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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE ASSESSMENT OF THE EXTENT TO WHICH

PEER COACHING IS BEING IMPLEMENTED

IN SECONDARY SCHOOLS IN OKLAHOMA

A DISSERTATION

SUBMITTED TO THE DOCTORAL COMMITTEE

in partial fulfillment of the requirement for the

degree of

DOCTOR OF EDUCATION

BY

SHIRLEY SCHLAGEL

Norman, Oklahoma

1998

UMI Number: 9822817

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Ann Arbor, MI 48103

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AND POLICY STUDIES

BY

ACKNOWLEDGEMENTS

I would like to express a deep sense of gratitude to the members of my dissertation committee. Dr. Fred Wood became a mentor and friend as he guided me through the tedious process of bringing this dissertation to fruition. Dr. Wood showed amazing stamina, intellectual sophistication, and dedication at a time when a person of lesser qualities would have turned the task of leadership to someone else.

A sincere thank you to Dr. Frank McQuarrie for bringing to this dissertation process his expertise on the RPTIM staff development model and his knowledge of peer coaching. Likewise, I am indebted to Dr. Francine Smith for her ideas, to Dr. Charles Butler for his support, and to Dr. Gary Green for his able assistance. Numerous colleagues in Oklahoma City Public Schools shared their expertise, insight, and encouragement. Without their support it would have been difficult to spend the quality time demanded to complete this arduous task.

My parents laid the foundation for the assumption of this task in my growing up years. They taught me patience, stamina, perseverance, intellectual curiosity, and the will to see a tough assignment through to its completion. Although my father passed away three years before this dissertation was completed and my mother passed in the midst of this writing, I felt their guiding presence at every stage of its development. This dissertation is dedicated to my parents, Mrs. Nora Schlagel and Mr. Raymond Schlagel.

A big thank you to my children and grandchildren who have stood by me and have been inspired by my studies. Perhaps they will follow my lead in their own time.

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ABSTRACT

This study examined the extent to which peer coaching was being implemented in the secondary schools (grades seven through twelve) in the state of Oklahoma. Following a review of the literature which verified that characteristics of effective peer coaching programs were broadly referenced in the professional literature, a survey was conducted. The survey gathered information from Oklahoma secondary schools (grades seven through twelve) that indicated they had implemented peer coaching.

First, information was obtained regarding the extent to which the characteristics of peer coaching programs reported in the literature were being used. Second, information related to the extent the readiness and planning practices of school-based change were used to select and initiate peer coaching. Third, information related to the extent to which those involved in peer coaching had received effective training and follow-up while implementing peer coaching. Finally, information related to the extent to which peer coaching had impacted teachers' and principals' professional lives and the achievement of their students. The sample was 33 principals and 66 teachers from Oklahoma secondary schools (grades seven through twelve).

The findings showed there were significant differences between teachers' and principals' responses on peer coaching programs in Oklahoma to the following: allowed teachers to choose whether to participate in peer coaching, involved teachers in the decisions about who should coach, allowed teachers to select their peer coach from among their colleagues, that

peer coaches are chosen because they are master teachers and that peer coaches have time to develop trusting relationships.

The findings suggest that principals were more likely than teachers to indicate that the characteristics are apparent in the peer coaching programs in Oklahoma secondary schools.

CHAPTER ONE
THE PROBLEM AND ITS EFFECTS

Background

In recent years the public has called for academic improvement in our schools and, increasingly, educators have placed this responsibility upon the classroom teachers by requiring them to teach more, use more effective instructional strategies, and show improved student academic gains (Gilbert, 1992). Teachers continually seek innovative instructional techniques, methods, and processes designed to improve instruction. As they identify and implement these changes teachers need a support system, often collaborative in nature, to sustain the desirable elements of their new and innovative strategies (Dougherty, 1992). Peer coaching is one support process. This process uses collegial peer interactions to help teachers learn theory and procedures and practice them.

Peer coaching involves teachers observing their colleagues in the classroom, systematically recording data about the observed lesson, discussing the written record of the observation and providing teachers supportive feedback about their instruction. This approach to peer assistance has been very effective in improving teaching practices. Collegial detachment, on the other hand, is counterproductive to encouraging and sustaining instructional improvement (Dougherty, 1992).

In the past, time, energy, and money have been spent by educators on the premise that, after being trained, teachers could automatically transfer innovative instructional practices into their repertoire of skills. Yet staff

development programs based upon this assumption have had little or no impact on the skill acquisition or professional growth of teachers (Wood & Thompson, 1980). As a result, the programs and practices that the inservice was designed to implement have had limited impact on students (Dougherty, 1992). It would appear that just expecting that teachers will automatically transfer their inservice learning into professional practices has not worked. Transfer does not just happen; it requires that teachers get assistance (Wood, Killian, McQuarrie & Thompson, 1993).

Peer coaching, along with time for planning and lesson development, supports teachers attempting to transfer and master new skills essential to changes in curriculum and instruction. Through coaching, teachers work together to support each other and to provide clarification and insight into specific teaching situations. Together, teams of teachers encourage each other to think in new ways, to make new connections, and to experiment with new skills in a safe and supportive environment. The fact that the teachers make the decisions about data collection and engage in peer observation and post observation conferences provides a substantial advantage over the traditional practices of teacher isolationism (Showers, 1985).

Teachers embrace peer coaching as a collegial activity because it excludes evaluation from the professional growth process. It provides camaraderie between teachers and reduces the isolation of teaching. Peer coaching builds communities of teacher learners and encourages a new sense of professionalism (Dougherty, 1992).

In the past staff development programs have too often contributed to the mental stagnation of teachers, to isolationism, and to lowered teacher

morale. This, in turn, has led to teachers' negative attitudes toward staff development and, thus, to minimal use of newly learned skills or knowledge (Phillips & Glickman, 1991). These staff development programs might have worked if teaching were a simple process and teachers could easily integrate newly learned instructional strategies into their existing repertoires. However, research reveals that teaching is a complex, interactive process (Phillips & Glickman, 1991). Throughout each day, teachers make difficult decisions about students' abilities and needs. They decide about the most appropriate approaches to planning, teaching, and evaluating students (Showers, Joyce, & Bennett, 1987).

Only within the last 25 years have the processes of inservice training and implementation of changes in practices come under close scrutiny (Showers & Joyce, 1996). By the early 1970s educators recognized that many efforts to improve schools, even when very well funded and approved by the public, were encountering great difficulty and consequently achieving very low levels of implementation. Since that time, innovators, organizational specialists, curriculum development personnel, and technologists concerned with the implementation of effective instructional practices in the classroom have become more systematic in their approaches to change. The nature of training, organizational climate, curriculum implementation, teacher-learning processes, and the organization of school districts have been analyzed and planned with much greater care (Showers & Joyce, 1996).

Prior to the 1980s, the concept of teachers as coaches was explored by a number of educational researchers. For example, Berman and McLaughlin (1974) noted that in-class assistance and teachers observing other teachers

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were effective educational change programs that involved coaching.

Over the past 15 years our understanding of how educators and other professionals learn new behavior and put them into practice has continuously increased. This knowledge has emerged both as a result of work by practitioners in schools and university faculty members (Showers & Joyce, 1996).

When Joyce and Showers (1980) first advanced the notion of "coaching," they had just completed an exhaustive review of literature on training and presented their findings as a set of hypotheses related to types of training likely to result in various levels of impact. Given the state of knowledge about training at that time, Joyce and Showers (1980) indicated that when teachers were attempting to think about and refine their current practices, "modeling, practice under stimulated conditions, and practice in the classroom, combined with feedback," would be the most productive training design (p.381). They hypothesized that some form of continued classroom technical assistance would be essential for adding new practices to existing repertoires (Showers & Joyce, 1996).

Joyce and Showers investigated their hypothesis through studies designed to explore the impact of "coaching" that followed initial new content and skills training on long-term implementation (Showers, 1982; 1984). They found that continuing technical assistance (coaching after training), whether provided by an outside expert or by peer experts, resulted in much greater classroom implementation than initial training without follow-up coaching. In these early studies the coaching process was structured by pairing teachers with an outside consultant or an expert peer (Showers & Joyce, 1996).

In the mid-1980s educators turned their attention to school improvement and the application of training and coaching technologies to school-wide initiatives. These efforts presented quite different situations from work with groups of volunteer teachers pursuing their individual interests in curriculum and instruction. They found that school improvement training with an entire school staff necessitated collaboration with staff to: determine the most pressing student needs, select content appropriate to these needs, design training that enabled the staff to learn the new content, and study the implementation of new content and its impact on students (Showers & Joyce, 1996; Wood, Killian, McQuarrie & Thompson, 1993).

Collegial support, problem solving, sharing, and observing certainly existed among teachers long before Joyce and Showers work in this area, but it appears that these scholars were the first to focus on coaching as a component of staff development (Ackland, 1991). Joyce and Showers (1980) identified "coaching for application" as one of the five major components of staff development programs. They describe coaching as a collegial approach to the analysis of teaching for the purpose of integrating mastered skills and strategies into the curriculum. These findings were based on the observation of classroom teaching, which were followed by constructive feedback for the purpose of improving instructional techniques (Ackland, 1991).

Joyce and Showers (1982) provided the knowledge base for peer coaching through the process of coaching to achieve transfer of training and to create collegial support. They also found that coached teachers generally practice new strategies more frequently, use new strategies more appropriately, exhibit greater long-term retention of knowledge and skill,

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and exhibit clearer understanding of new strategies. Peer coaching is indeed a positive response to some of the problems of traditional inservice offerings. Instead of one-shot workshops with no follow-up, peer coaching provides an ongoing focus on a specific skill or strategy that enables the teacher to carry training back to the classroom (Leggett & Hoyle, 1987).

It is interesting to note that the early work of Joyce and Showers (1981, 1982, 1983) on coaching made no mention of the term "peer coaching." The involvement of teachers coaching other teachers (peers) was first addressed in 1984 when Showers trained teachers to be "peer coaches" rather than using staff developers as coaches. It has now become standard practice to refer to programs in which teachers coach one another as "peer coaching" programs (Ackland, 1991).

During the last few years, research on training has documented the benefits of peers helping peers in the implementation of innovations. Peer coaching is an important component of establishing teaching as a profession. In fact, regular, structured interaction between and among peers concerning substantive content is one of the hallmarks of a profession and is viewed by other professionals as essential professional nourishment rather than a threat to autonomy (Phillips & Glickman, 1991; Raney & Robbins, 1989; Showers & Joyce, 1996).

Need for the Study

Studies of effective inservice programs support the concept of peer coaching as an effective professional development strategy. However, there are relatively few studies that have focused on peer coaching in the last

twenty years. Existing studies appear to focus more on training and teacher attitudes toward the implementation of peer coaching. While the existing research shows that coaching by peers promotes collegial interactions that enable teachers to improve, refine, expand, and/or implement teaching behaviors in their classroom setting (Showers, Joyce & Bennett, 1987), they do not provide information about how decisions were made to implement peer coaching, how teachers were involved in the training and implementation of peer coaching, or on the impact the training has had on student learning. There is also a lack of research concerning the extent to which peer coaching has been implemented in schools within the United States. This lack of research in these areas suggests a need for additional study related to peer coaching.

Purpose of the Study

The purpose of this study is to assess the extent to which peer coaching is being implemented in the secondary schools (grades seven through twelve) in the state of Oklahoma. This study examines the extent to which the characteristics of effective peer coaching programs reported in the professional literature have been employed in those Oklahoma secondary schools, which indicated in a survey that they had implemented peer coaching. The survey also asked for an explanation of how such programs were selected and implemented. More specifically this study addresses the following research questions:

Question One: To what extent is peer coaching being implemented in Oklahoma secondary schools (grades seven

through twelve)?

Question Two: To what extent are characteristics of peer coaching programs, as identified in literature, in the last twenty years, being implemented in Oklahoma secondary schools where peer coaching is practiced?

Question Three: To what extent have the participants in Oklahoma secondary schools which are implementing peer coaching been involved in readiness and planning activities?

Question Four: To what extent have the participants in Oklahoma secondary schools implementing peer coaching been involved in training and follow-up support?

Question Five: In those Oklahoma secondary schools, which implement peer coaching, what effect(s) have the teachers and principals observed?

Question Six: Do secondary school teachers and principals differ significantly concerning the characteristics of peer coaching in Oklahoma schools; the selection, planning, and implementation of peer coaching programs; and the impact of these programs on teaching and learning?

Definitions of Terms

Peer coaching: A process in which teachers meet prior to observing one another teach to discuss the focus of the observation, conduct the observation and meet to give feedback concerning the observation (Phillips & Glickman, 1991).

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RPTIM: A staff development model to support school-based improvement. The five stages in the RPTIM model are Readiness, Planning, Training, Implementation, and Maintenance (Wood, Killian, McQuarrie & Thompson, 1993).

Secondary Schools: Schools in the state of Oklahoma that enroll students in grades seven through twelve. Schools in the state of Oklahoma that enroll students in any grade below grade seven are excluded from this definition of secondary schools.

Limitations and Delimitations

This study was conducted under the following limitations and delimitations:

1. The data were gathered only from the teachers and principals in secondary schools (grades seven through twelve) in Oklahoma; any generalizations are limited to secondary schools and may be limited to secondary schools in Oklahoma.

2. The data were descriptions of the respondents' perceptions and should be regarded as such.

3. The data were collected using a questionnaire rather than a direct observation of activities and practices in the schools.

Assumptions

This study was conducted within the boundaries of the following assumptions:

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1. The selected groups of schools were the best sources of data available for the study.

2. The principals of the selected schools were the best sources to identify the teachers most knowledgeable about the peer coaching program at their school.

3. The responses to the questionnaire by the participants are honest and accurate.

Summary

This chapter presents the background of the study. It includes the need for the study, statement of purpose, and definition of terms. Also included in this chapter are the limitations and delimitations of the study and the assumptions under which the study was completed.

The remainder of this dissertation consists of four chapters. Chapter Two presents a review of the literature related to peer coaching. Chapter Three presents the design and research procedures used to conduct the study. Chapter Four presents the findings of the study, including an analysis of the data. Finally, Chapter Five summarizes the findings and presents the conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

This chapter presents a review of the literature relevant to peer coaching. The literature search was conducted using traditional library sources as well as the ERIC File, the Comprehensive Dissertation Index, the Education Index, and the Current Index to Journals in Education.

The literature review focused on five areas that served as a foundation for this study. The first area reviews the literature related to the characteristics of peer coaching as a process. The second area reviews the readiness and planning stages of selecting, planning, and implementing a change like peer coaching. The assumption here is that peer coaching does not just occur, a school faculty must develop a knowledge base and commitment and they should plan carefully for implementation of such a change in the school. The third area of this review examines the literature concerned with the training and follow-up support stages of staff development. These stages address the nature of inservice learning and follow-up support to promote transfer of learnings about peer coaching into practices within the school. The fourth area in this review addresses the role of the principal in implementing a peer coaching program. Finally, the effects of a peer coaching program on teaching are examined.

Characteristics of Peer Coaching Programs

This section presents characteristics of peer coaching. It includes a definition of peer coaching followed by a discussion of the major functions and processes of peer coaching.

Coaching has been operationally defined as "the provision of onsite personal support and technical assistance for teachers" (Leggett & Hoyle, 1987, p. 17). "Peer coaching, the focus of this research, has also been defined as a process in which teachers observe one another teach, give feedback concerning the observation, and together develop an instructional improvement plan" (Phillips Glickman, 1991, p.20).

Coaching as a process for improving teaching has gained a substantial number of proponents within the academic community as well as within elementary and secondary education. As peer coaching has been operationalized a number of different names, intent and purposes have been attached to the basic model developed by Joyce and Showers. Allan A. Glatthorn (1987) discussed peer-centered options such as "cooperative development, colleague consultation and peer coaching" as concepts inherent in cooperative professional development. He also suggested the peer coaching as articulated by Joyce and Showers was similar to peer supervision where peers observe and confer on observations (p.31).

Showers (1985) stated that teachers should coach each other. To do so, coaches need: (1) familiarity with the new skill or strategy to be mastered and transferred into the teacher's active repertoire, (2) access to other teachers in their classrooms for purposes of observation, feedback, and conferences, and (3) openness to experimentation and willingness to persist

and refine skills. Clearly no single role group possesses these attributes to the exclusion of others; teachers, supervisors, and principals can effectively coach. However, the logistics involved in a continuous growing and learning process favor peer coaches (Showers & Joyce, 1996).

Showers (1985) suggested that if peers are the most logical choice as coaches, it follows that the training of coaches most sensibly occurs during the training of the skills and behaviors that require coaching. Joyce and Showers (1980) indicated that the two main purposes of inservice programs were to "fine tune" existing skills and to learn new ones.

Peer coaching can begin after a group of teachers attend a staff development program together. Either a pair of teachers or a small team voluntarily chooses to peer coach one another on the strategies they have decided to implement from the staff development program. Peer coaching pairs or teams are determined by mutual agreement of the teachers involved; teachers select those with whom they feel comfortable and with whom they see as credible in their role (Joyce & Showers, 1983; Showers, 1985).

In his dissertation, Dougherty (1992) posited three coaching models, which were used in schools. Each model focused on a specific process, but all included training using some instructional strategies or procedures followed by observation, practice, and feedback. The models were: (1) technical coaching process which involves increased professional dialogue through pair observation and consultation with one another concerning specific predetermined teaching methods, (2) collegial coaching which also includes observation and discussion, but the observed teacher selects the area of focus for the observations, and (3) challenge coaching which focuses on helping groups of teachers identify and analyze persistent instructional

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problems. Each of these models were designed to ensure that what was learned during inservice training was transferred into the classroom, thus changing teachers' behavior and increasing student learning.

Dougherty (1992) also noted the five major functions of peer coaching that Joyce and Showers (1982) discovered from their research. They are: (1) companionships: sharing perceptions and feelings as one works through mutual problems, (2) technical feedback: helping teachers see strengths in their lessons, while checking to see if the lesson accomplished its intended objective, (3) analysis of application: knowing when to appropriately use a new model and what will be achieved as a consequence, (4) adaptation to the students: "reading" the students' responses to make decisions about how to adapt the model, and (5) facilitation: working with the teacher to make the transition period as smooth as possible for increased teacher self-esteem during early trials.

Although the process of peer coaching has been given varied names with varying underlying assumptions over the past ten years, Ackland (1991) has identified three characteristics common to all coaching programs. According to Ackland, peer coaching programs are: (1) nonevaluative, (2) based on the observation of classroom teachers followed by constructive feedback, and (3) designed to improve instructional techniques.

Glickman (1985) simplified the peer coaching cycle into five sequential steps: (1) a preconference with the coach to set observation purpose, focus, method, and time, (2) an observation by coach using agreed upon data collection method or instrument, (3) the coach's analysis of data collected, (4) a postconference with the coach and person coached to share and analyze the data together, and (5) the critique of previous four steps by

the coach and person coached (p.56).

The practices which define each of the five steps were identified in the early 1970s by the Institute for Development of Educational Activities (/I/D/E/A/) in the "Clinical Workshop Handbook" (/I/D/E/A/, 1970). These guidelines have been used over the years by /I/D/E/A/ to prepare teams of educators to coach each other during the Institute's training programs. The specific steps and practices are presented below. In the judgment of this researcher they represent one of the more complete list of practices for the steps of the coaching process available in the literature at this time.

The /I/D/E/A/ Observation Cycle include:

Step 1. Preobservation cycle

Establish a contract between observer(s) and the person to be observed, including a description of:
- objectives of the lesson
- relationship of the lesson objectives to the over-all learning program being implemented
- activities to be observed
- assessment procedures
- specific descriptions on items or problems on which the teacher wants feedback

Establish the mechanics or ground rules of the observation including:
- time of the observation
- length of the observation
- place of the observation
- if observers should talk to students

Make specific plans as to carrying out the observation after the teacher to be observed leaves the conference, including:
- Where shall they sit?
- Will each observer look for a specific action?
- Will any special materials or preparations be necessary?

- How shall they leave the observation?

Step 2. Observation

Observers record all information pertinent to the requests of the teacher being observed

Prior to the analysis session it may be necessary to organize the data collected to facilitate discussion

Some record sequence of events in observation

Step 3. Analysis

Participants should refrain from making any value statements for the first ten minutes of the analysis

Observers reconstruct the details of the lesson observed to establish a common ground of discussion

Positive aspects of the lesson in terms of behavior not personality are discussed

Alternatives and suggestions to help the teacher are agreed upon

A plan or strategy is developed to present feedback to the teacher

Step 4. Post-Observation Conference

Carry out the strategy for providing the teacher with constructive feedback

Step 5. Critique

The observer(s) should review the operations and behaviors during the observation cycle to improve the techniques of peer observations

- decide if the planned strategy was a success
- decide if the teacher was helped
- determine the need for any follow-up action with the teacher

The role of the observation team leader should be discussed and critiqued

The person observed should critique his/her own role in participation in the peer observation cycle
- decide how to implement suggestions
- decide on follow-up actions

Joyce and Showers (1982) suggested that a "best pattern" of frequency of coaching was teacher-pairs collaboratively coaching one another each week. Over the long term, Joyce and Showers indicated that 10 to 15 coached practice sessions are desirable for teachers to reach a high level of skill in learning a moderately complex teaching activity.

Sparks (1990) stated that the frequency of coaching is important both in helping the coach internalize the skills and in producing maximum benefits for teachers. He discussed two different studies which both demonstrated that the more engaged the participants were, the higher the benefits were for them. The benefits were transformational in nature when the frequency of coaching was up to six or seven times a year. At this point, the cognitive skills of coaching were generally in place.

Teachers will find it difficult to leave their classrooms to peer coach. Substitute teachers are in short supply and taking time away from lunch and preparation periods is not very satisfying to teachers. It is apparent that a wide range of logistical details must be carefully worked out and managed before peer coaching is implemented as a program focus in schools (Wentz & Adams, 1991).

The various methods of freeing teachers for peer observations and feedback are problematic. Joyce and Showers (1987) proposed seven low-cost arrangements for freeing teachers for coaching. Those arrangements included: (1) having the principal teach while the teacher observes, (2) schedule larger than classroom-size group instruction, (3) arrange for students to do independent study and research, (4) enlist volunteer aides, (5) seek out student teachers, (6) organize team teaching, and (7) use audio- or videotape equipment to record lessons (p.23-24).

