

Peer Coaching Syllabus

Instructor – Joan Tschopp

◀ **Course Dates** – To Be Determined

◀ **Course Description**

This online course will explore the benefits that experienced educators can gain by collaborating with colleagues in a peer coaching program. New teachers are usually provided with mentors in the early stages of their profession. However, once the mentoring process ends, teachers often find themselves working alone and may have few opportunities to meet with colleagues to share ideas, discuss the challenges they face, or seek ways to improve their craft. Peer coaching is a professional development strategy that provides opportunities for educators beyond the new teacher phase to meet with one another, share in conversations about improving and refining practices, observe one another's classrooms (or other educational settings), promote collegiality, and ensure quality instruction. The relationships are based on confidentiality and trust and take place in a non-threatening, secure environment where everyone involved can learn and grow together. Working in partnership with colleagues can enhance practice, improve student learning, reduce isolation, and build a social community of support.

◀ **Course Goals, Outcomes and Objectives**

The participants in this course will

- investigate research-based peer coaching programs and practices.
- develop a model for their own peer coaching program.
- develop criteria for selecting a peer coaching partner.
- practice effective communication skills.
- develop a framework for and conduct peer observations.
- learn how to analyze data collected from peer observations and use it to improve classroom practice.
- utilize skills to help them become reflective practitioners.
- explore how peer coaching can be used for school improvement.

◀ **Instructor Bio**

- Teacher thirty-four years for grades k-12 in Lindenhurst School District
- Educational consultant for inclusion, co-teaching and differentiated instruction
- Author of several graduate courses including peer mentoring and integrated co-teaching
- Adjunct instructor for The College of St. Rose

◀New York State Standards Addressed

This course is aligned with the New York State Professional Development Standards. They can be found at

<http://www.highered.nysed.gov/tcert/resteachers/pd.htm> or

http://www.nysut.org/cps/rde/xchg/nysut/hs.xsl/bulletins_12522.htm

◀Contact Information

Please feel free to contact me by email at jots317@yahoo.com. The door is always open.

◀Prerequisite Skills/Requirements:

1. Microsoft Office (Mac or Windows) for assignments and knowledge of MS Word, Internet and e-mail. Participants should be able to create, attach and download documents.
2. Participation in Synchronous Activities

◀Required Software

Students should have access to the Internet.
Students should have Microsoft Word and be familiar with its use. Some assignments can be completed off-line and then cut and pasted or attached to an appropriate item.

◀Recommendation for In-service Credit

Credit will be based on the following factors:

1. Completion, quality and timeliness of the course assignments.
2. Active participation in the assigned conference discussions.
3. Assessment rubrics will be used to determine the quality of assignments. A minimum assessment of **Satisfactory** for participation in class discussions, required readings, group work and postings of completed assignments is essential in order to receive credit for the course.

Recommendation for in-service credit will be made only when all assignments have been completed to the satisfaction of the instructor and all course outcomes have been met.

