251). She was referring to the peer coaching training sessions. Specific topics were discussed at these training sessions that related to instruction and classroom management practices. Her comment referred to the fact that she already was using these practices in her classroom. Teacher 08 felt that peer coaching provided an avenue for her to pair, share, and receive feedback from teachers concerning ideas she was contemplating on implementing in the classroom. She said, “I think I like to use my colleagues as a sounding board if I have an idea of something to do. . . . That gives me confirmation that what I’m doing is right” (B08/Q20/5/185-189). Teacher 11 felt that peer coaching served to confirm the use of specific strategies in the classroom and to generate new ideas that had not previously been thought of or considered. She said, “It [peer coaching] seemed to reaffirm everything that I thought I was doing and then offered suggestions and tips, strategies that I hadn’t thought of before” (B11/Q2/1/9-11). She expanded this point by noting that many times the post-conference is simply a confirmation that the teachers are doing everything that is expected of them to do in the classroom (B11/Q15/3/126-128).

Based on data teachers viewed peer coaching as a means of affirming their instructional and classroom management practices. Although they liked the substance of the training sessions and the non-threatening peer coach observations, this researcher believes that teachers looked forward to their post-conference to receive confirmation of their instructional and classroom management practices.

Summary of the Findings

The research questions for this study were answered according to the final Shields Peer Coaching Concept (SPCC) shown in Figure 2. The variables that affect peer coaching are trust, commitment, administrative support, non-threatening environment, time constraints, and teacher attributes. The characteristics of peer coaching are user friendliness, instructive training, the

centrality of observation, and conferencing. The outcomes of peer coaching are creates support networks, impacts instructional and classroom management practices, and confirms instructional and classroom management practices.

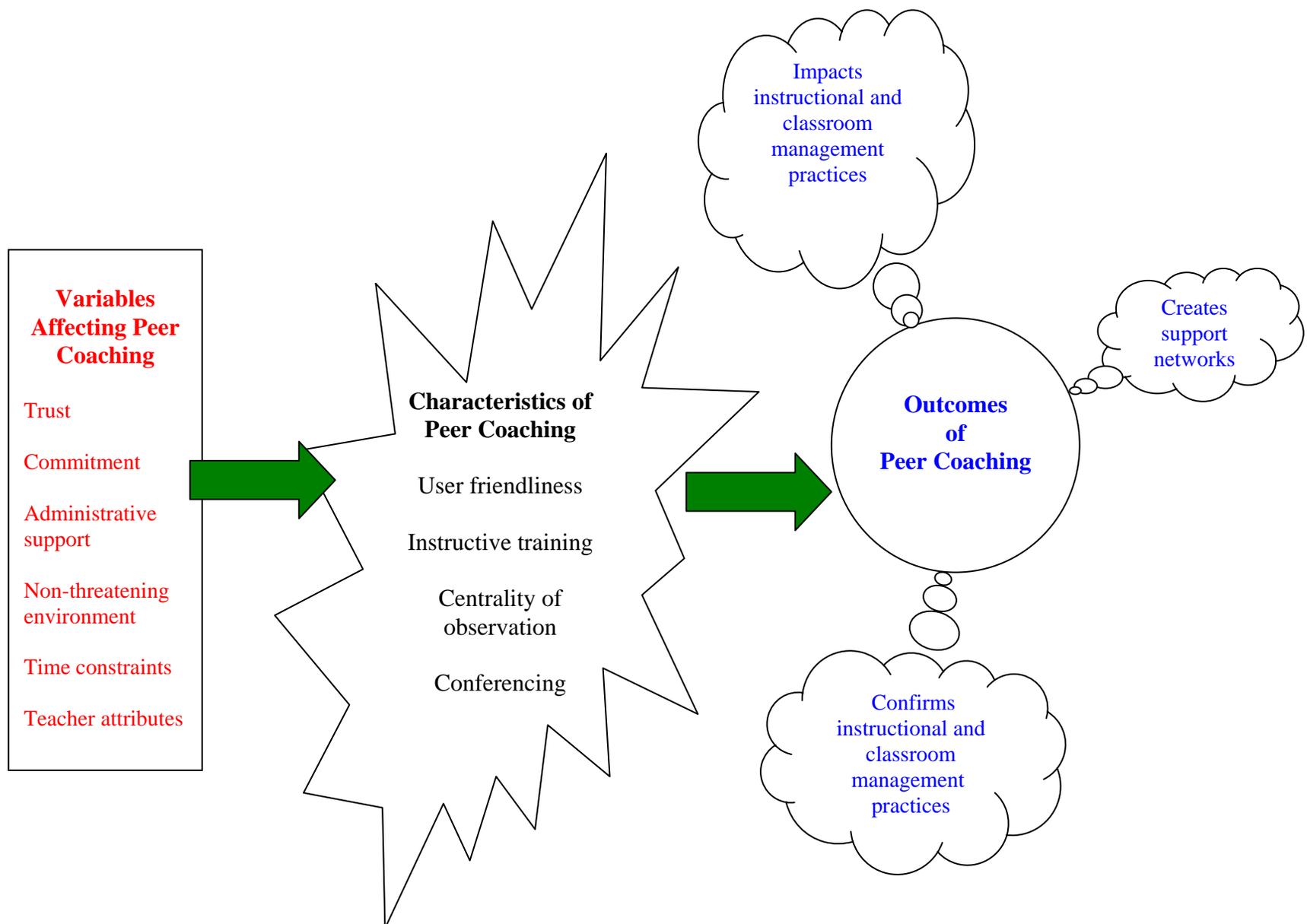


Figure 2.1. The final Shields' Peer Coaching Concept. A revised conceptual framework of the variables affecting peer coaching, and the characteristics, and outcomes of peer coaching.

CHAPTER 4

CONCLUSIONS, DISCUSSION, IMPLICATIONS FOR PRACTICE, AND RECOMMENDATIONS FOR FURTHER RESEARCH

The purposes of this study were to identify variables that affect peer coaching, describe the characteristics of peer coaching, and report the outcomes of peer coaching. A cross-case analysis of peer coaching in two elementary schools was conducted. This chapter includes the conclusions, discussion, implications for practice, and recommendations for further research.

Conclusions

The conclusions are organized around the three categories of the Shields Peer Coaching Concept (SPCC). These categories are variables affecting peer coaching, characteristics of peer coaching, and the outcomes of peer coaching.

Variables Affecting Peer Coaching

Five variables that may affect peer coaching were identified from previous researchers (Benedetti, 1997; Carevale, 1995; Costa & Garmston, 1994; Gottesmon & Jennings, 1994; Joyce, Weil, & Calhoun, 2000; Mishra & Spreitzer, 1998; Poglinco & Bach, 2004; Valencia & Killion, 1988; Walen & DeRose, 1993). These variables were trust, nonjudgment, commitment, administrative support, and time. These variables were found in the data of this study, but the meanings attached to two of them by participants required some modifications in concept. Trust, commitment, and administrative support remain the same; nonjudgment was modified to non-threatening environment and time was modified to time constraints. One new variable, teacher attributes, was suggested in the data.

Trust

Trust affected peer coaching according to five teachers in the study. When the teachers were asked to describe the traits of the person they felt comfortable working with, one teacher said, "Someone who will give me honest feedback . . . not sugarcoat everything" (A01/Q19/4/150-151). When asked why this was important to her, she said, "It's a trust issue" (A01/Q20/4/158). This finding is consistent with Mishra and Spreitzer (1998) who concluded that trustworthiness includes a concern for others' interest, competence, openness, and

dependability. Teachers, principals, and division-level administrators who are seeking to implement peer coaching in their school or school division must facilitate the development of and support trusting relationships between and among peer coaches and among supervisors, peer coaches, and administrators. Without this trust, it is unlikely that the peer coaching program can be effective in improving instruction and learning.

Commitment

When teachers were asked how they became involved with peer coaching, seven out of twelve teachers said their initial involvement was due to the principal asking them if they were interested in peer coaching. The remaining five teachers said they volunteered to participate because they wanted to become familiar with the teaching strategies taught at the training seminars or they wanted to become a peer coach. This is consistent with Walen and DeRose's findings (1993) that teacher participation in peer coaching should be voluntary. Any coercion on the part of a principal, district leader, or teacher would jeopardize the trust factor that is essential to implement peer coaching. This researcher believes principals and school division leaders need to understand that peer coaching participants should have a genuine desire and willingness to be part of the process. Using coercion to force teachers to participate leads to a lack of commitment and undermines the purpose of peer coaching.

Administrative Support

Four of the twelve participants believed the principals showed their commitment to peer coaching by pre-arranging to get the same substitutes each time teachers were out of their classrooms to attend the training sessions. One teacher said, "It might seem very minor but in kindergarten, in particular, it is a good thing to have" (A06/Q18/2/68 & 71-72). Ten of the twelve teachers described the support of their principals for peer coaching. One teacher said, "If we [peer coaches] needed someone to cover our classrooms for an observation, they're [administrators] willing to work with us" (B11/Q18/4/157-158). This adds significance to the finding of Poglinco and Bach (2004) that principals and other staff members need to develop a partnership with coaches. This relationship enhances the commitment to improve instruction. The support of principals, central office staff, and other partners is critical to the peer coaching process.

Non-threatening Environment

All twelve participants saw a relationship between a non-threatening environment and peer coaching. They all felt very comfortable with their peers observing and conferencing with them. One teacher commented that she saw her peer coach as a colleague and that she “never felt threaten by her at all” (A01/Q10/3/94). This finding is consistent with Costa and Garmston (1994), who believed that coaching is a nonjudgmental process that includes a planning conference, observation, and a reflecting conference. It is a relationship between two individuals with similar experiences or roles. This researcher believes that a non-threatening environment must exist for peer coaching to be successful in a school. Participants must be surrounded by individuals who have a common goal of continuous improvement and are nonjudgmental.

Time Constraints

Eleven of the twelve participants stated that time constraints affected peer coaching. The time constraints identified by the participants were (a) taking extended periods of time from their classroom duties, (b) the limited amount of time during the day that is available to schedule meetings with their peers, and (c) infringement of the peer coaching conferences and observations on planning periods. Joyce, Weil, and Calhoun (2000) implied that the availability of release time is an important function that is necessary to ensure coaching. This function provides an opportunity for two or more teachers to have time to observe, share, and reflect on a new strategy and to resolve any concerns. Release time must be made available during the school day for teachers to observe and reflect. Walen and DeRose (1993) concluded that coaching conducted on the fringe of a school day never becomes an integral part of the school. This researcher concluded that time constraints is a variable that can serve as a barrier to implementing peer coaching in a school.

Teacher Attributes

All of the participants described teacher attributes that affected peer coaching. These attributes were (a) good listening skills, (b) knowledgeable of effective teaching practices, (c) a sense of humor, and (d) encouraging mentoring. Three of the twelve teachers reported that the person that they were most comfortable working with at school was a good listener. One teacher said, “Someone who is a good listener, who can hear something that I need to share . . .”