Proponents of coaching will vigorously display data in support of peer coaching, but are quick to distance themselves from evaluation as a component of coaching. Showers (1985) reported that the evaluation of teachers typically implies judgment concerning the adequacy of the person, whereas coaching implies assistance in a learning process. Thus the focus of coaching is clearly on helping people use what they have learned in the workplace and is nonjudgmental and nonevaluative.

Readiness and Planning Stages

This section is one of two that describes four of the five stages of the RPTIM model (Wood et al., 1993). These stages describe what faculty members need to do to plan and implement a peer coaching program. As noted earlier, the first four stages of the RPTIM model were examined in this study. This section begins with defining the major tasks in the Readiness and Planning Stages and then identifies the specific practices indicated by Wood and his colleagues that need to be addressed by a faculty implementing any new program or change in schools. This is followed by a

discussion of the literature on peer coaching that is related to these two stages (Readiness and Planning) in the areas of school environment, designing a program, and the importance of teacher involvement.

The **Readiness Stage** of the RPTIM model is composed of four major tasks: (1) establishing a supportive climate, (2) creating new expectations and commitment, (3) selecting improvement goals and the program and practices to achieve those goals, and (4) obtaining support and commitment from stakeholders (Wood et al., 1993).

The specific **Readiness Stage practices** were identified by Wood, McQuarrie, and Thompson (1982). They included:

A positive school climate is developed before other staff development efforts are attempted.

Goals for school improvement are written collaboratively by teachers, parents, building administrators, and central office administrators.

The school has a written list of goals for the improvement of school programs during the next three to five years.

The school staff adopts and supports goals for the improvement of school programs.

Current school practices are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned.

Current educational practices not yet found in the school are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned.

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The school staff identifies specific plans to achieve the school's goals for improvement.

Leadership and support during the initial stage of staff development activity are the responsibility of the principal and central office staff (p.29).

Since the list of practices was developed only one readiness practice has been added in the original eight. This practice dealt with the need for faculty to be aware of strengths and weaknesses in the school as well as best practices in education before setting their goals (Wood, et al., 1993)

The **Planning Stage** of the RPTIM model is composed of five major tasks: (1) involving the planning team and school faculty in defining the specifics of what will happen in the school when the improvements are in place, (2) conducting a needs assessment, (3) identifying the resources available to support the long-range inservice and improvements, (4) developing a five-year inservice plan and time line for implementing the school's improvement goals, and (5) obtaining faculty and district approval of the written school improvement plan (Wood et al., 1993).

The specific **Planning Stage practices** originally identified by Wood, McQuarrie, and Thompson (1982) included:

Differences between desired and actual practices in the school are examined to identify the inservice needs of the staff.

Planning of staff development activities relies, in part, on information gathered directly from school staff members.

Inservice planners use information about the learning styles of participants when planning staff development activities.

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Staff development programs include objectives for inservice activities covering as much as five years.

The resources available for use in staff development are identified prior to planning inservice activities.

Staff development programs include plans for activities to be conducted during the following three to five years.

Specific objectives are written for staff development activities.

Staff development objectives include objectives for attitude development (new outlooks and feelings).

Staff development objectives include objectives for increased knowledge (new information and understanding).

Staff development objectives include objectives for skill development (new work behavior).

Leadership during the planning of inservice programs is shared among teachers and administrators (p.29).

Ackland (1991) stated that identifying the preconditions for change and developing an environment in the school that is conducive to change are imperative before attempting to institute peer coaching programs on a large scale. The literature which discusses the selection, planning, and implementing of peer coaching supported the importance of readiness and planning activities and practices. The following briefly reviews some of the articles, which support attention to these two stages when peer coaching is implemented in schools.

As a school district or school contemplates the possibilities of using peer coaching as an alternative to traditional staff development, certain

elements must be in place. Of primary importance is the analysis of needs and the development of goals to be accomplished, both important considerations in the Readiness and Planning Stages.

Garmston (1987) indicated that the major goals of collegial coaching were to help teachers refine teaching practices, develop collegiality, increase the impact of professional development, and help teachers think more deeply about their work. Within this goal, schools must determine the results they seek and the measuring devices that will be used to determine success. School districts and schools must also choose from the five components of the coaching process, as outlined by Joyce and Showers (1982), to guide and focus the training process. As noted earlier, Joyce and Showers identified five major components of the coaching process: (1) provision of companionship, (2) giving of technical feedback, (3) analysis of application extending executive control, (4) adaptation to students, and (5) personal facilitation. Clearly during readiness, school faculty selecting peer coaching must consider and decide which of these goals and components they wished to pursue.

According to Ackland (1991), during the planning to implement peer coaching, school faculties needed to discuss issues such as training design, incentives, and class coverage in order to design a program that will fit a given situation. A wide range of details must be carefully worked out and planned before a peer coaching program is implemented.

The key to the success or failure of any peer coaching model is teacher ownership of the process. Therefore, teachers must be intimately involved in choosing a focus for peer coaching. Teachers must also be involved in the planning stage. During the planning for example,

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"leadership is shared among teachers and administrators" (Wood et al.,
1982, p.29). Desrochers and Klein (1990) suggested that educators
considering peer coaching "aim for a completely teacher directed peer
coaching program and involve teachers in making the majority of the
important program decisions from the very start" (p.8).

Training and Follow-up Support Stages

This section presents the next two stages of the RPTIM model which
describe to a faculty what they need to do as they train (Training Stage) and
provide follow-up support (Implementation Stage) for implementing a peer
coaching program. First the training and follow-up support tasks will be
defined. Then, as with the previous two stages, the specific practices
addressed in these stages will be identified. This is followed by a discussion
of the literature on peer coaching that is related to training and follow-up
support in the areas of individual staff members choosing learning activities,
peers helping to teach one another, and principals participating in inservice
activities with their staffs.

There are four key tasks in the **Training Stage**: (1) selecting and
designing an effective inservice program, (2) selecting experienced trainers,
(3) scheduling the inservice activities, and (4) ensuring participation by the
principal and other administrators (Wood et al., 1993).

The specific **Training Stage practices** identified by Wood,
McQuarrie, and Thompson (1982) included:

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Staff development activities include the use of learning teams in which two to seven participants share and discuss learning experiences.

Individual school staff members choose objectives for their own professional learning.

Individual school staff members choose the staff development activities in which they participate.

Staff development activities include experiential activities in which participants try out new behaviors and techniques.

Peers help to teach one another by serving as inservice leaders.

School principals participate in staff development activities with their staffs.

Leaders of staff development activities are selected according to their expertise rather than their position.

As participants in staff development activities become increasingly competent, leadership behavior become less directive or task-oriented.

As participants in staff development activities become increasingly confident in their abilities, the leader transfers increasing responsibility to the participants (p.20).

The **follow-up support (Implementation Stage)** is composed of three major tasks: (1) providing necessary assistance, (2) providing recognition and reward, and (3) providing adequate resources (Wood et al., 1993).

The specific **follow-up support (Implementation Stage) practices** identified by Wood, McQuarrie, and Thompson (1982) included:

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After participating in inservice activities, participants have access to support services to help implement new behaviors as part of their regular work.

School staff members who attempt to implement new learnings are recognized for their efforts.

The leaders of staff development activities visit the job setting, when needed, to help the inservice participants refine or review previous learning.

School staff members use peer supervision to assist one another in implementing new work behaviors.

Resources are allocated to support the implementation of new practices following staff development activities (funds to purchase new instructional materials, time for planning, and so forth).

The school principal actively supports efforts to implement changes in professional behavior (p.29).

Again the literature supports the importance of training and follow-up stages. The remainder of this section briefly reviews some of the articles which support giving attention to the practices which define these two stages when peer coaching is implemented in schools.

Showers (1985) emphasized that teachers must be trained to coach. Some programs suggested at least a six-hour component on coaching as a part of professional development. Coaching should be viewed as an integral part of all inservice training programs. Showers (1985) indicated that the serious and continuing study of teaching in schools requires: (1) challenging substance, for which theory is thoroughly explicated and understood, (2) demonstrations for a clear picture, and (3) opportunities for practice with

feedback. These components allowed development of skills as well as knowledge (p.44).

Joyce and Showers (1982) were very specific in terms of hours and days required during the training stage to prepare teachers for peer coaching. Much of the literature on peer coaching addressed the requirement to find time to release teachers for peer coaching responsibilities.

Time is a major factor of consideration in training of peer coaching. Brandt's (1987) conversation with Bruce Joyce on the subject of "How much time does it take for a teacher to learn a model?" was revealing. Joyce suggested it would take a three-day workshop or its equivalent to get started. Seven days of training were suggested for a concept of medium complexity. Beyond that Joyce reported it takes teachers approximately 30 trials to get reasonably good at a model, in the sense that they can use the skill as easily as they use their existing repertoire.

Showers (1985) stated the following:

> That the training of coaches is a continuous activity, as is coaching itself. The training component, however, becomes less prominent than the coaching process as teachers develop skill in coaching each other. Nevertheless, periodic sessions in which coaches review their self-help strategies are useful (p.41).

Servatius and Young (1985) described a process of training for peer coaches, which occurred at two levels. Level one provided training in the phases of coaching: preobservation conference, how to plan a postobservation conference, how to conduct a supportive conference, and the general skills of giving feedback while maintaining a supporting, collegial stance. Level two of the training included simulated practices in the phases

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of coaching that had been learned. Following the simulations, the trainees had additional practice in observing classrooms and conducting conferences with regular classroom teachers.

Showers (1985) indicated that the training of coaches should occur during the training of the instructional skills and behaviors that will eventually be coached. As a new strategy is taught in the training session, peer coaches are instructed on the strategy itself as well as how to give feedback related to the strategy as they coach their peers. After receiving and participating in multiple demonstrations of the strategy and the feedback process, teachers prepared lessons for their peers and presented them to a partner. Their partner served as the coach and provided feedback on the lesson that had been planned and presented.

Training for the second phase of coaching occurred during follow-up sessions after the teacher coaches had returned to their schools to use the instructional and coaching strategies they had learned. In this phase teachers reassembled as a large group to discuss their progress on the appropriate use of newly mastered teaching and coaching strategies.

The Role of the Principal

Principals play a key role in implementing the peer coaching process and helping it flourish. Garmston (1987) suggested that principals and administrators develop and maintain peer coaching in five distinct ways. The most critical action was their involvement in selecting a coaching model most likely to produce the outcomes the school deems important. Other administrator support for peer coaching that was important included demonstrating that peer coaching was valued, providing a focus for coaching

activities, providing training for coaches, and modeling positive coaching behaviors.

Garmston (1987) indicated that principals demonstrate that they value coaching by providing resources, structuring coaching teams, acknowledging coaching teams, acknowledging coaching practices, and devoting staff meetings to coaching topics. The administrator must also provide focus so that data were gathered and feedback between coaching partners was possible. Finally, the administrator must establish expectations for frequency of coaching episodes.

Showers (1985) stated that establishing a peer coaching program requires strong leadership from principals as well as support from central administrative staff. The leadership was manifested in setting priorities, allocating resources, making logistical arrangements, and providing social support.

Principals can arrange for substitute teachers, provide for physical space for coaches to confer, and facilitate informal staff meetings among coaching teams (Desrochers & Klein, 1990). Principals must assist with the logistics of peer coaching systems if coaching is to become institutionalized. According to Showers (1985), teachers have worked in isolation so long that extended collegial working relationships with their peers may be uncomfortable without strong support from their principals.

Where peer coaching has flourished, principals have taken very active roles in helping teams form, supporting them, providing times in meetings for sharing of teaching and planning, and providing help for team leaders. Professional growth has been viewed by the school leader as valuable and expected (Showers, 1985).

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The Effect of Peer Coaching Programs

This section reviews the literature and research on the effect of peer coaching programs. Researchers have studied the improvement of teachers' instructional skills through peer coaching, how effectively and consistently teachers implement training skills using peer coaching, and how inspired teachers seem to be to achieve intended instructional goals.

Showers (1982) tested the effectiveness of peer coaching in an experimental study. Seventeen teachers were trained during seven weeks (21 hours) in models of teaching. After training nine teachers participated in an extended observation-feedback cycle (peer coaching), while the remaining eight teachers taught as usual. The teachers in the coaching group received on the average higher transfer-of-training scores than did the teachers not receiving the peer coaching.

Research reported by Fullan (1982), Joyce and Showers (1982), Showers (1985) supported the notion that peer coaching is effective in improving teachers' instructional skills (Leggett & Hoyle, 1987). Servatius and Young (1985) reported similar results for peer coaching based on their evaluation of their Teacher Advisory Program. They found that the teachers who received both training and coaching were implementing the trained skills correctly and consistently as evidenced by direct observation.

Peer coaching can support professional growth and inspire teachers to achieve intended instructional goals. Neubart and Bratton (1987) collected qualitative and quantitative data in a study of a two-year team-coaching project in which the coach taught in a team with the teacher who was coached. The process included coaches visiting classrooms approximately

two a week for periods of time ranging from three months to an entire year. At the end of each of the two years of coaching, the teachers completed a questionnaire based on Joyce and Showers' (1982) five functions of a coach. Teachers rated their coach on a five-point Likert scale ranging from low (1) to high (5) on each of the peer coaching functions which were (1) provision of companionship, (2) giving of technical support, (3) analysis of application: extending executive control, (4) adaptation to the students, and (5) personal facilitation (Joyce & Showers, 1982). The mean rating for all the functions were 4.6 or greater which indicated that coaching in this situation had improved companionship, technical support, extended control, and flexibility.

Sparks and Bruder (1987) studied a peer coaching program to determine whether coaching improved collegiality in the schools, encouraged experimentation with new practices, and enhanced teaching effectiveness. The study also examined teachers' responses to peer coaching and the benefits of the process.

The teachers reported an increase in the frequency of observations and feedback on their instruction. Also, the project succeeded in increasing teacher-to-teacher interaction. At the end of the year, teachers reported greater student success in their classrooms. Overall, the teachers became comfortable with peer coaching and found it useful in improving collegiality, experimentation, and student learning.

Williamson and Russell (1990) described a project that was designed to increase teachers' understanding and use of mathematics manipulatives. Mathematics teachers were trained to use manipulatives in their classrooms. Then to encourage teachers to use manipulatives, "lead" mathematics

teachers (peer coaches) coached the trained teachers in the use of manipulatives during the first year of implementation. The coaching process was as follows. First, each teacher observed the lead teacher in the lead teacher's classroom conducting a lesson using mathematics manipulatives. Then the lead teacher demonstrated the use of manipulatives in the teacher's own classroom. Following these two demonstrations, the teacher to be coached planned a lesson using manipulatives with assistance of the lead teacher. This lesson was then taught with the lead teacher coaching the peer teacher.

The coached teachers in this study reported a significant increase in the use of manipulatives in their classrooms as compared to a group of teachers who attended the workshop but did not receive the extended coaching assistance of the lead teachers. Both lead teachers and teachers coached reported that they benefited from the collegiality and that they felt greater confidence in their teaching (Williamson & Russell, 1990).

Munro and Elliott (1987) conducted a two-day, effective workshop to provide an overview of the program's objective: to present the research on effective teaching, to conduct teacher self-assessments, to introduce observations and feedback skills, and to have teachers begin writing an instructional improvement action plan. At the end of the year 97% of the 41 participants said they had accomplished their instructional goals and 94% said peer coaching had been more helpful in achieving their instructional goals than direct classroom supervision by the principal. Of the participants, 88% stated that peer coaching had made a significant difference in their instruction compared to previous years.

Joyce and Showers (1982) examined the impact of coaching on two types of transfer: "horizontal—in which a skill can be shifted directly from the training situation:" and "vertical—in which the new skill cannot be used to solve problems unless it is adapted to fit conditions of the workplace" (p.5). Their study revealed that peer coaching was particularly well suited to encourage horizontal and vertical transfer (Ackland, 1991).

Wright (1987) conducted a readiness and training program for an elementary school faculty and principal to help teachers improve their understanding and transfer of teaching skills. Joyce and Showers' research provided the knowledge base for peer coaching in Wright's training program. To begin, teachers participated in two consecutive days of instruction, decision-making, modeling, and guided practice. The training program focused on discussion and practice using collaborative and nondirective approaches.

Wright used Glickman's (1985) five sequential steps of the peer coaching cycle. These steps, noted earlier, included: (1) preconference, (2) observation, (3) coach's analysis, (4) postconference, and (5) critique. After ten weeks of implementation, the teachers were surveyed to determine the effectiveness of the peer coaching program. Teachers' responses to training benefits included learning new approaches for giving observation feedback, learning how to give nonjudgmental and nonthreatening feedback, and building connections and support systems with peers (Wright, 1987).

Phillips and Glickman (1991) reported the results of a peer coaching program designed to involve teachers in their professional development and to stimulate their cognitive development. The coaching program was divided into two parts: learning the peer coaching process, and participating

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in four two-week coaching cycles. The teachers reported that the peer coaching process changed their teaching. It helped them to focus on the specifics of teaching, gain new ideas and/or information, and develop new insight or awareness about the teaching process.

Based on these studies noted above, it appears that coaching effects fall into two broad categories: facilitation of transfer of training and development of norms of collegiality and experimentation. Coaching appears to contribute to the transfer of training in five ways. As the result of coaching, teachers generally (1) practice new strategies more frequently and develop greater skill in the actual moves of a new strategy than do uncoached teachers who have experienced identical initial training (Showers, 1985), (2) use the new strategies more appropriately in terms of their own instructional objectives and theories of specific models of teaching (Showers, 1982; 1984), (3) exhibit greater long-term retention of knowledge about a skill with strategies in which they have been coached, (4) teach the new strategies to their students (Showers, 1984), and (5) exhibit clearer cognitions with regard to the purposes and uses of the new strategies than do uncoached teachers (Showers, 1982; 1984).

Showers (1985) stated the following:

> Many believe that the essence of the coaching transaction is in the offering of advice to teachers following observation. It is not. Teachers learn from each other in the process of planning instruction, developing the materials to support it, watching each other work with students, and thinking about the impact of their behaviors on the learning of their students (p.32).

Throughout the staff development literature, coaching has been cited as an effective technique for achieving "transfer of training" but this impact

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of peer coaching has been questioned. According to Wade's (1984/1985) study, evidence points to the fact that coaching as an instructional technique, appears not to have the potential to alter teacher behavior as proposed by Joyce and Showers (1981). Wade's meta-analysis of research on staff development found that using coaching to promote transfer of training into practices was only moderately effective and that coaching as an instructional improvement technique may not always be effective.

However, Sparks (1984/85), in response to Wade's study, indicated a concern about Wade's lack of detail in the definition of independent variables and dependent variables in the studies she examined. The description of her research failed to detail the interventions that were used, the samples, important context variables, and other crucial information about the studies she included in her meta-analysis. Sparks stated that when Wade (1984/85) defined these critical variables so briefly, "it is hard to imagine them in practice" (Sparks, 1984/85). Sparks stated in her reply to Wade's study, that "we may create our own definition of the practice found to be most effective and make decisions that contradict the findings of the original studies" (p.55). Thus, while Wade's research raised question about the impact of peer coaching, the great body of existing research strongly supports that peer coaching was an effective means to changing and improving instruction.

<u>Summary</u>

This chapter reviewed the literature on peer coaching and the planning and implementing such programs in schools. The areas examined included characteristics of peer coaching programs, practices related to Readiness, Planning, Training and Implementation Stages of peer coaching programs. In addition, the role of the principal in implementing peer coaching, and the impact peer coaching has on teaching and learning. The results of this review served as the basis for designing the instrument Peer Coaching Implementation Survey (PCIS) that was used to collect the data for the study.

Research on coaching has, with limited exception, shown this process to be an effective follow-up to training. The teachers, once trained as peer coaches, can dedicate themselves to the implementation of newly learned strategies in the classroom (Leggett & Hoyle, 1987).

CHAPTER THREE

DESIGN OF THE STUDY

Introduction

The purpose of this chapter is to describe the procedures employed to answer the six research questions for this study. The six questions addressed in this study are:

Question One: To what extent is peer coaching being implemented in Oklahoma secondary schools (grades seven through twelve)?

Question Two: To what extent are characteristics of peer coaching programs, as identified in literature in the last twenty years, being implemented in Oklahoma secondary schools where peer coaching is practiced?

Question Three: To what extent have the participants in Oklahoma secondary schools which are implementing peer coaching been involved in readiness and planning activities?

Question Four: To what extent have the participants in Oklahoma secondary schools implementing peer coaching been involved in training and follow-up support?

Question Five: In those Oklahoma secondary schools, which implement peer coaching, what effect(s) have the teachers and principals observed?

Question Six: Do secondary school teachers and principals differ significantly concerning the characteristics of peer

coaching in Oklahoma schools; the selection, planning, and implementation of peer coaching programs; and the impact of these programs on teaching and learning?

The remainder of this chapter describes the design of the study. The first section presents the population and how it was identified. The second describes the instrument employed in this study, including the purpose and organization of the questionnaire and the procedures used to develop it. The third section summarizes the procedure used to collect the data, while the fourth describes the analysis of the data and is followed by a summary of the chapter.

Population and Sample

Just prior to the time of this study the Oklahoma State Department of Education published its yearly Oklahoma Educational Directory, which contains a list of state secondary schools, along with the names and telephone numbers of their principals. This list included 548 schools that enroll students in grades seven through twelve and that do not enroll students in any grade below grade seven. Each of these principals was sent a letter (Appendix A) providing a brief explanation of the nature and purpose of this study. Specifically, the letter indicated the researcher was a doctoral student at the University of Oklahoma who was seeking information on the use of peer coaching in Oklahoma secondary schools. A stamped self-addressed card was included with the letter. Principals were asked to use this card to indicate whether their schools were implementing peer coaching

and, if they were the percentage of their faculty that was directly involved with peer coaching. This card also asked the secondary principals whether they had been the principal in their school during the 1995-96 school year, and the number of years the school had been implementing peer coaching. The letter informed the principals that the researcher planned to contact those teachers involved in peer coaching programs at a later date for additional information.

Of the 548 cards sent, 354 (65%) were returned and 33 (9.3%) of the schools met the criteria—using peer coaching; principal at the time peer coaching was being implemented; using peer coaching more than one year before the study. Thirty-three secondary principals indicated their support of peer coaching. Based on this return the population for this study included all teachers and principals in these 33 schools. Therefore, the population of principals for this study numbered 33. The population of teachers numbered 852. In follow-up telephone calls, the 33 principals identified two teachers as being most involved with peer coaching in their building. These principals and teachers became the participants for this study. The result was a sample of 33 principals and 66 teachers for this study.

