

Coaching for Results: Peer Coaching Study Teams to Increase Professional and Student Learning

Participant Materials



Outcomes

Participants will:

- ❖ discuss the five assertions of the National Staff Development Council in relation to the goals of the Reading Success Network
- ❖ engage in a *change exercise* to demonstrate key concepts of the change process and the need for continuous improvement
- ❖ articulate reasons why peer coaching is important and the research to support it
- ❖ briefly examine four peer coaching models and the purposes and attributes of each
- ❖ learn the critical attributes of the new evolution of peer coaching using the study team model by Beverly Showers and Bruce Joyce
- ❖ practice *beginning* conversations for peer coaching study team members
- ❖ enjoy each other's company

Activity 1

Five Assertions

**EVERY student has a RIGHT
to a competent teacher.**

What Matters Most: Teaching for America's Future

**EVERY teacher has a RIGHT
to high quality preparation and
ongoing professional learning.**

What Matters Most: Teaching for America's Future

**The vast majority
of staff development does NOT
produce results for students.**

Dennis Sparks, NSDC President

**HIGH levels of LEARNING
for all students is at the center
of what we do.**

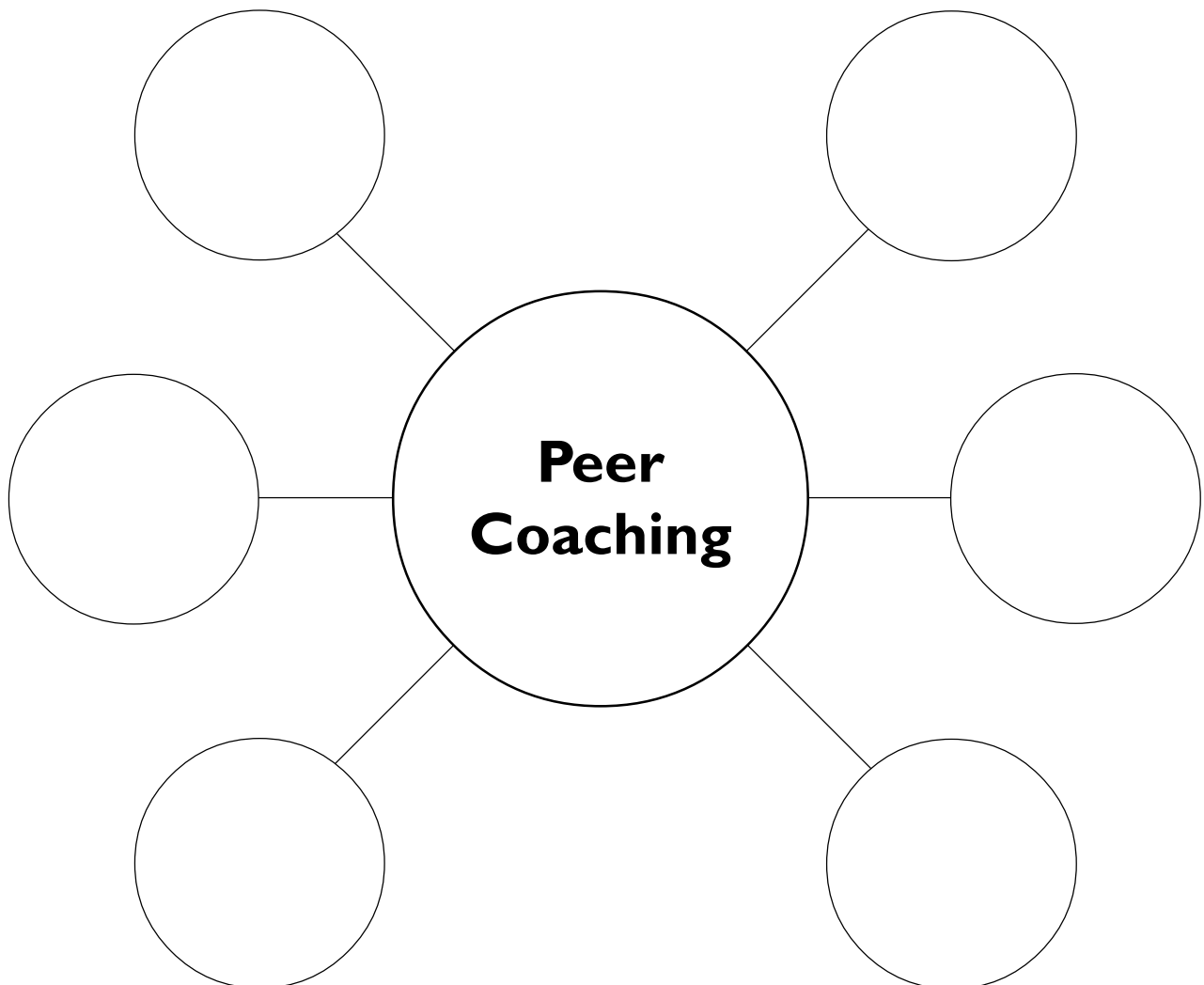
**Professional Development GOAL:
All students and teachers
are learning and performing at high levels.**

Activity 2

**Why Is
Peer Coaching
Important?**

Peer Coaching: Why Is It Important?

Give reasons why peer coaching is an important element of high quality professional development. List only one idea or concept per bubble. Add more bubbles as needed. It's OK not to fill in all the bubbles. Do by yourself first. Then share your ideas with your colleagues.



Activity 3

**Construction of
Geometric Shapes**

Construction of Geometric Shapes

Part I

- ◆ Draw a 3" square.
- ◆ Draw a triangle inside the square so that it touches three sides of the square.
- ◆ Then draw a circle inside the triangle without touching any side of the triangle.

Part II

- ◆ Draw a 2" triangle.
- ◆ Now draw a circle within the triangle that touches the three sides.
- ◆ Finally, draw a square whose four corners touch the inner circle.

