

Peer Coaching and Self-Efficacy: Research in Action

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**“If teachers were flowers, they would die
on the vine for lack of nourishment.”**

Barbara Gottesman. (2000). *Peer Coaching for Educators*.

Peer Coaching Defined

“Peer coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; ...solve problems in the workplace.”

Pam Robbins. (1991).

How to Plan and Implement a Peer Coaching Program.

Peer Coaching Mirror Model

- ▣ Reflective
- ▣ Reciprocal
- ▣ Non-evaluative
- ▣ Data-gathering (just the facts)
- ▣ Another set of eyes and ears in the classroom

Peer Coaching Process



Research Study on Peer Coaching in Practice

- ▣ There is a need to support educators with ongoing, personalized professional learning to improve teacher efficiency, effectiveness, and efficacy.
- ▣ The primary purpose of the research study was to investigate the effects of a peer coaching model on teachers' self-efficacy, their sense of collective efficacy, and their professional learning.



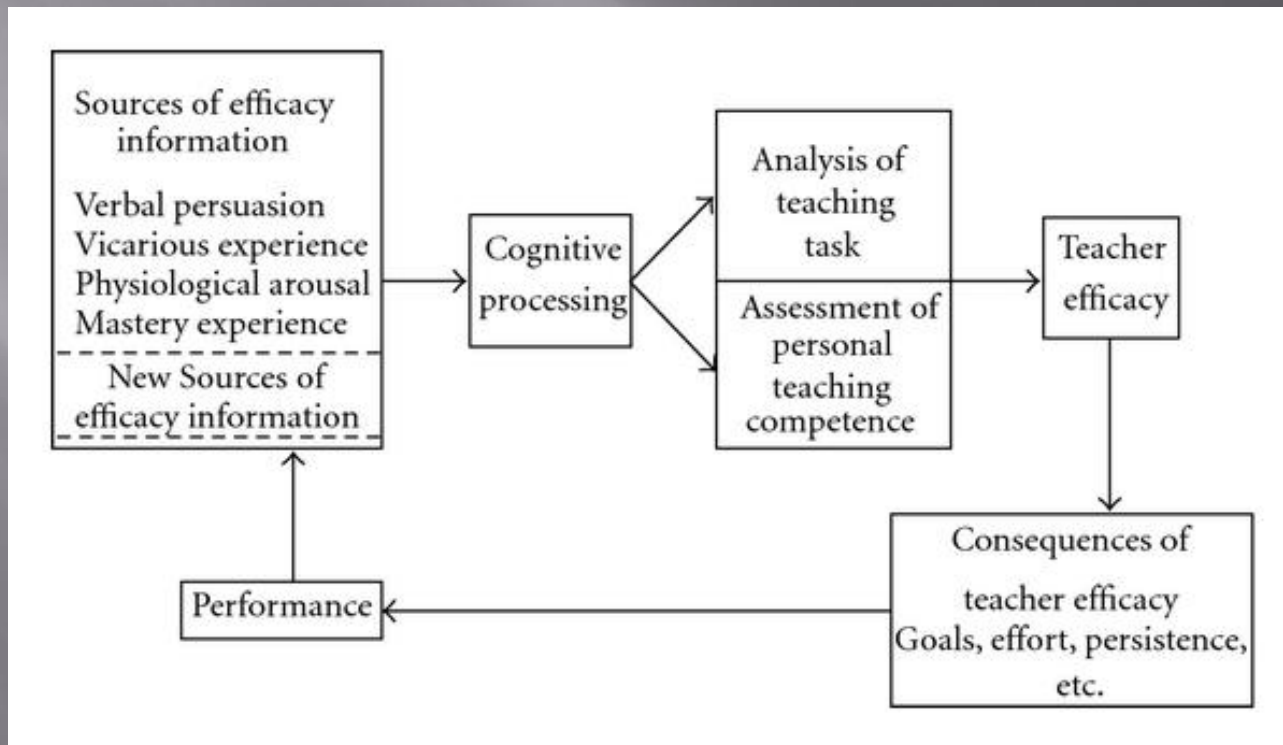
Teacher Self-efficacy

- ▣ Teachers with a high sense of efficacy view students as reachable and teachable, regarding their learning struggles as surmountable by extra effort (Bandura, 1997).



