

FLORIDA ATLANTIC UNIVERSITY



## OFFICE OF EDUCATIONAL LEADERSHIP LEARNING

### Peer Coaching - Developing Novice Teachers Through Mentoring and Coaching

Thursday, February 27, 2025

11:10 AM to 12:30 PM (Time)



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***Pasco County Schools  
2003-2020***

Principal  
Assistant Principal  
Teacher Leader

# Professional Learning Norms



Equity of Participation	Active Listening	Respect for All Perspectives
<b>Pause</b> <ul style="list-style-type: none"><li>• Leave quiet time for others to think and process</li></ul> <b>Pay attention to self and others</b> <ul style="list-style-type: none"><li>• Let everyone get their hands on the materials</li><li>• Step up and step back</li></ul> <b>Place ideas on the table</b> <ul style="list-style-type: none"><li>• "Here is one option..."</li><li>• "One thought I have is..."</li></ul>	<b>Paraphrase</b> <ul style="list-style-type: none"><li>• "So are you saying...?"</li><li>• "I think I heard... is that right?"</li></ul> <b>Be Present</b> <ul style="list-style-type: none"><li>• "I'm just going to turn my phone off so I can really listen to you."</li></ul>	<b>Presume positive intentions</b> <ul style="list-style-type: none"><li>• "What ideas do you have about how we can improve?"</li><li>• "Tell me more about your thinking"</li></ul> <b>Probe</b> <ul style="list-style-type: none"><li>• "Please say more about..."</li><li>• "I'm curious about..."</li></ul>

Adapted from Adaptive Schools <http://www.thinkingcollaborative.com/norms-collaboration-toolkit/>  
and the New Teacher Center [www.newteachercenter.org](http://www.newteachercenter.org)

Teacher Institute  
on Science  
and Sustainability



# Breakout Session Agenda

Time	What	Why	How
11:10 AM	Introductions/ Welcoming Ritual	To create a positive learning environment	Partner Activity
11:20 AM	Why - Peer Coaching Research	Examine the rationale for peer coaching	Guiding Questions
11:35	What - Peer Coaching Components	Build knowledge about peer coaching	Reflection and Connection
11:45	How – Peer Coaching Implementation	Application of Learning	Role-Play Coaching Scenarios
12:10	Practices Currently In Use	Network and Share Ideas for peer coaching/induction	Small group discussion
12:20	Session Feedback	Evaluation and Follow-Up	Survey
12:25	Optimistic Closure	Summarize Learning	One-Word Whip Around



# Breakout Session Professional Learning Objectives

*By the end of this learning session participants will:*

- Understand the research that supports peer coaching.
- Identify and apply various components of peer coaching.
- Share current applications of peer coaching and/or support for novice teachers.



# Welcoming Ritual

05:00

- Materials:
    - Sticky Note/Pen
    - T-Chart
1. On your sticky note, write one characteristic of current teacher candidates that is an asset and one that is a challenge.
  2. At your table, introduce yourselves and share your sticky notes.
  3. Place the sticky notes on the T-Chart in the middle of the table.



# ***Why peer coaching?***

Foster Engagement and Commitment



Build Professional Capacity and Collective Efficacy



Differentiated professional learning for teachers at all phases of their career.

# Collaboration Leads to Stayers

## Collaboration Relies on:

1. *Shared Ownership* - Contributions blend seamlessly.
2. *Fluid Roles* - Partners adapt based on the task at hand.
3. *Creative Problem-Solving* - Encourages divergent thinking to generate solutions

*Gallup (2025)*

Gallup data show that employees with at least one collaborative relationship are:

**29%**

more likely to say they will **stay with their company for the next year.**

**43%**

more likely to intend to **remain with their current employer for their entire career.**







