

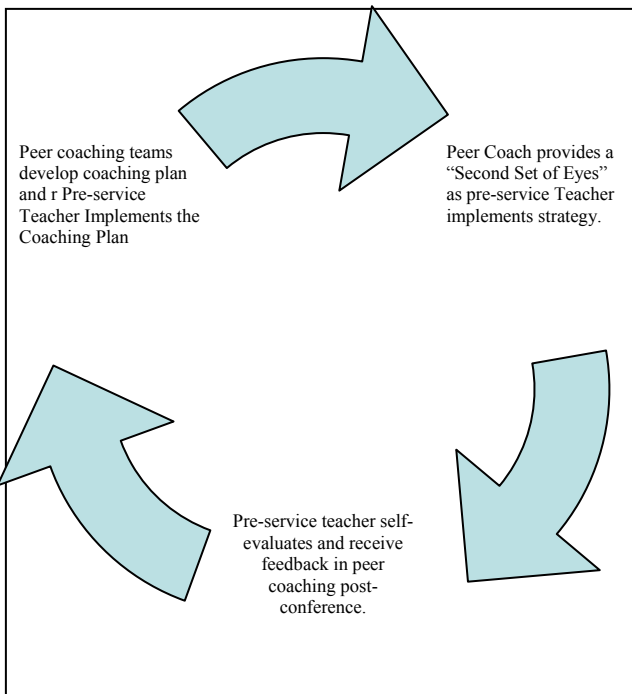
### **Cognitive Coaching Relationships: Building Collaboration into Teacher Training**

Working within a Partnership School to train middle level teachers offers an excellent opportunity to completely immerse the pre-service teachers in the culture of a Middle School. An important factor within that culture is the collaboration that occurs among faculty teams. Enabling pre-service teachers to be an effective and contributing part of these teams requires training. Cognitive Coaching provides a rigorous framework for this training and allows the pre-service teacher to experience the benefits of collaborative professional development. Based upon a program for new teacher induction, the program requires pre-service teachers to form collaborative partnerships during the analysis phase of the teacher education program. During this phase, pre-service teachers focus on constructing knowledge of curriculum and pedagogy in relation to continuing constructions of self, students, and schools. Cognitive Coaching provides scaffolding for this analysis by:

- Developing a norm of collaboration in the professional community
- Promoting thoughtful decision-making and reflection
- Developing a teacher's efficacy and resourcefulness
- Structuring data-based teacher learning opportunities that support the achievement of all students<sup>1</sup>

Benefits of the relationships established during the analysis phase experience continue through the synthesis phase and student-teaching experience.

Peer coaching represents a strategy for creating supportive partnerships that



enable teachers to make data-based decisions regarding their efficacy and to identify authentic professional development needs. Combining cognitive coaching with an active research methodology enables peer coaching teams to become proactive in their development as professional educators. Building upon the Cycle of Reflective Practice, peer coaching teams collaborate in the identification of pre-service teacher needs and develop a strategy to address the identified concern.

In the context of the pre-service teacher's practicum experience, this professional development model allows the Teacher Education program to demonstrate the values expressed within its mission. The University of Southern Indiana seeks to facilitate

the following objectives:

1. Provide a strong foundation in pedagogical principles and practices.
2. Foster significant interaction among students allowing for the discovering or inferring of principles of instruction in various (subject) areas.

<sup>1</sup> New Teacher Center, University of California, Santa Cruz: Mentor Academy 2 – 2003/2004

3. Assist students in making choices among instructional alternatives with choices based on reflective thinking and educational research.
4. Provide close articulation between course work and field experiences.
5. Prepare students for their role as informed decision makers in the schools.
6. Be subject to careful evaluation to determine validity in generating effective teachers.

The Peer Coaching Model developed for the core middle level teacher preparation block provides a coherent demonstration of these values and objectives.

Preparing students to participate in collaborative professional development systems is a key objective of this methodology. In Zmuda, Kuklis & Kline's recent text *Transforming Schools: Creating a Culture of Continuous Improvement*, a program for implementing this form of systemic and on-going professional development is described. The two charts attached to this hand-out help to illustrate their recommendations. The structure of the peer coaching model presented here follows similar principles based in systems theory and social learning theory.

Within the six semester hour block, students are paired based upon their individual content area focus: language arts, mathematics, science, and social studies. Special Education majors and minors have participated in this program as well. As students conduct their field experience observations in relation to the Early Adolescent Development curriculum, they work with their peer coach and a cooperating in-service teacher at the partnership school. Cooperating teachers who volunteer to participate are matched with the peer teams based upon content area and grade level. All observations and practicum experiences occur within the cooperating teacher's classroom. As students begin practicum experiences in relation to the Middle School Curriculum and Instruction curriculum, they have been immersed in a single classroom for up to 8-weeks. They know the students, the cooperating teacher, and the cooperating teacher's expectations and procedures.