Theoretical Framework

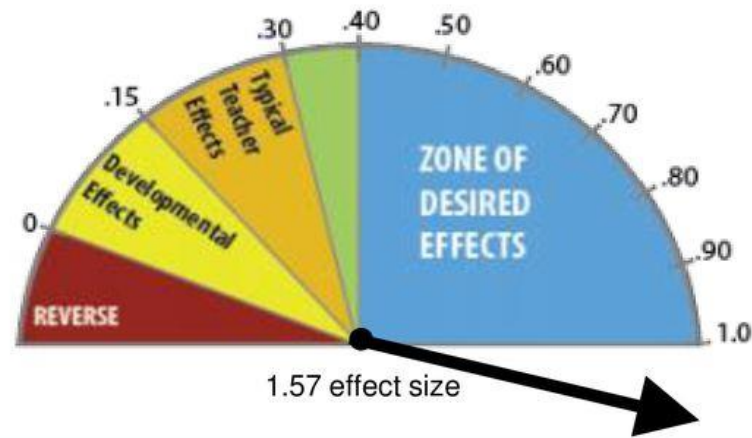
- ▣ The Cyclical Nature of Teacher Efficacy (Tschannen-Moran, Hoy, & Hoy, 1998)



Collective Efficacy

Research-Based Best Practice - Dr. John Hattie

Teachers shared belief that through collective action, they can positively influence student outcomes, including impacting those who are disengaged and/or disadvantaged.



Collective Teacher Efficacy

Collective Efficacy

- ▣ A school's culture of perceived collective efficacy may exert a strong influence on teachers' sense of efficacy for instruction.
- ▣ Measures of perceived collective efficacy have been shown to predict student achievement differences among schools and have been linked to effects of school culture on students and teachers.



Peer Coaching Study

- ▣ Implement a professional development series about peer coaching and invite teachers to participate in voluntary peer coaching cycles.
- ▣ Study the effects of professional learning about peer coaching on teachers' self-efficacy for teaching literacy and their sense of collective efficacy.
- ▣ Gather data about teacher beliefs and attitudes about peer coaching as a form of professional learning.

A long-term goal is to empower teachers to take more ownership of their professional growth.

Research Questions

- ▣ What is the impact of a peer coaching model on teachers' sense of efficacy for teaching literacy?
- ▣ What is the impact of a peer coaching model on teachers' sense of collective efficacy for teaching literacy?
- ▣ What are teachers' beliefs and attitudes about peer coaching as a model for professional learning?

Research Design

- ▣ Pre and post-surveys were used to collect data about teacher self-efficacy and collective efficacy.
- ▣ Data about teacher beliefs and attitudes about peer coaching were also collected using questions during a focus group session.
- ▣ Eight teachers volunteered to participate in the study and the professional learning series about peer coaching.
- ▣ Four participants were teachers of grades K-2 and four were teachers of grades 3-5.

Peer Coaching Series

- ▣ Session 1: Overview of Peer Coaching
- ▣ Session 2: The Peer Coaching Process
- ▣ Session 3: The Classroom Visit
- ▣ Session 4: The Post-Conference
- ▣ Session 5: Planning for Application with a Colleague
- ▣ Session 6: Focus Group Session

Data Collection

- ▣ Teacher self-efficacy data were collected before and after participation in the peer coaching professional learning series via a survey titled “Teacher Self-Efficacy for Literacy Instruction.”
- ▣ A second survey, titled “Collective Efficacy for Literacy Instruction” was given before and after the peer coaching series to collect data about teachers’ sense of collective efficacy.
- ▣ A focus group was held with participants during the final session of the series to collect data about teachers’ beliefs and attitudes about peer coaching.

Teacher Self-Efficacy for Literacy Instruction Survey for K-2 Teachers

	Not well at	Abt too well	Pretty well	Very well
1. How well can you teach phonological awareness (breaking down spoken language into smaller units, words, syllables, phonemes)?	①	②	③	④
2. How well can you teach phonics (letter/sound correspondences)?	①	②	③	④
3. How well can you get students to read fluently during oral reading?	①	②	③	④
4. How well can you help your students figure out unknown words when they are reading?	①	②	③	④
5. How well can you model effective reading strategies?	①	②	③	④
6. How well can you use a variety of informal and formal reading assessment strategies to identify the literacy needs of your students?	①	②	③	④

Teacher Self- Efficacy for Literacy Instruction Survey for 3rd-5th grade Teachers

	Not well at all	Not too well	Pretty well	Very well
1. How well can you provide your students with opportunities to apply their prior knowledge to reading tasks?	①	②	③	④
2. How well can you implement effective reading strategies in your classroom?	①	②	③	④
3. How well can you adjust your reading materials to the proper level for individual students?	①	②	③	④
4. How well can you integrate the components of language arts?	①	②	③	④
5. How well can you provide children with writing opportunities in response to reading?	①	②	③	④
6. How well can you use a variety of informal and formal reading assessment strategies to identify the literacy needs of your students?	①	②	③	④

Collective Efficacy
for Literacy
Instruction
Survey for K-5
Teachers

	Not well at all	Not too well	Pretty well	Very well
1. How well can we motivate our students in reading?	①	②	③	④
2. How well can we teach reading?	①	②	③	④
3. How well do we know how to teach reading to all students including struggling readers?	①	②	③	④
4. How well skilled are we in various methods of teaching reading?	①	②	③	④
5. How well do we reach students with our methods of teaching reading?	①	②	③	④

Data Collection: Focus Group

- ▣ Was peer coaching a valuable use of your professional development time? Why or why not?
- ▣ Would you continue participation in peer coaching? Why or why not?
- ▣ What did you learn by participating in the peer coaching process?



