

Peer Coaching	COURSE ASSIGNMENTS	COURSE ASSESSMENTS	Alignment With New York State Professional Development Standards	Seat Time Equivalent
<b>Week 1</b>				
<b>What makes an effective teacher?</b>	<b>Course Introduction</b>	<b>Week One Assessments</b>		
<b>Outcome/Goal</b>	Course expectations will be explained and a learning community will be established.			
Students will identify course objectives.	After a short introduction by the instructor, each participant will be directed to several documents which will list the course objectives, requirements and policies. Students will post a short note to the instructor that they have read, understand and agree to the course documents.	Participant posted message that course objectives, requirements and policies have been read, are understood and agreed to for the class.	<b>Standard 9:</b> Technology <b>Standard:</b> Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.	Fifteen Minutes
Students will establish a supportive learning environment.	Each participant will create an electronic name badge. Each participant will write a one-paragraph introduction that describes their professional background and post it in the forum. These questions will guide the students: 1. What is your full name and how would you like to be addressed in this course? What and where do you teach? What is your professional background and/or experience? What is one word that best describes you? Each participant will welcome at least two other students to the forum and respond to their introductions.	Participant created an electronic name badge. Participant responded to at least two other participants.	<b>Standard 6:</b> Student Learning Environments <b>Standard:</b> Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students. <b>Indicator 6a.</b> Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement. <b>Standard 9:</b> Technology <b>Standard:</b> Professional development promotes technological literacy and facilitates the effective use of all appropriate technology. <b>Indicator 9c.</b> - Professional development facilitates the ability of all educators to apply technologies to create optimal and equitable learning environments.	Thirty Minutes
Students will explore reasons for taking the course.	Each student will prepare a list of their top three reasons for taking the course and post them in the forum.	Participant completed a list of his/her top three reasons for taking the course and posted it in the forum.	<b>Standard 1:</b> Designing Professional Development <b>Standard:</b> Professional development design is based on data, is derived from the experience, expertise and needs of the recipients, reflects the best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn. <b>Indicator: 1e.</b> Professional development design addresses the continuum of an educator's experience and level of expertise, and is based on an analysis of individual educator needs; current knowledge and skills; and district, building and educator learning goals.	Fifteen Minutes
<b>Week 2</b>				
<b>What makes an effective teacher?</b>	<b>Learning About Peer Coaching Programs and Assessing Professional Needs</b>	<b>Week Two Assessments</b>		
<b>Outcome/Goal</b>	Students will research peer coaching programs.			
Students will assess professional needs.	Students will write a short reflection regarding their strengths and weaknesses as an educator. This will help them begin to reflect on areas of change they want to make. They will post this reflection in the forum and respond to at least two other students' reflections.	Participant wrote a well-developed reflection describing his/her strengths and weaknesses as an educator. Participant responded to two other students' reflections.	<b>Standard 1:</b> Designing Professional Development <b>Standard:</b> Professional development design is based on data, is derived from the experience and needs of the recipients, reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn. <b>Indicator 1a.</b> Professional development design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data.	Sixty Minutes

Students will acquire a foundation of peer coaching principles.	Students will be directed to two Web sites to read about two peer coaching programs. In addition, they will find one additional Web site and post that address in the forum for other students to reference.	Participant posted message to instructor that web sites have been accessed and read. Participant posted additional web site for peer coaching program.	<b>Standard 3:</b> Research-based Professional Learning <b>Standard:</b> Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research. <b>Indicator:</b> <b>3a:</b> Professional development is based on current research in teaching, learning and leadership. <b>3b:</b> Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making. <b>3b1.</b> Professional development includes ongoing opportunities for educators to read and reflect on current research on topics that are of interest to them and that are consistent with state and local school improvement priorities.	Thirty Minutes
Students will establish professional goals.	Students will be directed to a checklist for goal setting. After reading this, they will develop three professional goals (areas of change) and post them.	Participant posted three well-developed professional goals in the Q&A forum.	<b>Standard 1:</b> Designing Professional Development <b>Standard:</b> Professional development design is based on data, is derived from the experience and needs of the recipients, reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn. <b>Indicator 1a.</b> Professional development design begins with a needs assessment that is grounded in the analysis of multiple sources of how adults learn.	Thirty Minutes
<b>Week 3</b>				
<b>What makes an effective teacher?</b>	<b>Effective Communication</b>	<b>Week Three Assessments</b>		
<b>Outcome/Goal</b>	Students will practice effective communication techniques.			
Students will comprehend effective communication techniques.	The instructor will provide a short introduction about the need for effective communication in the peer coaching relationship. The students will then be directed to an online inventory to determine how effective they are as communicators. They will post their results.	Participant posted online communication inventory results in forum.	<b>Standard 4:</b> Collaboration <b>Standard:</b> Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in respectful and trusting environment. <b>Indicator 4a.</b> Professional development provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams and to share responsibility toward a common goal.	Thirty Minutes
Students will form a peer coaching partnership.	Students will be provided instructions for how to access a wiki site. Students will be paired up with another class participant. They will exchange their professional goals and provide feedback to each other at the wiki site. The feedback should include at least one suggestion how each professional goal can be achieved.	Participant accessed and utilized the wiki site with partner.	<b>Standard 4:</b> Collaboration <b>Standard:</b> Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in respectful and trusting environment. <b>Indicators: 4b.</b> Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success. <b>4c.</b> Professional development maximizes the use of technology to broaden the scope of collaboration.	Sixty Minutes
Students will evaluate feedback.	An assessment sheet for effective communication will be provided for the students. Based on this, they will evaluate the feedback given to them by their partners. Students will send evaluation to instructor.	Participant sent feedback evaluation sheet to the instructor.	<b>Standard 4:</b> Collaboration <b>Standard:</b> Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment. <b>Indicators: 4b.</b> Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success. <b>4c.</b> Professional development maximizes the use of technology to broaden the scope of collaboration.	Thirty Minutes
<b>Week 4</b>				
<b>What makes an effective teacher?</b>	<b>Developing a Peer Coaching Model</b>	<b>Week Four Assessments</b>		