Adapted from: *Leadership for Change Project*. Southwest Educational Development Laboratory.

Activity 4

**What is the
Research to Support
Peer Coaching?**

Training Effectiveness*

The degree of proficiency attained in knowledge, skills, and application.

	TRAINING OUTCOMES		
	Knowledge	Skills	Classroom Application
THEORY / RATIONALE (Lecture)			
DEMONSTRATION			
PRACTICE			
PEER COACHING STUDY TEAMS			
KEY: Very Low = 5% Low = 10% Middle = 40% High = 80%			

* From Bruce Joyce and Beverly Showers

** Note: the rows are cumulative; the strength of coaching rests on the total effect of theory, demonstration, practice, curriculum and coaching.

Training Effectiveness*

The degree of proficiency attained in knowledge, skill, and application is determined by the following TRAINING DESIGN.

TRAINING STEPS	Knowledge Mastery	Skill Acquisition	Classroom Application
THEORY (Lecture)	Middle/High	Low	Very Low
+			
DEMONSTRATION	High	Low/Middle	Very Low
+			
PRACTICE	High	High	Very Low
+			
COACHING	High	High	High

KEY

- Very Low = 5%
- Low = 10%
- Middle = 40%
- High = 80%

* From Bruce Joyce and Beverly Showers

** Note: the rows are cumulative; the strength of coaching rests on the total effect of theory, demonstration, practice, curriculum and coaching.

Peer Coaching: An Opportunity for Increased Professional and Student Learning

Jeannie White Murphy, Senior Project Director

Why is Peer Coaching an Important Part of Professional Development?

Peer Coaching:

- 1. Is essential for implementation of new curriculum and instructional strategies into classroom practice.**
 - Just because a teacher has read about, heard about, or attended a “training session” on a new instructional strategy, does NOT mean it will be used in the classroom.
 - Research shows that results will be very low (5-10%) if only theory, demonstration, and practice are used to teach new instructional strategies with an expectation that implementation will occur.
 - Implementation of new instructional strategies into classroom practice is high (80%) when peer coaching is used (Joyce, Showers).
- 2. Directly influences implementation and teacher effectiveness which leads to increased student achievement (Showers & Joyce, Slavin, Cohen and Hill, Hilliard, & Mayshark).**
 - Lower achieving students are the first to benefit as teacher effectiveness improves (Pipho, Jan. 98).
- 3. Deepens subject matter knowledge of teachers.**
 - Encourages teachers to be action researchers: to examine student work, curriculum materials, and subject matter in relation to content and performance standards.
- 4. Breaks down isolation.**
 - Gives teachers opportunities to plan lessons together, observe and learn from each other, share materials and strategies.
- 5. Offers meaningful intellectual and social engagement with ideas around teaching and learning practices.**
 - Increases the thinking a teacher does about student work and classroom practice.

6. Provides follow-up, support and ongoing, professionally-embedded assistance.

- “Successful staff development rests not so much in the initial training, but in what happens afterward. It is the follow-up, the support, and the ongoing professionally-embedded assistance that make the real difference.” (Guskey, *Journal of Staff Development*, Spring, 1998)
- “Training without follow up is malpractice.” (Hirsch, NSDC Academy, 1997)

7. Builds communities of teachers who continuously engage in the study of their craft (Showers).

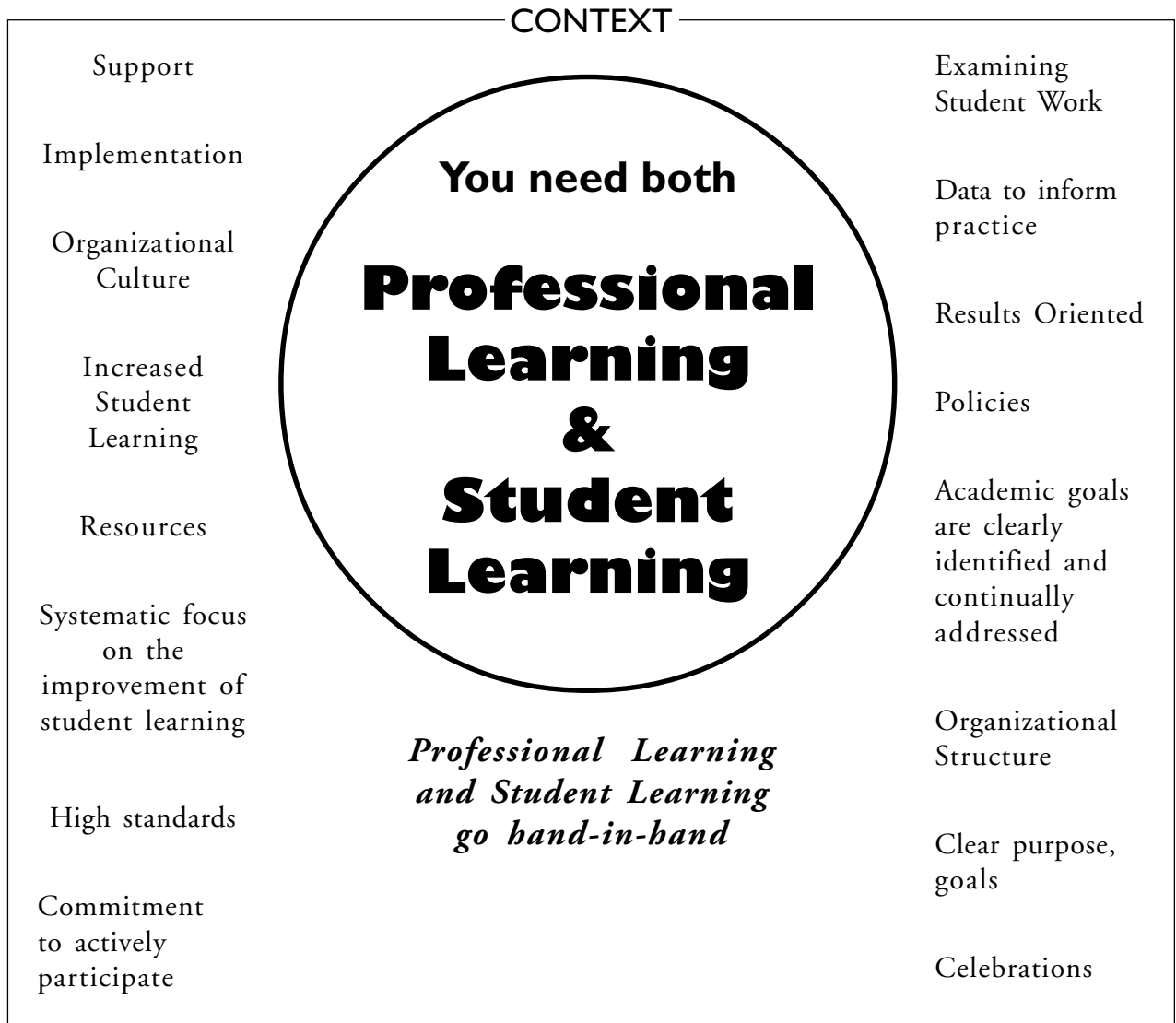
- Ongoing conversations can be incorporated into teacher’s daily work through joint planning, study groups, and peer coaching (*What Matters Most: Teaching for America’s Future*).