Instrumentation

Purpose of the Instrument

The Peer Coaching Implementation Survey (PCIS) was developed to determine the extent to which peer coaching was being implemented in Oklahoma secondary schools (grades seven through twelve). This survey provided four types of information. First, it measured the extent to which

the characteristics of peer coaching programs reported in the literature were being implemented. Second, it explained the extent to which the readiness and planning practices of school-based change were used to select and initiate peer coaching in the school. The questionnaire also provided information about the extent to which those involved in peer coaching has received effective training and follow-up support while implementing peer coaching. Finally, this survey asked respondents to indicate the extent to which peer coaching had impacted their professional lives and the achievement of their students.

Organization of the Instrument

The questionnaire was divided into five sections. The first section provided background information and the extent to which the school and respondent were involved in peer coaching. The second section was designed to obtain data on the extent to which the characteristics of peer coaching programs identified in literature (Wright, 1987; Phillips & Glickman, 1991) were being implemented. The third section was designed to obtain data on the extent to which respondents believed the Readiness and Planning practices of school-based change as defined in the RPTIM staff development model (Wood, Killian, McQuarrie & Thompson, 1993) were used to select and plan for peer coaching in their school. The fourth section examined the extent to which the participants have been involved in Training and Follow-up Support practices of school-based change, as defined by the RPTIM staff development model (Wood, Killian, McQuarrie & Thompson, 1993). The final section asked respondents to describe the effects, which they perceived peer coaching had on teachers and students.

The following is a description of the questionnaire indicating the contents of each of the five sections. A copy of the questionnaire is included in Appendix B.

Section 1 - Background Information: In this section there were seven items. The first four items requested information from principals and teachers concerning their sex, current role, number of years in this role, and number of years in their current role at the present school site. Teachers were also asked to indicate the grade level(s) and subject(s) they currently taught. In addition, respondents were asked to indicate the extent to which peer coaching was being implemented by the respondent and by their school. The questionnaire employed a four-point modified Likert scale to indicate the extent of involvement; the response options included: (4) Very Extensive, (3) Extensive, (2) Limited, and (1) Very Limited.

Section 2 - Characteristics: In this section, characteristics of peer coaching programs identified in current research on best practices are listed. The first 28 items asked the respondents to indicate what degree they believed the characteristics related to the peer observation process, peer coaches, time for coaching, and the selection of instructional practices used during coaching were present in the peer coaching program at their school site. A four-point modified Likert scale was used for the 28 items, with the following response options: (4) Strongly Agree, (3) Agree, (2) Disagree, and (1) Strongly Disagree. The last two items in this section asked the respondents to indicate who selected the instructional practices that were observed during peer observation and the expected frequency of peer coaching.

Section 3 - <u>Readiness/Planning</u>: This section consisted of 12 items based upon the Readiness and Planning practices of school-based change, as identified in the RPTIM staff development model (Wood, Killian, McQuarrie & Thompson, 1993). Respondents were asked to indicate the degree to which these readiness practices were employed, i.e. the involvement in selecting the peer coaching program, the purpose of peer coaching, and planning in implementation of a peer coaching program at their school. The respondents were also asked to indicate the degree to which the planning practices incorporated teacher involvement in planning, availability of resources, and adequacy of the plan for the peer coaching program at their school. Again a four-point modified Likert scale with the same response options as noted earlier was used: (4) Strongly Agree, (3) Agree, (2) Disagree, and (1) Strongly Disagree.

Section 4 - <u>Training and Follow-up Support</u>: This section consisted of 20 items based upon the Training and Implementation practices of school-based change identified in the RPTIM staff development model. Respondents were asked to indicate the extent of their involvement in and nature of training and follow-up support in implementing peer coaching at their school site. Again, a four-point modified Likert scale was used; the response options included: (4) Strongly Agree, (3) Agree, (2) Disagree, and (1) Strongly Disagree.

Section 5 - <u>Impact of Peer Coaching</u>: The final section consisted of seven items, which included an open-ended question relating to the impact of peer coaching in the respondent's school. Respondents were asked to indicate the extent they perceived peer coaching had affected student

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learning, facilitated the exchange of instructional methods and materials, helped teachers to focus on achievement of instructional goals, and promoted shared responsibility for professional growth. The same four-point modified Likert scale was employed for the first six items. The final item in this section asks the respondents to note any specific impact of peer coaching the respondents could identify as a result of local efforts to systematically evaluate the result and/or document the implementation of a peer coaching program.

Reliability and Validity

The validity of the questionnaire was addressed in two ways. The review of the literature presented in Chapter Two serves as one source of content validity, verifying the characteristics of peer coaching programs, the Readiness and Planning practices of the RPTIM staff development model, and appropriate Training and Follow-up practices.

A panel of experts was also used to determine content validity. This panel consisted of Dr. Beverly Showers, Dr. Frank McQuarrie, and Ms. Gracy Taylor. Showers, who was the director of Booksend Laboratories in Eugene, Oregon, at the time of this study, had become nationally known as an author and researcher in the study of teaching, effective staff development, and peer coaching programs. McQuarrie, a professor of education at the University of Oklahoma, had a long history of conducting research on the RPTIM staff development model and is knowledgeable about peer coaching programs. Taylor had a strong background and extensive experience with a variety of staff development models, including the RPTIM model. Her tenure as director of professional development of

the Oklahoma City Public Schools had provided her with extensive knowledge, experience, and training in peer coaching. This panel of experts was contacted first by telephone, apprised of the nature of the research to be conducted, and informed of the role they were being asked to take.

Following an affirmative response to assist with assessing the content validity of the PCIS, a cover letter (Appendix C) reiterating the same information was sent to them. The three experts were asked to indicate whether they considered the questionnaire items as appropriately addressing professional statements as presented in the literature and generally accepted in the area of peer coaching and staff development. Specifically, they were provided with a copy of the questionnaire to record comments and/or recommend changes.

To determine whether the questions were clearly stated and in an understandable format for teachers and principals in the study, the instrument was presented to three Oklahoma City Public Schools teachers (not participating in this study) who had been trained as inservice trainers for peer coaching. Each trainer was asked to complete the questionnaire and note in writing on the instrument any comments, suggestions, or questions. The researcher then met with each of these trainers to discuss their comments and suggestions. Based upon the feedback the necessary revisions were made in the questionnaire. To determine the reliability of the questionnaire the Chronbach's <u>Coefficient Alpha</u> was conducted with result of .99 Alpha.

Procedures

Once the schools had been identified through the responses on the information card, the principals were contacted by telephone. This telephone conversation began with an expression of appreciation for taking the time to respond to the questions on the cards that they returned. The researcher then provided a brief explanation of the nature and purpose of the research being conducted. Specifically, they were informed that the researcher was a doctoral student at the University of Oklahoma and was seeking information on peer coaching. Also, they were informed that the purpose of the research was to obtain the data necessary to describe current practices in peer coaching in the state of Oklahoma. The researcher assured the principals that no school district, person, or program would be identified with specific responses when the results of the research were completed. Finally, the principals were asked to identify two of their teachers who were at the school when the school selected peer coaching and were most knowledgeable about and directly involved in peer coaching. These teachers and their principal became the sample of respondents who were asked to complete the Peer Coaching Implementation Survey (PCIS).

Following the telephone contact with each prospective school, the researcher mailed a packet containing a cover letter (Appendix D) and the PCIS questionnaire (Appendix B) to the principal and the two teachers from each secondary school in the defined sample. This cover letter included an introduction to the researcher and assurances of confidentiality and anonymity of respondents in any references made to the data obtained from this questionnaire. The researcher also indicated a willingness to share the

results of the questionnaire with the respondents after the study was completed. The respondents were to complete the questionnaire and return it in the stamped, self-addressed envelope. The questionnaires and return envelopes were number-coded, and packets were mailed directly to each principal and teacher so that they could complete the questionnaire and return it directly to the researcher. This process ensured confidentiality.

The researcher waited three weeks for the questionnaires to be returned. All returned questionnaires were checked against the list of number codes. After three weeks, the principals and teachers who had not returned the questionnaires were mailed a second questionnaire and were contacted by telephone to solicit their support and response in getting the questionnaire completed and returned. A response rate of at least 75 percent was sought as the goal.

Analysis of the Data

This section describes the analysis of the data. Descriptive statistics of frequency, percentages, means, and standard deviations were used when reporting the results of this study. In testing differences between principals and teachers in the sections related to Characteristics, Readiness/Planning, Training/Follow-up Support, and Impact of Peer Coaching, t-tests were applied for difference between means for each item. A .05 significance level was established to determine a significant difference.

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Summary

This chapter has described the design of the study. Following an introduction to the chapter, the procedures used to define the population and sample for the study were presented. The section on instrumentation delineated the organization of the Peer Coaching Implementation Survey developed for this study. Procedures used to assure validity and reliability were also presented, followed by the step-by-step procedures used to implement the study. The final section explained how the data were analyzed.

CHAPTER FOUR
FINDINGS OF THE STUDY

Introduction

This chapter presents the findings of this study. The major purpose of this study was to assess the extent to which peer coaching was being implemented in the secondary schools (grades seven through twelve) in the state of Oklahoma. The study examined the extent to which the characteristics of effective peer coaching programs reported in the professional literature had been employed in those Oklahoma secondary schools, which indicated in a survey that they had implemented peer coaching. The survey also asked for an explanation of how such programs were selected and implemented. The six research questions for this study included the following:

Question One: To what extent is peer coaching being implemented in Oklahoma secondary schools (grades seven through twelve)?

Question Two: To what extent are characteristics of peer coaching programs, as identified in literature in the past twenty years, being implemented in Oklahoma secondary schools where peer coaching is practiced?

Question Three: To what extent have the participants in Oklahoma secondary schools which are implementing peer coaching been involved in readiness and planning activities?

Question Four: To what extent have the participants in

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Oklahoma secondary schools implementing peer coaching been involved in training and follow-up support?

Question Five: In those Oklahoma secondary schools, which implement peer coaching, what effect(s) have the teachers and principals observed?

Question Six: Do secondary school teachers and principals differ significantly concerning the characteristics of peer coaching in Oklahoma schools; the selection, planning and implementation of peer coaching programs; and the impact of these programs on teaching and learning?

A total of 33 secondary schools in Oklahoma were identified as implementing peer coaching programs. From these schools 66 teachers and 33 principals were identified as the sample for this study. This sample was mailed the Peer Coaching Implementation Survey (PCIS) which was developed for this study and was based on the review of the literature in Chapter Two. After several follow-up mailings and phone calls, 44 of the 66 teachers (67%) and 23 of the 33 principals (70%) returned completed, usable questionnaires.

Findings

The findings are reported in five sections which included: (1) Demographic Information, (2) Characteristics of Peer Coaching Programs, (3) Readiness and Planning Considerations, (4) Training and Follow-up Support Considerations, and (5) the Impact of Peer Coaching. The first

section includes demographic information about the teachers and principals that participated in the study. This information includes data concerning gender, the number of years the respondents had served as a teacher or a principal, the number of years they had been employed in their current role at their present school site, and if teaching, what grade level(s) and subject(s) they taught at the time of the study. Findings for this section were obtained from the responses of teachers and principals on the PCIS, items 1-7.

The extent to which teachers and principals were personally involved in implementing peer coaching, and the extent peer coaching was supported by the faculty at their school site were also identified in this section. The response options for indicating the extent of personal involvement and faculty support included: (4) Very Extensive (VE); (3) Extensive (E); (2) Limited (L); and (1) Very Limited (VL).

Descriptive statistics, including means, standard deviations, frequencies, and percentages were calculated for each item. In addition, *t*-tests were completed to determine whether differences existed between teachers and principals regarding the two items (6-7) related to personal involvement in and commitment to peer coaching implementation. The .05 level of significance was set for this study.

The second section of this chapter provides information concerning whether the characteristics of peer coaching programs identified in the literature were being implemented in Oklahoma secondary schools. Data related to characteristics were obtained from the responses of teachers and principals on the Peer Coaching Implementation Survey, items 1-16, Characteristics section. The response options for indicating the extent to

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which these practices were present in their peer coaching program included: (4) Strongly Agree (SA); (3) Agree (A); (2) Disagree (D); or (1) Strongly Disagree (SD).

Descriptive statistics including means, standard deviations, frequencies, and percentages were calculated for each item. Again, *t*-test analyses were completed to determine whether teachers and principals differed significantly (.05 level) in their perceptions of whether the characteristics of peer coaching programs reported in the literature were present in their peer coaching program.

The third section of this chapter provides information concerning which of the practices of the Readiness and Planning stages of the RPTIM model for school-based improvement were used when selecting and implementing peer coaching program in Oklahoma secondary schools. Data were obtained from the responses of teachers and principals on the PCIS, items 1-12, Readiness/Planning section. The response options for indicating the degree to which these practices were present in their peer coaching program again included: (4) Strongly Agree (SA); (3) Agree (A); (2) Disagree (D); or (1) Strongly Disagree (SD). Descriptive statistics including means, standard deviations, frequencies, and percentages were calculated for each item. Again, *t*-test analyses were completed to determine whether teachers and principals differed significantly (.05 level) in their perceptions of whether the readiness and planning practices reported in the literature were present in their peer coaching program.

The fourth section of this chapter provides information concerning the training and follow-up support practices used in implementing peer coaching program in Oklahoma secondary schools. Data were obtained from the

responses of teachers and principals on the Peer Coaching Implementation Survey, items 1-20, Training/Follow-up Support section. As with the assessment of characteristics of peer coaching programs the response options included: (4) Strongly Agree (SA); (3) Agree (A); (2) Disagree (D); or (1) Strongly Disagree (SD).

Descriptive statistics including means, standard deviations, frequencies, and percentages were calculated for each item. In addition, t-tests were completed to determine whether teachers and principals differed significantly (.05) in their perceptions of whether these practices were present in their peer coaching program.

The fifth and final section of this chapter provides information concerning the possible effect (impact) of a peer coaching program. Data related to impact were obtained from the responses of teachers and principals on the PCIS, items 1-6, Impact section. The response options again included: (4) Strongly Agree (SA); (3) Agree (A); (2) Disagree (D); or (1) Strongly Disagree (SD).

Descriptive statistics and frequency distributions including means, standard deviations, frequencies, and percentages were completed for each item. In addition, t-test analyses were used to determine whether teachers and principals differed significantly (.05 level) in their perceptions of whether peer coaching had an impact at their school. A discussion of the findings for each of the five sections is presented below.

Demographic Information

Teachers and principals in this study provided data about themselves and about the degree to which they were personally involved in implementing peer coaching at their school site. Also, the degree to which the faculty supported the implementation of peer coaching at their school site was assessed. For ease of reading these findings, the tables related to these data and data related to the other four sections have been placed in the Appendices.

In reviewing Table 1, Appendix E concerning sex and grade level(s), the data revealed that 13 (30%) of the 44 teachers were male, 31 (70%) were female and all 23 (100%) of the principals were male. Nine (20%) of the teachers and 2 (9%) of the principals worked in schools with grades seven through eight, 35 (80%) of the teachers and 21 (91%) of the principals were in schools that included grades nine through twelve.

Table 2, Appendix F reports the average number of years the respondents had been in the role as teacher or principal and the average number of years in their current role at their present school site. The average number of years, in their current role for the teachers was 15 years and for the principals was 9.5 years. The average number of years in their current role at the school site where they were implementing peer coaching was 9.8 years for the teachers and 8 years for the principals.

The respondents also reported the extent to which they believed they were involved in implementing peer coaching (6) and the extent to which their faculty supported peer coaching at their school site (7). The number in parentheses behind each item for these and future items discussed in this

chapter represents the number of the item on the PCIS. Table 3, Appendix G displays data related to the extent of personal involvement in implementing peer coaching at their school site and the extent peer coaching is supported by their faculty. Responses to each item were recorded in tables, which indicated frequency and percent for each possible response for the item. This was followed by the frequency of the combined responses for teachers and principals. While the frequencies are noted for all possible responses including No Response (NR), the percentages for very extensive through very limited were determined after the no responses were deleted. The responses of the 44 teachers related to the extent of personal involvement in implementing peer coaching at their school site indicated that 1 (3%) reported Very Extensive (VE), 6 (15%) Extensive (E), 13 (33%) Limited (L), and 20 (50%) Very Limited (VE) involvement. The responses of the 23 principals related to the extent of personal involvement in implementing peer coaching at their school site was 3 (13%) Very Extensive (VE), 6 (26%) Extensive (E), 6 (26%) Limited (L), and 8 (35%) Very Limited (VL) involvement.

The responses of the 41 teachers related to the extent the faculty supported peer coaching at their school site indicated that 3 (7%) VE, 8 (20%) E, 10 (24%) L, and 20 (49%) VL support for peer coaching. The responses of the 23 principals related to the extent the faculty supported peer coaching at their school site indicated that 1 (4%) VE, 10 (44%) E, 7 (30%) L, and 5 (22%) VL support for peer coaching.

The combined teachers' responses of Very Extensive (VE) and Extensive (E) for personal involvement in implementing peer coaching at their school site revealed that only 7 (18%) indicated that they were

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extensively involved. On the other hand, 9 (39%) of the principals believed that they were extensively involved in implementing peer coaching.

The combined teachers' responses of VE and E for faculty support of peer coaching at their school site revealed that only 11 (27%) felt their faculty extensively supported peer coaching. On the other hand, 11 (48%) of the principals believed their faculty extensively supported peer coaching.

The results of the t-tests presented in Table 4, Appendix H revealed there were significant differences between the teachers' responses as compared to the principals' responses for both items. Results of the personal involvement in implementing peer coaching revealed a t-score of 2.4, which was significant at the .05 level. Findings for the support of the faculty in implementing peer coaching revealed a t-score of 2.4, which was significant at the .05 level. Clearly, principals were significantly more likely than teachers to indicate extensive involvement and commitment.

Characteristics of the Peer Coaching Program

This section reports findings related to question two: To what extent are characteristics of peer coaching programs, as identified in literature in the last twenty years, being implemented in Oklahoma secondary schools where peer coaching is practiced? Teachers and principals in this study were asked to respond to 28 items concerning the characteristics of peer coaching programs indicating the degree to which they were present in their school's peer coaching program. The response options included: Strongly Agree (SA); Agree (A); Disagree (D); or Strongly Disagree (SD). For each of the items the means, standard deviation, frequencies, and percentages

were determined. Responses to each item were recorded in tables, which indicated frequency and percent for each possible response for the item. This was followed by the frequency of the combined responses for teachers and principals.

Table 5, Appendix I displays the frequencies and percentages for the responses of teachers and principals to the characteristics as they related to their peer coaching program at their school site. For each item in Table 5, the frequency and percentage for Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) are displayed. While the frequencies are noted for all possible responses including No Response (NR), the percentages for strongly agree through strongly disagree were determined after the no responses were deleted. For example, 44 teachers returned the questionnaire but only 37 provided usable responses for the first characteristic "individual teachers choose to participate in peer coaching." Therefore, the percentages noted are based upon response rate of 37 rather than 44 teachers. The researcher in analyzing these data has reported only the combined SA and A responses.

Since the intent of the study was to determine the extent to which peer coaching characteristics were present, the following criteria were used to assess the extent to which respondents reported peer coaching characteristics were present in peer coaching programs in Oklahoma secondary schools (grades seven through twelve). The criteria were: when 75 percent or more of the respondents indicated strongly agree and agree for an item, the characteristic was considered to be present in **most** peer coaching programs; when the combined strongly agree and agree responses were between 74 and 50 percent, it was considered present in **some** programs; when the combined

percentage was between 49 and 25 percent, it was considered present in a **few** programs; and when it was less than 25 percent, the characteristic was considered to exist in **almost none** of the programs. The criteria simplified the reporting of the data by allowing the researcher to identify the extent to which practices were perceived to be included in peer coaching programs.

In reporting the results of the responses of the secondary teachers and principals concerning the 28 characteristics of peer coaching programs, the findings are divided into eight areas which include: teacher involvement in decisions, criteria for selecting peer coaches, assignment of time, the coaching process, frequency of observations, implementation of instructional practices, selection of instructional practices, and expected frequency of peer coaching. Each area is first identified and then the specific characteristics related to that area are presented. This is followed by a discussion of the extent to which each of these practices was reported as being present in peer coaching programs in Oklahoma secondary schools. First, the responses of the teachers are examined and then the responses of the principals. Finally, the results of the t-tests to determine whether teachers and principals differed significantly are reported.

Teacher involvement in decisions: Three of the characteristics were related to teacher involvement in the decision-making process in their peer coaching program. These three included: individual teachers choose to participate in peer coaching (1); the teachers are involved in the decisions about who should peer coach at your school site (2); and participants select their peer coach from among their colleagues (6). Table 5, Appendix I displays the frequencies and percentages for the responses of teachers and

principals to the characteristics as they related to their peer coaching program at their school site.

An examination of the combined responses for Strongly Agree (SA) and Agree (A) reported by teachers (54%) revealed that **some** of the peer coaching programs in secondary schools provided individual teachers choice of whether to participate in peer coaching (1). These teachers (60%) also indicated **some** peer coaching programs involved teachers in deciding who should peer coach (2). However, according to teachers (33%), only a **few** of the peer coaching programs in Oklahoma secondary schools allowed teachers to select their peer coaches (6).

An examination of the combined SA/A responses for the principals on these same items showed principals (73%) reported that **some** of the peer coaching programs provided individual teachers choice of whether to participate in peer coaching (1). Principals (68%) also indicated **some** programs involved teachers in deciding who should peer coach (2). Principals (57%) also indicated **some** programs allowed teachers to select their peer coaches (6).

These findings suggest teachers and principals seem to agree that **some** of the peer coaching programs involve teachers in decisions about their involvement in peer coaching and in identifying who should peer coach. However, they appear to disagree about the extent to which programs allow teachers to select their peer coaches from among their colleagues.

In order to determine whether there were statistically significant difference (.05) between the responses of teachers and principals, *t*-tests were applied to the mean responses for each of these three items. The

results of these *t*-tests are presented in Table 6 in Appendix J. The results of these tests revealed principals were significantly more likely than teachers to agree that peer coaching programs in Oklahoma secondary schools allowed teachers to choose whether they would participate in peer coaching (teacher $\bar{x} = 2.0$; principal $\bar{x} = 2.7$; t = 2.7); involved teachers in decisions about who should be a coach at their school (teacher $\bar{x} = 2.0$; principal $\bar{x} = 2.8$, t = 2.5); and allowed teachers to select their peer coach from among their colleagues (teacher $\bar{x} = 1.7$; principal $\bar{x} = 2.3$, t = 2.1). It would appear that principals were more likely than teachers to believe teachers were involved in important decisions about their involvement in peer coaching and who would serve as coaches. There were only two other characteristics out of the 28 where teachers and principals differed significantly.