(A03/Q19/4/170-171). Four of the twelve teachers used the word knowledgeable when describing a teacher they respected and whose opinion they valued. Another said, “I like someone who is knowledgeable about practices” (A04/Q19/3/124-125). Four of the twelve teachers said having a sense of humor. One said having “a sense of humor to get to the end of the school day” (A04/Q19/3/125-126), was at the top of her list of traits of teachers with whom she liked working. Seven of the twelve participants said an encourager is someone with whom they prefer to work with. Teachers need positive comments to re-energize their efforts from time to time. One teacher reflected on her peer coach when she talked about someone who was an encourager to her. She said that her peer coach was an inspiration to her by being supportive, complimentary, and willing to help in times of need (A03/Q19/4/174-175). Teacher attributes can have an effect on peer coaching because they represent traits that may or may not facilitate the peer coaching process.

Characteristics of Peer Coaching

The characteristics of peer coaching were derived from the descriptive data that came from the interviews. These characteristics were user friendliness, instructive training, the centrality of observation, and conferencing.

User Friendliness

All twelve of the participants said that peer coaching was a user-friendly process. Each of these teachers felt that peer coaching was a low anxiety endeavor, and the accompanying observations were not an infringement on their ability to teach. When asked how being observed made them feel, teachers said that having a peer observe them removed levels of high anxiety and was less intrusive than being observed by an administrator. Teacher 01 said, “I saw her as a colleague . . . I never felt threatened by her at all” (A01/Q10/3/94). Another teacher remarked about her peer coach, “She was just there to help” (A06/Q10/1/38). A peer coach said that when she observed a teacher, she was there “as a friend” (B07/Q5/1/28-30).

Instructive Training

All twelve participants talked about training when responding to questions about peer coaching. They felt that the training sessions were useful and instructive in that they provided an opportunity to network with other teachers within the division as well as learn or refine

instructional and classroom management practices. The training focused the attention of both peer coaches and teachers on specific strategies and techniques that were expected to improve classroom instruction and student learning. Teacher 09 summarized the training by saying, “I like . . . being able to have a day where I can sit with other educators . . . [and] talk as educators [about] what works [and] what doesn’t work” (B09/Q05/1/29-32).

The Centrality of Observation

When asked to tell about their experience with peer coaching, all twelve participants talked about the observation experience. This experience is the heart of peer coaching and is the center of the pre-observation, observation, and post-observation processes. The teachers knew all of the aspects of the observation process: what the purpose was for the observation, what the observer would be looking for in the lesson, what the observer was doing while in the classroom, and what would happen after the observation. The observation served to a venue for the peer coach to observe the teacher incorporating the strategies learned at the most recent all day training session and to see if the teacher is maintaining the previously learned strategies. Teacher 11 said, “Each teacher is observed once following whatever class we have attended, and then I’m [the peer coach] looking for all of the strategies and tips that we have covered up to that point” (B11/Q08/2/54-56).

Conferencing

All twelve participants talked about conferences in peer coaching. Conferences identified by the peer coaching participants were (a) pre-conferences and (b) post-conferences. A pre-conference was a mutually agreed upon meeting before a scheduled observation that involved the peer coach and the teacher. At this meeting, several things would occur: the peer coach would receive an overview of the teacher’s lesson that was to be observed; the peer coach would address specific areas that needed to be included in the lesson; and the teacher could request the peer coach to look for specific practices or behaviors during the observation. The pre-conference removed the surprise element that could come with observations. Teachers know when an observation would take place and what the expectations were for the observation. Teacher 07 stated, “They [teachers] know we have a pre-conference so you know they [teachers] know it’s not a surprise” (B07/Q8/2/67-68).

The post-conference was a mutually agreed upon meeting that followed the teacher's observation. This conference occurred within several days of the observation. The purpose of this meeting was to permit the peer coach to share with the teacher the highlights of what was observed. The peer coach's script of the observation focused on the topics and areas that were addressed during the pre-conference. Teacher 02 said, "She [peer coach] would read through her script, show us what areas that we hit, that our focus was on, and then would give us three glows [commendations] and one grow [recommendation]" (A02/Q2/1/14-19). This researcher felt that the peer coaching participants were comfortable with the pre- and post-conference meetings.

Outcomes of Peer Coaching

Previous researchers (Joyce & Showers, 1980, 1989 & 1996; Joyce, Weil, & Calhoun, 2000; Moon, Butcher, & Bird, 2000; Robbins, 1991) identified six outcomes of peer coaching. These outcomes were: develops a support system, impacts teaching, builds relationships, develops problem-solving skills, strengthens reflective skills, and impacts the transfer of learned knowledge and skills. In this study, the outcomes of peer coaching were: creates support networks, impacts instructional and classroom management practices, and confirms instructional and classroom management practices.

Outcomes found by previous researchers were modified as follows: Develops a support system and builds relationships were modified to creates support networks; impacts teaching and impacts the transfer of learned knowledge and skills were modified to impacts instructional and classroom management practices. One new outcome, confirms instructional and classroom management practices, was suggested in the data. None of the participants mentioned develops problem-solving skills or strengthens reflective skills. These should not be dropped from future research. Further study may verify their relevance to peer coaching. They just were not found in this study.

Creates Support Networks

All twelve participants stated that creating support networks is an outcome of peer coaching. The teachers enjoyed having an opportunity to meet and talk with other teachers in the division. The training sessions permitted teachers time to meet and share ideas as well as discuss concerns that may be common across teachers and schools. Participants liked having a peer in their school with whom they could talk about instructional and classroom management practices.

One teacher said, “It was nice to be able to talk to other teachers, to get their take on things” (A06/Q5/1/17-18). Another said, “The teacher coming in there and observing me, like trying these things out, gave you a person to talk to that was another teacher. . . . I really, really enjoyed her feedback” (B10/Q5/1/40-42).

Creates support networks is consistent with Robbins’ findings (1991) that creating networks and building relationships are valued outcomes for teachers. Teachers need to build relationships with other teachers and have structured opportunities to talk shop, share teaching and learning practices, and problem solve. These networks or relationships breakdown the isolation that teachers often feel when they are enclosed within the walls of a classroom day after day with little to no time for interaction with other teachers. Peer coaching when accompanied by frequent (once a month) professional development opportunities involving other teachers supports the development of networks and relationships that promote teacher learning and a feeling of connectedness with others and the profession as a whole.

Impacts Instructional and Classroom Management Practices

All twelve participants stated that peer coaching impacts instructional and classroom management practices. Teachers said that peer coaching was a means to learning teaching or classroom management practices or refreshing previously learned strategies. One teacher said, “It [peer coaching] was a beneficial experience . . . to be back in touch with best practices . . . for classroom management . . . and for instruction” (A01/Q2/1/8-11). This is consistent with Joyce and Showers’ findings (1988) that coached teachers generally practice new strategies more frequently and develop greater skill in the actual moves of a new teaching strategy than do uncoached teachers who have experienced identical initial training. Peer coaching is a technique that facilitates the installation and institutionalization of changes in participating teachers’ classrooms.

Confirms Instructional and Classroom Management Practices

Ten of the twelve teachers believed that peer coaching confirmed their instructional and classroom management practices. The teachers reported that peer coaching served to reinforce previously learned instructional and classroom management practices. One teacher said, “It’s nice to do something which reinforces what you learned” (A02/Q5/1/33-34) back during your college years. Another said, “It reinforced that I am doing things already that we did in the class”

(A03/Q28/6/251). Confirmation of classroom practices is reaffirming to teachers and increases their professional confidence and self-efficacy.

Discussion

Literature Review Update

This study was conducted because of my interest in peer coaching and my belief that peer coaching is a powerful tool in developing teacher competence and self-efficacy. Peer coaching, which is a subset of mentoring, has become a powerful organizational intervention that can help people change their behavior by implementing new ideas (Passmore, 2006). Coaching and mentoring allow teachers to analyze and reflect on classroom instructional and management practices which hopefully lead to improvement in student achievement. In particular, peer coaching focuses on unlocking an individual's potential (Weafer, 2006).

Peer coaching is a professional development activity that fits the different learning styles of people. It can have an impact on people in the work place. Haan and Burger (2005) suggested that peer coaching facilitates reflection on people's daily practices and responsibilities at work, it provides comfort zones and supports people engaged in change at work, it provides encouragement to people who may have reached a plateau in their professional career, and it helps people to find new answers and to discover their individual potential. Shambaugh and Magliaro (2006) suggested that teachers are practitioners, "who are continually engaged in their own learning as well as the learning of their students" (p. 12). They continued by saying that because teachers impact the lives of students, teachers need to be committed to enhancing their own instructional practices (Shambaugh & Magliaro). Peer coaching is a professional development tool that can help teachers improve their own instructional and classroom management practices.

What can peer coaching offer that other professional activities do not? Jarvis, Lane, and Travis (2006) suggested that traditional training activities encounter certain problems. These problems are: difficulty to personalize the training to make it unique to each person's need, an assumption that people have the same starting baseline of knowledge at the start of training, little consideration is given to the learning styles of people, making the content relevant to people's work, little follow-up support is provided to people once the training has concluded, and the substance of the training soon becomes outdated at the conclusion of the training.

To facilitate peer coaching in a work place, there are certain components that need to be in place. Joyce and Showers (2002) suggested that these components are: (1) to provide time during training sessions for teachers to solve the problem of finding time to meet to analyze, discuss, and make decisions; (2) to form peer coaching teams on the first day of training sessions to allow them to experiment to find the best way of working together to make a difference in the classroom; (3) to provide structured activities for teams to engage in to practice teamwork; and (4) to allow peer coaching teams time to decide how they will monitor the initiatives they will implore as well as the effect of the initiatives on their students.

Trust, commitment, administrative support, non-threatening environment, time constraints, and teacher attributes were the variables found in this study that affected peer coaching. Jarvis, Lane, and Travis (2006) in discussing what is special about coaching, noted certain variables that enhanced the likely success of coaching. These variables are: (1) confidentiality and honesty of the stakeholders, (2) commitment to the coaching process, (3) support of management, (4) a culture that supports learning and development within the organization, (5) ongoing communications within the organization, and (6) time. These variables are easily applicable to the variables found in this study.

Setting

The researcher learned of the school division that was used in this study from a conversation with a member of the Virginia Department of Education. This individual had knowledge of professional development activities of school divisions across the Commonwealth. To his knowledge, this was the only school division in Virginia that used a division-wide peer coaching model.