8. Uses data to inform teaching practices.

- Encourages teachers to jointly collect and examine student achievement data and use it to determine the areas of focus and intervention.

Peer Coaching

Increases the implementation of new strategies into the classroom.



For professional learning to occur, it must be done in a supportive context.

For increased student learning to occur, it must be the focus of our data collection, dialogue, on-going assessment, and teaching and learning practices.

J.W. Murphy, 1998

Training without follow up is malpractice

*Stephanie Hirsch
National Staff Development Council, June 1997*

**Example
is a
powerful
teacher!**

*Beverly Showers
Aptos, California 1998*

Activity 5

**Models of
Peer Coaching**

**There are a variety
of models of peer
coaching. Each is
effective for a
different purpose.**

J.W. Murphy, 1998

Four Models of Peer Coaching

Divide the labor! Each group reads about one of the coaching models: Expert, Team, Cognitive, or Study Team. Highlight key ideas. Use this advanced organizer, if you like, to list key characteristics and outcomes. Share your knowledge with the larger group.

Expert	Team
Cognitive	Study Team

If you have used or are aware of other methods, write their characteristics and outcomes on the back.

It does not make sense to think of a single effective model of peer coaching! There are a range of models, each effective for a different purpose.

J.W. Murphy, 1998

Different Models of Peer Coaching: Each effective for a different purpose

Expert Coaching

A proven professional shares expertise and knowledge with teachers, administrators, a school, and/or an organization.



Outcome: *Knowledge and successful practices are shared with others.*

An experienced individual, who has become “expert” in a field of study, shares their expertise with others. The expert coach offers advice and shares successful methods, research, or practices which have proven successful. An expert coach is often a trusted colleague who eventually asks proactive questions leading to change.

When the “expert” is another teacher, such as a mentor teacher, the expert coaching that transpires is still thought of as “peer” coaching. When the “expert coach” is actively sought out by an individual, group, or an organization, the coach may or may not be a “peer.” He or she could be a national renowned author, researcher, or consultant. At that point, the person may become a “critical friend.”

Expert coaches/mentors are often assigned to new teachers as a buddy, support and/or critical friend. The expert coach may or may not set up a pre conference, observation, and post conference for purpose of implementation of specific instructional strategies.

If a conference is held with an expert coach and “new learner,” you may hear the coach doing more of the talking. The new teacher might be more of a listener or a questioner soliciting help with solving problems. The expert coach may give concrete suggestions and materials or lesson plans for immediate use.

Tips are shared in ways to better organize the classroom, ways to discipline, get the attention of a group, ways to effectively teach to a standard, or countless other ideas needed by the new teacher.

Which situations can you think of where expert coaching would be most beneficial?

Jeannie White Murphy, 1998

Different Models of Peer Coaching: Each effective for a different purpose

Team Coaching

Peer coaching is done by co-teaching. The team “coach” teaches the lesson with the teacher in his or her classroom. Coach and teacher plan, execute, and evaluate lessons together.



Outcome: *Opportunity to see a teacher teach a new strategy in an actual classroom setting with an opportunity to plan and reflect on the lesson.*

1. Knowledge—A team coach needs to know more than the classroom teacher about the method being learned. However, the coach does not need to know “everything.”
2. Credibility—A team coach must demonstrate success in the classroom not as an observer but as a participating teacher. When the coach works side-by-side with the teacher, the teacher realizes that the coach has usable ideas and can execute them in a classroom.
3. Support—A team coach must encourage the teacher’s efforts.
4. Facilitation—A team coach is a “tenant” in another teacher’s classroom and it is essential that the teacher maintains ownership of the lesson, students, and classroom. The coach is then to facilitate not dictate.
5. Availability—A team coach must be accessible to the teacher for planning, team teaching, and conferencing.

Describe a situation where team coaching could be beneficial.

*Neubert and Bratton
Educational Leadership, 1987*

Different Models of Peer Coaching: Each effective for a different purpose

Cognitive Coaching

Interaction of two or more teachers who assist each other in developing expertise in teaching. Improved classroom instruction and teacher efficacy results from teachers' focus and reflection on their instructional practices.



Outcome: *Seeks to increase teacher efficacy and reflective practices about teaching.*

Interaction of two or more individuals who agree to be involved in a collegial or cognitive coaching partnership.