Criteria for selecting peer coaches: The following three characteristics were related to the criteria for selecting peer coaches in peer coaching programs. These three characteristics included: peer coaches are chosen because of the subject they teach (3); peer coaches are chosen because they are master teachers (4); and peer coaching sometimes occurs across departments or grade levels (5). As noted earlier Table 5, Appendix I displays a summary of the data presented in this section.

An examination of the combined SA/A responses reported by teachers (58%), revealed that **some** of the peer coaching programs choose peer coaches because of the subject they teach (3). Teachers (71%) also reported that **some** of the programs choose peer coaches from across departments or grade levels (5). The teachers (49%) reported that only a **few** programs choose peer coaches because they are master teachers (4).

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An examination of the combined SA/A responses for principals on these same items revealed that principals (86%) indicated that **most** of the peer coaching programs choose peer coaches from across departments and grade levels (5). Principals (57%) reported that **some** of the programs choose peer coaches because they are master teachers (4). These principals (47%) also reported **few** of the peer coaching programs choose peer coaches because of the subject they teach (3).

These findings suggest teachers and principals seem to disagree on whether peer coaching programs in Oklahoma secondary schools choose peer coaches because of their subject they teach, choose peer coaches from across departments and grade levels, and choose peer coaches because they are master teachers.

The results of the t-tests in Table 6, Appendix J revealed principals were significantly more likely than teachers to agree that peer coaches are chosen because they are master teachers (teacher $\bar{x} = 1.9$, principal $\bar{x} = 2.5$, t $= 2.0$). However, there were no significant differences recorded for the other two items. It would appear that principals were only more likely than teachers to believe peer coaches were chosen because they were master teachers.

Assignment of time: The following three characteristics were related to the assignment of the time devoted to developing relationships and to observing colleagues practice the skills of teaching in their peer coaching program. These three included: peer coaches have time to develop trusting relationships (7); time is provided during the day when peer coaching observations can be conducted (8); and time is available during the day to

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support peer coaching (13). Table 5, Appendix I displays a summary of the data presented in this section.

An examination of the combined SA/A responses reported by teachers (40%) indicated that **few** of the peer coaching programs provided time for peer coaches to develop trusting relationships (7) and provided time during the day for conducting peer coaching observations (8). Teachers (47%) also indicated **few** of the programs provided time during the day to support peer coaching (13).

An examination of the combined SA/A responses for the principals on these same items revealed principals (81%) reported **most** of the peer coaching programs provided time for peer coaches to develop trusting relationships (7). Principals (56%) also indicated that **some** of the peer coaching programs provided time during the day to support peer coaching (13). However, according to principals (48%) only a **few** of the programs provided time during the day for conducting peer coaching observations (8).

These findings suggest teachers and principals seem to agree that **few** of the peer coaching programs provide time during the day for conducting peer coaching observations. However, they appear to disagree about whether peer coaching programs in Oklahoma secondary schools provided time for peer coaches to develop trusting relationships and provided time during the day to support peer coaching.

The results of the *t*-tests in Table 6, Appendix J revealed principals were significantly more likely than teachers to agree that peer coaches have time to develop trusting relationships (teacher $\bar{x}$ = 1.9; principal $\bar{x}$ = 2.6, t = 2.5). However, no statistically significant differences were noted for the other two items related to time.

The coaching process: The nature of the coaching process was examined by the following 17 characteristics. Elements of the conferencing process include: the preconference (planning) session, the classroom observation, and the postconference (feedback) sessions. First, the preconference (planning) session of a peer coaching program included the teacher identifies the area to be observed (9a); the teacher describes the lesson to be observed (9b); collaborative decisions are made on how data will be collected and reported (9c); the postconference session is scheduled within a reasonable time (on the day of or day following the observation) (9d); and after the preconference meeting, the coach takes time to prepare for the observation (9e). A summary of the data reported in this section is found in Table 5, Appendix I.

An examination of the combined SA/A responses reported by teachers (54%) revealed **some** of the peer coaching programs in Oklahoma secondary schools allowed the teacher to identify the areas to be observed during the preconference session (9a). However, according to teachers (42%) only a **few** of the programs provided for the teacher to describe the lesson to be observed (9b). Teachers (46%) reported that **few** of the peer coaching programs provided for collective decisions on the procedures of collecting and reporting data (9c). Teachers (48%) also reported that **few** of the programs provided for scheduling postconference sessions within a reasonable time (9d) and provided that the coach takes time to prepare for the observation after the preconference meeting (9e).

An examination of the combined SA/A responses for principals (78%) reported **most** of the programs provided for the teacher to describe the lesson to be observed (9b). Principals (76%) reported **most** of the peer

coaching programs provided for scheduling postconference sessions within a reasonable time (9d). However, according to principals (67%) reported that **some** of the peer coaching programs in Oklahoma secondary schools allowed the teacher to identify the areas to be observed during the preconference session (9a) and provided for collective decisions on the procedures in collecting and reporting data (9c). These principals (71%) also reported **some** of the programs provided that the coach takes time to prepare for the observation after the preconference meeting (9e).

These findings suggest teachers and principals seem to agree that **some** of the peer coaching programs allowed the teacher to identify the areas to be observed. However, they appear to disagree about whether peer coaching programs in Oklahoma secondary schools provided for collective decisions on the procedures in collecting and reporting data, teacher describing the lesson to be observed, scheduling postconference sessions in a timely manner, and taking time after the preconference meeting for the coach to prepare for the observation. However, the results of the t-tests in Table 6, Appendix J revealed no significant differences between the teachers' responses and the principals' responses to these items.

The second phase of the peer coaching process was the observation session. The observation characteristics include: observing and recording data (10a); interviewing students in the observed classroom (10b); collecting of sample materials and documents (10c); and organizing the data for the postconference session occurs after leaving the observation (10d).

An examination of the combined SA/A responses reported by teachers (50%) indicated **some** of the peer coaching programs provided for the collection of sample materials and documents (10c). Teachers (55%) also

reported **some** of the programs provided for the coach to organize the data for the postconference (10d). However, according to teachers (34%) revealed that only a **few** of the peer coaching programs provided for observing and recording data (10a). Teachers (31%) also revealed that only a **few** of the programs provided for student interviews in the observed classroom (10b).

An examination of the combined SA/A responses for the principals of the same items revealed principals (53%) reported **some** of the peer coaching programs in Oklahoma secondary schools provided during the observation session for observing and recording data (10a). Principals (58%) also reported that **some** of the programs provided for student interviews in the observed classroom (10b). Principals (68%) reported **some** of the peer coaching programs provided for collection of sample materials and documents (10c) and that after the observation the coach was to organize the data for the postconference (10d).

These findings suggest the teachers and principals seem to agree that **some** of the peer coaching programs in Oklahoma secondary schools provided for the collection of sample materials and documents during the observation session and that after the observation the coach was to organize the data for the preconference. However, they appear to disagree about whether peer coaching programs provided for observing and recording the observation, and for student interviews in the observed classroom. However, the results of the t-tests in Table 6, Appendix J revealed no significant differences between teachers' responses and principals' responses on any of these items.

Third phase of the peer coaching process was the postconference (feedback) session. The postconference include: reviewing the goals and focus of the observation (11a); providing the opportunity for the person observed to self evaluate (11b); sharing the data collected (11c); collaboratively analyzing the information (11d); identify what the person observed learned (11e); identifying what the coach learned (11f); identifying areas to address in future observations (11g); and identifying tentative times for future observations (11h).

An examination of the combined SA/A responses reported by teachers (54%) revealed **some** of the peer coaching programs in Oklahoma secondary schools provided during the postconference session for the review of the goals and the focus of the observation (11a). Teachers (53%) indicated **some** of the peer coaching programs provided for analyzing the information collaboratively (11d). Teachers (51%) also reported that **some** of the programs provided the opportunity for self evaluation (11b). Teachers (56%) indicated **some** of the peer coaching programs provided during the postconference session for the sharing of data collected (11c). Teachers (57%) indicated **some** of the peer coaching programs provided for identifying what the coach learned (11f). Also, teachers (60%) reported **some** of the programs provided for identifying what the person observed learned (11e) and identifying times for future observations (11h). Teachers (63%) indicated **some** of the peer coaching programs provided for identifying areas to address in future observations (11g).

An examination of the combined SA/A responses for the principals of these same items revealed principals (78%) reported **most** of the peer coaching programs provided for the first six characteristics (11a − 11g) in

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the postconference session. However, principals (67%) reported that only some of the programs provided identifying times for future observations (11h).

These findings suggest teachers and principals seem to agree that some of the peer coaching programs in Oklahoma secondary schools provided for identifying times for future observations. They appear to disagree about whether the postconference session provided an opportunity to review the goals and focus of the observation, self evaluation, share the data collected, analyze the information collaboratively, identify what the person observed learned, identify what the coach learned, and identify areas to address in future observations. The results of the t-tests in Table 6, Appendix J showed no significance differences between the teachers' responses and the principals' responses to these items.

Frequency of observations: The frequency of peer observations in the classroom setting is central to the peer coaching process. As a consequence, one can gauge the effectiveness of peer coaching to some extent by the degree of regularity of the in-class observations of peers. The following item had as its central purpose to assess the regularity with which peer coaching observations were made. This item stated that peer coaches are required to make regular peer observations (12). Table 5, Appendix I presents a summary of the responses of the item related to frequency of observations.

An examination of the combined SA/A responses reported by teachers (50%) revealed some of the peer coaching programs in Oklahoma secondary schools provided for peer coaches to make regular peer

observations (12). An examination of the combined SA/A responses for the principals of this same item revealed principals (67%) also reported **some** of the peer coaching programs provided for peer coaches to make regular peer observations (12).

These findings suggest teachers and principals seem to agree that **some** of the peer coaching programs provided regular peer observations to be made by peer coaches. The results of a *t*-test in Table 6, Appendix J showed no significant difference between the teachers' responses and principals' responses to this item.

Implementation of instructional practices: Peer coaching was designed to facilitate the transition of instructional practices learned during inservice training into practice in the classroom. Only one item was related to this particular area. This item indicated that peer coaching is conducted to assist implementation of instructional practices that have been adopted by the school faculty (14). Table 5, Appendix I displays a summary of the responses of this item related to implementation of instructional practices.

An examination of the combined SA/A responses reported by teachers (44%) revealed that only a **few** of the peer coaching programs in Oklahoma secondary schools provided peer coaching as a means to assist implementation of faculty adopted instructional practices after training (14). An examination of the combined SA/A responses for the principals (61%) disclosed that **some** peer coaching programs provided peer coaching as a means to assist implementation of faculty adopted instructional practices after training (14).

These findings suggest teachers and principals seem to disagree on whether peer coaching programs provided peer coaching as a means to assist implementation of faculty adopted instructional practices. However, the results of a *t*-test in Table 6, Appendix J showed no significant difference between teachers' responses and principals' responses to this item.

Selection of instructional practices: The next to last item asked teachers and principals to identify who was responsible for the selection of instructional practices observed during peer coaching sessions. The options provided for the respondents included: a) the district, b) the school faculty, c) the peer coaches, d) the individual teacher, and e) other (15). Table 7, Appendix K displays a summary of the data presented on this section.

An examination of the responses revealed none of the teachers indicated the district selected the practices observed (15a). One-fourth of the teachers reported the school faculty selected the instructional practices (15b), 11% reported the peer coaches selected them (15c), and 39% reported the individual teacher selected their practices (15d). Twenty-five percent of the teachers indicated other outside the district such as the state department and state university professors selected the practices (15e). An examination of the responses for the principals to these same options revealed 17% of the principals reported the district (15a), 39% indicated the school faculty (15b), 11% reported the peer coaches (15c), and 22% indicated the individual teacher selected the instructional practices observed (15d). Eleven percent of the principals indicated other inside the district such as staff development selected the practices (15e).

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These findings suggest teachers and principals seem to agree **few** peer coaching programs in Oklahoma secondary schools provided for the school faculty or the individual teacher to select the instructional practices to be observed during the peer coaching sessions. Also, they seem to agree that **almost none** of the programs provided for the district or peer coaches to select the instructional practices to be observed during the peer coaching sessions.

Expected frequency of peer coaching: The last item required written response by the teachers and principals to indicate how frequently peer coaching is expected to occur. The examples included "weekly," "biweekly," "monthly," "bimonthly," and "etc." (16). Table 8, Appendix L displays a summary of the responses for the item related to frequency of peer observations by peer coaches.

An examination of the written responses to the expected frequency of peer coaching reported 5% of the teachers indicated weekly, 29% indicated biweekly, 24% reported monthly, and 10% indicated bimonthly. One-third of the teachers indicated other with written responses such as, none, three times a year, very seldom, as needed, as teacher warrants need and not expected. An examination of the written responses for the principals on these same options revealed 55% reported weekly and 45% reported monthly. None of the principals indicated biweekly, bimonthly and other.

These findings suggest teachers and principals disagree on the expected frequency of peer coaching sessions in peer coaching programs in Oklahoma secondary schools.

Characteristics found in most or some programs: An examination of the **combined** SA/A responses for all respondents identified the following characteristics as occurring in **most** or **some** peer coaching programs in Oklahoma secondary schools. These characteristics are presented below:

In **most** programs -

Peer coaching sometimes occurs across departments or grade levels (77%, item 5).

In **some** programs –

Individual teachers choose to participate in peer coaching (61%, item 1).

The teachers are involved in the decisions about who should peer coach at your school site (63%, item 2).

Peer coaches are chosen because of the subject that they teach (54%, item 3).

Peer coaches are chosen because they are master teachers (52%, item 4).

Peer coaches have time to develop trusting relationships (55%, item 7).

During the preobservation conference -

The teacher identifies the area to be observed (59%, item 9a).

The teacher describes the lesson to be observed (55%, item 9b).

Collaborative decisions are made on how data will be collected and reported (53%, item 9c).

The postconference session is scheduled within a reasonable time (58%, item 9d).

After the preconference meeting, the coach takes time to prepare for the observation (57%, item 9e).

During the observation, the peer coach is involved in -

Collecting of sample materials and documents (57%, item 10c).

Organizing the data for the postconference session occurs after leaving the observation (60%, item 10d).

In the postobservation conference the peer coach is (with the teacher observed) -

Reviewing the goals and focus of the observation (62%, item 11a).

Providing the opportunity for the person observed to self evaluate (61%, item 11b).

Sharing the data collected (64%, item 11c).

Collaboratively analyzing the information (62%, item 11d).

Identifying what the person observed learned (66%, item 11e).

Identifying what the coach learned (64%, item 11f).

Identifying areas to address in future observations (68%, item 11g).

Identifying tentative times for future observations (62%, item 11h).

Peer coaches are required to make regular peer observations (56%, item 12).

Time is available during the day to support peer coaching (50%, item 13).

Peer coaching is conducted to assist implementation of instructional practices that have been adopted by the school faculty (56%, item 14).

Readiness/Planning Practices for Peer Coaching

This section reports the findings to question three: To what extent have the participants in Oklahoma secondary schools which are implementing peer coaching been involved in readiness and planning activities? Teachers and principals in this study were asked to respond to 12 items concerning the readiness and planning practices of selecting and implementing peer coaching programs indicating the degree to which they were present when their school selected their peer coaching program. The response options included: Strongly Agree; Agree; Disagree; or Strongly Disagree. For each of these items the means, standard deviation, frequencies, and percentages were determined. Responses to each item were recorded in tables, which indicated frequency and percent for each possible response for the item. This was followed by the frequency of the combined responses for teachers and principals.

Table 9, Appendix M displays the frequencies and percentages for the responses of teachers and principals to the practices of the readiness and planning stages as they related to their peer coaching program at their school site. For each item in Table 9, the frequency and percentage for Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) are displayed. As with the assessment in the Characteristics section, the frequencies are noted for all possible responses including No Response (NR), the percentages for strongly agree through strongly disagree were

determined after the no responses were deleted. Again the researcher in analyzing these data has reported only the combined SA and A responses as in the Characteristics section.

The same criteria as in the Characteristic section were used to assess the extent to which the readiness and planning practices were present in peer coaching programs in Oklahoma secondary schools (grades seven through twelve). In reporting the results of the responses of the secondary teachers and principals concerning the 12 readiness and planning practices of selecting and implementing peer coaching programs, the findings are divided into two areas—readiness practices and planning practices. Each area is first identified and then the specific practices related to that area are presented. This is followed by a discussion of the extent to which each of these practices were reported as being present in peer coaching programs in Oklahoma secondary schools using the criteria noted above. First, the responses of the teachers are examined and then the responses of the principals. Finally, the results of the t-tests to determine whether teachers and principals differed significantly are reported.

Readiness practices: Six of the practices were related to the readiness practices in selecting a peer coaching program. These six included: teachers were involved in the decision to implement peer coaching (1); building administrators were involved in the decision to implement peer coaching (2); others, such as parents and support staff were involved in the decision to implement peer coaching (3); staff select peer coaching as a means for them to achieve personal improvement goals (4); staff select peer coaching as means for them to achieve school improvement goals (5); and the faculty

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had an opportunity to indicate whether they wanted to use peer coaching at their school (6). Table 9, Appendix M displays the frequencies and percentages for the responses of teachers and principals to the readiness/planning practices as they related to their peer coaching programs at their school site.

An examination of the combined responses for SA/A reported by teachers (66%) indicated **some** programs involved principals in deciding to implement peer coaching (2). Teachers (36%) revealed that **few** of the peer coaching programs involved teachers in deciding to implement peer coaching (1). According to teachers (48%) only a **few** of the programs selected peer coaching as a means to achieve personal improvement goals (4). These teachers (38%) also indicated only a **few** of the peer coaching programs selected peer coaching as a means to achieve school improvement goals (5). The teachers (29%) also reported that **few** of the programs involved the faculty in deciding whether to use peer coaching (6). The teachers (16%) reported that **almost none** of the peer coaching programs in Oklahoma secondary schools involved others outside the school faculty in deciding to implement peer coaching (3).

An examination of the combined SA/A responses for principals on these same items showed principals (77%) revealed that **most** of the peer coaching programs provided teacher involvement in deciding to implement peer coaching (1) and involved the faculty in deciding whether to use peer coaching (6). These principals (72%) also indicated that **some** programs involved principals in deciding to implement peer coaching (2), and selected peer coaching as a means to achieve school improvement goals (5). The principals (73%) reported **some** of the programs selected peer coaching as a

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means to achieve personal improvement goals (4). However, according to principals (44%), only a **few** of the peer coaching programs in Oklahoma secondary schools involved other than the principal and teacher in deciding to implement peer coaching (3).

These findings suggest teachers and principals seem to agree that **some** of the peer coaching programs in Oklahoma secondary schools do involve principals in the decision to implement peer coaching. However, they appear to disagree about whether teachers and others are involved in deciding to implement peer coaching, whether staff select peer coaching as a means to achieve personal and school improvement goals, and if the faculty could indicate whether they wanted to use peer coaching at their school.

As in the Characteristics section, *t*-tests were applied to the mean response of teachers and principals for each of these items. The results of these *t*-tests are presented in Table 10, Appendix N. The results of these tests revealed no significant differences between teachers' responses and principals' responses on any of the six items.

Readiness practices found in most or some programs: In addition, an examination of the **combined** SA/A responses for all respondents identified the following practices as occurring in **most** or **some** peer coaching programs in Oklahoma secondary schools. These practices are presented below in rank order:

In **most** programs - none found

In **some** programs -

Teachers were involved in the decision to implement peer coaching (51%, item 1).

Building administrators were involved in the decision to implement peer coaching (69%, item 2).

Staff selects peer coaching as a means for them to achieve personal improvement goals (57%, item 4).

Staff selects peer coaching as a means for them to achieve school improvement goals (51%, item 5).

Planning practices: Six of the practices were related to teachers and principals involvement in the planning to implement a peer coaching program. These six included: teachers who were involved in developing the plan to implement peer coaching (7); individual differences among the faculty were considered when planning to implement peer coaching (8); adequate resources were provided to implement peer coaching (9); there was a multiyear plan for implementing peer coaching (10); goals and activities for inservice were planned that enabled faculty to implement peer coaching (11); and teachers and administrators shared leadership in developing the plan for implementing peer coaching (12). Table 9, Appendix M displays a summary of the data for this section.

An examination of the combined responses for SA/A reported by teachers (60%) that **some** of the programs provided for the planning of goals and activities in staff inservices to implement peer coaching (11). These teachers (45%) revealed that only a **few** of the peer coaching programs provided for teacher involvement in developing the plan to implement peer coaching (7). Teachers (42%) also indicated that **few** of the programs considered individual differences of the faculty when planning to implement peer coaching (8) and provided adequate resources to implement peer coaching (9). In addition, teachers (36%) indicated **few** of the programs

provided for shared leadership in developing the plan to implement peer coaching (12). These teachers (29%) also indicated **few** of the peer coaching programs in Oklahoma secondary schools provided a multiyear plan for implementing peer coaching (10).

An examination of the combined SA/A responses for principals on these same items showed principals (77%) revealed that **most** of the peer coaching programs provided teacher involvement in developing the plan to implement peer coaching (7) and considered individual differences of the faculty when planning to implement peer coaching (8). In addition, principals (71%), reported **some** of the peer coaching programs in Oklahoma secondary schools provided adequate resources to implement peer coaching (9), provided a multiyear plan for implementing peer coaching (10), and provided planning for the goals and activities in staff inservices to implement peer coaching (11). However, principals (30%) reported that only a **few** of the programs provided for shared leadership in developing the plan for implementing peer coaching (12).

These findings suggest teachers and principals seem to agree that **some** of the peer coaching programs in Oklahoma secondary schools planned the goals and activities for inservice to enable the faculty to implement peer coaching and **few** of the programs provided shared leadership of the teachers and principals in developing the plan for implementing peer coaching. However, they appear to disagree about whether teachers were involved in developing the plan to implement peer coaching, whether individual differences of teachers were considered when planning to implement peer coaching, whether adequate resources are provided to implement peer coaching, and if a multiyear plan existed for implementing peer coaching.

Again *t*-tests were applied to the mean response of teachers and principals for each of these items. The results of these *t*-tests presented in Table 10, Appendix N revealed no significant differences between teachers' responses and principals' responses on any of the six items.

Practices found in most or some programs: In addition, an examination of the **combined** SA/A responses for all respondents identified the following practices as occurring in **most** or **some** peer coaching programs in Oklahoma secondary schools. These practices are presented below:

In **most** programs - none found

In **some** programs -

Teachers were involved in developing the plan to implement peer coaching at their school (57%, item 7).