The two schools that were selected for the study were located in a school district in the Commonwealth of Virginia that used a division-wide peer coaching model. School A had an enrollment of 1030 students with a professional staff of 70. Sixty-four percent of the professional staff had bachelors' degrees and 36% had masters' degrees. School B had an enrollment of 677 students and a professional staff of 48. Fifty-two percent of the professional staff had bachelors' degrees and 48% had masters' degrees. Both schools were staffed by highly qualified teachers and both schools maintained a proud tradition of excellence as noted by their full accreditation status through the Virginia Standards of Accreditation and No Child Left Behind.

Hurdles

In conducting this study, several hurdles were encountered by the researcher. The first one involved the interview audiotapes. A background noise went undetected during the recording of the interviews at Schools A and B. The noise was discovered when the researcher was having the audiotapes transcribed. Consequently, the voices on the audiotapes were difficult to hear. The researcher took the audiotapes to the county Sheriff's office in an attempt to use surveillance equipment to filter the background noise from the audiotapes. This attempt was unsuccessful. A second attempt to remove the background noise proved to be successful. This occurred with the help of a county resident who was a professional recording studio technician. His computer equipment filtered the noise out of the audiotapes allowing the voices of the teachers to be heard clearly. Unfortunately, the recorded interview with the principal of School A was inaudible. This was primarily due to the low speaking voice of the principal.

Another hurdle encountered by the researcher involved the interview with the principal of School B. On the morning of conducting the interviews, the principal approached the researcher and said that she had received a phone call and would have to immediately leave to go out-of-town on a family emergency. As a result of these two hurdles, the researcher was unable to include interview data of either principal. The principals did complete a principal questionnaire, arrange for the availability of an on-site room for the interviews, and create a schedule for the teacher interviews. The principals' position on peer coaching was immersed in the teachers' responses to several of the interview questions.

Benefits to Researcher

Prior to conducting this study, the researcher served as a building principal of a school that implemented a locally-designed, research-based reading program. Staff development activities were a key component in the change process that occurred within the school. Looking retrospectively, this researcher can see how peer coaching could have enhanced the transfer of the staff development activities back to the classroom and fostered the desirable outcomes found in this study.

A benefit that evolved from this study is the researcher's knowledge of peer coaching and how it creates support networks and impacts instruction and classroom management practices. This learned knowledge is being shared particularly with school administrators and teachers that

have been visited by academic review teams. These teams are recommending to schools in academic review, to use peer coaching to improve instructional and classroom management practices.

Limitations

The findings of the cross-case analysis of the raw data from the teacher interviews showed that the variables that affect peer coaching, the characteristics of peer coaching, and the outcomes of peer coaching were the same in both elementary schools. However, the researcher concluded that these findings can be generalized only across peer coaching at these two schools. A study of peer coaching using a larger population of schools and teachers across different regions of the country would need to occur before a generalization could be expanded beyond this study.

The administrators and teachers in the study were very cooperative. The administrators created the schedule used to conduct the interviews, secured an on-site room for the interviews, and completed the principal's questionnaire. The commitment of the teachers in the study was shown by their prompt arrival for the interviews, their pleasant demeanor during the interviews, their willingness to complete the teacher questionnaire and to share their experiences with peer coaching.

The researcher quickly learned that the depth of peer coaching at these two schools was limited to those who were currently attending the peer coaching training sessions. Outside of the peer coaches, teachers who had not and those who had previously received peer coaching training were not currently engaged in any peer coaching practices. The data suggested that teachers who wanted to observe other teachers could if they asked and received permission. Teacher 12 said, "If you really, really wanted to [go observe another teacher], I'm sure a way could be found for you to do that" (B12/Q8/3/117-118). However, there was no data to suggest that teachers asked permission to observe other teachers. Teacher 03 exemplified the depth of peer coaching in the two schools. She said, "The information that I got out of it [peer coaching] has been beneficial, but I feel like I'm done with the process" (A03/Q30/7/272-274). Except for the peer coaches, one year was the length of time that teachers participated in peer coaching. .

Implications for Practice

An important finding in this study is that teachers change their practices when they try something new (to them) and see the effects of that trial on students. Peer coaching seems to be a staff development tool that is powerful enough to get teachers to try alternative instructional and classroom management practices and to adopt those that work for them. School divisions should make peer coaching available to teachers who wish to engage in a continuous learning experience that affects what they do in their classrooms as well as for pre-service teachers. Central office administrators, principals, and teachers may find it beneficial to know that trust, commitment, administrative support, a non-threatening environment, time constraints, and teacher attributes affect peer coaching. Knowing these variables will help school divisions, principals, and teachers make their decision about engaging schools or individual teachers in peer coaching.

The three outcomes of peer coaching found in this study were creates support networks, impacts instructional and classroom management practices, and confirms instructional and classroom management practices. These outcomes were limited to two schools in one school division and to the teachers who were engaged in peer coaching. Principals and teachers need to realize that peer coaching is an important staff development tool and that it should expand to include all teachers. Although formal all day training may exclude some teachers, on-site staff development training could incorporate some of the basic peer coaching components such as observing, scripting, analyzing scripts, and conferencing. This would allow all teachers to have access to the basic tools necessary to engage in peer coaching. More teachers actively participating in peer coaching may increase the number of teachers with desirable outcomes.

Recommendations for Further Research

This study was conducted in one school division in the Commonwealth of Virginia. The study was conducted using two elementary schools and twelve teachers. It revolved around the variables that affect peer coaching, the characteristics of peer coaching, and the outcomes of peer coaching. While conducting this study, this researcher found several areas that need additional research. It is suggested to expand the research on peer coaching by using the findings from this

study as the variables to do a comparison between elementary, middle, and high schools. Are the findings found from this study the same at all three levels?

This researcher suggests that studies of schools where peer coaching failed are equally valuable. What are the barriers that caused peer coaching to be unsuccessful at the schools where from this study?

The variables that affect peer coaching can impact the outcomes of peer coaching. What variables affect the outcomes of peer coaching that are not found from this study? Is there anything else that may impact the outcomes of peer coaching?

Finally, the two schools in this study used a formal peer coaching model that included division-wide training sessions, pre- and post-conferencing, and an observation component. This researcher suggests research of schools that do not have division-wide peer coaching training sessions but do allow teachers to observe one another.

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APPENDIX A
LETTER REQUESTING PERMISSION TO CONDUCT
STUDY ON PEER COACHING

Sammy L. Shields
761 Robertson Lane
Danville, Virginia 24540

September 10, 2004

Dr. Stewart D. Roberson, Superintendent

Dear Dr. Roberson:

I am pursuing my Ed.D in Educational Administration at Virginia Polytechnic Institute and State University. I am requesting permission to conduct my study on Peer Coaching in the Hanover County School system. My study is contingent upon your approval.

My study will involve two elementary schools that you would randomly select and who would volunteer to participate in the study. The focus of the study is on the variables affecting peer coaching, the characteristics of peer coaching, and the instructional outcomes of peer coaching.

This study will take place during the month of March 2005. I feel the information that will be gained from this study will benefit me, the teachers in the study, and other Hanover County teachers who are involved in peer coaching.

Please feel free to contact me if you have any questions or concerns.

Sincerely,

Sammy L. Shields, Principal
W. Townes Lea Elementary School
439 Cedarbrook Drive
Danville, Virginia 24541
sshields@mail.dps.k12.va.us

APPENDIX B
TEACHER QUESTIONNAIRE
FOR PEER COACHING CASE STUDY

1. Name: _____
2. Date: _____
3. School: _____
4. Current teaching assignment: _____
5. Educational degrees: _____
6. Current teaching certification: _____
7. Give the number of years of teaching experience: _____
8. Give the number of years of teaching experience in current school: _____
9. How many years have you participated in peer coaching? _____
10. How have you received your training (for peer coaching)? Circle all that apply.
College courses Conferences In-services Seminars Workshops
11. Estimate the total number of peer coaching training hours you have received. _____

APPENDIX C

PRINCIPAL QUESTIONNAIRE

1. Name: _____
2. Current school: _____
3. Grades: _____
4. What is the student enrollment? _____
5. How many years have you been in administration? _____
6. How many years have you served as principal in current school? _____
7. Estimate the total number of peer coaching training hours you have received. _____
8. Indicate the number of staff (in your school) in each of the following positions:

Administrators	_____	_____
Classroom or academic subject teachers	_____	_____
Special area teachers, including special education teachers	_____	_____
Teacher assistants	_____	_____
Library and other media professionals	_____	_____
Counselors	_____	_____
Social workers	_____	_____
Security officers	_____	_____
Food service personnel	_____	_____
Clerical	_____	_____
Custodial and maintenance	_____	_____
Nurses	_____	_____
Volunteers	_____	_____
Other (specify)	_____	_____

9. Credentials of the professional staff in the school (number of professionals with bachelor's, master's, and post-master's degrees):
Bachelor's _____ Master's _____ Post-master's _____

APPENDIX D

INTERVIEW PROTOCOL

Introduction

Before beginning the interview questions, I would like to thank you for allowing me this opportunity to talk with you concerning your participation in peer coaching. I have an agreement for you to read and sign that promises to maintain your confidentiality. On behalf of Virginia Tech, the Department of Educational Leadership and Policy Studies, and my committee chairperson, Dr. David Parks, I thank you ahead of time for participating in this study. As we discussed earlier, this interview will take about an hour, and I will be audio taping this interview for later transcription. Is this okay with you? Do you have any questions before we begin?

Questions

1. Would you please state your name, employer, school, title, and grade level(s) you teach.
2. Tell me about your experience with peer coaching.
3. How did you become involved with peer coaching?
4. Why did you become involved with peer coaching?
5. Tell me what you like about peer coaching.
6. Tell me what you dislike about peer coaching.
7. What are some of the factors that tend to be barriers? In other words, what are some of the rough spots?
8. How often do you observe other teachers?
9. How often do other teachers observe you?
10. What is your attitude toward teachers observing you?
11. How does being observed make you feel?
12. How do you feel while being observed?
13. Tell me what you do after observing a teacher or a teacher observes you?
14. How soon after an observation do you meet with the other teacher?
15. What do you talk about or discuss with the other teacher?
16. One of the factors of peer coaching is time. How do you get time away from class?
17. How do the administrators in your school view peer coaching?

18. What kind of support do you get to carry out peer coaching?
19. Describe the traits of the person you are most comfortable working with.
20. Why are you comfortable working with him or her?
21. Tell me how you interact with the other peer coaching participants.
22. How often do peer coaching participants informally get together?
23. What is the purpose of these informal gatherings?
24. What is discussed at these informal sessions?
25. How often do you have staff development activities?
26. What happens to the information that you acquire at these staff development activities?
27. How does peer coaching impact solving problems or issues that involve classroom instruction or classroom management practices?
28. How has peer coaching impacted your classroom instruction and practices?
29. How long are you going to participate in peer coaching?
30. Why do you want or not want to continue as a peer coaching participant?
31. Are there any final thoughts about peer coaching that you would like to share with me?