A set of forms have been developed – although they remain under construction as students give input into their effectiveness as scaffolding – to facilitate the Peer Coaching relationship. (See Attached Forms). A pre-conference or planning conference is conducted prior to the pre-service teacher's practicum experience in order to identify areas of concern and to clarify the peer coach's role as an observer during the experience. Following the implementation of the coaching plan and the conducting of the practicum experience, the pre-service teacher will complete a self-evaluation of their experience. The following day, the Peer Coaching team will conduct a post-conference to debrief following the experience and to articulate the understanding that was gained from the practicum. There is also a procedure for determining the next step in the pre-service teacher's development. Each assignment for the Middle Level Teacher Preparation block utilizes this process

The set of forms was developed with an action research methodology in mind. As pre-service teachers prepare-implement-reflect they are conducting action research. It is important to be explicit in this procedure – they need to be aware that they are generating data, evaluating efficacy, and modifying practices in response to data-based decisions. The action research cycle discussed by Holly, Arhar, and Kasten in their text *Action Research for Teachers: Traveling the Yellow Brick Road* provides the foundation for this model.

REFERENCES

- Anastos, J. & Ancowitz, R. (1987). A teacher-directed peer-coaching project. *Educational Leadership*, 45(3), 40-43.
- Aronowitz, S. & Giroux, H. (1985). *Education Under Siege: The Conservative, Liberal, and Radical Debate Over Schooling*. South Hadley, MA: Bergin & Garvey.
- Bell, B., Gaventa, J. & Peters, J. (1990). *We Make the Road by Walking: Conversations on Education and Social Change/ Miles Horton & Paulo Freire*. Philadelphia, PA: Temple University Press.
- Burnett-Strother, D. (1989). Peer coaching for teachers: opening classroom doors. *Phi Delta Kappan*, 70(10), 824-828.
- Bowman, C.L. & McCormick, S. (2000). Comparison of peer coaching verses traditional supervision effects. *The Journal of Educational Research*, 93, 256-260.
- Freire, P. (1970). *Pedagogy of the Oppressed* (M.B. Ramos, Trans.). New York: Herder & Herder.
- Garmston, R.J. (1997). How administrators support peer coaching. *Educational Leadership*, 44(5), 18-27.
- Habermas, J. (1972). *Knowledge and Human Interests*. Boston: Beacon Press.
- Hall, L. & McKeen, R.L. (1991). Peer coaching as on organization development intervention in the public schools. *Education*, 111(4), 553-559.
- Hargreaves, A. & Dawe, R. (1990). Paths of professional development: contrived collegiality, collaborative culture, and the case for peer coaching. *Teaching & Teacher Education*, 6(3), 227-241.
- Holly, M.L., Arhar, J. & Kasten, W. (2005). *Action Research for Teachers: Traveling the Yellow Brick Road*. Upper Saddle River, NJ: Pearson Education.
- Leistyna, P., Woodrum, A. & Sherblom, S.A. (1996). *Breaking Free: The Transformative Power of Critical Pedagogy*. Reprint Series Number 27. Cambridge, MA: Harvard Educational Review.
- Mohlman-Sparks, G. & Bruder, S. (1987). Before and after peer coaching; school based peer coaching in two Ann Arbor school has improved collegiality and encouraged teachers to try new practices. *Educational Leadership*, 45(3), 54-58.
- Pierce, D. & Hunsaker, T.W. (1996). Professional development for the teacher, of the teacher, and by the teacher. *Education*, 117(1), 101-106.
- Raney, P. & Robbins, P. (1989). Professional growth and support through peer coaching. *Educational Leadership*, 46(8), 35-39.
- Vygotsky, L. (1962). *Thought and Language*. Cambridge, MA: M.I.T. Press.
- Zmuda, A., Kuklis, R. & Kline, E. (2004). *Transforming Schools: Creating a Culture of Continuous Improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Appendix A: Six Steps to Continuous Improvement<sup>2</sup>