Individual differences among the faculty were considered when planning to implement peer coaching (54%, item 8).

Adequate resources were provided to implement peer coaching (52%, item 9).

Goals and activities for inservice were planned that enabled the faculty to implement peer coaching (64%, item 11).

Training and Follow-Up Support Practices for Peer Coaching

The fourth research question for this study focused on the extent the training and follow-up support practices for implementing peer coaching reported in the literature are being used in Oklahoma secondary schools

(grades seven through twelve). This section reports the findings related to question four: To what extent have the participants in Oklahoma secondary schools implementing peer coaching been involved in training and follow-up support? Teachers and principals in this study were asked to respond to 20 items concerning the training and follow-up support practices of implementing peer coaching programs indicating the degree to which they were present in their school's peer coaching program. The response options included: Strongly Agree; Agree; Disagree; or Strongly Disagree. For each of these items the means, standard deviation, frequencies, and percentages were determined. Responses to each item were recorded in tables, which indicated frequency and percent for each possible response for the item. This was followed by the frequency of the combined responses for teachers and principals.

Table 11, Appendix O displays the frequencies and percentages for the responses of teachers and principals to the practices of the training and follow-up support stages as they related to the peer coaching program at their school site. For each item in Table 11, the frequency and percentage for Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) are displayed. The frequencies are noted for all possible responses including No Response (NR), the percentages for strongly agree through strongly disagree were determined after the no responses were deleted. Again the researcher in analyzing these data has reported only the combined SA and A responses.

The same criteria as in the Characteristics section were used to assess the extent to which the training and follow-up support practices were present in peer coaching programs in Oklahoma secondary schools (grades seven

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through twelve). In reporting the results of the responses of the secondary teachers and principals concerning the 20 training and follow-up support practices of implementing peer coaching programs, the findings are divided into two areas—training practices and follow-up support practices. Each area is first identified and then the specific practices related to that area are presented. This is followed by a discussion of the extent to which each of these practices were reported as being present in peer coaching programs in Oklahoma secondary schools. First, the responses of the teachers are examined and then the responses of the principals. Finally, the results of the t-tests to determine whether teachers and principals differed significantly are reported.

Training practices: Fourteen of the practices were related to the training practices in implementing a peer coaching program. These fourteen included: training for peer coaching is provided by outside experts (1); one or more teachers are trained to train other teachers involved in the peer coaching programs (2); incentives for participation are provided to implement peer coaching (3); the principal is involved in the training for peer coaching (4); staff members are informed about peer coaching before training is conducted (5); training provides participants with a clear understanding of the purpose for peer coaching (6); training in peer coaching provides participants practice in observation skills in the classroom (7); training in peer coaching provides participants an opportunity to learn notetaking as a source of data collection (8); training in peer coaching provides participants an opportunity to practice notetaking as a source of data collection (9); training includes the modeling of effective peer coaching

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(10); training in peer coaching provides participants an opportunity to learn to give specific feedback (11); training in peer coaching provides participants an opportunity to practice giving specific feedback (12); training includes demonstrations of each phase of peer coaching (planning, observation, feedback) (13); and training involves participants in simulated (role playing situations) peer coaching activities (14). Table 11, Appendix O displays the frequencies and percentages for the responses of teachers and principals to the training and follow-up practices.

Trainers: Two of the training practices were related to peer coaching trainers. These two included: training for peer coaching was provided by outside experts (1) and one or more teachers are trained as trainers of peer coaching to train other teachers (2).

An examination of the combined responses for SA/A reported by teachers (40%) revealed that **few** of the peer coaching programs provided experts as peer coaching trainers (1). These teachers (37%) also indicated that only a **few** programs provided for training teachers as trainers in peer coaching to train other teachers (2). An examination of the combined SA/A responses for principals on these same items showed principals (53%) revealed that **some** of the peer coaching programs provided experts as peer coaching trainers (1) and training teachers as trainers in peer coaching to train other teachers (2). These findings suggest teachers and principals seem to disagree about whether training for peer coaching is provided by outside experts and whether teachers are trained in peer coaching to train other teachers.

As in the earlier section, *t*-tests were applied to the mean response of teachers and principals for each of these items. The results of these *t*-tests presented in Table 12, Appendix P revealed no significant differences between teachers' responses and principals' responses on these two items.

Incentives to peer coach: One of the practices was related to providing incentives for participation to implement peer coaching (3). The combined responses for SA/A reported by teachers (37%) revealed **few** of the peer coaching programs provided incentives to participate in the implementing peer coaching (3). The combined SA/A responses for principals on this same item showed principals (53%) revealed that **some** of the peer coaching programs provided incentives to participate in the implementing peer coaching (3). These findings suggest teachers and principals seem to disagree about whether incentives are provided for participants to implement peer coaching. However, the results of the *t*-tests applied to the responses of teachers and principals presented in Table 12, Appendix P revealed no significant differences between responses on this item.

Principal involvement: One of the practices was related to principal involvement in the training for peer coaching (4). An examination of the combined responses for SA/A reported by teachers (37%), revealed **few** of the peer coaching programs involved the principal in training for peer coaching (4). The combined SA/A responses for principals on this same item showed principals (41%) reported that **few** of the peer coaching programs involved the principal in training for peer coaching (4). These

findings suggest both teachers and principals seem to agree that **few** of the peer coaching programs in Oklahoma secondary schools involve the principal in the training for peer coaching. The results of the t-tests are presented in Table 12, Appendix P. The results revealed no significant differences at the .05 level.

Training process: Ten of the practices were related to training participants for peer coaching. These ten included: staff members informed of training for peer coaching before training starts (5); training provides participants with the purpose for peer coaching (6); training provides participants practice in observation skills in the classroom (7); training in peer coaching provides participants an opportunity to learn notetaking for data collection (8); training in peer coaching provides participants an opportunity to practice notetaking (9); training includes the modeling of effective peer coaching (10); training in peer coaching provides participants an opportunity to learn to give specific feedback (11); training in peer coaching provides participants an opportunity to practice giving specific feedback (12); training includes demonstrations of planning, observation, and feedback phases of peer coaching (13); and training involves participants in simulated peer coaching activities (14). Table 11, Appendix O displays a summary of the data presented in this section. An examination of the combined responses for SA/A reported by teachers (37%) revealed **few** of the peer coaching programs provided information to staff about peer coaching before training was conducted (5) and involve participants in peer coaching activities (14).

These teachers (32%) also indicated **few** of the programs provided participants with the purpose for peer coaching (6). The teachers (47%) indicated **few** programs provided for modeling effective peer coaching (10), and for participants to practice giving feedback (12). In addition, teachers (40%) reported that **few** of the programs provided for participants to practice observation skills (7) and for participants to practice notetaking (9). Teachers (43%) reported **few** of the programs provided for participants to learn to give feedback (11). Teachers (44%) also reported that only a **few** of the peer coaching programs in Oklahoma secondary schools provided for participants to learn notetaking for data collection (8) and included demonstration of planning, observation, and feedback phases of peer coaching (13).

The combined SA/A responses for principals on these same items showed principals (59%) reported **some** of the peer coaching programs provided information to staff about peer coaching before training was conducted (5). These principals (53%) also indicated **some** of the programs provided participants to practice observation skills (7) with knowledge of notetaking for data collection (8), for practice with notetaking (9), and to involve participants in peer coaching activities (14). According to principals (59%) indicated **some** of the programs included modeling effective peer coaching (10) and for practice of giving feedback (12). Principals (65%) also reported **some** of the peer coaching programs provided for participants to learn to give feedback (11) and demonstration of planning, observation, and feedback phases of peer coaching (13). However, principals (39%) indicated **few** of the programs provided for participants with the purpose for peer coaching (6).

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The findings suggest teachers and principals seem to agree that **few** of the peer coaching programs in Oklahoma secondary schools provided participants with the purpose for peer coaching. However they appear to disagree about whether staff were informed about peer coaching before it started, whether training provided for participants to practice observation skills, and whether training provided participants an opportunity to learn and practice notetaking. Also, whether training included effective peer coaching models, whether training provided and opportunity to practice and give feedback, whether demonstrations were provided for each phase of peer coaching, and whether participants were allowed to role play peer coaching.

For each of these items *t*-tests were applied to the mean response of teachers and principals for each of these items. The results of the *t*-tests presented in Table 12, Appendix P revealed no significant differences on any of the 14 items.

Training practices found in most or some programs: In addition, an examination of the **combined** SA/A responses for all respondents identified the following practices as occurring in **most** or **some** peer coaching programs in Oklahoma secondary schools. These practices are presented below.

In **most** programs - none found

In **some** programs -

Training in peer coaching provides participants an opportunity to learn to give specific feedback (51%, item 11).

Training in peer coaching provides participants an opportunity to practice giving feedback (51%, item 12).

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Training includes demonstrations of each phase of peer coaching (52%, item 13).

Follow-up support practices: Six of the practices were related to the follow-up support practices in implementing a peer coaching program. These six included: administrators support the staff during the initial stage of implementing peer coaching (15); administrators participated in the initial efforts of implementing peer coaching (16); on-going training in peer coaching is provided (17); there is support to continue using peer coaching (18); the principal provides time and support for scheduling and conducting peer coaching (19); and follow-up support and coaching is provided for the peer coaches (20). Table 11, Appendix O displays a summary of the data presented in this section.

Administrators support and participation: Three of the practices were related to administrative support and participation in implementing peer coaching. These three included: administrators support the staff from the beginning in implementing peer coaching (15); administrators participated at the beginning of implementing peer coaching (16); and the principal provides time and support for scheduling and conducting peer coaching (19).

An examination of the combined responses for SA/A reported by teachers (56%) revealed **some** of the peer coaching programs provided administrative support for the staff at the beginning stage of implementing peer coaching (15). These teachers (50%) also indicated **some** of the programs provided administrative participation at the start of implementing peer coaching (16) and that principals provided time and support for

scheduling and conducting peer coaching (19).

An examination of the combined SA/A responses for principals, on these same items, revealed that principals (65%) reported **some** of the peer coaching programs provided administrative support for the staff at the beginning stage of implementing peer coaching (15) and principals providing time and support for scheduling and conducting peer coaching (19). These principals (71%) also indicated **some** of the programs provided for administrative participation at the start of implementing peer coaching (16).

These findings suggest teachers and principals seem to agree in **some** of the peer coaching programs in Oklahoma secondary schools that administrators supported and participated at the beginning to implement peer coaching, and that principals provided time and support for scheduling and conducting peer coaching.

Again *t*-tests were applied to the mean response of teachers and principals for each of these items. The results of these *t*-tests presented in Table 12, Appendix P revealed no significant differences on any of these items.

Follow-up support process: Three of the practices were related to follow-up support for peer coaching. These three included: on-going training in peer coaching is provided (17); support to continue using peer coaching (18); and follow-up support and coaching is provided for the peer coaches (20). Table 11, Appendix O displays a summary of the data presented in this section.

An examination of the combined responses for SA/A reported by teachers (50%) revealed **some** of the peer coaching programs provided for support to continue using peer coaching (18), and follow-up support and coaching for peer coaches (20). In addition the teachers (37%) indicated **few** of the programs provided for on-going training in peer coaching (17). The combined SA/A responses for principals on these same items revealed that principals (65%) reported **some** of the peer coaching programs provided for on-going training in peer coaching (17). These principals (59%) also indicated **some** of the programs provided support to continue using peer coaching (18) and follow-up support and coaching is for peer coaches (20).

These findings suggest teachers and principals seem to agree that **some** of the peer coaching programs provided support to continue using peer coaching and provided follow-up support and coaching for the peer coaches. However, they appear to disagree that on-going training in peer coaching is provided.

Again t-tests were applied to the mean response of teachers and principals for each of these items. The results of these t-tests presented in Table 12, Appendix P revealed no significant differences on any of the items.

Follow-up support practices found in most or some programs: In addition, an examination of the **combined** SA/A responses for all respondents identified the following practices as occurring in **most** or **some** peer coaching programs in Oklahoma secondary schools. These practices are presented below:

In **most** programs - none found

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In **some** programs -

Administrators support the staff during the initial stage of implementing peer coaching (60%, item 15).

Administrators participated in the initial efforts of implementing peer coaching (57%, item 16).

There is support to continue using peer coaching at your school site (53%, item 18).

The principal provides time and support for scheduling and conducting peer coaching (55%, item 19).

Follow-up support and coaching is provided for the peer coaches (53%, item 20).

Impact of Peer Coaching

This section reports the findings to question five: In those Oklahoma secondary schools, which implement peer coaching, what effect(s) have the teachers and principals observed? Teachers and principals in this study were asked to respond to six items concerning the effect of peer coaching indicating the degree to which they were present in their school's peer coaching program. The response options included: Strongly Agree; Agree; Disagree; or Strongly Disagree. For each of these items the means, standard deviation, frequencies, and percentages were determined. Responses to each item were recorded in tables, which indicated frequency and percent for each possible response for the item. This was followed by the frequency responses for teachers and principals.

Table 13, Appendix Q displays the frequencies and percentages for the responses of teachers and principals to the effects of peer coaching as they related to their peer coaching program at their school site. For each item in Table 13, the frequency and percentage for Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) are displayed. As with the previous sections, the frequencies are noted for all possible responses including No Response (NR), the percentages for strongly agree through strongly disagree were determined after the no responses were deleted. Again the researcher in analyzing these data has reported only the combined SA and A responses.

The same criteria as in the Characteristic section were used to assess the extent to which the effects were present in peer coaching programs in Oklahoma secondary schools (grades seven through twelve). In reporting the results of the responses of the secondary teachers and principals concerning the six effects of peer coaching, the findings are presented and followed by a discussion of the extent to which each of these effects were reported as being present in peer coaching programs in Oklahoma secondary schools using the criteria noted above. First the responses of the teachers are examined and then the responses of the principals. Finally, the results of the t-tests to determine whether teachers and principals differed significantly are reported.

These six items included: peer coaching is increasing student learning through improved instruction (1); peer coaching is helping to facilitate the exchange of instructional methods and materials (2); peer coaching is helping teachers to focus on the achievement of instructional goals that improve student learning (3); peer coaching is promoting responsibility for

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professional growth (4); peer coaching is helping to improve classroom instruction (5); and peer coaching is promoting shared responsibility by establishing a collegial atmosphere (6). Table 13, Appendix Q presents a summary of the responses of the items in this section.

An examination of the combined responses for SA/A reported by teachers (62%) revealed that **some** of the peer coaching programs increased student learning through improved instruction (1), helped to facilitate the exchange of instructional methods and materials (2), helped teachers to focus on the achievement of instructional goals that improve student learning (3), and promoted shared responsibility for professional growth (4). In addition, teachers (65%) indicated **some** of the programs helped to improve classroom instruction (5) and promote shared responsibility by establishing a collegial atmosphere (6).

An examination of the combined SA/A responses for principals on these same items showed principals (65%) revealed that **some** of the peer coaching programs increased student learning through improved instruction (1). These principals (71%) also reported that **some** of the programs helped to facilitate the exchange of instructional methods and materials (2), helped teachers to focus on the achievement of instructional goals that improve student learning (3), helped to improve classroom instruction (5), and promote shared responsibility by establishing a collegial atmosphere (6). In addition, principals (70%) indicated **some** of the programs promoted shared responsibility for professional growth (4).

These findings suggest teachers and principals seem to agree that **some** of the peer coaching programs in Oklahoma secondary schools increase student learning, help in the exchange of instructional methods and

materials, help teachers in focusing on instructional goals to improve student learning, promote shared responsibility of professional growth, help to improve classroom instruction, and promote shared responsibility by establishing a collegial atmosphere. The results of the *t*-tests Table 14, Appendix R revealed no significant differences between teachers' responses and principals' responses on any of the six items.

Impact (effects) found in most or some programs: In addition, an examination of the **combined** SA/A responses for all respondents identified the following effects as occurring in **most** or **some** peer coaching programs in Oklahoma secondary schools. These practices are presented below:

In **most** programs - none found

In **some** programs -

Peer coaching is increasing student learning through improved instruction (63%, item 1).

Peer coaching is helping to facilitate the exchange of instructional methods and methods (66%, item 2).

Peer coaching is helping teachers to focus on the achievement of instructional goals that improve student learning (65%, item 3).

Peer coaching is promoting shared responsibility for professional growth (65%, item 4).

Peer coaching is helping to improve classroom instruction (67%, item 5).

Peer coaching is promoting shared responsibility by establishing a collegial atmosphere (67%, item 6).

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Summary

This chapter presented the findings of the study obtained through the Peer Coaching Implementation Survey (PCIS). It describes the respondents to the survey, the extent of teacher involvement in and commitment to implementation of the school's peer coaching program, the perceptions of the teachers and principals about the extent to which characteristics of a peer coaching program were included in peer coaching programs, the readiness/planning practices implemented when selecting peer coaching programs, and the training/follow-up practices used when implementing peer coaching. Finally, the effect(s) of a peer coaching program at their school site are identified.

Chapter five will discuss the summary, conclusions, and recommendations resulting from this study.

CHAPTER FIVE
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Overview

This chapter presents a review of the study, followed by a summary of the findings. Next, the conclusions derived from the study are presented followed by a discussion of the implications for the implementation of a peer coaching program. Finally, suggestions for further research are identified.

Review of the Study

The purpose of this study was to assess the extent to which peer coaching was being implemented in secondary schools (grades seven through twelve) in the state of Oklahoma. This study examined the extent to which the characteristics of effective peer coaching programs reported in the professional literature have been employed in those Oklahoma secondary schools, which indicated in a survey that they had implemented peer coaching.

Research Questions

The six specific research questions for this study were:

Question One: To what extent is peer coaching being implemented in Oklahoma secondary schools (grades seven through twelve)?

Question Two: To what extent are characteristics of peer coaching programs, as identified in literature in the last twenty years, being implemented in Oklahoma secondary schools where peer coaching is practiced?

Question Three: To what extent have the participants in Oklahoma secondary schools, which are implementing peer coaching been involved in readiness and planning activities?

Question Four: To what extent have the participants in Oklahoma secondary schools implementing peer coaching been involved in training and follow-up support?

Question Five: In those Oklahoma secondary schools, which implement peer coaching, what effect(s) have the teachers and principals observed?

Question Six: Do secondary school teachers and principals differ significantly concerning the characteristics of peer coaching in Oklahoma schools; the selection, planning and implementation of peer coaching programs; and the impact of these programs on teaching and learning?

Population and Sample

The population for this study included secondary school principals and teachers (grades seven through twelve) in the state of Oklahoma. A total of 548 schools were identified using the Oklahoma State Department of Education directory. An initial card survey of these schools was made to determine which schools had implemented peer coaching for one or more

years. A total of 354 cards were returned.

From the cards returned 33 schools fit the criteria established and became the population for this study. The sample included 66 teachers and 33 principals. Due to the small number of schools involved and the relatively low response from teachers and principals, this may serve as a limitation to the findings and conclusions of this study.

Questionnaire

The Peer Coaching Implementation Survey (PCIS) was developed specifically for this study and was based upon a review of the literature cited in Chapter Two. The PCIS was divided into five sections. The first section included demographic information about the teachers and principals that participated in the study. This section included gender, the number of years the respondents had served as a teacher or a principal, the number of years they had been employed in the current role at their present school site, and if teaching, what grade level(s) and subject(s) they taught at the time of the study. Also, the extent to which teachers and principals were personally involved in implementing peer coaching, and the extent peer coaching was supported by the faculty at their school site were also identified in this section.

The second section of the PCIS included questions to collect data concerning whether the characteristics of peer coaching programs identified in the literature were being implemented in Oklahoma secondary schools. Data related to characteristics were obtained from the responses of teachers and principals on the PCIS to items 1-16 under the Characteristics section.

The third section of the PCIS included questions to collect data concerning which of the practices of the readiness and planning stages of the RPTIM model for school-based improvement were used when selecting and implementing peer coaching program in Oklahoma secondary schools. Data were obtained from the responses of teachers and principals on the PCIS to items 1-12 in the Readiness/Planning section.

The fourth section of the PCIS included questions to collect data concerning the training and follow-up support practices used in implementing peer coaching program in Oklahoma secondary schools. Data were obtained from the responses of teachers and principals on the Peer Coaching Implementation Survey to items 1-20 in the Training/Follow-up Support section.

The fifth and final section of the PCIS included questions to collect data concerning the possible effect (impact) of a peer coaching program. Data related to impact were obtained from the responses of teachers and principals on the PCIS to items 1-6 under the Impact section.

These data were analyzed using descriptive statistics including means, standard deviations, frequencies, and percents. A series of t-test analysis were performed to determine if teachers and principals differed significantly (.05 level) in their perceptions of the characteristics, readiness/planning practices, training/follow-up support practices reported were present in the respondents' peer coaching programs. Also, t-tests were used to determine if teachers and principals differed significantly (.05 level) in their perceptions of whether peer coaching had an impact at the respondent's school.

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Major Findings

In this section the major findings of the five research questions are explicated.

Involvement

The first research question focused on the extent to which respondents believed they were involved in implementing peer coaching and the extent to which their faculties supported peer coaching at the school site. The combined teachers' responses on the Very Extensive (VE) and Extensive (E) personal involvement in implementing peer coaching revealed that 18% were extensively involved. On the other hand, 39% of the principals believed that they were extensively involved in implementing peer coaching. Responses to the extent to which faculty supported peer coaching at the school site indicated that the 41 teachers and 23 principals did not agree on faculty support for peer coaching. The data revealed 27% of the teachers felt there was extensive support for peer coaching and 48% of the principals believed there was extensive support by the faculty for peer coaching.

Results of the personal involvement in implementing peer coaching revealed a t-score of 2.4, which was significant at the .01 level. Findings for the support of the faculty in implementing peer coaching revealed a t-score of 2.4, which was significant at the .03 level. Clearly, principals were significantly more likely than teachers to indicate extensive involvement and commitment to peer coaching.

Characteristics of the Peer Coaching Program

The second research question asked to what extent are characteristics of peer coaching programs, as identified in literature in the past twenty years, being implemented in Oklahoma secondary schools where peer coaching is practiced. Teachers and principals in this study were asked to respond to 28 items concerning the characteristics of peer coaching programs indicating the degree to which these were present in their school's peer coaching program.