This concludes the interview. Are there any questions you have for me? Thank you for your time. I look forward to reviewing your information. Once I have completed the transcript of today's interview, I will send you a copy for verification. I will be happy to provide you with a final report on the study.

APPENDIX E

THE VARIABLES AFFECTING AND OUTCOMES OF PEER COACHING

Content Validation for Interview Protocol

This content validation instrument is designed to assist Sammy Shields with the development of an interview protocol. This protocol will be used in a study examining the variables affecting and outcomes of peer coaching in two elementary schools in central Virginia.

Instructions

Please review the contents of the items and respond as follows: (1) Select and write the number of the domain in which you think the item best fits. (2) Rate how strongly you think the item is associated with the domain. (3) Rate the clarity of the item.

Domains and Definitions

Using the definitions below, categorize each statement by writing the domain numbers (1-12) in the column labeled "Domain." Leave blank any item that does not fit a domain. Listed below are the 12 domains and their definitions:

DOMAIN	DEFINITION
--------	------------

Variables Affecting Peer Coaching

- | | |
|---------------------------|--|
| 1. Trust | Refers to the observant's confidence and comfort level in the observer |
| 2. Administrative support | Any reference to administrators and their support with regard to peer coaching |
| 3. Nonjudgment | Refers to teachers' attitude relative to an observation (i.e. not critical nor evaluative) |

- | | |
|-------------------------------------|---|
| 4. Commitment | Any reference to frequency of observations, the number of years that a teacher has participated in peer coaching or the teacher's desire to participate |
| 5. Time | Refers to availability of release time to observe, share, and reflect |
| 6. Characteristics of Peer Coaching | Any reference to a definition, experience, involvement, distinguishing trait, feature, likes or dislikes, and barriers to peer coaching |

Outcomes of Peer Coaching

- | | |
|--|---|
| 7. Develops support system | Refers to the frequency that teachers informally get together to share new strategies, share frustrations, and to celebrate successes |
| 8. Strengthens reflective skills | Refers to teachers getting together after an observation or activity to share their thoughts |
| 9. Impacts teaching | Any reference to the impact (good or bad) that peer coaching has on instructional strategies or classroom management skills |
| 10. Develops problem-solving skills | Any reference to decision-making skills |
| 11. Builds relationships | Refers to teachers connecting or interacting with other teachers |
| 12. Impacts the transfer of learned knowledge and skills | Any reference to experimenting, refining or implementing an activity, strategy, technique or practice that was acquired from another source |

Association Rating

Please indicate how strongly you feel that each item is associated with the domain in which you categorized it. Circle the appropriate number in the column labeled “Association.”

Use the following scale to make your determination:

1 = Very weak, 2 = Weak, 3 = Strong, and 4 = Very strong.

Clarity Rating

In the column labeled “Clarity,” indicate how clear you think each item is by circling the appropriate number using the following scale:

1 = Not clear, delete; 2 = Somewhat clear, revise; and 3 = Clear, leave as is.

THE VARIABLES AFFECTING PEER COACHING AND THE OUTCOMES OF PEER COACHING

Directions: Write the domain number (1-12) in the column and circle the number of the appropriate response.

Domain: (1) Trust, (2) Administrative support, (3) Nonjudgment, (4) Commitment, (5) Time, (6) Characteristics of peer coaching, (7) Develops support system, (8) Strengthens reflective skills, (9) Impacts teaching, (10) Develops problem-solving skills, (11) Builds relationships, and (12) Impacts the transfer of learned knowledge and skills.

Association Ratings: 1 = Very weak, 2 = Weak, 3 = Strong, and 4 = Very strong

Clarity Ratings: 1 = Not clear at all, delete; 2 = Somewhat clear, revise; and 3 = Clear, leave as stated. If you rate an item 1 or 2, please make recommendations for changes in the item. Use the back of the sheet as necessary.

Item	Domain	Association				Clarity		
1. Tell me about your experience with peer coaching.		1	2	3	4	1	2	3
2. How did you become involved with peer coaching?		1	2	3	4	1	2	3
3. Why did you become involved with peer coaching?		1	2	3	4	1	2	3
4. Tell me what you like about peer coaching.		1	2	3	4	1	2	3
5. Tell me what you dislike about peer coaching.		1	2	3	4	1	2	3
6. What are some of the factors that tend to be barriers to peer coaching? In other words, what are some of the rough spots?		1	2	3	4	1	2	3
7. How often do you observe other teachers?		1	2	3	4	1	2	3
8. How often do other teachers observe you?		1	2	3	4	1	2	3
9. What is your attitude toward teachers observing you?		1	2	3	4	1	2	3
10. How does being observed make you feel?		1	2	3	4	1	2	3

(instrument continues)

THE VARIABLES AFFECTING PEER COACHING AND THE OUTCOMES OF PEER COACHING (Continued)

Directions: Write the domain number (1-12) in the column and circle the number of the appropriate response.

Domain: (1) Trust, (2) Administrative support, (3) Nonjudgment, (4) Commitment, (5) Time, (6) Characteristics of peer coaching, (7) Develops support system, (8) Strengthens reflective skills, (9) Impacts teaching, (10) Develops problem-solving skills, (11) Builds relationships, and (12) Impacts the transfer of learned knowledge and skills.

Association Ratings: 1 = Very weak, 2 = Weak, 3 = Strong, and 4 = Very strong

Clarity Ratings: 1 = Not clear at all, delete; 2 = Somewhat clear, revise; and 3 = Clear, leave as stated. If you rate an item 1 or 2, please make recommendations for changes in the item. Use the back of the sheet as necessary.

Item	Domain	Association				Clarity		
11. How do you feel while being observed?		1	2	3	4	1	2	3
12. Tell me what you do after observing a teacher or a teacher observes you.		1	2	3	4	1	2	3
13. How soon after an observation do you meet with the other teacher?		1	2	3	4	1	2	3
14. What do you talk about or discuss with the other Teacher?		1	2	3	4	1	2	3
15. One of the factors of peer coaching is time. How do you get time away from class?		1	2	3	4	1	2	3
16. How do administrators in your school view peer coaching?		1	2	3	4	1	2	3
17. What kind of support do you get to carry out peer coaching?		1	2	3	4	1	2	3
18. Describe the traits of the person you are most comfortable working with.		1	2	3	4	1	2	3
19. Why are you comfortable working with him or her?		1	2	3	4	1	2	3
20. Tell me how you interact with the other peer coaching participants.		1	2	3	4	1	2	3

(instrument continues)

THE VARIABLES AFFECTING PEER COACHING AND THE OUTCOMES OF PEER COACHING (Continued)

Directions: Write the domain number (1-12) in the column and circle the number of the appropriate response.

Domain: (1) Trust, (2) Administrative support, (3) Nonjudgment, (4) Commitment, (5) Time, (6) Characteristics of peer coaching, (7) Develops support system, (8) Strengthens reflective skills, (9) Impacts teaching, (10) Develops problem-solving skills, (11) Builds relationships, and (12) Impacts the transfer of learned knowledge and skills.

Association Ratings: 1 = Very weak, 2 = Weak, 3 = Strong, and 4 = Very strong

Clarity Ratings: 1 = Not clear at all, delete; 2 = Somewhat clear, revise; and 3 = Clear, leave as stated. If you rate an item 1 or 2, please make recommendations for changes in the item. Use the back of the sheet as necessary.

Item	Domain	Association				Clarity		
21. How often do peer coaching participants informally get together?		1	2	3	4	1	2	3
22. What is the purpose of these informal gatherings?		1	2	3	4	1	2	3
23. What is discussed at these informal sessions?		1	2	3	4	1	2	3
24. How often do you have staff development activities?		1	2	3	4	1	2	3
25. What happens to the information that you acquire at these staff development activities?		1	2	3	4	1	2	3
26. How does peer coaching impact solving problems or issues that involve classroom instruction or classroom management practices?		1	2	3	4	1	2	3
27. How has peer coaching impacted your classroom instruction and practices?		1	2	3	4	1	2	3
28. How long are you going to participate in peer coaching?		1	2	3	4	1	2	3
29. Why do you want or not want to continue as a peer coaching participant?		1	2	3	4	1	2	3

APPENDIX F

**RAW DATA MATRIX: VARIABLES AFFECTING PEER COACHING,
CHARACTERISTICS OF PEER COACHING, AND OUTCOMES OF PEER COACHING**

Table F1.1

Raw Data Matrix: Variables Affecting Peer Coaching

Participant	Trust	Commitment	Administrative Support	Non-threatening environment	Time Constraints	Teacher attributes
01 Female	<p>“Someone who will give me honest feedback . . . not sugarcoat everything” (A01/Q19/4/150-151). “It’s a trust issue. If somebody is straightforward with you . . . I can trust that person because they are professional . . . giving me honest feedback . . . also hold confidential information” (A01/Q19/4/158-161).</p>	<p>“The teachers who are working as coaches right now tend to stay in the position until they leave the school system” (A01/Q8/2/84-85). “I intend to use the strategies as long as I teach” (A01/Q29/6/225-226).</p>	<p>“They’re very supportive, and it’s a directive that’s supported by the county administrators” (A01/Q17/4/141-143).</p>	<p>“Never felt threatened by her at all” (A01/Q9/3/94). “She was looking for specific strategies which applied, so I never felt uncomfortable” (A01/Q10/3/98-99).</p>	<p>“She (peer coach) had half days that she was scheduled to come in and there were times when that worked well with her schedule and times when it was very stressful for her to take time to come in” (A01/Q6/2/59-62). “Time was an issue” (A01/Q7/2/74-75). “For me, just the days out of the classroom and then the time after school to meet with my coach” (A01/Q16/4/133-134).</p>	<p>“ . . . Someone who will give me honest feedback . . . not sugarcoat everything” (A01/Q19/4/150-151).</p>
02 Female		<p>“I still use the techniques and the strategies and what I learned there” (A02/Q29/6/258-259).</p>	<p>“I think they like it [peer coaching] a lot, and they’re very positive with it. What’s kind of also neat is the way they observe us is very similar; they also script. So when they do their evaluation on you, it’s similar, you know it is what your peer coach was doing. They script it and they talk about what went well, and then they give three glows and a grow as well. So it’s, you know, they complement each other” (A02/Q17/4/142-147).</p>	<p>“So, I kind of, at first I was a little nervous, you know, making sure that, am I doing this right? But after the first one, everything went smoothly and I was fine with them coming in” (A02/Q11/2/79-82).</p>	<p>“I am one that does not like to be out of my room . . . It’s a lot of work getting ready for the sub . . . That was a hard thing for me . . . missing once a month” (A02/Q6/2/50-53).</p>	<p>“ . . . Someone who is flexible . . . someone who knows what they are doing and someone who’s willing to be a team player, willing to work together as a team . . . share the responsibilities of the job together” (A02/Q19/4/163-166).</p>