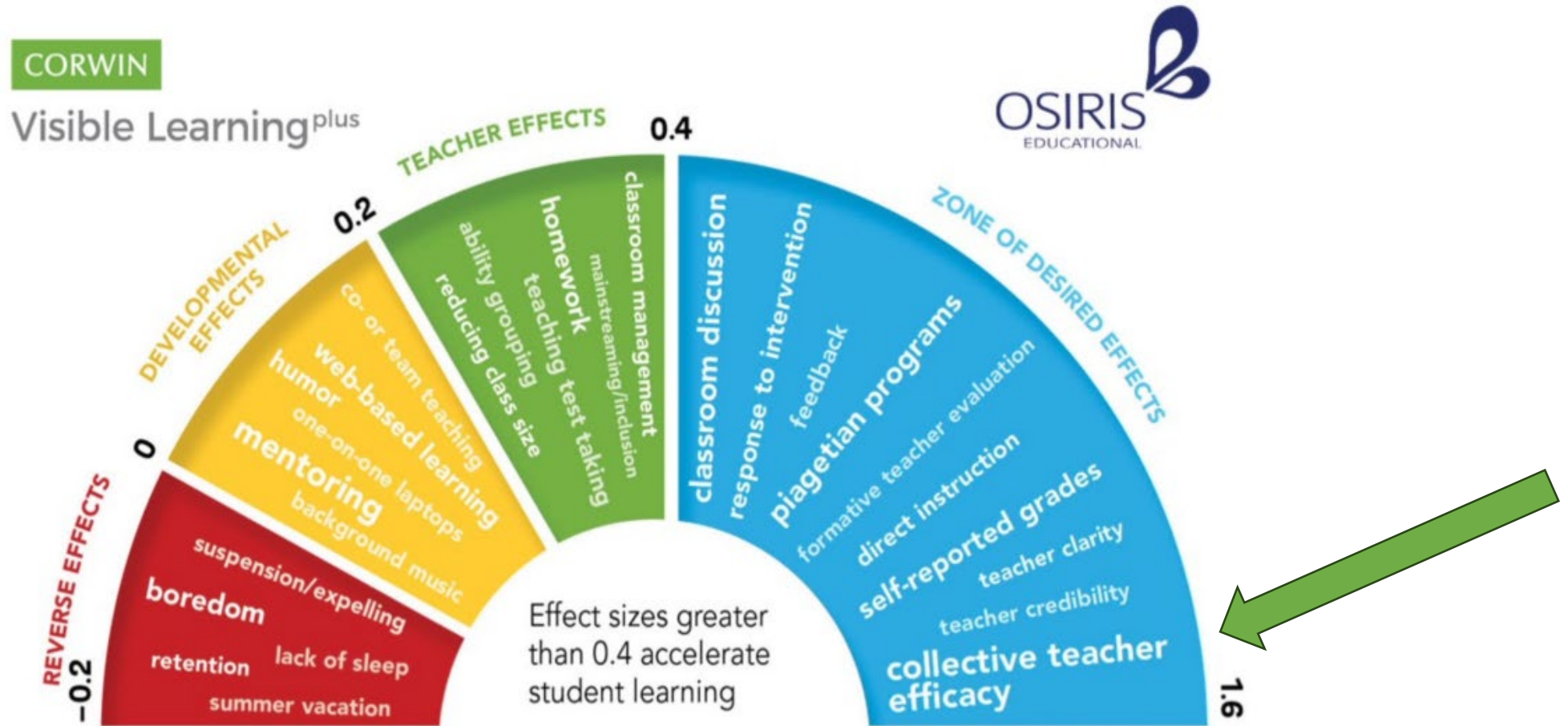
# Theory of Action

***If*** teachers regularly engage in collaborative relationships,

***then*** they will be more likely to remain teaching.

What is missing in this theory of action?

# Collective Teacher Efficacy



# Conditions for Collective Efficacy

## 1. Mastery Experience

Teaching and Learning that results in evidence of high levels of student achievement.

## 2. Vicarious Learning

“We can do that”. Teachers learn from their peers as exemplary models for future behavior.

## 3. Social Persuasion

Feedback from the principal, coach, peers, and deep discussions in meetings.

## 4. Positive Emotional State

The culture or emotional tone of the school can influence how schools interpret or react to the challenges they face.



# Transfer Professional Learning

When peer coaching is applied professional learning is more likely to be transferred to classroom practice (Joyce and Showers, 2002).

Peer coaching is also a way to provide differentiated professional learning to teachers from across the career spectrum from Novice to Mid-Career to Veteran.