<b>Outcome/Goal</b>	Students will develop a five-phase coaching model.			
Students will synthesize information from peer coaching programs.	From the researched programs, the partners will select what they think are the most important components of each program. One of the partners will send a message to the instructor that components have been selected.	Participants posted that they selected important components of each program.	<b>Standard 3:</b> Research-based Professional Learning <b>Standard:</b> Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research. <b>Indicators: 3b.2.</b> Professional development involves discussion of research design, data collection, and analysis to assist teachers in understanding how to interpret research findings, particularly in areas where they may be competing perspectives and conclusions.	Ninety Minutes
Students will formulate a peer coaching program.	The partners will prepare a five-phase peer coaching model that will be utilized for the remainder of the course. One of the partners will post the model in the discussion board.	Partners posted their peer coaching model in the discussion board.	<b>Standard 3:</b> Research-based Professional Learning <b>Standard:</b> Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research. <b>Indicator: 3b.3.</b> Professional development provides opportunities for educators to collaborate with higher education and other partners in action research to test their own hypotheses and to report the results about the impact of professional development programs or the effectiveness of particular instructional strategies and programs for educators and students.	Ninety Minutes
Students will sequence a peer coaching program.	The partners will sequence their activities in a time line. The peer coaching models and time lines will be posted. Students will provide feedback to at least two other students' models.	Participant posted peer coaching model along with time line. Participant commented on two other models.	<b>Standard 4:</b> Collaboration Standard: Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment. <b>Indicators: 4a.</b> Professional development provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal. <b>4c.</b> Professional development maximizes the use of technology to broaden the scope of collaboration.	Fifteen Minutes
<b>Week 5</b>				
<b>What makes an effective teacher?</b>		<b>Conferencing</b>	<b>Week Five Assessments</b>	
<b>Outcome/Goal</b>	Students will develop a format for effective classroom observation.			
Students will investigate observation systems.	The instructor will provide a brief overview of classroom observations. The students will be directed to several Web sites that provide information about how to conduct a classroom observation.	Participant posted message to instructor that web sites have been accessed and read.	<b>Standard 2:</b> Content Knowledge and Quality Teaching <b>Standard:</b> Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress. <b>Indicator 2a.</b> Professional development includes learning experiences and resources to ensure that educators understand the subjects they teach address the New York State Learning Standards and the relationships between the subjects they teach and the other subjects in the curriculum.	Thirty Minutes
Students will establish a framework for classwork observations.	Each student will develop a framework for a classroom observation (I.e. - checklist) and post it in the forum. Students will respond to at least two other students' postings.	Participant posted classroom observation framework in forum. Participant responded to two other students.	<b>Standard 2:</b> Content Knowledge and Quality Teaching <b>Standard:</b> Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress. <b>Indicator 2b.</b> Professional development provides opportunities for educators to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to improve their students' learning by utilizing methods such as peer review, coaching, mentoring, and modeling.	Ninety Minutes