(table continues)

Table F1.1 (continued)

Raw Data Matrix: Variables Affecting Peer Coaching

Participant	Trust	Commitment	Administrative Support	Non-threatening environment	Time Constraints	Teacher attributes
03 Female		<p>"I continue to use the notes and I have all kinds of information. I have a notebook I brought back that I will continue to use when I need to go back" (A03/Q29/6/263-265). "The information that I got out of it [peer coaching] has been beneficial. But I feel like I'm done with the process" (A03/Q30/7/272-274).</p>	<p>"I think they think it's a very positive experience. . . . Our principal . . . invited people to be in it . . . I think he is trying to see that everyone experiences this" (A03/Q17/4/154-156).</p>	<p>"Uh, well I guess it comes down to a personal issue if my colleague is in the room observing me. She is a big, big non-threatening person, and is very positive. She is the perfect person to be a peer coach. It was completely positive; there was no intimidation there at all" (A03/Q11/2/78-81).</p>	<p>"I think time is an issue. . . . You get caught up in your own schedule, you know, getting things done" (A03/Q9/2/69-70). "You try to use time management skills. . . . You have to plan for the day" (A03/Q16/4/134-135).</p>	<p>". . . Someone who is a good listener, who can hear something that I need to share about my teaching techniques . . . Who is supportive of what I do and complimentary and willing to help. . . . Who is willing to give the time and help and not just [be] confined to their classroom" (A03/Q19/4/170-176).</p>
04 Female	<p>"I would say first and foremost would be honesty, in terms of yes you could tell me that you think this was a terrible idea, no we should never do it again" (A04/Q19/3/122-124).</p>	<p>"I think you will use it forever and ever" (A04/Q29/5/190-191). "I think anything that makes you a better teacher, you would want to continue" (A04/Q30/5/197-198).</p>	<p>"I assume they have to think it's valuable, to continue to provide the substitutes and to continue to make sure that we have people from our school to attend it every year" (A04/Q17/3/115-117).</p>	<p>"After fourteen years, you just keep on doing what you're supposed to do. So, I was not bothered at all by that and I think it actually helped in terms of your principal's observation, because you're being observed so many times that you just open the door in the morning and whoever comes in can write what they'd like [laughs]. It took away a lot of the fear factor, just because you had done it over and over and over again" (A04/Q11/2/75-81).</p>	<p>"The amount of time that it took out of my classroom. Four days is a lot of time out of the classroom" (A04/Q6/1/38-39). "All of our meetings with our peer coach are either after school or during our specials" (A04/Q16/3/110-111).</p>	<p>"I like someone who is knowledgeable about practices, educational practices. . . . Someone who will have a sense of humor to get to the end of the school day" (A04/Q19/3/124-126).</p>

(table continues)

Table F1.1 (continued)

Raw Data Matrix: Variables Affecting Peer Coaching

Participant	Trust	Commitment	Administrative support	Non-threatening environment	Time Constraints	Teacher attributes
05 Female		<p>"I would want to continue to do it because I enjoy meeting the other people on our staff" (A05/Q30/3/122). "The reason I would not want to continue would be the uncertainty of the amount of time" (A05/Q30/3/123-124).</p>	<p>"I guess they like it. . . . I know they support us" (A05/Q17/2/81-83). "Well, they [administrators] support us by the fact they let us observe and have the time off, never asking what did you observe in this classroom" (A05/Q18/2/85-86).</p>	<p>"I think it is nerve racking in a way to have someone come into your classroom whether it is a supervisor or another teacher. . . . You know things might go totally array, a whole different way. So I think at first you are nervous. . . ." (A05/Q11/2/49-53). "I think it is not really threatening but less intrusive having a peer come into the room watching you" (A05/Q12/2/57-58).</p>	<p>"Being out of the classroom catching up all those papers" (A05/Q6/1/26). "I think scheduling is a big problem in trying to get two people, as a coach, to get two people that you need to observe to find time without interrupting resource time" (A05/Q7/1/31-33).</p>	<p>"Somebody that is not judgmental" (A05/Q19/3/89).</p>
06 Female		<p>"I think that I would, and I think the reason is because I would want to grow" (A06/Q30/3/120-121).</p>	<p>"I think they are very positive" (A06/Q17/2/66). "They [administrators] are 100 percent, very supportive. . . . Getting the same substitute helps. It might seem very minor, but in kindergarten, in particular, it is a good thing to have" (A06/Q18/2/68 & 71-72).</p>	<p>"I think it tends to be very strict, very nerve racking but it was very non-threatening" (A06/Q10/1/36-37). "I think with an administrator . . . your job would be on the line if you mess up, whereas with the peer coach it's not" (A06/Q11/1/40-41). ". . . I am not intimidated by administrators. But, yes, there is definitely a difference" (A06/Q12/2/44-45).</p>		<p>". . . Someone who is very organized but is flexible at the same time . . . knowledgeable about what they are doing. . . . Who obviously loves children, wants what is best for the child all year long" (A06/Q19/2/75-77).</p>

(table continues)

Table F1.1 (continued)

Raw Data Matrix: Variables Affecting Peer Coaching

Participant	Trust	Commitment	Administrative support	Non-threatening environment	Time Constraints	Teacher attributes
07 Female	“They’ve both [administrators] been excellent in not coming to us and saying, How is that person? Never has either one of them asked how a certain person was doing” (B07/Q17/5/202-205).	“... Put a lot of time and money into me, and so I owe it back to them ...” (B07/Q29/10/450-451).	“They ... have a very high regard for the program” (B07/Q17/5/200)	“I like that it’s not evaluated from my standpoint” (B07/Q5/1/28). “They know that I’m non-threatening” (B07/Q12/3/121-122).	“You have to give up your planning time. ... Sometimes that’s not a big deal and other parts of the year you’re like, I don’t have time....I have to do this” (B07/Q6/1-2/40-42). “Conscious choice that we give up planning period and not take away instructional time for the kids” (B07/Q6/2/47-48).	“... Someone who doesn’t mind pointing out ... that an area can be strengthened. ... Someone that has a good sense of humor because we all make mistakes. ... That puts the children before the curriculum” (B07/Q19/6/243-247). “When we make a mistake ... laugh. ... We’re all going to mess up” (B07/Q20/6/264-265 & 267).
08 Female		“Once the training is done, that’s it. ... I think that would be nice to have more, so you get more out of it” (B08/Q9/2/63-64). “I suppose in my classroom, I hope to continue what I learned” (B08/Q29/7/272-273).	“I think they are very supportive” (B08/Q17/4/158). “It’s really made very easy for us. ... The days were booked and my substitute was booked, and I didn’t have to worry about anything. ... The administrators totally took care of it” (B08/Q18/4/166-172).	“I felt more and more comfortable ... during the observation. ... I felt like there wasn’t any pressure there” (B08/Q12/3/108-109 & 124).	“I felt like maybe I should have had more time to practice what they were teaching us in the classroom ... , time being one of the major issues we don’t have enough of” (B08/Q6/2/44-46). “Everybody’s got to be able to coincide their schedules in order to have somebody come observe you. ... You have your conference before and a conference after, on top of your observation. ... You run out of time so quickly” (B08/Q7/2/55-59).	“Someone who’s willing to work as hard as I am ... who’s willing to share with me as much as I am willing to share. ... Willing to listen and take from someone else and give back” (B08/Q18/5/178-181). “I like to use my colleagues as a sounding board if I have an idea of something to do” (B08/Q20//5/186-187). “Ooh, that’s a great idea, I’ll do it, too” (B08/Q20/5/187-188).

(table continues)

Table F1.1 (continued)

Raw Data Matrix: Variables Affecting Peer Coaching

Participant	Trust	Commitment	Administrative support	Non-threatening environment	Time constraints	Teacher attributes
09 Male	<p>“Somebody that can just be honest, and give you true constructive criticism without coming across negative” (B09/Q20/5/187-189). “I tell it how it is, but hopefully in a way that doesn’t upset anybody, you know, in a negative way, more of a constructive way” (B09/Q20/5/190-192).</p>	<p>“I would want to continue” (B09/Q30/6/263).</p>	<p>“We’re given the opportunity to have a full day to go there and learn it” (B09/Q18/4/171-172).</p>	<p>“I’m pretty laid back about the whole observation Thing. . . . When she [administrator] was in there or whether it was my peer coach, I didn’t know any difference” (B09/Q12/3/113-115).</p>	<p>“I think it’s just a time commitment limitation more than anything” (B09/Q6/2/46-47).</p>	<p>“. . . A sense of humor is so vital. . . . It’s fun to laugh with people and you can laugh at yourself” (B09/Q19/5/183 & 185-186).</p>
10 Female		<p>“I would continue to use them, and in fact, even when I plan my lessons now, I have this book, and sometimes I will go back there and search for things that I remember from there” (B10/Q29/8/315-317).</p>	<p>“I feel like they think it’s important. For one thing, when they observe you, they actually also use some of the words that we see, the vocabulary that we’ve learned in this Professional Teaching Act class.” (B10/Q17/4/165-167).</p>	<p>“I think it makes you nervous; it makes you feel anxiety. . . . Because my peer coach was someone I already knew . . . , it wasn’t as stressful as it would have been if it was a teacher from another school that I had never met. . . . Since I knew her and we had a good relationship, it wasn’t quite as stressful” (B10/Q12/3/101-105).</p>	<p>“The problem is your time constraints. You have a job to do and you don’t have time to really think about all of these things I’ve learned” (B10/Q6/2/56-58). “After she observed you, of course you’d have to use your planning period to talk with her or whatever” (B10/Q16/4/155-156).</p>	<p>“Is knowledgeable of their job and my job, and is organized . . . who would be approachable, that would be easy to talk to if you had a problem that you needed to solve. . . . A kind person . . .” (B10/Q19/5/193-197).</p>

(table continues)

Table F1.1 (continued)