Table 1. Percent of participants achieving specific outcomes by PD component

Components	Outcomes		
	Knowledge	Skill	Transfer
Study of Theory	10	5	0
Demonstrations	30	20	0
Practice	60	60	5
Peer Coaching	95	95	95

(Joyce & Showers, 2002, p. 78)

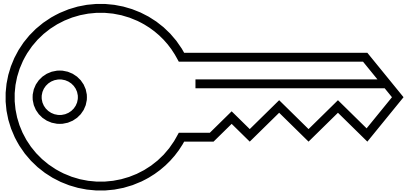


# Theory of Action

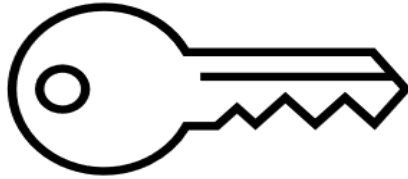
***If*** teachers regularly engage in collaborative peer coaching within the *Five Keys* coaching framework,

***then*** they will build collective efficacy that leads to student achievement.

# The Five Keys of Coaching for Instructional Excellence



**Building  
Relationships**



**Listening, Observing,  
Questioning**



**Leveraging  
Resources**



**Data Literacy**



**Providing Feedback**



**Collective  
Efficacy for  
Teaching and  
Learning**





# ***What is peer coaching?***

## **Collaboration**

Peer coaching is a strengths-based, collaborative approach for professional growth in education.

## **Reflection and Feedback**

Peer coaching focuses on reflection, feedback, and shared learning among teachers.

## **Trust and Improvement**

The process builds trust and fosters continuous improvement in teaching practices.



# **Mentoring & Coaching**



# Opportunities for Peer Coaching

## PEER COACHING ACTIVITIES





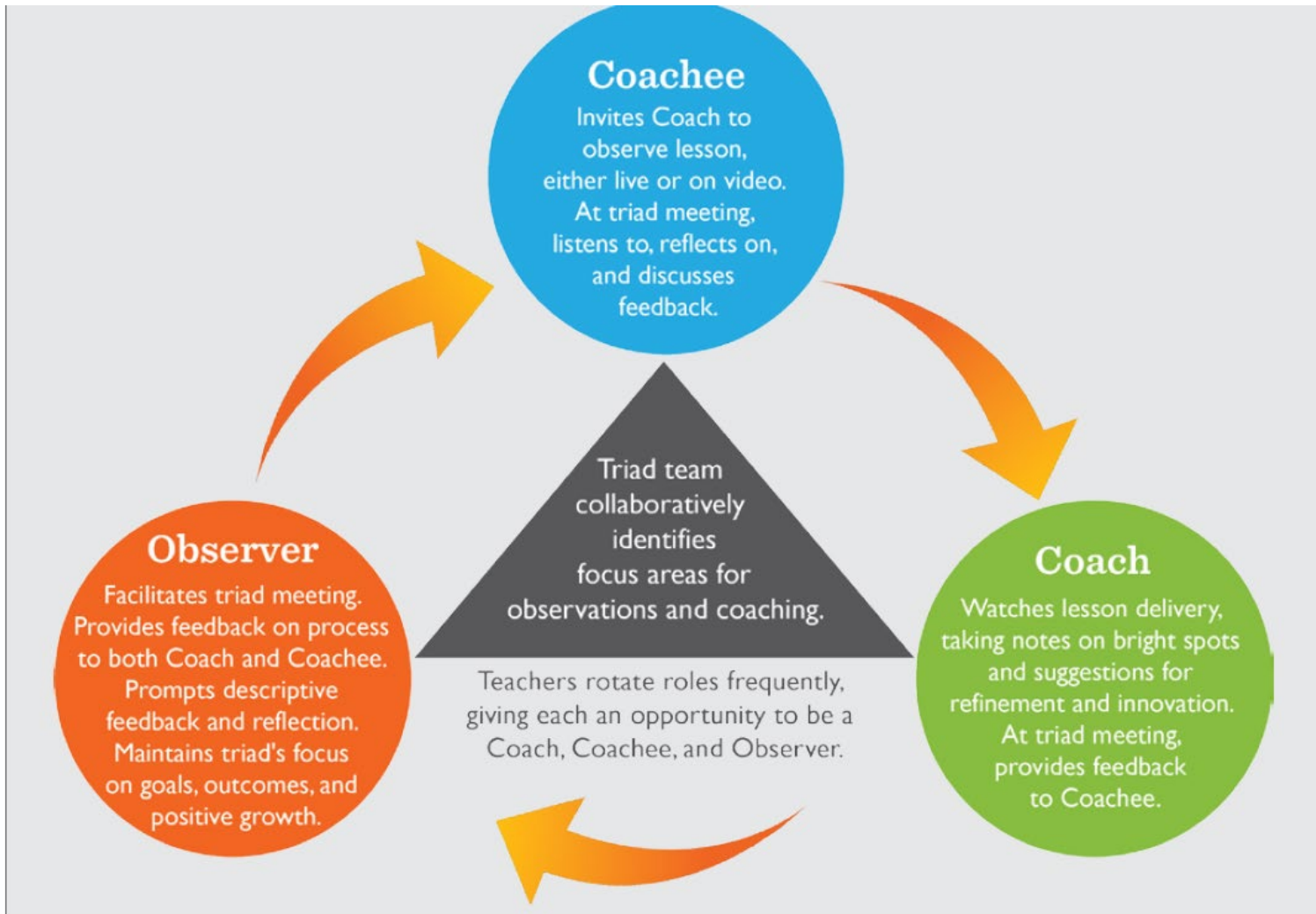
# ***How can teachers engage in peer coaching?***