Coach mediates by inviting other person to select a direction and significant focus in one of two ways:

Planning

- clarifying goals
- anticipating approaches, strategies, and decisions
- determining success indicators
- constructing personal growth focus and self monitoring process

Reflecting

- summarizing impressions
- recalling supporting data
- analyzing contributing factors most applicable to the context
- constructing new learning and applications

Two Goals

Cognitive coaching is organized around two major goals:

- developing one's identity and capabilities as a *mediator* of self directed *learning* by...
 - attending to trust and rapport
 - inviting other person to reflect and/or plan
 - reflecting on thinking
- developing intentional *holonomy* which is defined in two parts: individuals acting *autonomously* while simultaneously acting *interdependently* with the group.

Costa, Garmston, Tabor, Schumaker, Jenkins, Powell, Murphy 1998

Different Models of Peer Coaching: Each effective for a different purpose

Peer Coaching Study Teams

Based on data and ongoing assessments, teachers select to work together to plan lessons, share objectives, plan application, divide the labor, practice innovations, support others' practice, and study the impact on students.

Outcome: *Implementation of new teaching strategies leading to increased student achievement. Use of data and ongoing assessment to inform teaching and learning practices.*

All must be committed to the process and actively participate in meetings.

Process: Agreements in advance to use data, divide the labor, implement strategies selected, use ongoing assessment and to have impact on student learning.

Study team:

- Plans together in advance of lesson.
- Agrees to collect and analyze data together.
- Helps each other be successful before being with students.
- Analyses and dialogues about curriculum, instruction, and assessment of students as well as classroom management and appropriate materials selected for the unit/lesson in pursuit of shared goals.
- Shares a variety of ideas and proven or successful techniques based on data and research—Catch problem areas before they occur.
- Thinks through overarching goals as well as specific objectives leading to them.
- Works on the premise that all members of peer coaching team have something to contribute.
- Continues dialogue and study on an on-going basis. It becomes a way of “doing things around here.”

Classroom Observations:

- If done, person doing the teaching is the “Coach.” Person observing is the “coachee.”
- Observations are done for personal learning, not to give feedback.
- Examples and demonstrations are powerful teachers.

The process of observing stimulates growth. Observing other teachers teach, initiates a process of self evaluation and reflection of own classroom strategies and teaching methods.

Premise: Learn more from observing others than from being observed and receiving feedback.

What is needed in a school for Peer Coaching Study Teams to take place?

Showers, Joyce, White Murphy

Activity 6

The Evolution of Peer Coaching

The Evolution of Peer Coaching

Note-Taking Guide

1. In looking at the history of peer coaching, what assumptions did educators use to make regarding how teachers learned new strategies?

2. Peer Coaching Study Teams as defined by Showers and Joyce is much broader than an observation and a conference. Why?

3. Why is the addition of peer coaching study teams such a complex innovation?

*Beverly Showers and Bruce Joyce
Educational Leadership, March 1996*

The Evolution of Peer Coaching

Highlights of the article written by Beverly Showers and Bruce Joyce in the March 1996 issue of ASCD's *Educational Leadership*, pages 12-16

Summarized by Jeannie Murphy

Overview

In the 1970's, evaluations of staff development revealed that as few as 10 percent of the participants implemented what they had learned.

Well-researched curriculum and teaching models did not find their way into general practice and thus could not influence students' learning environments.

In 1995, Joyce and Showers noted a serendipitous by-product of the early peer coaching studies: *Successful* peer coaching teams developed skills in collaboration and enjoyed the experience so much that they wanted to *continue* their collegial partnerships after they accomplished their initial goals.

**Peer coaching is neither an end in itself nor by itself a school improvement initiative. Rather, it must operate in a context of training, implementation, and general school improvement.*

**There is no evidence that simply organizing peer coaching or peer study teams will affect students' learning environments. The study of teaching and curriculum must be the focus.*

History of Peer Coaching

Pre-1980—Educators assumed that teachers could learn new strategies, return to a school, and implement their new learning smoothly and appropriately. The organization of the schools did not support the intensive training efforts that occurred in summer institutes or workshops during the year.

Notes

Evolution of Peer Coaching, continued

Authors: Showers & Joyce, 3/96

Summarized: J. Murphy, 1/98

Flaws in implementation were attributed to the motivation, effort, and attitudes of teachers rather than the state of the organization or the design of the training.

1980-1987—Hypothesis: Coaching, following initial training, would result in much greater transfer than would training alone.

Assumed that the coach needed to have more expertise in the content area and thus paired teachers with an outside consultant or an expert peer.

Results of early studies showed that teachers who had a coaching relationship—that is, who shared aspects of teaching, planned together, and pooled their experiences—practiced new skills and strategies more frequently and applied them more appropriately than did their counterparts who worked alone to expand repertoires.

Recommended that schools organize teachers into peer coaching teams so that teachers could work together to gain sufficient skill to affect student learning.

Current Practice

In the past, studies were conducted with individual teachers or small groups, now Joyce and Showers involve faculties that volunteer as a whole.

They now help whole faculties determine students' most pressing needs, select appropriate content, help them design training and assess the impact on students. Attention to the social organization is extremely important.

Notes

Evolution of Peer Coaching, continued

Authors: Showers & Joyce, 3/96

Summarized: J. Murphy, 1/98

Recommendations for Training Sessions

Ways staff developers can assist educators:

1. Provide time during training for collaborative planning.
2. Form peer coaching teams on the first day of training.
3. Provide examples of formats or structures for collaborative planning. A structured walk-through of a planning activity can allow teams to respond to questions within specific time frames, practice thinking aloud about what each person wants to accomplish and identify overlap with their colleagues' agendas.
4. Have study teams plan how they will monitor implementation of new initiatives, and how they will determine the impact of each initiative on their students.