Raw Data Matrix: Variables Affecting Peer Coaching

Participant	Trust	Commitment	Administrative support	Non-threatening environment	Time Constraints	Teacher attributes
11 Female		<p>“Positive attitude, humorous, genuine concern, and passion. . . . Willing to go beyond the expected to make sure that the job is done well. Willingness to lend a helping hand and support emotionally” (B11/Q19/4/164-167).</p>	<p>“I think they are very much in favor of it” (B11/Q17/4/141). “The administrators here plan all of the substitutes. We don’t have to worry about any of that” (B11/Q18/4/153-154). “If we [peer coaches] needed someone to cover our classrooms for an observation, they’re [administrators] willing to work with us” (B11/Q18/4/157-158).</p>	<p>“That’s more planning on my part because I’ve got to then plan for the substitute. So, I just choose to use my planning time, but then, I lose planning time” (B11/Q7/2/47-51). “You want your students to do well, you want to do well, and so it’s just very nerve-racking, I think, to have someone in there observing” (B11/Q11/2/78-79). “In all the years I’ve done this and all the people I have observed, I’ve never had an administrator come to me and say, you know, What is this person doing? What are you seeing? What do you think?” (B11/Q17/4/146-148). “A person who is willing to offer advice in a non-threatening manner” (B11/Q19/4/167-168).</p>	<p>“Finding the time that is for observations” (B11/Q7/2/45). “That’s more planning on my part because I’ve got to then plan for the substitute. So, I just choose to use my planning time, but then, I lose planning time” (B11/Q7/2/47-51). “I take my resource times to observe. Then after school, I’ll just use from 2:30 to 3:00 to start writing up their observation and their post-conference” (B11/Q16/4/136-138).</p>	<p>“Positive attitude, humorous, genuine concern and passion. . . . Willing to go beyond the expected to make sure that the job is done well. Willingness to lend a helping hand and support emotionally. . . . Willing to offer advice in a non-threatening manner” (B11/Q19/4/164-167). “Hammered for doing something wrong. It takes . . . a long time to get over it” (B11/Q20/4/177-178).</p>
12 Female	<p>“I’m looking for someone who is non-threatening, someone who has also been in my shoes, someone who knows what it’s like to be in the classroom. . . . Someone who is able to discern the difference between what they think it should be and what it really is” (B12/Q19/6/232-235).</p>	<p>“I would want to continue if I thought that we had the opportunity to continue to share and to learn from each other, and the school becomes more of a community of learners” (B12/Q30/8/356-358).</p>	<p>“I mean, they do try to incorporate it into the same stuff we’re doing, so I do like that part of it” (B12/Q16/6/208-209). “I do know that our . . . principals . . . have worked very closely together to make sure that it’s not added stress upon the teachers” (B12/Q18/5/215-217).</p>	<p>“I like having a teacher from within my building come in and in just a very relaxed atmosphere, be able to just kind of take it all in . . . The relaxed atmosphere of it as opposed to when you have a principal, an administrator, to come in and evaluate you” (B12/Q5/2/51-52 & 55-56). “. . . “Being able to let teachers know that it’s not going to be something that’s threatening” (B12/Q7/2/81-82).</p>	<p>“. . . When you’re the peer coach, you have to use your resource time and your planning time in order to go and observe. . . . Someone who is not a peer coach but just a teacher who is observed, it’s nothing that really takes away from me . . .” (B12/Q16/5/192-195).</p>	<p>“. . . Someone who is non-threatening . . . who is able to discern the differences between what they think it should be and what really is . . . who is fair . . . who is well thought of educationally, who is intelligent and knows the best practices” (B12/Q19/6/233-242).</p>

Table F2.1

Raw Data Matrix: Characteristics of Peer Coaching

Participant	User friendliness	Instructive training	Centrality of observation	Conferencing
01 Female	"I saw her as a colleague; I never felt threatened by her at all" (A01/Q10/3/94). "Less stressful than my administrator or the school board" (A01/Q11/3/105-106).	"It gave me the opportunity to meet with colleagues throughout the county, some at my grade level, some were high school instructors, multi-grade teachers, but with varied backgrounds, some with many years of experience and some fairly new like myself. . . . Gave us an opportunity to share strategies . . . listen to best teaching practices or how to implement" (A01/Q2/1/31-38).	"Following when we had a training session with the peer coach group . . . she [the peer coach] would come in the following week to observe us using that strategy" (A01/Q09/3/90-92). "She would script the lesson" (A01/Q13/3/115).	"Set up a post-conference usually after school hours . . . run through the script with me and then go back and address whatever it is that we were specifically looking for . . . strategies that she saw employed. . . . Then (offer) any positive feedback or suggestions for tweaking the lesson" (A01/Q13/3/114-119). "If not that afternoon, within 24 to 48 hours. It was a very quick turnaround" (A01/Q14/3/122-123). "It was usually dictated by what she was looking for . . . generally dictated by whatever peer coaching session we had just had" (A01/Q15/3/125-126).
02 Female	"I was fine with them coming in" (A02/Q11/2/81-82).	"We would have a day of training which we would go over which area of focus that we were going to be putting our focus on in our lessons when we came back" (A02/Q2/1/11-13).	"She then would come in and script our lesson" (A02/Q2/1/15-16). "When she watches, observes, she scripts everything you say, and then she has to go through the script and she has to write down which levels you have covered" (A02/Q13/3/111-113).	"We had a pre-conference with our coach on what our lesson was going to be. . . . Then we'd have a post-conference. . . . She would read through her script, show us what areas that we hit that our focus was on, and then would give us three glows [commendations] and one grow [recommendation]" (A02/Q2/1/14-19).
03 Female	"She is the perfect person to be a peer coach. It was completely positive; there was no intimidation there at all" (A03/Q11/2/80-81). "It was a very comfortable situation, chatting with a colleague, a little different than being with an administrator" (A03/Q15/3/118-120).	"I did the peer coaching classes. . . . It was throughout the school year" (A03/Q2/1/6-7). "We learned technical things, and then we learned just ideas from other teachers' experience for exchange of ideas" (A03/Q2/1/13-15).	"She would come in . . . for a period of time that we had designated, and she would do her scripting" (A03/Q13/3/92-94).	"We would set a time to go meet, kind of a post-lesson talk and go over the lesson together" (A03/Q13/3/98-99). "She would show me her scripting, um, she would go through and she would highlight it." (A03/Q15/3/104-105).

(table continues)

Table F2.1 (continued)

Raw Data Matrix: Characteristics of Peer Coaching

Participant	User friendliness	Instructive training	Centrality of observation	Conferencing
04 Female	"I felt like there were specific things they [peer coach] were looking for which takes away from the fear" (A04/Q12/3/88-90).	"We went four days during the school year, and we were gone all day, and we had lessons and activities throughout the morning, and then a lunch break, then more lessons and activities" (A04/Q2/1/8-10).	"They were required to script everything that we said, and then they color-code it by the various things they are looking for" (A04/Q13/3/97-98).	"We would meet anywhere from half an hour to forty-five minutes somewhere during the school day. . . . We would actually spend the time to go through the entire script that they [the peer coach] give you, . . . and then she would give you things, you know, if there were things you need to work on" (A04/Q14/3/95-96 & 98-101).
05 Female	"I think it is less . . . intrusive having a peer come into the room watching you" (A05/Q12/2/57-58).	"I like the refresher, I like getting out of the classroom hearing other people, knowing that it is not just you that might be going through rough times and are able to share things that might have happened" (A05/Q2/1/21-23).	"It is right now four times throughout the year. . . . I usually stay for about 25 to 30 minutes" (A05/8/1/37-38).	"We focused on what we had covered in the previous day of workshop. . . . You also try to focus on areas that you had previously spoken to them" (A05/Q13/2/64-65 & 68-69).
06 Female	"I felt like she [peer coach] was just there to help" (A06/Q10/1/38).	"Basically different teachers got up and explained different sides of the program. A lot of it was review, but it never hurts to review things. It was nice to be able to talk to other teachers, to get their take on things" (A06/Q5/1/15-18).	"After every class meeting I would observe, so however many classes that would be" (A06/Q9/1/30-31). "I have to give her [peer coach] a lesson plan to show what I was doing, and usually there were two or three components of the peer coaching lesson that had to be in my lesson" (A06/Q13/2/48-50).	"Before being observed, I have to give her a lesson plan to show what I was doing and usually there were two or three components of the peer coaching lesson that had to be in my lesson" (A06/Q13/2/48-50). "The next day we would sit down and she would pretty much go through the lesson with me and explain the things that were strong, have some glows and the areas to grow in" (A06/Q14/2/52-54).

(table continues)

Table F2.1 (continued)

Raw Data Matrix: Characteristics of Peer Coaching

Participant	User friendliness	Instructive training	Centrality of observation	Conferencing
07 Female	"I like that it's not evaluated from my standpoint. I'm here as a friend coming in, telling you what you're doing well, and maybe some ways you can enhance it It don't affect your final evaluation" (B07/Q5/1/28-30).	"I've attended class with them all seven years. So, that way I know, when, who is presenting, the material presented what I'll be looking for in the next observation" (B07/Q2/1/9-11).	"Four to five times a year, based on when we meet with our coordinator. . . . I mean they know I'm coming, and they know what I'm looking for" (B07/Q8/2/66-67 & 68-69).	"They know we have a pre-conference so you know they know it's not a surprise" (B07/Q8/2/ 67-68). "Usually that afternoon or the next morning . . . we would sit down for about a thirty-minute conference where I would go over the script, show them what I labeled . . . go over the, well we call them three glows and one grow" (B07/Q14/4/155-158).
08 Female	"Being observed by a peer coach, I felt like there wasn't a pressure there" (B08/Q12/3/123-124).	"It started in, I think it was October time, and had four sessions that were four whole days spread over the year. And we finished in February . . . so I've really done four whole days worth of training" (B08/Q2/1/11-14). "I really like working with another teacher . . . who was my peer coach. That was wonderful because we had four whole days out of school and we talked a lot, a lot about everything" (B08/Q05/1/30-32).	"During the training . . . we had . . . observations" (B08/Q09/2/62).	"You have your conference before and a conference after it" (A08/Q07/2/57-58). "They usually write up their notes they've been scripting you so that we can read through it. And then we discuss the things that were good about the lesson and the things that could have been better, and ideas for improving on the lesson and, you know, just what would be more beneficial next time" (B08/Q15/4/137-141).
09 Male	"Being observed doesn't bother me for some reason. . . . Come in, sit down, you can script, write what you want. . . . I would like to get feedback from it" (B09/Q12/3/94 & 104-105).	"I like . . . being able to have a day where I can sit with other educators. . . . There's a lot of pair-and-share time, so it's a time that we can sit together and talk as educators, what works, what doesn't work" (B09/Q05/1/29-32). "I think we had four sessions, um, dating all the way back to before school started in August with our first session" (B09/Q07/2/54-56).	"Well, the first time she observed was just strictly she . . . observing me altogether, my approach to teaching and interaction with the kids. Then after that anything that we had learned up to that point in her class" (B09/Q15/4/135-138).	"Sit down for fifteen minutes or soShe wouldn't read script for script, but she'd give me a copy of what she scripted. If I was asking, hey look at questioning techniques here, look at climate or whatever it may be, she would give me specific feedback on what I asked for feedback on" (B09/Q15/3/121-125).