- Base the coaching **relationship** in self-reflection, empathy, and trust.
- Utilize **data** to inform the coaching conversations (e.g. observation, video, assessment)
- **Leverage resources** including human capital such as curriculum specialists and instructional coaches.
- Practice **listening, observing**, and **questioning** with increasing frequency and skill.
- Provide specific, descriptive, actionable **feedback** based on evidence.



# Peer Coaching - Six Essentials

1. *Establishing and maintaining **trust**.* Building Relationships
2. *Designing **differentiated** professional learning for all.* Data Literacy
3. *Establishing coaching **teams** to maximize learning.* Leveraging Resources
4. *Using **reflection** as an integral part of coaching.* Listening, Observing, Questioning
5. *Providing descriptive **feedback**.* Providing Feedback
6. ***Calibrating** individuals' skills and needs.*



# The Triad Model

*Jarvis et al. (2017)*



# Planning for Coaching Triads



**Data:** What evidence will be used to enhance the relevance and authenticity of the session?



**Focus:** What instructional practice(s) will be the core focus of this session?



**Reflection:** What questions will encourage the teacher to be reflective and open to coaching?

# Providing Effective Feedback

1

## Evidence

What was observed?

2

## Impact

How did it impact student learning?

3

## Next Steps

What are actionable next steps connected to the observed behavior?



# Let's Break it Down



Opening

What do we hope to achieve in this session?



Paraphrasing

In other words...



Clarifying Questions

Tell me more about...



Paraphrasing with Interpretation

What you are describing could mean....