Principles of Peer Coaching

Joyce and Showers' practice of peer or team coaching differs from most other models ("technical coaching, collegial coaching, challenge coaching, cognitive coaching or the traditional supervisory mode of pre-conference/observation/post-conference")—*none* of which should be confused with or used for, *evaluation* of teachers.

Joyce and Showers' new, evolved model of peer coaching include:

1. Teachers must volunteer to be members of peer coaching *study teams*. Teams must collectively agree to:
 - a. use whatever change the faculty has decided to implement;

Notes

Evolution of Peer Coaching, continued

Authors: Showers & Joyce, 3/96

Summarized: J. Murphy, 1/98

- b. support one another in the change process; and
 - c. collect data about the implementation and the effects on students.
2. *Omit verbal feedback* as a coaching component. Primary activity is planning and developing curriculum and instruction in pursuit of shared goals.
 3. Redefine meaning of “coach.” *When pairs of teachers observe each other, the one teaching is the “coach,” and the one observing is the “coachee.”* Teachers who are observing do so in order to learn from their colleague. Observations are followed by brief conversations on the order of, “Thanks for letting me watch you work. I picked up some good ideas on how to work with my students.”
 4. *The collaborative work of peer coaching teams is much broader than observations and conferences.* The essence of the coaching transaction is NOT to offer advice to teachers following observations. Rather, teachers learn from one another while planning instruction, developing support materials, watching one another work with students, analyzing student work, and thinking together about the impact of their behavior on their students’ learning.

Notes

Highlights of “The Evolution of Peer Coaching”

*By Beverly Showers and Bruce Joyce
Educational Leadership, March 1996*

Who? Audience	Whole staff (the Ideal) Teachers must commit to be members of peer coaching study teams and actively participate in meetings.
Purpose	<ul style="list-style-type: none"> • Plan together in advance of lesson. • Agree to collect and analyze data together. • Help each other be successful before being with students. • Shared analysis and dialogue about curriculum, instruction, and assessment of students as well as classroom management and appropriate materials selected for the unit/lesson in pursuit of shared goals. • Share a variety of ideas and proven or successful techniques—Catch problem areas before they occur. • Think through overarching goals as well as specific objectives leading to them. • Plan how to monitor implementation of new initiatives and how they will determine the impact of each initiative on their students.
Premise-Assumptions	<ul style="list-style-type: none"> • Agreements by whole team to work, plan, share, together. • Agree to collect and use data. • Performance based. (Data based) • All members of peer coaching team have something to contribute. • Collaborative planning is essential if teachers are to divide the labor of developing new lesson and unit sequences and use one another’s products.
Logistics	<ul style="list-style-type: none"> • Dialogue/study groups continue on an on-going basis around curriculum, instructional strategies, assessment, classroom management, and material issues. • Looking at data, student work and on-going assessments, determines teaching practices, and interventions. • Do prior to lessons/unit with students.
Observation	<ul style="list-style-type: none"> • If done, person doing the teaching is the “Coach.” Person observing is the “coachee.” A lot can be learned by watching one another work with students. • Omit feedback in the coaching process. “Take the pledge!” says Beverly Showers, “Do not give feedback.”

Summarized by J. Murphy, 1/97



Advantages

Focus is on increased
student learning

STANDARDS and **DATA**
are used to guide
the “work”

Collaboration
versus isolation

Increased
professional learning

Evolution of Peer Coaching	+	-	Interesting Points
Peer Coaching Study Teams			

Activity 7

Practice
Beginning Conversations
for Peer Coaching
Study Team Members

Peer Coaching Study Teams

Beginning Conversations

Teacher Self Assessment Standards of Sound Assessment

Read and Select

Read through the following rubric entitled: “Standards of Sound Assessment—Teacher Self Assessment Version.” (modified by Jeannie Murphy)

Select the level which most closely reflects where you would place yourself as you begin the Reading Success Network.

Mark today’s date and your initials by the level. Share with your fellow team members in the following fashion:

Round Robin—Active Listening

1. Number off 1, 2, 3, 4.
2. First person speaks for 2 minutes. Others listen. Complete the sentence prompt: “I am starting out at Level _____. I placed myself there because _____.”
3. When first person’s 2 minutes are up, s/he stops to listen to the next person.
4. No dialogue or questions in between the reporting.
5. Person #2 shares, then #3, then #4.
6. When all have finished, then ask yourselves the following:
“What have we learned about our Peer Coaching Study Team in relation to using assessment methods that reflect desired achievement targets?”

Place your Self Assessment and reflections in a portfolio to capture where you are as you begin the Reading Success Network.

Standards of Sound Assessment

Teacher Self Assessment Version

Level 4 (Exemplary)

I know and understand how to align outcome, demographic and process data with my achievement targets. I know and adhere to standards of quality for each assessment method. Virtually all of my assessments rely on methods capable of providing dependable information about student achievement. I routinely experiment with assessment methods to find better alignments with my achievement expectations. I participate in ongoing professional development to learn about innovative assessment applications for use in my classroom. I collaborate with peers as part of my everyday work to use data to inform teaching practices in order to have all my students meet or exceed standards.

Level 3 (Functional)

I know and understand how to use outcome, demographic, and process data. I have at my disposal and use valued achievement targets to guide my instructional practice. I know and adhere to standards of quality for each assessment method. As a result, I select methods that are capable of providing dependable information about desired forms of student achievement. I occasionally experiment with assessment methods to find better alignments with my achievement expectations. I sometimes find time to participate in professional development activities about innovative assessment applications. I try to use appropriate instructional strategies and materials based on the results of the assessment.

Level 2 (Making Progress)

I am learning how to align assessment methods with valued targets. I am learning how to develop and use various assessment methods properly. At least some of my assessments rely on methods capable of providing dependable information about student achievement. I am encouraged to learn about and experiment with assessment methods to better align with my expectations. While such opportunities are rare, I am trying to learn. While I still rely on a narrow range of assessment methods, I am beginning to see other possibilities.