(table continues)

Table F2.1 (continued)

Raw Data Matrix: Characteristics of Peer Coaching

Participant	User friendliness	Instructive training	Centrality of observation	Conferencing
10 Female	"I don't think you're as worried about it or as nervous if it's a peer" (A10/Q12/3/112-113).	"I went to the peer-coach training Once a month you would go for an entire day and other teachers from the county would be there" (B10/Q2/1/8-10). "I also felt like the material they taught was something that was really, really common sense type things that perhaps, even thought I've been a teacher for a long time, maybe I've never thought of some of the things in that manner" (B10/Q05/2/42-46).	"She [the peer coach] would come and observe me implementing some of these ideas that we had learned at this [training] class. . . . She would look and . . . script" (B10/Q02/1/19-20 & 23). "The teacher coming in there and observing me, like trying these things out" (B10/Q05/1/40-41). "She basically did was look for the things we had just learned in this class that we were taking together" (B10/Q15/3/125-126). "She was supposed to . . . look specifically at things covered in the training session" (B10/Q15/4/140-141).	"We would have a post-conference about it, and we would look together at, uh, what she had script about me and talk about, uh, what we had done" (B10/Q09/2/76-78). "She always gave a glow and a grow, and we went over together the scripting that she had done" (B10/Q15/4/133-134).
11 Female	"I thought that it was one of the most positive experiences that I have had" (A11/Q02/1/8-9). "It's a very non-threatening, very nice environment that we have here, I think, very supportive" (A11/Q17/4/150-151).	"We [peer coaches] spent time that summer in-service for a week being trained. . . . We attend classes with them [participants]" (B11/Q03/1/18-21). "They're learning information and tips and strategies that they can apply in their classroom on how to meet the needs of all students" (B11/Q05/1/30-31).	"When I go in to observe, I'm able to see how they're using it. And then a lot of times, I mean, every year there's something that I'm learning and I'll go, hey, I'll try that in my classroom" (A11/Q05/1/31-34). "Each teacher is observed once following whatever class we have attended, and then I'm [the peer coach] looking for all of the strategies and tips that we have covered up to that point" (A11/Q08/2/54-56).	"I try to make it no more than three days, I'm working, I'm back in with the post-conference, talking to that teacher, making sure that they understand what I saw, what I didn't see, suggestions, tips, and then I always ask for feedback from them" (B11/Q15/3/119-122).
12 Female	"I like having a teacher from within my building come in, and in just a very relaxed atmosphere, be able to just kind of take it all in" (A12/Q5/2/51-52). "The peer coach, who is a regular teacher in the classroom, is not threatening" (A12/Q5/2/56-57).	"The teacher who was the peer coach for our school went with us to the lessons" (B12/Q02/1/27-28).	"She would come in and observe us on what we had been taught that week" (B12/Q02/1/28-29). "She observed me maybe 3 or 4 times" (B12/Q08/3/107-108).	"If you really, really wanted to [go observe another teacher], I'm sure a way could be found for you to do that" (B12/Q8/3/117-118). "Within, I'd say, a day or two, I met back with my peer coach. . . . It would always be three glows and one grow" (B12/Q15/4/175 & 178).

Table F3.1

Raw Data Matrix: Outcomes of Peer Coaching

Participant	Creates support networks	Impacts instructional and classroom management practices	Confirms instructional and classroom management practices
01 Female	<p>“It gave me an opportunity, too, to have a break from the classroom and meet with colleagues and share ideas for one day a month” (A01/Q2/1/11-13).</p> <p>“Opportunity to meet with colleagues throughout the county, some at my grade level, some were high school instructors, multi-grade teachers, but with varied backgrounds, some with many years of experience and some fairly new like myself” (A01/Q5/1/32-35).</p> <p>“I did talk to teachers at my grade level who had gone through the program to get suggestions or advice or to ask questions” (A01/Q21/4/168-169).</p> <p>“If . . . I needed help from a colleague I would seek them out” (A01/Q22/4/176-177).</p> <p>“To commiserate” (A01/Q23/5/184).</p> <p>“How’s it going? Are you having any trouble with this? Do you need any help with that? Did you find this particular session helpful?” (A01/Q24/5/187-189).</p>	<p>“I had been out of the classroom for many years. . . . It was a beneficial experience for me to be back in touch with best practices and . . . for classroom management and for instruction” (A01/Q2/1/8-11).</p> <p>“It gave us an opportunity to share strategies . . . to listen to best teaching practices, to relearn . . . or how to implement” (A01/Q5/1/35-38).</p> <p>“There’s a lot of beneficial information . . . when you go through the peer coaching process that does help classroom management and classroom instruction” (A01/Q27/5/204-206).</p>	<p>“It gave me validation for what I was doing and some suggestions for refining practices” (A01/Q2/1/15-16).</p> <p>“I was actually familiar with many of those teaching techniques already, so there was a lot of validation in it for me . . .” (A01/Q5/1/39-40).</p>
02 Female	<p>“Once I was at the meetings, I enjoyed it, because we got to have lunch with your coach, you got to interact with teachers from other schools, so I liked that a lot” (A02/Q6/2/54-56).</p> <p>“It was a time where we would just share lessons, talk about some ideas. . . . We just kind of bounced off each other’s ideas” (A02/Q 24/5/204-207).</p>	<p>“I like new ideas . . . a lot of times they’d share what they’ve done in their classroom that was similar. . . . I’m like, Oh wow, I didn’t think of that. I like getting a new idea and trying a new idea out” (A02/Q11/2/82-85).</p> <p>“She will give you three glows and then one grow. . . . Three good things that went well with the lesson . . . and the grows weren’t always something that . . . , well, you should have done this. . . . Sometimes it was just that, well maybe next time you could add this to your lesson. . . . It wasn’t always a negative” (A02/Q13/3/117-125).</p> <p>“You had an opportunity to . . . work with people from other schools, who were involved in the peer-coaching process, which I thought was a neat experience. It gets you outside of that box Learning about different things that are going on in different areas that you can bring back to your own school, your own classroom” (A02/Q21/4-5/178-183).</p> <p>“If I find it valuable then I use the information when I get back . . . but if it was something that I would not use, then I would not necessarily implement it” (A02/Q26/5/219-221).</p> <p>“As far as classroom management . . . it is really applying the different modes of the learning. . . . It really made me focus more on using more visuals and more hands-on stuff” (A02/Q27/5/224-226).</p> <p>“It taught me different strategies to use for my teaching” (A02/Q28/6/240).</p>	<p>“Having graduated back in ’83 (1983), it’s been a long time, and it’s nice to do something which reinforces what you learned” (A02/Q5/1/33-34).</p> <p>“I liked for her to see what she thought was good about my lesson, and sometimes it was the things that I thought went well, as well And then there was something that she saw that I didn’t even notice. So it was kind of neat for, to talk to somebody else about your lesson. Because you know, you’re just there, and sometimes you’re not sure how it is going. So it’s neat to see somebody from the outside to give you some advice” (A02/Q11/2-3/85-90).</p>

(table continues)

Table F3.1 (continued)

Raw Data Matrix: Outcomes of Peer Coaching

Participant	Creates support networks	Impacts instructional and classroom management practices	Confirms instructional and classroom management practices
03 Female	<p>“We learned just ideas from other teachers’ experience for exchange of ideas . . . in your grade level and grade level above. . . . That’s where I think I got the most out of it . . . meeting different people” (A03/Q2/1/14-16 & 18).</p> <p>“What I like most is sharing ideas with other teachers” (A03/Q5/1/29-30).</p> <p>“In passing . . . We would talk about specific things” (A03/Q22/5/193-195).</p> <p>“Sharing something that we may have learned in class” (A03/Q24/5/200).</p> <p>“Reinforcing that your colleagues are people that are there for you” (A03/Q27/6/241-242).</p> <p>“Being able to get together with people that you would not normally be able to get together with. Different teachers from different grade levels and just hearing their input and sharing ideas with them” (A03/Q28/6/254-257).</p>	<p>“I think for my teaching . . . I feel far more confident in my experience than I did” (A03/Q12/2/83-84).</p>	<p>“It is a lot of what we were discussing, learning . . . are the things that assured me that I was doing a good job” (A03/Q5/1/30-32). “A lot of things you were already doing in your class. They would give you ideas or just techniques you could use in the classroom. A lot of things I was already using in the classroom” (A03/Q5/1/32-34).</p> <p>“If you weren’t using techniques then it’s teaching you those to use, if you are already using them, then it’s reassuring” (A03/Q5/1/35-37).</p> <p>“It reinforced that I am doing things already that we did in the class” (A03/Q28/6/251-252).</p> <p>“You are doing right, and some things you think, Well maybe I need to tweak this a little bit” (A03/Q28/6/258-259).</p>
04 Female	<p>“I really like . . . the formal meetings, you really got to participate in the meeting with teachers from kindergarten through high school and so it was nice” (A04/Q21/4/137-139).</p> <p>“You could see the problems that were the same across the way or the things that work in kindergarten through high school. . . . So I interact with a lot of them . . . at the grocery store now that I never would have known otherwise” (A04/Q21/4/140-144).</p> <p>“The group that works with a particular peer coach would compare notes about what was expected, what the next lesson entailed, what we learned from the lesson we just went to. So, I think there was interaction on the building level and at the county level” (A04/Q21/4/144-147).</p>	<p>“It was great to go back to the textbooks and compare what I’m doing to what the experts say you should be doing or what works, and a lot of things to reflect on the way you teach”</p> <p>“When you’ve been doing it so long you don’t always go back and say, Why am I doing this? Peer coaching brings all of that back to the forefront” (A04/Q5/1/32-36).</p> <p>“She (peer coach) would give you things, you know, if there were things you need to work on” (A04/Q15/3/100-101).</p> <p>“I take right back to my classroom and put into use, and then some I take right back to my classroom and put in my filing cabinet” (A04/Q26/4/162-164). “I think you get on an auto-pilot and I think it really did make me stop and think about the activities that I have been doing for years” (A04/Q28/5/182-184).</p>	<p>“I’d been doing it for fourteen years at that point. And it was great to go back to the textbooks and compare what I’m doing to what the experts say you should be doing or what works, and a lot of things to reflect on the way you teach” (A04/Q05/1/31-34).</p>

(table continues)

Table F3.1 (continued)

Raw Data Matrix: Outcomes of Peer Coaching

Participant	Creates support networks	Impacts instructional and classroom management practices	Confirms instructional and classroom management practices
05 Female	<p>"I like getting out of the classroom hearing other people, ah knowing that it is not just you that might be going through rough times and are able to share things that might have happened" (A05/Q5/1/21-23). "We discuss things. . . . You get to talk with them as well" (A05/Q21/3/97-98). "I enjoy meeting the other people" (A05/Q30/3/122).</p>	<p>"It was a good refresher course for me as far as to getting back to the important things about teaching" (A05/Q2/1/7-9). "Learn from them when you are observing" (A05/Q21/3/98). "Hopefully it has made me a better, more effective teacher" (A05/Q28/3/111).</p>	<p>"All the things I thought I was doing but I wasn't" (A05/Q28/3/115-116).</p>
06 Female	<p>"It was nice to be able to talk to other teachers, to get their take on things. Sometimes you get stuck in your own little ball" (A06/Q5/1/17-19).</p>	<p>"We would talk and take that back to class . . . share . . . with the class the things that you did that worked and did not work and how things developed" (A06/Q15/2/57-59). "I think it gives you tools that . . . you can use. . . . Probably one of the best things I got out of the whole thing was technique that focused back on the child without really making it the issue . . . There are a lot of tools in there that can help you with the classroom and that was wonderful and very beneficial" (A06/Q27/3/104-108). "It has probably reminded me to go back and think about things that you learned in college but might have forgotten" (A06/Q28/3/111-112).</p>	<p>"A lot of it was review but it never hurts to review things" (A06/Q5/1/16-17).</p>