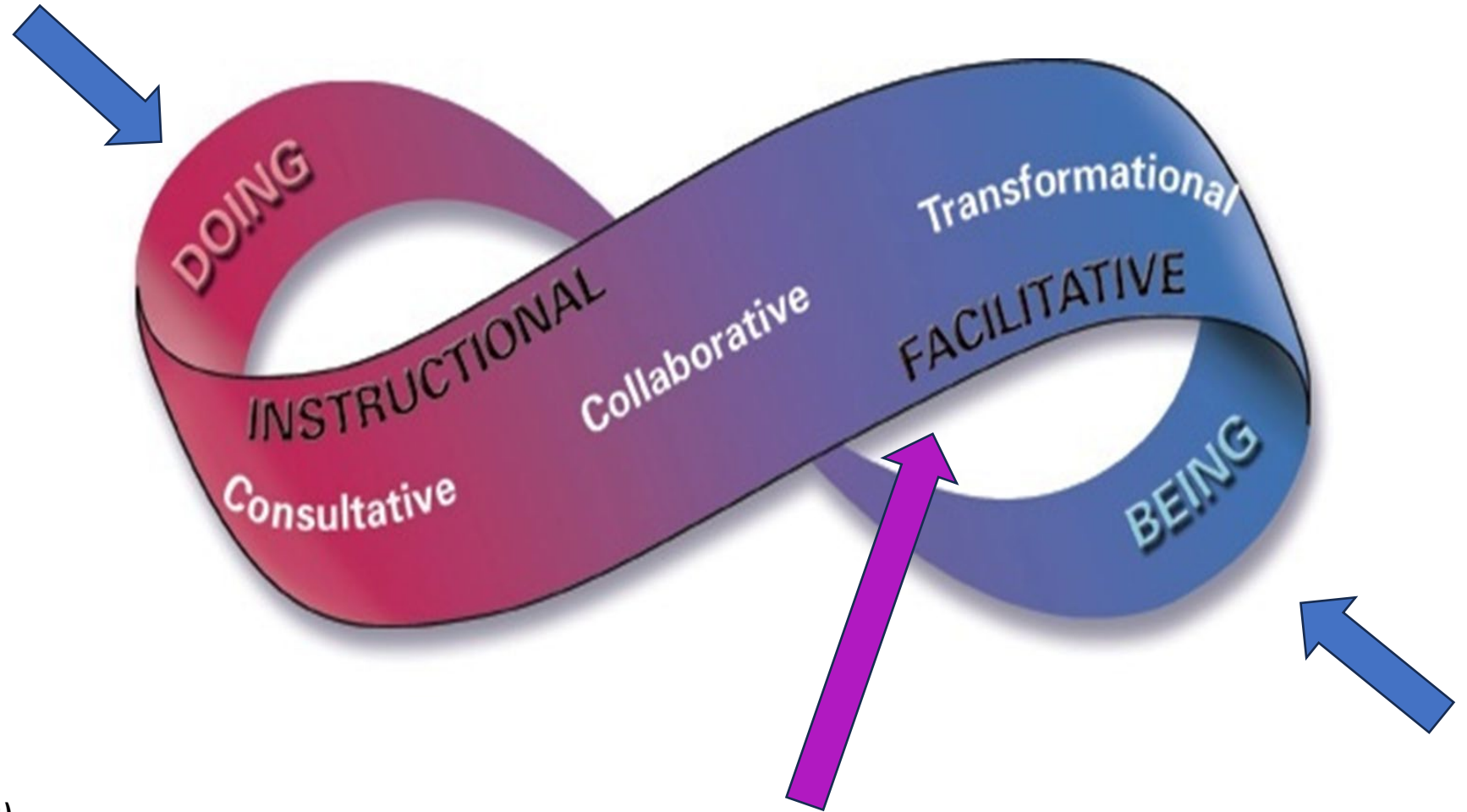
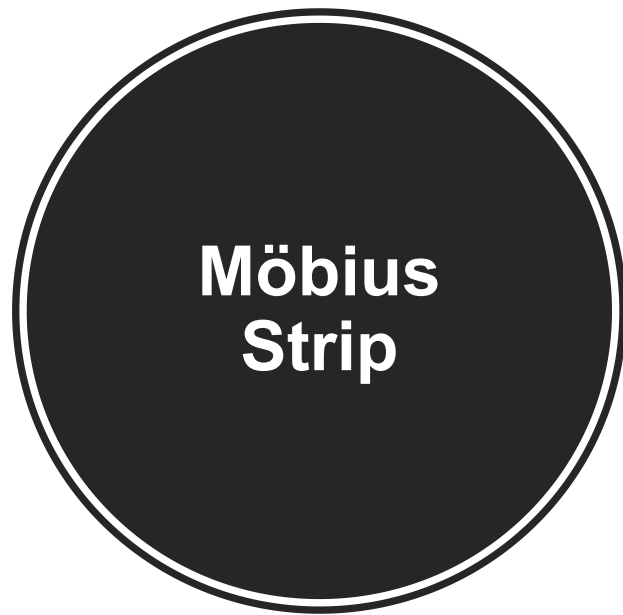
Mediational Questions

What would it look like if...



Summarizing Statements

We'll know you have achieved your goal when...



*Bloom & Owens-Wilson (2023)*

# Coaching Strategies



**Consultative** coaching provides expert advice and guidance, offering recommendations while allowing the coachee to make decisions.