Level 1 (Low Level)

I know I need to align assessment methods carefully with my achievement targets, but I don't yet understand how to make such alignments. I am unsure about issues of assessment quality for each method. Nevertheless, I hope that at least some of my assessments rely on methods capable of providing dependable information about student achievement. My colleagues and supervisor support the use of a limited range of assessments. I don't feel comfortable experimenting in this area. Professional development opportunities are rare, especially in this area. A narrow range of assessments dominates in my classroom.

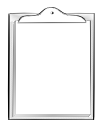
Level 0 (Absence of Quality)

I do not know or understand how to align assessment methods with my valued targets. I don't question the quality of my assessments. As a result, I don't know if my assessments rely on methods capable of providing dependable information about student achievement. The support systems, supervision, and lack of training leave me unwilling to risk experimenting with my assessment methods to find better alignments with their achievement expectations. Professional development opportunities on assessment applications in the classroom are unavailable. I adhere rigidly to one or two assessment methods.

Adapted from the Assessment Training Institute in Portland, Oregon. The original "Standard 3 - Self Assessment" was developed to align with its handbook Student Centered Classroom Assessment, 2nd Ed. (800 480-3060)

The standards document becomes not an end in itself, but a tool for generating the conversation that builds ownership and the capacity for action.

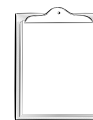
Jamentz
1998



Peer Coaching Study Teams

to Increase Student Learning

Questions to Guide Our Thinking



Content & Performance Standards

What is it we want our students to know and be able to do? How will we know how well they are doing?

Collection of Data

Multiple Measures—What data need to be collected to determine baseline data? Ongoing data?

Use of Data

What do the data (multiple measures) reveal?

Assessment

How will we know if the students have increased their learnings? How will we know if they have reached or exceeded standards?

Instructional Strategies

Now that we know the areas of need, based on data, what teaching strategies could be used to reach our intended outcomes? Which strategies will we use? How do we go about using them?

Materials

Based on data and student need, what materials (visuals, CD ROMS, music, relia, language tracks, etc.) will most effectively help us reach our objectives? What do we currently have? What do we still need?

Classroom Management

What implications do the strategies have for classroom organization or management? Small group, large group? Direction giving? How can we help ensure success?

Activity 8

**Finding Time
for Peer Coaching
Study Teams to Meet**

Finding Time for Faculties to Study Together

By Carlene Murphy

Journal of Staff Development, Summer 1997 (Vol. 18, No. 3)

As I work with schools in many states, schools in rural communities, schools in big cities, elementary schools, middle schools, and high schools, I hear one thing over and over: no time.

No time for teachers to routinely learn together.

No time for teachers to reflect on their teaching practices together.

No time to share expertise.

No time for teachers to test ideas together.

No time to provide support to each other as they implement new initiatives.

No time for groups of teachers to monitor the effects of an innovation on their students.

No time.

No time.

When I talk with faculties about a structure that I call “Whole Faculty Study Groups,” the first barrier that confronts us is the issue of time.

The Whole Faculty Study Group (WFSG) structure includes all of a school’s certified faculty study groups that have four to six members. These individuals join together to increase their capacity through new learnings to meet the needs of their students. Small schools may have as few as two study groups, and large schools may have as many as twenty.

These study groups may be homogeneous or heterogeneous. Odd as it may seem, by far, most of the study groups are formed cross-grade and cross-department. The study groups generally stay together for at least a school year with rotating leadership. In schools where I work, study groups are part of the schoolwide design and a regular, legitimate part of the school day, meeting about an hour a week. A number of these schools have had the WFSG structure in place for four years, often redesigning the structure at the end of each year. But, frequently, I hear that study groups are unworkable because schools cannot find that single hour each week.

So, how do faculties find that one hour?

Each faculty confronts that question. First, the whole faculty reaches a consensus that students will benefit from having all administrators, teachers, counselors, and other certified personnel in small groups focusing on curriculum and instruction. If a faculty agrees that schools are learning organizations for the adults in the building as well as for children, then finding the time is one question that can be answered.

After working with more than 50 schools in eight states during the past five years, I know that faculties have found ways to find the time. What follows is a collection of how some of those schools have found the time to make professional development a continuous feature of the work-place.

1) At Sarah Cobb Elementary School in Americus, Georgia, students are released one day a week at 1:30 p.m. instead of the regular 3:30 p.m. dismissal time. The school had exceeded the minimum number of instructional minutes required by the state, and it was not necessary to add minutes to the other four school days. This elementary school is one of four schools in a rural district and the only one with early dismissal on Wednesdays. Schools that don't exceed the minimum instructional minutes would have to add minutes four days a week if they wanted to release students early one day a week.

Before getting a waiver from the Georgia Board of Education for early release, the Sarah Cobb Elementary School faculty designed a plan to use teaching assistants to release teachers for their study group meetings. The key points of that plan were:

- A team of five teaching assistants released five teachers the first hour of school so teachers could meet as a study group.
- For the last hour of school, the teaching assistants covered five other classrooms.
- Each day, two study groups meet. By Friday afternoon, all 10 study groups have met.
- Each week, the groups rotate the time of day they met. The groups that met the first hour one week would meet the last hour the next week.

Activating this plan the first week of school and continuing it until the waiver was approved in January indicated to the community and the Georgia Board of Education that the faculty was serious about its intent to create a new approach to professional development. When teachers from the school went to Atlanta to present its request for a waiver to the State Board, it was the first Georgia school to make such a request.

Schools in the process of finalizing plans for some form of shortened day once a week have considered using teams of parents and/or business partners to release teachers for their study group meeting hour.

2) Classes begin 30 minutes late on Wednesdays at Holtville High School in Holtville, California. But, on Wednesdays, teachers arrive 30 minutes earlier than on the other four days. This gives teachers one hour for collaborative planning in their study groups.