Data Analysis

- ▣ Descriptive statistics were used to summarize the responses to the self-efficacy and collective efficacy surveys. The most frequent responses were reported as well as pre- and post-survey mean and mode scores for each participant.
- ▣ An emergent theme analysis was used to identify the themes and related significant quotes shared during the focus group session.

Results: Surveys

- *Peer coaching experiences influenced teacher self-efficacy.*
 - *Teachers of grades K-2 showed a slight decrease in self-efficacy from the pre to post-survey.*
 - *Teachers of grades 3-5 showed a slight increase in self-efficacy from pre to post-survey.*
- *K-2 teachers and grades 3-5 teachers showed increased collective efficacy.*

Results: Peer Coaching Focus Group

- ▣ The major themes that emerged from a study of participant responses were as follows:
 1. Peer coaching increased teacher reflection.
 2. Peer coaching supported teacher learning.
 3. Peer coaching provided teachers with new teaching ideas.
 4. Peer coaching improved teacher collaboration.
 5. Peer coaching helped teachers to improve instruction.

Teacher Comments: Reflection

- ▣ “Even planning for a peer coaching session helps you to be more reflective. It helps you to improve your planning for reading and really think about what you are going to do and what you want students to learn.”
- ▣ “This helped to put a pause on the cycle of planning and teaching to think about what the students are actually learning and doing in reading class.”

Peer coaching increases teacher reflection for continual improvement (Gottesman, 2000; Joyce & Showers, 1980; Licklider, 1995).

Teacher Comments: Teacher Learning

- ▣ “It helps you to look at yourself and say what can I do better, and it helps you to strive to keep growing.”
- ▣ “I want to continue doing it because there is so much you can learn from the process.”

Peer coaching supports teacher learning (L. Rivera-McCutchen & Scharff Panero, 2014; Robbins, 2015).



Teacher Comments: New Ideas

- ▣ “Having an outside perspective really helps you to look at your teaching in a new light. I have been teaching reading for a while, but having the opportunity to see another teacher teach and having another teacher watch me teach and discuss it made me think about how I teach reading and gave me new ideas and insights.”
- ▣ “I always appreciated Mon Valley Learns Day because often times we get used to doing things the same way and it’s nice to gain new ideas.”

Peer coaching provides new teaching ideas (Slater & Simmons, 2001).

Teacher Comments: Collaboration

- ▣ “I definitely cannot see all of the kids’ reactions to what I am doing or how they are following along, so it’s nice to have someone else to work with.”
- ▣ “I was interested to work with a teacher in the grade level below to see what the students are coming with and how the teacher I was observing was preparing the students for what I do in my room and what they needed to know.”

Peer coaching improves teacher collaboration (Robbins, 2015).



Teacher Comments: Instruction

- ▣ “I liked that it made me pay attention to what the students were doing and what they were learning. It gave us ideas about little things to change.”
- ▣ “It helps you to improve your planning for reading and really think about what you are going to do and what you want students to learn.”

Peer coaching improves instruction (Gottesman, 2000).



Lessons Learned

- ▣ The data collected from this study give indication of the potential benefits of peer coaching on teachers' self-efficacy, collective efficacy, and professional learning.
- ▣ The data collected during the focus group sessions supports the notion that these teachers were gaining new ideas and insights through peer coaching cycles that often led to increases in their teacher self-efficacy and collective efficacy beliefs.

Lessons Learned

- ▣ Participation in peer coaching cycles may have provided sources of efficacy information such as mastery experiences and vicarious experiences which seemed to influence teachers' assessment of their self-efficacy for teaching literacy and perceived collective efficacy of teachers in the school.
- ▣ A voluntary peer coaching model has the potential to be a powerful professional learning opportunity that creates an improvement culture within a school.

The Empowerment of Peer Coaching

- ▣ Viewing teachers as valuable resources with expertise in what has worked (considering the experience they have acquired through learners for many years) can empower teachers to take ownership for their own learning, and to advocate for the needs of their students, and to continue their own learning.

Current Work with Teachers on Peer Coaching

- ▣ Peer coaching supports teachers to become more intentional about their teaching.
- ▣ Teachers are more regularly engaging in productive dialogue about instruction and working together to gather evidence of their students' learning.
- ▣ Teachers who engage in voluntary peer coaching cycles are more willing to seek out feedback about student learning, student engagement, and teacher clarity.

Questions, Anyone?



Thank you!



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