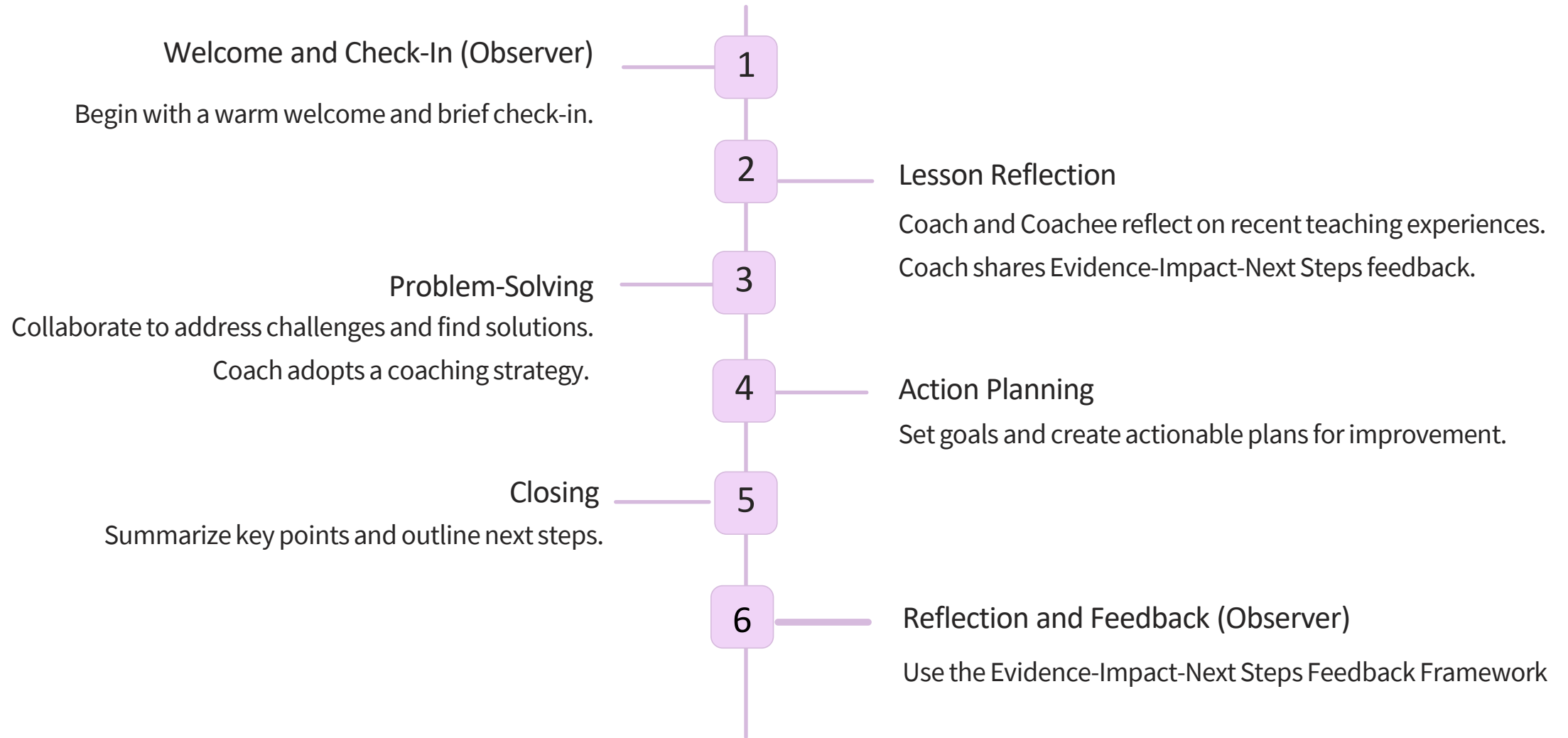


**Collaborative** coaching fosters a partnership where both coach and coachee engage in shared decision-making, problem-solving, and mutual learning.



**Transformational** coaching focuses on deep, mindset-shifting growth that inspires lasting personal and professional change.

# Structure of Peer Coaching Sessions





# Peer Coaching Role-Play

## Form Triads

Create groups of three: Coach, Coachee, and Observer. Review the Coaching Stems handout.

## Review Scenario

Review the given lesson scenario and prepare for the coaching session based on your role.

Role-Play a Coaching Session using the Triad Model

20:00



10:00

# Debrief

Discuss within  
your coaching  
triad:

- *What has the most promise in this approach?*
- *What does your organization currently do to support coaching/mentoring for novice teachers?*

# Session Feedback

## FEPLN Convening 2025 Breakout Session 4C Exit Survey



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# Optimistic Closure

## *One-Word Whip-Around*

*Share a Positive Take-Away*

*Summarize your learning  
around peer coaching  
today in one word.*

*We will share at lightning speed  
around the room.*