Since the intent of the study was to determine the extent to which the peer coaching characteristics were present, the following criteria were used to assess the extent to which respondents reported peer coaching characteristics were present in peer coaching programs in Oklahoma secondary schools (grades seven through twelve). The criteria was as follows: when 75 percent or more of the combined responses of the teachers and principals indicated strongly agree and agree for an item, the characteristic was considered to be present in **most** peer coaching programs; when the combined strongly agree and agree responses were between 74 and 50 percent, it was considered present in **some** programs; when the combined percentage was between 49 and 25 percent, it was considered present in a **few** programs; and when it was less than 25 percent, the characteristic was considered to exist in **almost none** of the programs. In reporting the findings throughout this chapter, the percentages for the combined Strongly Agree and Agree responses of teachers and principals will be reported. This seems appropriate because with the exception of five out of 66 items there were no significant differences noted between teachers' and principals'

responses. However, where significant differences were identified they are noted.

Responses to the characteristics of peer coaching are divided into eight areas which included teacher involvement in decisions, criteria for selecting peer coaches, assignment of time, the coaching process, frequency of observations, implementation of instructional practices, selection of instructional practices, and expected frequency of peer coaching. Only one characteristic of peer coaching was considered a part of **most** programs - peer coaching sometimes occurs across departments or grade levels (77%). The percentage in parentheses behind this item and future items discussed in the major finding section of this chapter represents the combined Strongly Agree (SA) and Agree (A) responses of teachers and principals.

Twenty-three characteristics of peer coaching programs were determined to be present in **some** programs. These are the characteristics reported here. Those that were related to teacher involvement in the decision-making process in their peer coaching program included individual teachers choosing to participate in peer coaching (61%) and involving teachers in the decisions about who should peer coach (63%). Results of individual teachers choose to participate in peer coaching revealed a t-test score of 2.7 which was significant at the .01 level and a t-test score of 2.5 which was significant at the .05 level for teachers are involved in the decisions about who should peer coach. The principals were more likely to say teachers were involved in deciding who should peer coach.

Two of the 23 characteristics were related to the criteria for selecting peer coaches in peer coaching programs. The combined responses of teachers and principals revealed that peer coaches were chosen because of

the subject they teach (54%) and peer coaches were chosen because they are master teachers (52%). The results revealed a *t*-test score of 2.0, which was significant at the .04 level, for peer coaches are chosen because they are master teachers. Again, the principals were more likely to say coaches were chosen because they were master teachers.

Another two characteristics were related to assignment of time devoted to peer coaching. These were peer coaches having time to develop trusting relationships (55%) and time is available during the day to support peer coaching (50%). The results revealed a *t*-test score of 2.5, which was significant at the .05 level for peer coaches having time to develop trusting relationships. The principals were again more likely to say peer coaches had time to develop trusting relationships.

Five of these 23 characteristics were considered preconference activities that included the teacher identifies the area to be observed (59%), the teacher describes the lesson to be observed (55%), collaborative decisions are made on how data will be collected and reported (53%), the postconference session is scheduled within a reasonable time (58%), and after the preconference meeting, the coach takes time to prepare for the observation (57%). Two characteristics were perceived as used were related to the actual observation process. They included collecting of sample materials and documents (57%) and organizing the data for the postconference session occurs after leaving the observation (60%).

Eight of these 23 characteristics were related to the postobservation conference. These included reviewing the goals and focus of the observation (62%), providing the opportunity for the person observed to self evaluate (61%), sharing the data collected (64%), collaboratively analyzing

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the information (62%), identifying what the person observed learned (66%), identifying what the coach learned (64%), identifying areas to address in future observations (68%), and identifying tentative times for future observations (62%).

One of the 23 characteristics was related to the regularity with which peer coaching observations were made. This included peer coaches are required to make regular peer observations (56%). One of the 23 characteristics of peer coaching was related to implementation of instructional practices. This included peer coaching is conducted to assist implementation of instructional practices that have been adopted by the school faculty (56%).

Readiness/Planning Practices for Peer Coaching

The third research question asks to what extent have the participants in Oklahoma secondary schools which are implementing peer coaching been involved in readiness and planning activities. Teachers and principals in this study were asked to respond to 12 items concerning the readiness and planning practices of selecting and implementing peer coaching programs. They were to indicate the degree to which each were present in planning and implementing their school's peer coaching program.

The same criteria as in the Characteristics section were used to assess the extent to which the readiness and planning practices were present in peer coaching programs in Oklahoma secondary schools. In reporting the results of the combined Strongly Agree and Agree responses of secondary teachers and principals concerning the six readiness and six planning practices of

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selecting and implementing peer coaching programs, the findings are divided into two areas which included: readiness practices and planning practices.

None of the readiness practices were determined to be present in **most** peer coaching programs. Four of the six readiness practices were determined to be present in **some** programs. These included principals in deciding to implement peer coaching (69%), teacher involvement in deciding to implement peer coaching (51%), staff selecting peer coaching as a means to achieve personal improvement goals (57%), and staff selecting peer coaching as a means to achieve school improvement goals (51%). When t-tests were applied to the mean responses of teachers and principals for each item in the Readiness section, the results revealed no significant differences between teachers' responses and principals' responses on any of the six items.

None of the planning practices were determined to be present in **most** peer coaching programs. Four of the six planning practices were determined to be present in **some** programs. These included teacher involvement in deciding the plan to implement peer coaching (57%), considering individual differences among faculty in planning to implement peer coaching (54%), providing adequate resources to implement peer coaching (52%), and planning goals and activities for inservice that enabled faculty to implement peer coaching (64%). When t-tests were applied to the mean responses of teachers and principals for each item in the Planning section, the results revealed no significant differences between teachers' responses and principals' responses on any of the six items.

Training and Follow-up Support Practices for Peer Coaching

The fourth research question for this study focused on the extent the training and follow-up support practices for implementing peer coaching reported in the literature are being used in Oklahoma secondary schools (grades seven through twelve). Question four asks: To what extent have the participants in Oklahoma secondary schools implementing peer coaching been involved in training and follow-up support?

The same criteria as in the Characteristics section were used to assess the extent to which the training and follow-up support practices were present in peer coaching programs in Oklahoma secondary schools. In reporting the results of the combined Strongly Agree and Agree responses of secondary teachers and principals concerning the 14 training and six follow-up support practices of implementing peer coaching programs, the findings are divided into two areas which included: training practices and follow-up support practices.

Responses to the training practices of implementing peer coaching programs are divided into four areas, which included trainers, incentives to peer coach, principal involvement, and training process. None of the training practices were determined to be present in **most** peer coaching programs. Three of the 14 training practices were determined to be present in **some** programs. Those that were related to the training process included providing participants an opportunity to learn to give specific feedback (51%), to practice giving feedback (51%), and demonstrations of each phase of peer coaching (52%). When *t*-tests were applied to the mean response of teachers and principals for each item in the Training section, the results

revealed no significant differences between teachers' responses and principals' responses on any of the items.

Responses to the follow-up support practices of implementing peer coaching programs are divided into two areas, which included administrators support and participation and follow-up support process. None of the follow-up support practices were determined to be present in **most** peer coaching programs. Five of the six follow-up support practices were determined to be present in **some** peer coaching programs. Three of the five practices were related to administrators support and participation. They included administrators support the staff during the initial stage of implementing peer coaching (60%), administrators participated in the initial efforts of implementing peer coaching (57%), and the principal provides time and support for scheduling peer coaching (55%). Two of the five practices were related to follow-up support process. They included support to continue peer coaching (53%) and follow-up support and coaching is provided for peer coaching (53%). When t-tests were applied to the mean responses of teachers and principals for each item there were no significant differences on any of the items.

Impact of Peer Coaching

The fifth research question asks, in those Oklahoma secondary schools which implement peer coaching, what effect(s) have the teachers and principals observed. Teachers and principals in this study were asked to respond to six items concerning the effect(s) of peer coaching indicating the degree to which they were present in their school's peer coaching program.

The same criteria as in the Characteristics section were used to assess the extent to which the effects were present in peer coaching programs in Oklahoma secondary schools. In reporting the results of the combined Strongly Agree and Agree responses of secondary teachers and principals concerning the six effects of peer coaching, none of the items were determined to be present in **most** peer coaching programs. All of the items were determined to be present in **some** peer coaching programs. These included peer coaching is increasing student learning through improved instruction (63%), helping to facilitate the exchange of instructional methods and materials (66%), helping teachers to focus on the achievement of instructional goals that improve student learning (65%), promoting shared responsibility for professional growth (65%), helping to improve classroom instruction (67%), and promoting shared responsibility by establishing a collegial atmosphere (67%).

When t-tests were applied to the mean responses of teachers and principals for each item there were no significant differences on any of the six items.

Conclusions

The data presented suggests a number of conclusions that can be drawn. These conclusions are presented below:

1. The characteristics of peer coaching found in the literature are only implemented in **some** of the Oklahoma secondary schools using peer coaching.

2. While principals disagree, teachers don't believe that faculty are

extensively involved in peer coaching programs.

3. A strong majority of teachers indicate that teachers are involved in decisions about participating in peer coaching.

4. Principals are more likely than teachers to be involved in decisions to implement peer coaching.

5. Even though *t*-tests revealed no significant differences on most of the items, principals are consistently more likely than teachers to report that the practices of peer coaching are being implemented in Oklahoma secondary schools using peer coaching.

6. There appears to be little commitment to implementation of peer coaching given the lack of providing time during the day for conducting peer observations.

7. The practices implemented in the peer observation cycle focused more on postobservation than the preobservation conference or the actual observation.

8. Teachers are less likely than principals to indicate the training practices recommended in the literature are used to prepare teachers for peer coaching.

9. The majority of teachers and principals believe teachers are provided on-going training and follow-up support in implementation of peer coaching programs in Oklahoma secondary schools.

10. The majority of teachers and principals believe that principals provide support for peer coaching.

11. Principals in schools with peer coaching have typically not been prepared to support such programs.

12. Peer coaching appears to have an impact on student learning, facilitating exchange of instructional practices, achievement of instructional goals, professional growth, instruction, and establishing improved classroom climate.

Recommendations

Based upon the findings and conclusions of this study, the following recommendations are suggested related to peer coaching in Oklahoma secondary schools (grades seven through twelve).

1. School reform is a top priority for American secondary schools. Lasting change will only occur when school personnel internalize the change process for schools. Peer coaching is a viable model for school reform and should be more extensively used in Oklahoma secondary schools.

2. If teacher input is considered important in the school reform movement at the secondary level, then teachers must have involvement in implementing every facet of the peer coaching program. This will include choosing peer coaches, selecting their own coach, deciding on whether master teachers and/or others will become peer coaches, and determining whether to use grade level representation or subject expertise as a determining factor.

3. Consideration should be given at the district and individual school's levels to provide incentives for teachers to participate in peer coaching. These incentives may include active principal's participation in peer coaching training, support during initial

implementation, time and support considerations for scheduling peer coaching visits and support for continuous use of peer coaching. Recognition is a great incentive and peer coaches deserve a prominent place of recognition at the school site and district level.

4. Student academic performance in Oklahoma secondary schools is directly tied to the quality of the knowledge of its educators and the pedagogical skills they bring to be or upon the teaching and learning process. Peer coaching programs in Oklahoma secondary schools have a positive impact upon student performance and should be vigorously pursued as a reform initiative.

5. If peer coaching is to become institutionalized as a part of school culture, teacher education programs should train prospective teachers in the process of coaching and experience coaching in their preparation program.

6. The literature strongly suggests that peer coaching should become a part of all staff development programs when skills are to be mastered and transmitted to the classroom (Wood et al., 1993). Credit of participation in staff development should be awarded only in connection with peer coaching events and certification of skill mastered.

Needed Research

This researcher recommends further research in the areas listed below based upon the data presented:

1. This study should be replicated in other states to provide an extensive data base.

2. School size and its impact upon implementing peer coaching should be studied.

3. The extent to which state departments of education provide service to schools interested in peer coaching should be examined.

4. Studies to determine whether certain subjects taught are more conducive to implementing peer coaching should be conducted.

5. Studies of how schools and school districts have released teacher for peer coaching should be made.

6. Studies of the impact of peer coaching on student performance on norm-referenced and criterion-referenced tests should be conducted.

7. Teachers' degree of job satisfaction should be studied when peer coaching is successfully implemented.

8. Attitudinal differences toward peer coaching should be examined for tenured and non-tenured teachers.

Summary

This chapter presented a review of the research conducted including its purpose, the questions addressed, and the procedure used to conduct the research. The major findings related to the data obtained from the research were then delineated.

Conclusions and implications resulting from the findings were presented, followed by recommendations for using the information obtained. This chapter concluded with suggestions for further research in areas related to this study.

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APPENDIX A

March 28, 1996

Dear Principal,

I am a doctoral student at the University of Oklahoma and my dissertation is to assess the use of peer coaching in Oklahoma secondary schools (grades seven through twelve). In order to identify the Oklahoma secondary schools that are implementing peer coaching, I need your assistance. Answer the four (4) questions on the enclosed self-addressed stamped card, then send it to me. I hope to have your response in by April 4, 1996.

I realize your time is extremely valuable. Your input is very important in helping me identify the extent to which Oklahoma secondary schools are involved in peer coaching. Thank you so much for your time and effort in this matter.

As with all research, confidentiality is a primary concern. I will strictly adhere to those ethical considerations. In no way, will you or your school be identified with the responses you have made on the enclosed card. After the secondary schools have been identified that they are using peer coaching, I will be requesting more information.

Sincerely,

Shirley Schlagel

Please mark with an X your answer to the following questions:
Is peer coaching used in your school? ___ Yes ___ No

If yes, what percentage of your faculty is directly involved?

___ 100% ___ 75% ___ 50% ___ 25% ___ less than 25%

Were you the principal of this school at the time peer coaching was being

implemented? ___ Yes ___ No

By the end of this year, how many years have you been using peer coaching

in your school? ___ 0 ___ 1 ___ more than 1

Please send this card to me by April 4, 1996. Thank you for your

cooperation.

APPENDIX B

PEER COACHING IMPLEMENTATION SURVEY
(PCIS)

This instrument is designed to determine the extent peer coaching is being used in Oklahoma secondary schools. Please respond to each item based on the instructions in each section provided on the following pages.

The code number provided at the bottom of the page will enable the researcher to avoid sending you a second request to complete the questionnaire. As noted in the cover letter, your response will be kept confidential and no reference to you or your school will be identified.

Code Number _____

BACKGROUND INFORMATION

Please provide the following information by checking the appropriate response or placing the appropriate information in the blanks provided.

1. Sex: _____ male _____ female

2. Current role: _____ teacher _____ principal

3. Number of years in this role _____.

4. Number of years in current role at your present school site _____.

5. What grade level(s) and subject(s) are you teaching at the present time _____

_____

Please provide the following information on the extent to which your school and you personally are involved in peer coaching. Circle the degree to which you believe is true using the following response options: 4=Very extensive, 3=Extensive, 2=Limited, 1=Very limited.

	Very extensive			Very limited
6. To what extent are you personally involved in implementing peer coaching at your school site?	4	3	2	1
7. To what extent is peer coaching supported by the faculty at your school site?	4	3	2	1

CHARACTERISTICS OF THE PEER COACHING PROGRAM

This section presents the characteristics of peer coaching programs found in the current research and best practices described in the literature. Following each item, circle the degree to which you believe this characteristic is true at the school site where you are principal or teacher. Use the following response options: 4=Strongly agree, 3=Agree, 2=Disagree, 1=Strongly disagree.

	Strongly agree	Agree	Disagree	Strongly disagree
1. Individual teachers choose to participate in peer coaching.	4	3	2	1

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	Strongly agree	Agree	Disagree	Strongly disagree
2. The teachers are involved in the decisions about who should peer coach at your school site.	4	3	2	1
3. Peer coaches are chosen because of the subject they teach.	4	3	2	1
4. Peer coaches are chosen because they are master teachers.	4	3	2	1
5. Peer coaching sometimes occurs across departments or grade levels.	4	3	2	1
6. Participants select their peer coach from among their colleagues.	4	3	2	1
7. Peer coaches have time to develop trusting relationships.	4	3	2	1
8. Time is provided during the day when peer coaching observations can be conducted.	4	3	2	1
9. The preconference (planning) session of a peer coaching program at your school site includes:				
a. The teacher identifies the area to be observed.	4	3	2	1
b. The teacher describes the lesson to be observed.	4	3	2	1
c. Collaborative decisions are made on how data will be collected and reported.	4	3	2	1
d. The postconference session is scheduled within a reasonable time (on the day of or day following the observation).	4	3	2	1

	Strongly agree	Agree	Disagree	Strongly disagree
e. After the preconference meeting, the coach takes time to prepare for the observation.	4	3	2	1

10. The observation session of a peer coaching program at your school site includes:

a. Observing and recording data.	4	3	2	1
b. Interviewing students in the observed classroom.	4	3	2	1
c. Collecting of sample materials and documents.	4	3	2	1
d. Organizing the data for the postconference session occurs after leaving the observation.	4	3	2	1

11. The postconference (feedback) session of the peer coaching program at your school site includes:

a. Reviewing the goals and focus of the observation.	4	3	2	1
b. Providing the opportunity for the person observed to self evaluate.	4	3	2	1
c. Sharing the data collected.	4	3	2	1
d. Collaboratively analyzing the information.	4	3	2	1
e. Identifying what the person observed learned.	4	3	2	1
f. Identifying what the coach learned.	4	3	2	1
g. Identifying areas to address in future observations.	4	3	2	1

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	Strongly agree	Agree	Disagree	Strongly disagree
h. Identifying tentative times for future observations.	4	3	2	1
12. Peer coaches are required to make regular peer observations.	4	3	2	1
13. Time is available during the day to support peer coaching.	4	3	2	1
14. Peer coaching is conducted to assist implementation of instructional practices that have been adopted by the school faculty.	4	3	2	1

15. The instructional practices observed during peer coaching were selected by (check one of the following options).

____ a. the district

____ b. the school faculty

____ c. the peer coaches

____ d. the individual teacher

____ e. other _____ (please note the "other" source)

16. Please indicate in the space below how frequently peer coaching is expected to occur (e.g. weekly, biweekly, monthly, bimonthly, and etc.).

READINESS/PLANNING

This section presents practices from the first two stages of selecting and implementing a peer coaching program. Following each item circle the degree to which you believe this practice is true at the school site where you are principal or teacher. Use the following response options: 4=Strongly agree, 3=Agree, 2=Disagree,1=Strongly disagree.

	Strongly agree	Agree	Disagree	Strongly disagree
1. Teachers were involved in the decision to implement peer coaching.	4	3	2	1

	Strongly agree	Agree	Disagree	Strongly disagree
2. Building administrators were involved in the decision to implement peer coaching.	4	3	2	1
3. Others, such as parents and support staff were involved in the decision to implement peer coaching.	4	3	2	1
4. Staff select peer coaching as a means for them to achieve personal improvement goals.	4	3	2	1
5. Staff select peer coaching as a means for them to achieve school improvement goals.	4	3	2	1
6. The faculty had an opportunity to indicate whether they wanted to use peer coaching at their school.	4	3	2	1
7. Teachers were involved in developing the plan to implement peer coaching at your school.	4	3	2	1
8. Individual differences among the faculty were considered when planning to implement peer coaching.	4	3	2	1
9. Adequate resources were provided to implement peer coaching.	4	3	2	1
10. There was a multi-year plan for implementing peer coaching.	4	3	2	1
11. Goals and activities for inservice were planned that enabled the faculty to implement peer coaching.	4	3	2	1
12. Teachers and administrators shared in the leadership in developing the plan for implementing peer coaching.	4	3	2	1

TRAINING AND FOLLOW-UP SUPPORT

This section presents practices from the third and fourth stages of selecting and implementing a peer coaching program. Following each item circle the degree to which you believe this practice is true at the school site where you are principal or teacher. Use the following response options: 4=Strongly agree, 3=Agree, 2=Disagree,1=Strongly disagree.

	Strongly agree	Agree	Disagree	Strongly disagree
1. Training for peer coaching is provided by outside experts.	4	3	2	1
2. One or more teachers are trained to train other teachers involved in the peer coaching program.	4	3	2	1
3. Incentives for participation are provided to implement peer coaching.	4	3	2	1
4. The principal is involved in the training for peer coaching.	4	3	2	1
5. Staff members at your school site are informed about peer coaching before training is conducted.	4	3	2	1
6. Training provides participants with a clear understanding of the purpose for peer coaching.	4	3	2	1
7. Training in peer coaching provides participants practice in observation skills in the classroom.	4	3	2	1
8. Training in peer coaching provides participants an opportunity to **learn** notetaking as a source of data collection.	4	3	2	1
9. Training in peer coaching provides participants an opportunity to **practice** notetaking as a source of data collection.	4	3	2	1

	Strongly agree	Agree	Disagree	Strongly disagree
10. Training includes the modelling of effective peer coaching.	4	3	2	1
11. Training in peer coaching provides participants an opportunity to **learn** to give specific feedback.	4	3	2	1
12. Training in peer coaching provides participants an opportunity to **practice** giving specific feedback.	4	3	2	1
13. Training includes demonstrations of each phase of peer coaching (planning, observation, feedback).	4	3	2	1
14. Training involves participants in simulated (role playing situations) peer coaching activities.	4	3	2	1
15. Administrators support the staff during the initial stage of implementing peer coaching.	4	3	2	1
16. Administrators participated in the initial efforts of implementing peer coaching.	4	3	2	1
17. On-going training in peer coaching is provided.	4	3	2	1
18. There is support to continue using peer coaching at your school site.	4	3	2	1
19. The principal provides time and support for scheduling and conducting peer coaching.	4	3	2	1
20. Follow-up support and coaching is provided for the peer coaches.	4	3	2	1

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IMPACT OF PEER COACHING

This section presents the possible effect (impact) of peer coaching programs. Following each item circle the degree to which you believe the item is true at the school site where you are principal or teacher. Use the following response options: 4=Strongly agree, 3=Agree, 2=Disagree,1=Strongly disagree.

	Strongly agree	Agree	Disagree	Strongly disagree
1. Peer coaching is increasing student learning through improved instruction.	4	3	2	1
2. Peer coaching is helping to facilitate the exchange of instructional methods and materials.	4	3	2	1
3. Peer coaching is helping teachers to focus on the achievement of instructional goals that improve student learning.	4	3	2	1
4. Peer coaching is promoting shared responsibility for professional growth.	4	3	2	1
5. Peer coaching is helping to improve classroom instruction.	4	3	2	1
6. Peer coaching is promoting shared responsibility by establishing a collegial atmosphere.	4	3	2	1

Please note in the space below any specific outcomes (impact) of peer coaching that you can identify as a result of local efforts to evaluate the results and/or document the implementation of your peer coaching program. **Please note only those for which your system or school has collected data.** If additional space is needed, feel free to use the space on the back of this page.