(table continues)

Table F3.1 (continued)

Raw Data Matrix: Outcomes of Peer Coaching

Participant	Creates support networks	Impacts instructional and classroom management practices	Confirms instructional and classroom management practices
07 Female	<p>“Telling you what you’re doing well, and maybe some ways you can enhance it” (B07/Q5/1/29-30).</p> <p>“I like getting ideas from other people” (B07/Q5/1/33).</p> <p>“I think suggestions that come from me are taken a little bit better. . . . I am in the trenches, having to do exactly what everybody else has to do with twenty or more kids under them” (B07/Q/12/4/137-138 & 141-142).</p> <p>“We will get together . . . and talk . . . , particularly if one of the people we’re observing is having trouble, and we’ll talk about the best way to handle it so that person doesn’t feel bad and we don’t feel like we’re the big, bad wolf” (B07/Q21/7/272-275).</p> <p>“You get an opportunity to interact with coaches and see other coaches present material” (B07/Q21/7/298-299).</p> <p>“This is what I saw; this is what you need to work on” (B07/Q24/8/318-319).</p>	<p>“It doesn’t matter how long you’re teaching, somebody’s doing it, and you’re like, Ah, I could do that” (B07/Q5/1/33-35).</p> <p>“Let me tell you what will and won’t work” (B07/Q24/8/342-343).</p> <p>“I think it’s helped teachers be more conscious” (B07/Q27/9/402-403).</p> <p>“It’s made me a better teacher from the standpoint, I know people are going to come in and watch me at any given time” (B07/Q28/10/433-434). “I learned so much from the people I’m participating with. . . . Just seeing how they approach a topic in first grade that you know you’re going to have to turn around and teach, that’s wonderful” (A07/Q30/11/455-459).</p>	
08 Female	<p>“I really like working with another teacher. . . . We talked a lot . . . about everything. . . . My peer coach, had lots of experience doing this, so she really helped me with things in my classroom . . . and helped me understand what to do” (B08/Q5/1/30-35).</p> <p>“We would talk about what we were learning” (B08/Q21/5/206-207).</p>	<p>“We talked through all the things that could have been done better” (B08/Q12/3/93-94).</p> <p>“We discuss the things that were good about the lesson and the things that could have been better, and ideas for improving on the lesson” (B08/Q15/4/138-140).</p> <p>“We just talked about the things that were working for us in the classroom” (B08/24/5/214-215).</p> <p>“We were able to . . . give her some ideas” (B08/Q24/6/225-226).</p> <p>“Gives you more strategies. . . . How can I improve on that?” (B08/27/6/253 & 256).</p> <p>“Helped me a lot to become more . . . focused in my teaching” (B07/28/6/268-269).</p>	<p>“When we talked afterward she said, Oh, you know, that was great” (B08/Q12/3/103-104).</p> <p>“I felt more and more comfortable . . . much more able during the observation to say, What do you think of that?” or just . . . make comments while I was teaching and really use it” (B08/Q12/3/108-110).</p> <p>“I think I like to use my colleagues as a sounding board if I have an idea of something to do. . . . That gives me confirmation that what I’m doing is right” (B08/Q20/5/185-189).</p>

(table continues)

Table F3.1 (continued)

Raw Data Matrix: Outcomes of Peer Coaching

Participant	Creates support networks	Impacts instructional and classroom management practices	Confirms instructional and classroom management practices
<p>09 Male</p>	<p>“I like . . . being able to have a day where I can sit with other educators and . . . pair-and-share time . . . a time that we can sit together and talk as educators, what works, what doesn’t work” (B09/Q5/1/29-32). “I wasn’t just working with fifth grade teachers. I was dealing with elementary, middle, and high school. So, kind of seeing what worked, what didn’t work . . . Having some ideas that I use from other teachers and being able to share my ideas that they can maybe take back and use” (B09/Q5/1/36-40). “We actually get to have a lunch and get to meet with some adults and have some adult time” (B09/Q16/4/153-154).</p>	<p>“I did a lot of things that I’ve pulled from her. How she taught us, her model of teaching . . . I really feel that the peer coaching . . . has changed the way I question kids and all the different little things” (B09/Q2/1/11-12 & 15-17). “She would give me specific feedback on what I asked for feedback on. She would always start with, Hey, I like this, or I like this . . . You may want to try this. She actually gave me some regrouping multiplication that I did, I would color-code it on the board and she took that and used that some” (B09/Q15/3/125-129). “The first time she observed was just strictly she was observing me altogether, my approach to teaching and interaction with the kids. . . . After that . . . anything that we had learned up to that point in her class, I could say, Hey, could you come in and . . . see what level my teaching works that time?. . . I was really interested because I like to ask a lot of higher level questions, outside-the-box kind of questions. So I was really interested to see if I was getting through with my students, were they able to reply to me?” (B09/Q15/4/135-139 & 140-143). “It’s really made me kind of step back and look at myself as a teacher” (B09/28/6/247).</p>	<p>“I am doing some of it. . . . I’ve also seen some things that I can improve on or change” (B09/Q28/6/253-254).</p>
<p>10 Female</p>	<p>“The teacher coming in there and observing me, like trying these things out, gave you a person to talk to that was another teacher. . . . I really, really enjoyed her feedback” (B10/Q5/1/40-42). “You got to know each other, and the more you went to that class (it’s just like going to a class in college) you became friends with everybody” (B10/Q21/5/219-221).</p>	<p>“I also felt like the material they taught was something that was really, really common sense type things that perhaps . . . even though I’ve been a teacher for a long time, maybe I’ve never thought of some of the things in that manner. And it allowed me to come up with some things I could use immediately” (B10/Q5/1/42-47). “She would give a glow and a grow . . . I felt like you got a lot of participation. All the students had an opportunity to answer the questions. . . . Maybe in the future you could divide them up into two groups” B10/Q15/3/129-133). “She was suppose to do is look for those specific skills that we were learning” (B10/Q15/4/144-145). “You could say to your peer coach . . . I . . . have this area over here that I really am struggling with. When you observe me, could we . . . come up with some strategies to help?” (B10/Q27/7/289-292). “The little things . . . I feel like I did implement” (B10/Q28/7/304-305). “I would continue to use them . . . even when I plan my lessons now . . . I will go back there and search for things that I remember from there” (B10/30/8/315-317).</p>	

(table continues)

Table F3.1 (continued)

Raw Data Matrix: Outcomes of Peer Coaching

Participant	Creates support networks	Impacts instructional and classroom management practices	Confirms instructional and classroom management practices
<p>11 Female</p>	<p>“I’m there to see what’s being used. And . . . I want them to offer suggestions to me, too. So I try very hard to make it a two-way street” (B11/Q12/3/97-99). “I’m back in with the post-conference, talking to that teacher, making sure that they understand what I saw, what I didn’t see, suggestions, tips, and then I always ask for feedback from them” (B11/Q15/3/120-122). “We’ve gone in and watched each other. We’ve traded back and forth. We switch classrooms once in a while, trade off on the students, I may go in and teach a lesson on addition facts or strategies, and someone else may come in my room and teach a lesson on telling time. I think our staff is very willing to learn from each other” (B11/Q26/6/232-236). “I would like to continue with it because of the positive interaction that I have with the teachers I work with” (B11/Q30/7/271-272).</p>	<p>“I like all the different strategies and tips that we get. . . . I love going into other teachers’ classrooms. I learn from them. I bring back things to my own classroom that I can use. I think that it is very much a two-way street. They’re learning information and tips and strategies that they can apply in their classroom on how to meet the needs of all students. When I go in to observe, I’m able to see how they’re using it. . . . Every year there’s something that I’m learning and I’ll . . . try that in my classroom” (B11/Q5/1/27-34). “We’re asked to go back and try to incorporate the new strategies into our daily lessons” (B11/Q26/5/205-206). “Every time I go I learn something new” (B11/Q28/6/256). “I’m able to learn so much that I can apply to the different students that I have” (B11/Q28/6/262-263).</p>	<p>“It seemed to reaffirm everything that I thought I was doing and then offered suggestions and tips, strategies that I hadn’t thought of before” (B11/Q2/1/9-11). “You know (laughs), and so its kind of fun for them to look at the scripting and to realize that they are doing everything that could possibly be asked” (B11/Q15/3/126-128).</p>
<p>12 Female</p>	<p>“I like having a teacher from within my building come” (B12/Q5/2/51). “Sometimes the peer coach . . . will also join in . . . on the classroom activities. . . . It’s a way to communicate and learn from each other. . . . It’s just a great way to communicate how things are working in your school, and I really enjoy that” (B12/Q5/2/56-59 & 62-64). “I know with our school, this is a family, and it’s like a brother or sister walking into my classroom and just saying, This is really great. . . . I don’t feel that pressure that’s going to really go beyond those four walls” (B12/Q12/4/161-164). “It was an instructional conversation. . . . It was a good conversation that we both, I think, got something out of it, because that person usually learned something from me, as well as me learning something from them” (B12/Q15/5/184-187). “I think with peer coaching, the more times they come in, the more they’re going to see you for who you are That’s the true teacher” (B12 /Q20/6/252-254). “We have had open dialogue here at our school when you feel like something has not worked as a result of what peer coaching has brought about, there has been dialogue and change because of it” (B12/Q21/6/270-272).</p>	<p>“We get the information . . . we try it . . . we’re asked to come back and share . . . That’s great You receive the information; you work on it and share” (B12/Q26/7/298-300). “There have been certain things that I changed because of it [peer coaching]” (B12/Q28/8/328). “There are little things that you learn . . . not from necessarily the class but from the sharing of ideas from other people within the class. I really feel that the instructional part of things that you learned when you were in college, you learned it through experience. It’s the sharing of the ideas and it’s people coming in and watching you and reminding you that you know, You’re really doing a great job at this, why don’t you try this next time. That’s the beauty of it. . . . It was a nice little refresher” (B12/Q28/8/336- 344).</p>	<p>“The instructional techniques or the management techniques that they give you during the class are useful, and they, a lot of them are review and things that teachers already use” (B12/Q27/8/319-321).</p>

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