Students will determine pre-conference guidelines.	The partners will utilize either their wiki site or discussion forum. The partners will establish pre-conference guidelines and then conduct a pre-conference. Each person will discuss the one area of change they want to work on in their classrooms/work environments. If the partners actually work together, they will discuss what they want their partners to observe about them when they conduct the classroom observation. Partners will post the pre-conference guidelines they followed and two topics of discussion from their online pre-conference.	Partners posted pre-conference guidelines and two topics of discussion from their online pre-conference.	<p><b>Standard 2:</b> Content Knowledge and Quality Teaching  <b>Standard:</b> Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.  <b>Indicators: 2d.</b> Professional development provides differentiated instructional strategies to meet the needs of diverse learners. <b>2e.</b> Professional development ensures that educators have the knowledge and skills needed to develop and foster critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century.</p>	Thirty Minutes
<b>Week 6</b>				
<b>What makes an effective teacher?</b>	<b>Classroom Observation</b>	<b>Week Six Assessments</b>		
<b>Outcome/Goal</b>	Students will conduct a classroom observation and evaluate the collected data.			
Students will carry out a classroom observation.	Students will be directed to an article that provides criteria for analyzing classroom observations. Students will watch several video clips that show different classroom lessons. If students in the class are from the same school and taking the course together, they will visit each other's classrooms to conduct a classroom observation. All other students will select one of the video clips and conduct a classroom observation based on that video clip. Participants will prepare a one-paragraph assignment reflecting what they found both easy and challenging about the observation. The reflections will be posted in a Q&A forum.	Participant posted reflection in the Q&A forum about what they found easy and challenging about the observation.	<p><b>Standard 3:</b> Research-based Professional Learning  <b>Standard:</b> Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research. <b>Standard 2:</b> Content Knowledge and Quality Teaching <b>Indicators: 2e.</b> Professional development ensures that educators have the knowledge and skills needed to develop and foster critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century. <b>2f.</b> Professional development provides the knowledge, skill, and opportunity for educators to make relevant connections between the subjects they teach and the applications of those subjects. <b>Standard 5:</b> Diverse Learning <b>Standard:</b> Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students. <b>Indicator: 5b.</b> Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family, and community resources, and that meet diverse student learning needs.</p>	Sixty Minutes
Students will analyze the data from the classroom observation.	Students will analyze the data collected from the classroom observation and base their analysis on the criteria presented to them from the article. Student will send instructor the format for their data analysis.	Participant posted his/her data analysis in a Q&A forum.	<p><b>Standard 8:</b> Data-driven Professional Practice  <b>Standard:</b> Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs, priorities, to monitor student progress, and to help sustain continuous professional growth. <b>Standard 6:</b> Student Learning Environments <b>Standard:</b> Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive and equitable learning environments for all students. <b>Indicator: 6c.</b> Professional development provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, and social-emotional data) to refine educational practices and promote optimal learning environments.</p>	

Students will prepare data for a peer coaching partner.	Students will prepare data in a format such as a chart or narrative to present to their partners. They will exchange the data with their partners and post-conference with each other in the discussion forum.	Participant exchanged data with his/her partner and dialogued about it in the discussion forum.	<p><b>Standard 10:</b> Evaluation <b>Standard:</b> Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning. <b>Indicators: 10a.</b> Resources are provided to plan and conduct ongoing evaluation of professional development. <b>10b.</b> Professional development evaluation uses multiple measures to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning (such as the use of new learning in instructional planning, the use of student data for the development and adaptation of teaching strategies, or the enhanced student performance following the application of a different teaching strategy).</p>	Forty-five minutes
<b>Week 7</b>				
<b>What makes an effective teacher?</b>	<b>Evaluation</b>	<b>Week Seven Assessments</b>		
<b>Outcome/Goal</b>	Students will evaluate their peer coaching experience.			
Students will demonstrate if and how they reached their professional goals.	The instructor will provide a one- to two-paragraph summary to the course and speak about the importance of evaluation. Student will prepare short reflections on if and how they reached their professional goals. They will post their reflections and respond to at least two other participants.	Participant posted course summary reflection in the forum. Participant responded to two other students.	<p><b>Standard 10:</b> Evaluation <b>Standard:</b> Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning. <b>Indicator: 10c.</b> Professional development evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional development experience (such as participants reactions, surveys, focus groups, interviews, reflective journals, portfolios, or information about student behavior or performance).</p>	Sixty Minutes
Students will evaluate their peer coaching experience.	Students will dialogue in the discussion forum with their partners about their peer coaching experience.	Participant dialogued with partner in the discussion forum about their peer coaching experiences.	<p><b>Standard 10:</b> Evaluation <b>Standard:</b> Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning. <b>Indicator: 10d.</b> Professional development evaluation results are reported to key stakeholder groups in a manner that promotes effective use of the evaluation data for improving both individual educator practice and building- and district-wide professional development plans. <b>Standard 4:</b> Collaboration <b>Standard:</b> Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment. <b>Indicators: 4a.</b> Professional development provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal. <b>4c.</b> Professional development maximizes the use of technology to broaden the scope of collaboration.</p>	Thirty Minutes
Students will discuss peer coaching effectiveness.	Students will join a synchronous discussion group about the effectiveness of peer coaching programs. Each person will discuss at least one positive and one negative about the experience.	Participant participated in the synchronous discussion forum about the effectiveness of peer coaching programs. Participant posted one positive and one negative about the effectiveness of the peer coaching process.	<p><b>Standard 4:</b> Collaboration <b>Standard:</b> Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment. <b>Indicator: 4b.</b> Professional development provides ongoing opportunities for educatorsto work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.</p>	Thirty Minutes Fifteen Minutes
<b>COURSE EVALUATION</b>	Students will complete the course evaluation.	Participant completed course evaluation.		