_____

_____

_____

_____

_____

_____

Appendix C

February 2, 1997

Dear Dr. Frank McQuarrie,

As discussed with you on the telephone, I am developing a survey instrument to be used to obtain information regarding the extent to which peer coaching is being used/implemented in secondary schools (grades seven through twelve) in Oklahoma. This research is being done in conjunction with my doctoral program at the University of Oklahoma. Your assistance in establishing the content validity of the questionnaire items is greatly appreciated.

Enclosed is a copy of the questionnaire. Please read each item and respond with your comments on any needed addition, deletion or modification. Should you identify any items that are unclear and in need of rewording, based on your knowledge of peer coaching and of staff development please note any corrections or suggestions on the instrument.

I will be waiting for your response. We hope to mail to the schools no later than the March 1. Therefore, I need to receive your response by Monday, February 24, 1997, if at all possible. Any response earlier will be greatly appreciated.

I thank you for your time, I know you are very busy. I will share the results of my research with you when it is completed. Should any questions arise, please contact me at (405) 722-8447 (home), or (405) 297-6465 (work).

Sincerely,

Shirley Schlagel

February 2, 1997

Dear Dr. Beverly Showers,

As discussed with you on the telephone, I am developing a survey instrument to be used to obtain information regarding the extent to which peer coaching is being used/implemented in secondary schools (grades seven through twelve) in Oklahoma. This research is being done in conjunction with my doctoral program at the University of Oklahoma. Your assistance in establishing the content validity of the questionnaire items is greatly appreciated.

Enclosed is a copy of the questionnaire. Please read each item and respond with your comments on any needed addition, deletion or modification. Should you identify any items that are unclear and in need of rewording, based on your knowledge of peer coaching and of staff development please note any corrections or suggestions on the instrument.

I will be waiting for your response. We hope to mail to the schools no later than the March 1. Therefore, I need to receive your response by Monday, February 24, 1997, if at all possible. Any response earlier will be greatly appreciated.

I thank you for your time, I know you are very busy. I will share the results of my research with you when it is completed. Should any questions arise, please contact me at (405) 722-8447 (home), or (405) 297-6465 (work).

Sincerely,

Shirley Schlagel

February 2, 1997

Dear Ms. Gracy Taylor,

As discussed with you on the telephone, I am developing a survey instrument to be used to obtain information regarding the extent to which peer coaching is being used/implemented in secondary schools (grades seven through twelve) in Oklahoma. This research is being done in conjunction with my doctoral program at the University of Oklahoma. Your assistance in establishing the content validity of the questionnaire items is greatly appreciated.

Enclosed is a copy of the questionnaire. Please read each item and respond with your comments on any needed addition, deletion or modification. Should you identify any items that are unclear and in need of rewording, based on your knowledge of peer coaching and of staff development please note any corrections or suggestions on the instrument.

I will be waiting for your response. We hope to mail to the schools no later than the March 1. Therefore, I need to receive your response by Monday, February 24, 1997, if at all possible. Any response earlier will be greatly appreciated.

I thank you for your time, I know you are very busy. I will share the results of my research with you when it is completed. Should any questions arise, please contact me at (405) 722-8447 (home), or (405) 297-6465 (work).

Sincerely,

Shirley Schlagel

Appendix D

March 12, 1997

Dear Colleague,

I am doctoral student at The University of Oklahoma. Your school was randomly selected out of a group of several schools to participate in a research project. The research project under study is to assess the use of peer coaching in Oklahoma secondary schools (grades seven through twelve).

Please complete the enclosed questionnaire. Your input is very important in helping me answer research questions in the area of peer coaching. After you complete the questionnaire, please enclose it in the accompanying self-addressed envelope and mail it to me. I hope to have your response within two weeks so I can begin the statistical analysis.

As with all research, confidentiality is a primary concern. I will strictly adhere to those ethical considerations. Should any questions arise, please contact me at (405) 722-8447 (home), or (405) 297-6465 (work). Thank you so much for your time and effort in this matter.

Sincerely,

Shirley Schlagel

APPENDIX E
TABLE 1

Table 1

Characteristics of Respondents Related to Sex and Grade Level Where Presently Employed

Characteristic	Teachers (N = 44)		Principals (N = 23)		Combined (N = 67)	
	f	%	f	%	f	%
Sex						
Male	13	30	23	100	36	54
Female	31	70	0	0	31	45
Grade Levels						
Middle School	9	20	2	9	11	16
High School	35	80	21	91	56	84

APPENDIX F
TABLE 2

Table 2

Average Years in the Current Roles and Years Employed in Their Current School Site Reported by Respondents

Average Years	Teachers		Principals		Combined	
	x	s	x	s	x	s
Average Years in Role	15.0	7.3	9.5	6.9	12.9	7.6
Average Years in Site	9.8	6.9	8.0	7.4	9.0	7.1

APPENDIX G
TABLE 3

Table 3

The Extent to Which Respondents Were Involved and Their Faculty Were Committed to Their Peer Coaching Program

Item		Teachers					Principals					Combined				
		VE	E	L	VL	NR	VE	E	L	VL	NR	VE	E	L	VL	NR
6. To what extent are you personally involved in implementing peer coaching at your school site?			(N = 40)					(N = 23)					(N = 63)			
	f	1	6	13	20	4	3	6	6	8	0	4	12	19	28	4
	%	3	15	33	50		13	26	26	35		6	19	30	44	
7. To what extent is peer coaching supported by the faculty at your school site?			(N = 41)					(N = 23)					(N = 64)			
	f	3	8	10	20	3	1	10	7	5	0	4	18	17	25	3
	%	7	20	24	49		4	44	30	22		6	28	27	39	

APPENDIX H
TABLE 4

Table 4

T-test Results of Differences Between Teachers and Principals Mean Responses Related to Involvement and Faculty Commitments to Their Peer Coaching Program

Item	Teachers (N = 44)		Principals (N = 23)			
	Mean	sd	Mean	sd	t	p
6. To what extent are you personally involved in implementing peer coaching at your school site.	1.5	.93	2.2	1.1	2.4	.02
7. To what extent is peer coaching supported by the Faculty at your school site?	1.7	1.07	2.3	.88	2.4	.02

APPENDIX I
TABLE 5

Table 5

<u>Frequencies and Percentages Related to Characteristics of the Peer Coaching Programs Reported by Teachers and Principals</u>

Characteristic		Teachers SA	A	D	SD	NR	Principals SA	A	D	SD	NR	Combined SA	A	D	SD	NR
1. Individual teachers choose to participate in peer coaching.		(N = 37)					(N = 22)					(N = 59)				
	f	2	18	10	7	7	4	12	5	1	1	6	30	15	8	8
	%	5	49	27	19		18	55	23	5		10	51	25	14	
2. The teachers are involved in the decisions about who should peer coach at your school site.		(N = 35)					(N = 22)					(N = 57)				
	f	3	18	10	4	9	6	9	6	1	1	9	27	16	5	10
	%	9	51	29	11		27	41	27	5		16	47	28	9	
3. Peer coaches are chosen because of the subject they teach.		(N = 35)					(N = 21)					(N = 56)				
	f	3	17	10	5	9	3	7	10	1	2	6	24	20	6	11
	%	9	49	29	14		14	33	48	5		11	43	36	11	
4. Peer coaches are chosen because they are master teachers.		(N = 35)					(N = 21)					(N = 56)				
	f	3	14	11	7	9	5	7	8	1	2	8	21	19	8	11
	%	9	40	31	20		24	33	38	5		14	38	34	14	
5. Peer coaching sometimes occurs across departments or grade levels.		(N = 35)					(N = 21)					(N = 56)				
	f	5	20	5	5	9	4	14	2	1	2	9	34	7	6	11
	%	14	57	14	14		19	67	10	5		16	61	13	11	

(table continues)

Frequencies and Percentages Related to Characteristics of the Peer Coaching Programs Reported by Teachers and Principals

Characteristic		Teachers					Principals					Combined				
		SA	A	D	SD	NR	SA	A	D	SD	NR	SA	A	D	SD	NR
6. Participants select their peer coach from among their colleagues.			(N = 34)					(N = 21)					(N = 55)			
	f	3	8	16	7	10	1	11	7	2	2	4	19	23	9	12
	%	9	24	47	21		5	52	33	10		7	35	42	16	
7. Peer coaches have time to develop trusting relationships.			(N = 35)					(N = 21)					(N = 56)			
	f	5	9	14	7	9	3	14	2	2	2	8	23	16	9	11
	%	14	26	40	20		14	67	10	10		14	41	29	16	
8. Time is provided during the day when peer coaching observations can be conducted.			(N = 35)					(N = 21)					(N = 56)			
	f	2	12	15	6	9	0	10	8	3	2	2	22	23	9	11
	%	6	34	43	17		0	48	38	14		4	39	41	16	

(table continues)

Frequencies and Percentages Related to Characteristics of the Peer Coaching Programs Reported by Teachers and Principals

		Teachers					Principals					Combined				
Characteristic		SA	A	D	SD	NR	SA	A	D	SD	NR	SA	A	D	SD	NR
9. The preconference (planning) session of a peer coaching program at your school site includes:																
a. The teacher identifies the area to be observed.			(N = 33)					(N = 18)					(N = 51)			
	f	5	13	11	4	11	1	11	4	2	5	6	24	15	6	16
	%	15	39	33	12		6	61	22	11		12	47	30	12	
b. The teacher describes the lesson to be observed			(N = 33)					(N = 18)					(N = 51)			
	f	4	10	15	4	11	1	13	2	2	5	5	23	17	6	16
	%	12	30	45	12		6	72	11	11		10	45	33	12	
c. Collaborative decisions are made on how data will be collected and reported.			(N = 33)					(N = 18)					(N = 51)			
	f	3	12	14	4	11	1	11	4	2	5	4	23	18	6	16
	%	10	36	42	12		6	61	22	11		8	45	35	12	

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Frequencies and Percentages Related to Characteristics of the Peer Coaching Programs Reported by Teachers and Principals

Characteristic		Teachers					Principals					Combined				
		SA	A	D	SD	NR	SA	A	D	SD	NR	SA	A	D	SD	NR
d. The postconference session is scheduled within a reasonable time(on the day of or day following the observation).			(N = 33)					(N = 17)					(N = 50)			
	f	5	11	12	5	11	0	13	2	2	6	5	24	14	7	17
	%	15	33	36	15		0	76	12	12		10	48	28	14	
e. After the preconference meeting, the coach takes time to prepare for the observation.			(N = 31)					(N = 17)					(N = 48)			
	f	6	9	9	7	14	0	12	3	2	6	6	21	12	9	19
	%	19	29	29	23		0	71	18	12		13	44	25	19	

(table continues)

Frequencies and Percentages Related to Characteristics of the Peer Coaching Programs Reported by Teachers and Principals

Characteristic		Teachers					Principals					Combined				
		SA	A	D	SD	NR	SA	A	D	SD	NR	SA	A	D	SD	NR
10. The observation session of a peer coaching program at your school site includes:																
		(N = 32)					(N = 19)					(N = 51)				
a. Observing and	f	2	9	14	7	12	0	10	4	5	4	2	19	18	12	16
recording data.	%	6	28	44	22		0	53	21	26		4	37	35	24	
		(N = 32)					(N = 19)					(N = 51)				
b. Interviewing students in the observed	f	3	7	16	6	12	0	11	5	3	4	3	18	21	9	16
classroom.	%	9	22	50	19		0	58	26	16		6	35	41	18	
		(N = 32)					(N = 19)					(N = 51)				
c. Collecting of sample materials	f	3	13	10	6	12	1	12	3	3	4	4	25	13	9	9
and documents.	%	9	41	31	19		5	63	16	16		8	49	25	18	
d. Organizing the data for the postconference		(N = 31)					(N = 19)					(N = 50)				
session occurs after	f	3	14	8	6	13	0	13	3	3	4	3	27	11	9	17
leaving the observation.	%	10	45	26	19		0	68	16	16		6	54	21	17	

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(table continues)

Frequencies and Percentages Related to Characteristics of the Peer Coaching Programs Reported by Teachers and Principals

Characteristic		Teachers					Principals					Combined				
		SA	A	D	SD	NR	SA	A	D	SD	NR	SA	A	D	SD	NR
11. The postconference(feedback) session of the peer coaching program at your school site includes:																
a. Reviewing the goals and focus of the observation.		(N = 32)					(N = 18)					(N = 50)				
	f	4	13	9	6	12	1	13	2	2	5	5	26	11	8	17
	%	13	41	28	19		6	72	11	11		10	52	22	16	
b. Providing the opportunity for the person observed to self evaluate.		(N = 31)					(N = 18)					(N = 49)				
	f	5	11	9	6	13	1	13	2	2	5	6	24	11	8	18
	%	16	35	29	19		6	72	11	11		12	49	22	16	
c. Sharing the data collected.		(N = 32)					(N = 18)					(N = 50)				
	f	3	15	9	5	12	2	12	2	2	5	5	27	11	7	17
	%	9	47	28	16		11	67	11	11		10	54	22	14	
d. Collaboratively analyzing the information.		(N = 32)					(N = 18)					(N = 50)				
	f	3	14	10	5	12	3	11	2	2	5	6	25	12	7	17
	%	9	44	31	16		17	61	11	11		12	50	24	14	

(table continues)

Frequencies and Percentages Related to Characteristics of the Peer Coaching Programs Reported by Teachers and Principals

Characteristic		Teachers					Principals					Combined				
		SA	A	D	SD	NR	SA	A	D	SD	NR	SA	A	D	SD	NR
e. Identifying what			(N = 32)					(N = 18)					(N = 50)			
the person	f	4	15	8	5	12	4	10	2	2	5	8	25	10	7	17
observed learned.	%	13	47	25	16		22	56	11	11		16	50	20	14	
f. Identifying what			(N = 32)					(N = 18)					(N = 50)			
	f	4	14	9	5	12	5	9	2	2	5	9	23	11	7	17
the coach learned.	%	13	44	28	16		28	50	11	11		18	46	22	14	
g. Identifying areas to			(N = 32)					(N = 18)					(N = 50)			
address in future	f	6	14	7	5	12	4	10	2	2	5	10	24	9	7	17
observations.	%	19	44	22	16		22	56	11	11		20	48	18	14	
h. Identifying			(N = 32)					(N = 18)					(N = 50)			
tentative times for	f	4	15	8	5	12	2	10	4	2	5	6	25	12	7	17
future observations.	%	13	47	25	16		11	56	22	11		12	50	24	14	
12. Peer coaches are required			(N = 32)					(N = 18)					(N = 50)			
to make regular	f	3	13	10	6	12	1	11	4	2	5	4	24	14	8	17
peer observations.	%	9	41	31	19		6	61	22	11		8	48	28	16	

(table continues)

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Frequencies and Percentages Related to Characteristics of the Peer Coaching Programs Reported by Teachers and Principals

Characteristic		Teachers					Principals					Combined				
		SA	A	D	SD	NR	SA	A	D	SD	NR	SA	A	D	SD	NR
13. Time is available			(N = 32)					(N = 18)					(N = 50)			
during the day to	f	2	13	12	5	12	1	9	6	2	5	3	22	18	7	17
support peer coaching.	%	6	41	38	16		6	50	33	11		6	44	36	14	
14. Peer coaching is conducted to assist implementation of instructional practices			(N = 32)					(N = 18)					(N = 50)			
that have been adopted	f	4	10	13	5	12	1	13	2	2	5	5	23	15	7	17
by the school faculty.	%	13	31	41	16		4	57	9	9		10	46	30	14	

APPENDIX J
TABLE 6

Table 6

T-test Results of Differences Between Teachers and Principals Mean Responses Related to Peer Coaching Characteristics

Characteristic	Teachers (N=44)		Principals (N=23)			
	Mean	sd	Mean	sd	t	p
1. Individual teachers choose to participate in peer coaching.	2.0	1.19	2.7	.96	2.7	.01
2. The teachers are involved in the decisions about who should peer coach at your school site.	2.0	1.27	2.8	1.04	2.5	.01
3. Peer coaches are chosen because of the subject they teach.	2.0	1.28	2.3	1.07	1.2	.24
4. Peer coaches are chosen because they are master teachers.	1.9	1.26	2.5	1.16	2.0	.04
5. Peer coaching sometimes occurs across departments or grade levels.	2.2	1.36	2.7	1.10	1.9	.07

(table continues)

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T-test Results of Differences Between Teachers and Principals Mean Responses Related to Peer Coaching Characteristics

Characteristic	Teachers (N=44)		Principals (N=23)			
	Mean	sd	Mean	sd	t	p
6. Participants select their peer coach from among their colleagues.	1.7	1.21	2.3	1.02	2.1	.04
7. Peer coaches have time to develop trusting relationships.	1.9	1.29	2.6	1.12	2.5	.02
8. Time is provided during the day when peer coaching observations can be conducted.	1.8	1.19	2.1	.97	1.2	.25
9. The preconference (planning) session of a peer coaching program at your school site includes:						
a. The teacher identifies the area to be observed.	1.9	1.32	2.0	1.30	.05	.60

(table continues)

T-test Results of Differences Between Teachers and Principals Mean Responses Related to Peer Coaching Characteristics

Characteristic	Teachers (N=44)		Principals (N=23)			
	Mean	sd	Mean	sd	t	p
b. The teacher describes the lesson to be observed.	1.8	1.30	2.1	1.33	0.9	.36
c. Collaborative decisions are made on how data will be collected and reported.	1.8	1.28	2.0	1.30	0.7	.50
d. The postconference session is scheduled within a reasonable time (on the day of or day following the observation).	1.9	1.36	2.0	1.33	0.3	.80
e. After the preconference meeting, the coach takes time to prepare for the observation.	2.5	4.92	1.9	1.31	0.7	.48

T-test Results of Differences Between Teachers and Principals Mean Responses Related to Peer Coaching Characteristics

Characteristic	Teachers (N=44)		Principals (N=23)			
	Mean	sd	Mean	sd	t	p
10. The observation session of a peer coaching program at your school site includes:						
a. Observing and recording data.	1.6	1.23	1.9	1.18	0.9	.37
b. Interviewing students in the observed classroom	1.6	1.24	2.0	1.17	1.3	.22
c. Collecting of sample materials and documents.	1.8	1.33	2.1	1.25	1.2	.25
d. Organizing the data for the postconference session occurs after leaving the observation.	1.7	1.37	2.1	1.20	1.1	.27

T-test Results of Differences Between Teachers and Principals Mean Responses Related to Peer Coaching Characteristics

Characteristic	Teachers (N=44)		Principals (N=23)			
	Mean	sd	Mean	sd	t	p
11. The postconference (feedback) session of the peer coaching program at your school site includes:						
a. Reviewing the goals and focus of the observation.	1.8	1.37	2.1	1.33	1.0	.34
b. Providing the opportunity for the person observed to self evaluate.	1.8	1.42	2.1	1.33	1.1	.28
c. Sharing the data collected.	1.8	1.35	2.2	1.37	1.0	.32
d. Collaboratively analyzing the information.	1.8	1.34	2.2	1.41	1.2	.24
e. Identifying what the person observed learned.	1.9	1.39	2.3	1.45	1.1	.29

(table continues)

T-test Results of Differences Between Teachers and Principals Mean Responses Related to Peer Coaching Characteristics

Characteristic	Teachers (N=44)		Principals (N=23)			
	Mean	sd	Mean	sd	t	p
f. Identifying what the coach learned.	1.8	1.38	2.3	1.49	1.2	.22
g. Identifying areas to address in future observations.	1.9	1.45	2.3	1.45	0.9	.38
h. Identifying tentative times for future observations.	1.9	1.39	2.1	1.35	0.6	.53
12. Peer coaches are required to make regular peer observations.	1.8	1.33	2.0	1.30	0.9	.39
13. Time is available during the day to support peer coaching.	1.7	1.38	2.0	1.26	0.7	.49
14. Peer coaching is conducted to assist implementation of instructional practices that have been adopted by the school faculty.	1.8	1.33	2.1	1.33	1.1	.27

APPENDIX K
TABLE 7

Table 7

Frequencies and Percentages of Responses Reported by Teachers and Principals to Who Selected the Instructional Practices That Were Observed During Peer Coaching

Who Selected	Teachers		Principals		Combined	
	f	%	f	%	f	%
	(N = 28)		(N = 18)		(N = 46)	
15a. District	0	0	3	17	3	7
15b. Faculty	7	25	7	39	15	31
15c. Peer coaches	3	11	2	11	5	11
15d. Individual Teacher	11	39	4	22	15	33
15e. Other	7	25	2	11	9	20

APPENDIX L
TABLE 8

Table 8

Frequencies and Percentages of Responses Reported by Teachers and Principals Concerning the Frequency of Peer Observations by Peer Coaches

Frequency	Teachers		Principals		Combined	
	f	%	f	%	f	%
	(N = 21)		(N = 11)		(N = 32)	
1. Weekly	1	5	6	55	7	22
2. Biweekly	6	29	0	0	6	19
3. Monthly	5	24	5	45	10	31
4. Bimonthly	2	10	0	0	2	6
5. Other	7	33	0	0	7	22

APPENDIX M
TABLE 9

Table 9

Frequencies and Percentages Related to Readiness/Planning Practices Used to Select and Plan a Peer Coaching Program Reported by Teachers and Principals

Practice		Teachers					Principals					Combined				
		SA	A	D	SD	NR	SA	A	D	SD	NR	SA	A	D	SD	NR
1. Teachers were involved in the decision to implement peer coaching.			(N = 31)					(N = 18)					(N = 49)			
	f	3	8	16	4	13	6	8	2	2	5	9	16	18	5	19
	%	10	26	52	13		33	44	11	11		18	33	37	10	
2. Building administrators were involved in the decision to implement peer coaching.			(N = 30)					(N = 18)					(N = 48)			
	f	4	16	8	2	14	7	6	4	1	5	11	22	12	3	19
	%	13	53	27	7		39	33	22	6		23	46	46	6	
3. Others, such as parents and support staff were involved in the decision to implement peer coaching.			(N = 30)					(N = 18)					(N = 48)			
	f	1	4	18	7	14	2	6	8	2	5	3	10	26	9	19
	%	3	13	60	23		11	33	44	11		6	21	54	19	

(table continues)

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Frequencies and Percentages Related to Readiness/Planning Practices Used to Select and Plan a Peer Coaching Program Reported by Teachers and Principals