3) The principal at Wheelless Road Elementary School in Augusta, Georgia, created a study group for teachers whose students attend art, music, physical education, and other special areas at the same time.

4) Several schools have used a temporary approach to finding time for study groups. While the faculties are investigating other approaches, teachers are paired. Teachers from two study groups take each other's classes for the first or the last 30 minutes of a day. Since teachers arrive at least 30 minutes before students arrive and stay 30 minutes after students leave, an hour block is created.

Under that plan, Teachers A, B, C, and D are one study group. Teacher E, F, G, and H are one study group. Teacher A combines Teacher E's class with her class; Teacher B does the same with Teacher F; Teacher C does the same with Teacher G; and Teacher D does the same with Teacher H. This allows Teachers E, F, G, and H to meet for one hour once a week. On another day, Teachers E, F, G, and H combine classes for Teachers A, B, C, and D to meet. In the combined classes, students have individual study, reading, and journal writing time; students work one-on-one with each other; clubs meet; and other types of student-planned activities are initiated.

5) The principal at Addison Elementary School in Marietta, Georgia, found a way to enable as many as six study groups to meet in a single day. The principal hired five substitutes who spend one day every other week at the school. On that day, this team of substitutes releases five teachers at 9 a.m. to meet as a study group. The subs release five other teachers at 10 a.m. to meet as a study group, five more at 11 a.m., and so on until the school day ends. Because the school has 10 study groups, the team returns the next day for a half-day to enable the other four study groups to meet. During the weeks in which substitutes do not provide the released time, the study groups meet for an hour after school.

6) Murdock Elementary and two other Marietta, Georgia, schools follow Addison's format for finding time. To supplement that approach, Murdock and Addison arrange assemblies and other types of schoolwide events so teachers in the same study groups are not supervising students at the same time. When a group is not supervising students, the study group meets.

7) At Deepwood Elementary School in Round Rock, Texas, the principal limits faculty meetings to one Wednesday a month. Study groups meet on the other three Wednesdays of the month. All teachers in the district are asked to reserve every Wednesday for faculty meetings.

8) At Elder Middle School in Sandersville, Georgia, teachers have a daily 90-minute planning period. Once a week, the first 60 minutes of a planning period is labeled "study group" time. In that hour, teachers on a team are actively engaged in a study using the study group format.

9) Texas' Round Rock Independent School District permitted teachers at three schools using the study group design for professional development to earn compensatory time for after-school study groups. The teachers' weekly one-hour meetings provided as much time as they would have received in two full days of staff development time. That meant teachers did not have to report to school on two days designed as staff development days on the school calendar.

10) A group of teachers at Round Rock (Texas) High School is now figuring out how its 230 teachers can use the study group design as its professional development model. The school of over 3,000 students is going to address how a large school finds quality time for teachers to assume more individual responsibility for their own learning. Under its present professional development delivery system, which consists primarily of bringing all the faculty together at specified times, teachers do not have the opportunity to collaborate, or even know, teachers in departments other than their own. Fifteen teachers and two administrators are currently examining the daily schedule and the school year calendar to find the time for heterogeneous study groups to meet at least every other week for about an hour. The new professional development schedule will be in place for the 1997-98 school year.

11) In Boyle County schools in Kentucky, students are dismissed two hours early every Wednesday in September, October, March, and April. For November, December, January, February, and May, each school submits a plan to the district office showing how it will enable teachers to continue their study groups.

12) All of Woodford County's six schools are dismissed two hours early on one Wednesday a month. On another Wednesday of the month, teachers in these Kentucky schools meet in study groups after school in lieu of a faculty meeting. At the end of the first year of early release, the district had not received any complaints from the community. Early dismissal for high school students participating in athletics and other extra curricular activities brought unique challenges. However, providing time for teachers to learn modeled the school's vision of students as lifelong learners.

13) At Sweetwater High School in National City, California, a large faculty of 120 teachers found one hour a week for heterogeneous study groups. After analyzing the number of instructional minutes in a regular school day, they determined that the school was "banking" time in terms of instructional minutes. In order to have time in the school day for 20 study groups to meet, they took the accumulated five minutes and combined them with the time from a staff development day to create 26 days when classes could begin 45 minutes later. Once a week, study groups meet from 7:30 a.m. to 8:15 a.m. On that day, classes begin at 8:20 a.m., and all periods are shortened. On the other four days, classes begin at 7:30 a.m. Students know that on "Study Group Day," the bell schedule is not the same as on the other four days.

14) Teachers at Mission Bay High School in San Diego, California, chose to select for themselves when their study groups would meet each week. The groups meet at different times and on different days. Several of the 17 study groups meet early in the morning, others at lunch time or during planning periods, others after school, and one met in the evening. Teachers accounted for their professional development time and, on designated staff development days, teachers were not expected to attend meetings.

15) The Jackson Elementary School faculty in Greeley, Colorado redesigned the modified day that had been in place before initiating Whole Faculty Study Groups. Monday was the modified day and was formed by having the school day start five minutes early and end five minutes later on Tuesday through Friday, making the student's day 8:40 a.m. to 3:25 p.m. four days a week. On Monday, students leave at 1:45 p.m. and teachers leave at 4:25 p.m. Before study groups, teachers spent the block of time doing individual teacher preparation, meeting in committees, and participating in faculty meetings. Now one hour of that block of time is for study group meetings, beginning the second week of school through the first week in April. This leaves the last few weeks of school for teachers to attend to record-keeping tasks.

16) At Brushy Creek Elementary School in Round Rock, Texas, the principal makes allowances for the time teachers spend after school in their study groups. If teachers are expected to stay 45 minutes after students are dismissed and a group of teachers in a study group stays an hour and half beyond dismissal time, those teachers will be allowed to leave earlier than the 45 minutes on the other days of the week. A version of this idea would be for schools where teachers, by contract, are expected to stay 45 minutes after the students are dismissed, the 45 minutes be shortened to 30 minutes on four days, carving out an hour for all study groups at the end of one day a week.