Practice		Teachers					Principals					Combined				
		SA	A	D	SD	NR	SA	A	D	SD	NR	SA	A	D	SD	NR
4. Staff select peer coaching as a means for them to achieve personal improvement goals.			(N = 31)					(N = 18)					(N = 49)			
	f	2	13	11	5	13	1	12	4	1	5	3	25	15	6	18
	%	6	42	35	16		6	67	22	6		6	51	31	12	
5. Staff select peer coaching as a means for them to achieve school improvement goals.			(N = 31)					(N = 18)					(N = 49)			
	f	2	10	14	5	13	0	13	4	1	5	2	23	18	6	18
	%	6	32	45	16		0	72	22	6		4	47	37	12	
6. The faculty had an opportunity to indicate whether they wanted to use peer coaching at their school.			(N = 31)					(N = 17)					(N = 48)			
	f	3	6	17	5	13	4	9	2	2	6	7	15	19	7	19
	%	10	19	55	16		24	53	12	12		15	31	40	15	

(table continues)

Frequencies and Percentages Related to Readiness/Planning Practices Used to Select and Plan a Peer Coaching Program Reported by Teachers and Principals

Practice		Teachers					Principals					Combined				
		SA	A	D	SD	NR	SA	A	D	SD	NR	SA	A	D	SD	NR
7. Teachers were involved in developing the plan to implement peer coaching at your school.			(N = 31)					(N = 17)					(N = 48)			
	f	4	10	14	3	13	2	11	3	1	6	6	21	17	4	19
	%	13	32	45	10		12	65	18	6		13	44	35	8	
8. Individual differences among the faculty were considered when planning to implement peer coaching.			(N = 31)					(N = 17)					(N = 48)			
	f	1	12	14	4	13	4	9	3	1	6	5	21	17	5	19
	%	3	39	45	13		24	53	18	6		10	44	35	10	
9. Adequate resources were provided to implement peer coaching.			(N = 31)					(N = 17)					(N = 48)			
	f	1	12	15	3	13	1	11	3	2	6	2	23	18	5	19
	%	3	39	48	10		6	65	18	12		4	48	38	10	

(table continues)

Frequencies and Percentages Related to Readiness/Planning Practices Used to Select and Plan a Peer Coaching Program Reported by Teachers and Principals

Practice		Teachers					Principals					Combined				
		SA	A	D	SD	NR	SA	A	D	SD	NR	SA	A	D	SD	NR
10. There was a multiyear plan for implementing peer coaching.			(N = 31)					(N = 17)					(N = 48)			
	f	1	8	17	5	13	1	11	3	2	6	2	19	20	7	19
	%	3	26	55	16		6	65	18	12		4	40	42	15	
11. Goals and activities for inservice were planned that enabled the faculty to implement peer coaching.			(N = 30)					(N = 17)					(N = 47)			
	f	4	14	9	3	14	2	10	4	1	6	6	24	13	4	19
	%	13	47	30	10		12	59	24	6		13	51	28	9	
12. Teachers and administrators shared in the leadership in developing the plan for implementing peer coaching.			(N = 31)					(N = 17)					(N = 48)			
	f	3	8	16	4	13	1	4	9	3	6	4	12	25	7	19
	%	10	26	52	13		6	24	53	18		8	25	52	15	

APPENDIX N
TABLE 10

Table 10

T-test Results of Differences Between Teachers and Principals Mean Responses Related to Readiness and Planning Practices

Practice	Teachers (N = 44)		Principals (N = 23)			
	Mean	sd	Mean	sd	t	p
1. Teachers were involved in the decision to implement peer coaching.	1.8	1.42	2.3	1.53	1.4	.16
2. Building administrators were involved in the decision to implement peer coaching.	1.9	1.44	2.4	1.53	1.4	.18
3. Others, such as parents and support staff were involved in the decision to implement peer coaching.	1.3	1.10	1.9	1.28	1.8	.08
4. Staff select peer coaching as a means for them to achieve personal improvement goals.	1.7	1.31	2.1	1.29	1.4	.19
5. Staff select peer coaching as a means for them to achieve school improvement goals.	1.6	1.26	2.1	1.24	1.5	.15

(table continues)

T-test Results of Differences Between Teachers and Principals Mean Responses Related to Readiness and Planning Practices

Practice	Teachers (N = 44)		Principals (N = 23)			
	Mean	sd	Mean	sd	t	p
6. The faculty had an opportunity to indicate whether they wanted to use peer coaching at their school.	1.6	1.25	2.1	1.52	1.5	.14
7. Teachers were involved in developing the plan to implement peer coaching at your school.	1.8	1.35	2.1	1.41	0.9	.35
8. Individual differences among the faculty were considered when planning to implement peer coaching.	1.6	1.24	2.2	1.50	1.5	.15
9. Adequate resources were provided to implement peer coaching.	1.7	1.24	2.0	1.36	0.9	.39
10. There was a multiyear plan for implementing peer coaching.	1.5	1.17	1.8	1.30	0.9	.35
11. Goals and activities for inservice were planned that enable the faculty to implement peer coaching.	1.6	1.28	2.0	1.40	1.2	.25

(table continues)

T-test Results of Differences Between Teachers and Principals Mean Responses Related to Readiness and Planning Practices

Practice	Teachers (N = 44)		Principals (N = 23)			
	Mean	sd	Mean	sd	t	p
12. Teachers and administrators shared in the leadership in developing the plan for implementing peer coaching.	1.6	1.28	2.0	1.40	1.7	.47

APPENDIX O
TABLE 11

Table 11

Frequencies and Percentages Related to Training and Follow-Up Support Used to Implement Peer Coaching Reported by Teachers and Principals

		Teachers					Principals					Combined				
Practice		SA	A	D	SD	NR	SA	A	D	SD	NR	SA	A	D	SD	NR
1. Training for peer coaching is provided by outside experts.			(N = 30)					(N = 17)					(N = 47)			
	f	4	8	14	4	14	2	7	6	2	6	6	15	20	6	20
	%	13	27	47	13		12	41	35	12		13	32	43	13	
2. One or more teachers are trained to train other teachers involved in the peer coaching program.			(N = 30)					(N = 17)					(N = 47)			
	f	2	9	15	4	14	0	9	6	2	6	2	18	21	6	20
	%	7	30	50	13		0	53	35	12		4	38	45	13	
3. Incentives for participation are provided to implement peer coaching.			(N = 30)					(N = 17)					(N = 47)			
	f	2	9	16	3	14	2	7	6	2	6	4	16	22	5	20
	%	7	30	53	10		12	41	35	12		9	34	47	11	
4. The principal is involved in the training for peer coaching.			(N = 30)					(N = 17)					(N = 47)			
	f	2	9	15	4	14	1	6	8	2	6	3	15	23	6	20
	%	7	30	50	13		6	35	47	12		6	32	49	13	

(table continues)

Frequencies and Percentages Related to Training and Follow-Up Support Used to Implement Peer Coaching Reported by Teachers and Principals

Practice		Teachers					Principals					Combined				
		SA	A	D	SD	NR	SA	A	D	SD	NR	SA	A	D	SD	NR
5. Staff members at your school site are informed about peer coaching before training is conducted.			(N = 30)					(N = 17)					(N = 47)			
	f	3	8	16	3	14	2	8	6	1	6	5	16	22	4	20
	%	10	27	53	10		12	47	35	6		11	34	47	9	
6. Training provides participants with a clear understanding of the purpose for peer coaching.			(N = 30)					(N = 17)					(N = 47)			
	f	4	10	12	4	14	3	6	6	2	6	7	16	18	6	20
	%	9	23	27	9		13	26	26	9		15	34	38	13	
7. Training in peer coaching provides participants practice in observation skills in the classroom.			(N = 30)					(N = 17)					(N = 47)			
	f	4	8	14	4	14	3	6	7	1	6	7	14	21	5	20
	%	13	27	47	13		18	35	41	6		15	30	45	11	

(table continues)

Frequencies and Percentages Related to Training and Follow-Up Support Used to Implement Peer Coaching Reported by Teachers and Principals

Practice		Teachers					Principals					Combined				
		SA	A	D	SD	NR	SA	A	D	SD	NR	SA	A	D	SD	NR
8. Training in peer coaching provides participants an opportunity to learn notetaking as a source of data collection.			(N = 29)					(N = 17)					(N = 46)			
	f	3	10	13	3	15	2	7	7	1	6	5	17	20	4	21
	%	10	34	43	10		12	41	41	6		11	36	43	9	
9. Training in peer coaching provides participants an opportunity to practice notetaking as a source of data collection.			(N = 30)					(N = 17)					(N = 47)			
	f	3	9	14	4	14	2	7	7	1	6	5	16	21	5	20
	%	10	30	43	13		12	41	41	6		11	34	45	11	
10. Training includes the modelling of effective peer coaching.			(N = 30)					(N = 17)					(N = 47)			
	f	4	10	12	4	14	2	8	6	1	6	6	18	18	5	20
	%	13	34	40	13		12	47	35	6		13	34	28	11	

(table continues)

Frequencies and Percentages Related to Training and Follow-Up Support Used to Implement Peer Coaching Reported by Teachers and Principals

		Teachers					Principals					Combined				
Practice		SA	A	D	SD	NR	SA	A	D	SD	NR	SA	A	D	SD	NR
11. Training in peer coaching provides participants an opportunity to learn to give specific feedback.			(N = 30)					(N = 17)					(N = 47)			
	f	4	9	13	4	14	2	9	5	1	6	6	18	18	5	20
	%	13	30	43	13		12	53	29	6		13	38	38	11	
12. Training in peer coaching provides participants an opportunity to practice giving specific feedback.			(N = 30)					(N = 17)					(N = 47)			
	f	5	9	23	4	14	2	8	6	1	6	7	17	18	5	20
	%	17	30	40	13		12	47	35	6		15	36	38	11	
13. Training includes demonstrations of each phase of peer coaching (planning, observation, feedback).			(N = 30)					(N = 17)					(N = 47)			
	f	3	10	12	5	14	1	10	5	1	6	4	20	17	6	20
	%	10	34	40	17		6	59	29	6		9	43	36	13	

(table continues)

Frequencies and Percentages Related to Training and Follow-Up Support Used to Implement Peer Coaching Reported by Teachers and Principals

Practice		Teachers					Principals					Combined				
		SA	A	D	SD	NR	SA	A	D	SD	NR	SA	A	D	SD	NR
14. Training involves participants in simulated (role playing situations) peer coaching activities.			(N = 30)					(N = 17)					(N = 47)			
	f	2	9	14	5	14	1	8	7	1	6	3	17	21	6	20
	%	7	30	43	17		6	47	41	6		6	36	45	13	
15. Administrators support the staff during the initial stage of implementing peer coaching.			(N = 30)					(N = 17)					(N = 47)			
	f	4	13	10	3	14	2	9	5	1	6	6	22	15	4	20
	%	13	43	34	10		12	53	29	6		13	47	32	9	
16. Administrators participated in the initial efforts of implementing peer coaching.			(N = 30)					(N = 17)					(N = 49)			
	f	4	11	12	3	14	4	8	4	1	6	8	19	16	4	20
	%	13	37	40	10		24	47	24	6		17	40	34	9	

(table continues)

Frequencies and Percentages Related to Training and Follow-Up Support Used to Implement Peer Coaching Reported by Teachers and Principals

Practice		Teachers					Principals					Combined				
		SA	A	D	SD	NR	SA	A	D	SD	NR	SA	A	D	SD	NR
			(N = 30)					(N = 17)					(N = 49)			
17. On-going training in	f	2	9	14	5	14	1	10	4	2	6	3	19	18	7	20
peer coaching is provided.	%	7	30	43	17		6	59	24	12		6	40	38	15	
18. There is support to																
continue using peer			(N = 30)					(N = 17)					(N = 47)			
coaching at your school	f	3	12	12	3	14	0	10	5	2	6	3	22	17	5	20
site.	%	10	40	40	10		0	59	29	12		6	47	36	11	
19. The principal provides																
time and support			(N = 30)					(N = 17)					(N = 47)			
for scheduling and	f	2	13	11	4	14	1	10	4	2	6	3	23	15	6	20
conducting peer coaching.	%	7	43	37	13		6	59	24	12		6	49	32	13	
20. Follow-up support			(N = 30)					(N = 17)					(N = 47)			
and coaching is provided	f	2	13	12	3	14	1	9	5	2	6	3	22	17	5	20
for the peer coaches.	%	7	43	40	10		6	53	29	12		6	47	36	11	

APPENDIX P
TABLE 12

Table 12

T-test Results of Differences Between Teachers and Principals Mean Responses Related to Training and Follow-up Support
Practices

Training/Follow-up	Teachers (N = 44)		Principals (N = 23)			
	Mean	sd	Mean	sd	t	p
1. Training for peer coaching is provided by outside experts.	1.6	1.35	1.9	1.40	0.7	.51
2. One or more teachers are trained to train other teachers involved in the peer coaching program.	1.6	1.27	1.8	1.24	0.7	.51
3. Incentives for participation are provided to implement peer coaching.	1.6	1.26	1.9	1.36	0.8	.42
4. The principal is involved in the training for peer coaching.	1.6	1.27	1.7	1.25	0.5	.60
5. Staff members at your school site are informed about peer coaching before training is conducted.	1.6	1.30	2.0	1.36	1.0	.33

(table continues)

T-test Results of Differences Between Teachers and Principals Mean Responses Related to Training and Follow-up Support Practices

Training/Follow-up	Teachers (N = 44)		Principals (N = 23)			
	Mean	sd	Mean	sd	t	p
6. Training provides participants with a clear understanding of the purpose for peer coaching.	1.7	1.38	1.9	1.41	0.6	.52
7. Training in peer coaching provides participants practice in observation skills in the classroom.	1.6	1.35	2.0	1.40	0.9	.37
8. Training in peer coaching provides participants an opportunity to learn notetaking as a source of data collection.	1.9	1.94	1.9	1.35	0.12	.90
9. Training in peer coaching provides participants an opportunity to practice notetaking as a source of data collection.	1.6	1.32	1.9	1.35	0.9	.39
10. Training includes the modeling of effective peer coaching.	1.7	1.38	2.0	1.36	0.8	.44

(table continues)

T-test Results of Differences Between Teachers and Principals Mean Responses Related to Training and Follow-up Support Practices

Training/Follow-Up	Teachers (N = 44)		Principals (N = 23)			
	Mean	sd	Mean	sd	t	p
11. Training in peer coaching provides participants an opportunity to learn to give specific feedback.	1.7	1.36	2.0	1.38	1.0	.34
12. Training in peer coaching provides participants an opportunity to practice giving specific feedback.	1.7	1.41	2.0	1.36	0.7	.48
13. Training includes demonstrations of each phase of peer coaching (planning, observation, feedback).	1.6	1.33	2.0	1.33	1.0	.32
14. Training involves participants in simulated (role playing situations) peer coaching activities.	1.5	1.27	1.9	1.29	1.0	.33
15. Administrators support the staff during the initial stage of implementing peer coaching.	1.8	1.41	2.0	1.38	0.6	.50
16. Administrators participated in the initial efforts of implementing peer coaching.	1.7	1.39	2.1	1.49	1.1	.29
17. On-going training in peer coaching is provided.	1.5	1.27	1.9	1.35	1.1	.29

(table continues)

T-test Results of Differences Between Teachers and Principals Mean Responses Related to Training and Follow-up Support Practices

Training/Follow-Up	Teachers (N = 44)		Principals (N = 23)			
	Mean	sd	Mean	sd	t	p
18. There is support to continue using peer coaching at your school site.	1.7	1.36	1.8	1.27	0.4	.72
19. The principal provides time and support for scheduling and conducting peer coaching.	1.7	1.33	1.9	1.35	0.7	.47
20. Follow-up support and coaching is provided for the peer coaches.	1.7	1.33	1.9	1.33	0.6	.59

APPENDIX Q
TABLE 13

Table 13

Frequencies and Percentages Related to Impact of Peer Coaching on Learning and Teaching Reported by Teachers and Principals

			Teachers					Principals					Combined				
Impact (Effect)			SA	A	D	SD	NR	SA	A	D	SD	NR	SA	A	D	SD	NR
1.	Peer coaching is increasing student learning through improved instruction.			(N = 29)					(N = 17)					(N = 46)			
		f	2	16	8	3	15	3	8	4	2	6	5	24	12	5	21
		%	7	55	28	10		18	47	24	12		11	52	26	11	
2.	Peer coaching is helping to facilitate the exchange of instructional methods and materials.			(N = 29)					(N = 17)					(N = 46)			
		f	3	15	7	4	15	1	11	3	2	6	4	26	10	6	21
		%	10	52	24	14		6	65	18	12		9	57	22	13	
3.	Peer coaching is helping teachers to focus on the achievement of instructional goals that improve student learning.			(N = 29)					(N = 17)					(N = 46)			
		f	4	14	7	4	15	3	9	3	2	6	7	23	10	6	21
		%	14	48	24	14		18	53	18	12		15	50	22	13	

(table continues)

Frequencies and Percentages Related to Impact of Peer Coaching on Learning and Teaching Reported by Teachers and Principals

| Practice		Teachers SA	A	D	SD	NR	Principals SA	A	D	SD	NR	Combined SA	A	D	SD	NR
4. Peer coaching is promoting shared responsibility for professional growth.		(N = 29)					(N = 17)					(N = 46)				
	f	3	15	7	4	15	5	7	3	2	6	8	22	10	6	21
	%	10	52	24	14		29	41	18	12		17	48	22	13	
5. Peer coaching is helping to improve classroom instruction.		(N = 29)					(N = 17)					(N = 46)				
	f	3	16	6	4	15	3	9	3	2	6	6	25	9	6	21
	%	10	55	20	14		18	53	18	12		13	54	20	13	
6. Peer coaching is promoting shared responsibility by establishing a collegial atmosphere.		(N = 29)					(N = 17)					(N = 46)				
	f	3	16	5	5	15	4	8	3	2	6	7	24	8	7	21
	%	10	55	17	17		24	47	18	12		15	52	17	15	

APPENDIX R
TABLE 14

Table 14

T-test Results of Differences Between Teachers and Principals Mean Responses Related to the Impact of Peer Coaching

Impact (Effect)	Teachers (N=44)		Principals (N=23)		t	p
	Mean	sd	Mean	sd		
1. Peer coaching is increasing student learning through improved instruction.	1.7	1.39	2.0	1.45	0.8	.43
2. Peer coaching is helping to facilitate the exchange of instructional methods and materials.	1.7	1.42	2.0	1.36	0.7	.48
3. Peer coaching is helping teachers to focus on the achievement of instructional goals that improve student learning.	1.7	1.45	2.0	1.46	0.8	.40
4. Peer coaching is promoting shared responsibility for professional growth.	1.7	1.42	2.0	1.46	0.9	.37
5. Peer coaching is helping to improve classroom instruction.	1.7	1.44	2.1	1.55	1.0	.31
6. Peer coaching is promoting shared responsibility by establishing a collegial atmosphere.	1.7	1.44	2.1	1.51	1.0	.32

IMAGE EVALUATION
TEST TARGET (QA–3)

1.0

1.1

1.25   1.4   1.6

2.8   2.5
3.2   2.2
3.6
4.0   2.0
1.8

←————————— 150mm —————————→

←————————— 6" —————————→
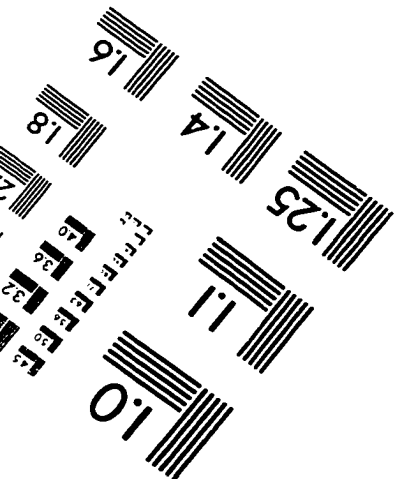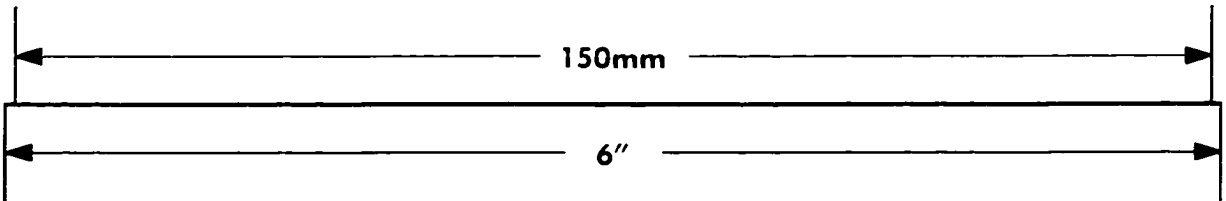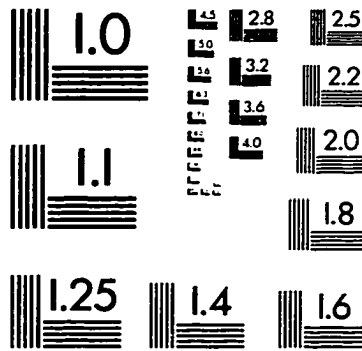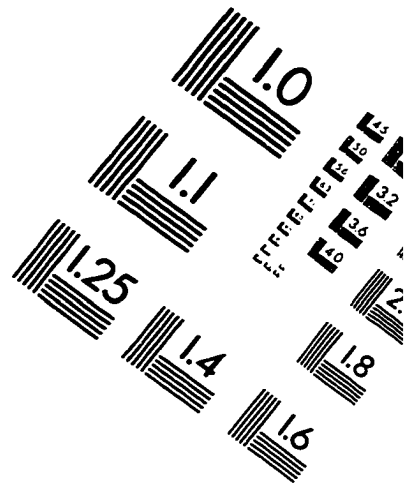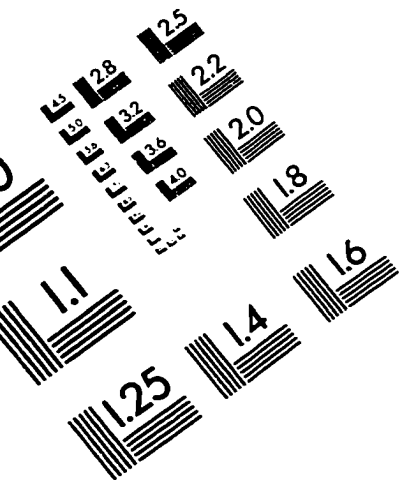
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