17) Ray High School in Corpus Christi, Texas, initiated block scheduling the same year study groups were being considered as a viable option for earning professional development credits. The teachers who formed study groups met one day a week during the extended lunch period.

18) Winnona Park Elementary in Decatur, Georgia, benefits from a team of 19 college students that spend every Thursday at the school. The young men and women are participating in Eco Watch, an environmental leadership program of the Atlanta Outward Bound Center. The college students do classroom and schoolwide environmental activities with the elementary students. This frees teachers to meet in study groups on Thursdays. The college students keep a record of the hours they spend at the school and, at the end of the school year, the hours are converted into dollars for college tuition.

19) A number of the elementary schools in California's San Diego Unified School District have one day a week that is modified so students are dismissed two hours earlier than on the other four days. Generally, this time is for individual teacher preparation time, faculty meetings, and district meetings. When five elementary schools elected to initiate the Whole Faculty Study Group process, those schools reconfigured the modified day time. Four of the faculties decided to use one hour of the two-hour block for study groups. The faculty at the Fulton Health, Science, and Fitness Magnet School decided study groups would meet every other week for 90 minutes. On study group days after the study group meetings, the whole staff meets together for 30 minutes to report on each group's progress.

20) Several schools are currently exploring how to release teachers from their teaching duties for an hour and a half each week. The students would remain at the schools, being dismissed at their regular times. Professionals from area universities, health care facilities, community agencies, businesses, and city/county governmental agencies are considering how volunteers can provide instruction during this hour and a half in many subject areas. Students could be grouped differently than in their regular classes, forming larger and smaller classes across grade levels. PTAs are also considering budgeting funds for this purpose where funds are needed.

All of these strategies for finding time for teachers to collaborate require that the time allocated is spent in serious and purposeful work to increase teachers' knowledge and skills. Because the public often perceives time for teacher learning during the workday as robbing students, strategies need to be in place to inform the internal and external publics how students directly benefit from the time allocated to teacher development. The communication with parents and the general public must be continuous. Frequent examples of how students benefit will encourage the community to continue to support the notion that student development is directly linked to teacher development.

I strongly urge teachers to tell their students what they do and what they learn in study groups. The day after a study group meets is a great learning opportunity for students. Teachers often say, "Today, we are going to do something that I learned in my study group yesterday." Students go home and tell their parents. Parents see the connection, and the idea of how students benefit when more time is allocated for teacher learning is no longer an abstract concept.

One outcome of the Whole Faculty Study Group structure is realizing that professional development includes various models that interact with each other to make a more dynamic whole. At the beginning of the study group process, faculties generally have seen study groups as separate from professional development days. They saw study groups and professional development days as separate from specific whole-faculty training events at the school. And they were likely to see all of the before mentioned as separate from attending conferences and doing independent activities.

By the end of the first year, faculties were more able to see and to develop professional development plans that had various staff development strategies or models feeding each other. In these schools, what teachers did in study groups to become more skillful in the classroom enabled them to see more clearly the need for a more integrated and holistic approach to professional development. When this concept becomes a reality, time becomes less of a problem. Teachers see, as a unified effort, the different time frames as one large time block for continuous learning.

The schools listed here, and many other schools, have made heroic efforts to find time for professional development to routinely occur in the school day. Heroic efforts to find the time for study groups to meet takes energy away from the learning process. To achieve success for all students, districts and states must shoulder the responsibility of making professional development for teachers a seamless part of the daily work life of school personnel. Setting aside days in the school calendar as staff development days does not lighten the load or eliminate the pressure that teachers feel to further develop and fine tune what they teach and how they teach. This is an every day task and it takes time.

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***This article was reformatted by the Southeast Comprehensive Assistance Center.**

TIME

A Barrier to School Improvement

Following are strategies that educators across the country are using to find more time for school improvement activities.

- 1. Freed-up Time:** Using various arrangements to free teachers from direct student supervision.
 - Enlisting administrators to teach classes
 - Teaming teachers, allowing one teacher to instruct for another
 - Engaging parents, members of business, or community volunteers to provide alternative activities or enrichment programs
 - Establishment of a team of experienced substitute teachers in order to release part of the faculty during the school day

- 2. Restructured or Rescheduled Time:** Formally altering the time frame of the traditional calendar, school day, or teaching schedule.
 - “Early dismissal”: the student day is shortened in order to provide time for staff development and related school improvement activities
 - “Non-teaching Days” when students do not report to school
 - “Late Arrival” of students

- 3. Common Time:** Using common planning time to support restructuring programs, interdisciplinary teams, subject-area collaboration, and grade-level planning.

- 4. Better-Used Time:** Using currently scheduled meetings and professional development activities more effectively by focusing on planning and collaboration.
 - Allocating all pre-opening workdays for teacher planning and preparation
 - Reducing/eliminating administrative affairs at faculty meetings through improved methods for communication, leadership rotation, use of a management council (Designate faculty meetings for talking, thinking, sharing, and reflecting on substantive issues. Use Memos and a teacher bulletin board with daily postings for information dissemination.)
 - Have single-issue faculty meetings moderated by an elected faculty member
 - Restricting time required for nonprofessional duties

5. Purchased Time: Hiring additional teachers, clerks, parents, and support staff to allow for smaller class sizes and/or expanded additional planning sessions.

- Writing grant proposals to foundations or other funding agencies to secure monies to pay for early release time for the faculty to plan and prepare
- Using district-allocated staff development or other funds to pay stipends to teachers for summer planning time
- Negotiating bargaining agreements that provide extra-duty pay or compensation for evening/summer planning activities
- Receiving “in-service” credits from the district for personal time devoted to the development of new programs

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