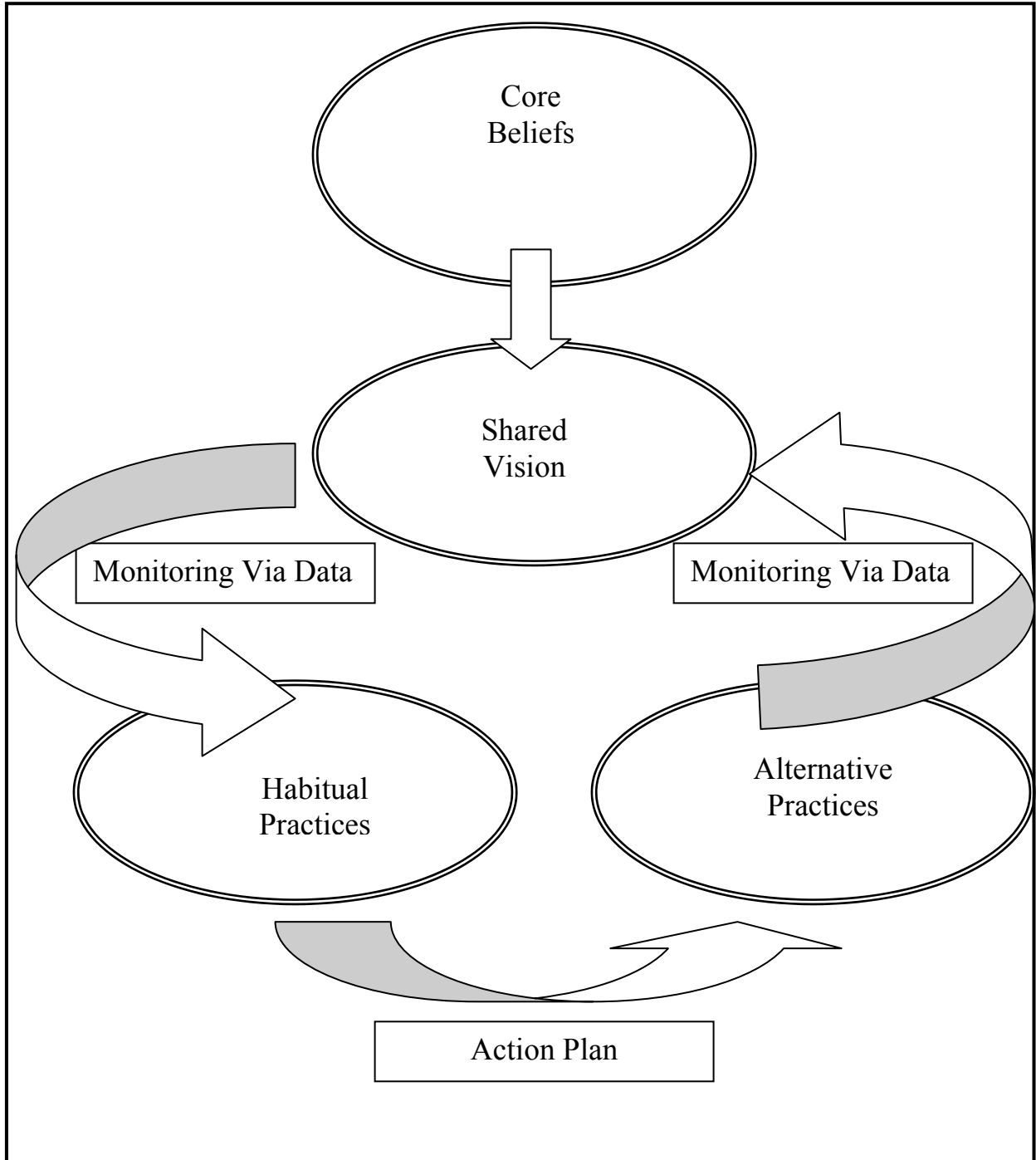
<b>Step 1: Identify and Clarify the Core Beliefs that Define the School's Culture</b>	
<b>Explanation:</b> Some faculties may hold achievement in the academic disciplines as primary; others may believe that the social and emotional development of students is primary. Both are core beliefs and drive teacher support for the status quo or the need to change the status quo.	<b>Operating Principle:</b> <ul style="list-style-type: none"> <li>◆ Each school is a complex living system with purpose.</li> </ul>
<b>Step 2: Create a shared vision by explicitly defining what these core beliefs will look like in practice.</b>	
<b>Explanation:</b> This is the shared vision of what the school community will look like when its core beliefs truly inform practice. It is a narrative description of what is seen and heard in every part of the school community.	<b>Operating Principles:</b> <ul style="list-style-type: none"> <li>◆ A shared vision articulates a coherent picture of what the school will look like when the core beliefs have been put into practice.</li> <li>◆ The legitimacy of a shared vision is based on how well it represents all perspectives in the school community.</li> </ul>
<b>Step 3: Collect accurate, detailed data and use analysis of the data to define where the school is now and to determine the gaps between the current reality and the shared vision.</b>	
<b>Explanation:</b> The collection and analysis of data lead to rich conversations among staff about the meaning of the data and an honest assessment of teaching and learning practices. By identifying the gaps between where a school is now and the shared vision, staff members gain clarity on what they have to do to achieve that vision.	<b>Operating Principles:</b> <ul style="list-style-type: none"> <li>◆ Once staff members commit to the shared vision, they must gain clarity on their responsibility for achieving that vision.</li> <li>◆ When staff members perceive data to be valid and reliable in collection and analysis, data both confirm what is working well and reveal the gaps between the current reality and the shared vision in a way that inspires collective action.</li> </ul>
<b>Step 4: Identify the innovation(s) that will most likely close the gaps between the current reality and the shared vision.</b>	
<b>Explanation:</b> Staff must have the opportunity to learn what the change is and what impact it will have, both individually and collectively. They must be able to see what it looks like in practice.	<b>Operating Principles:</b> <ul style="list-style-type: none"> <li>◆ All staff must see the content of staff development as a necessary means to achieve the desired end.</li> <li>◆ It is not the number of innovations addressed in the staff development plan but rather the purposeful linkage among them that makes systemic change possible and manageable.</li> </ul>

<sup>2</sup> Zmuda, A., Kuklis, R. & Kline, E. (2004). Pp. 18-19.

Six Steps to Continuous Improvement (Continued)

<p>Step 5: Develop and implement an action plan that supports teachers through the change process and integrates the innovation within each classroom and throughout the school.</p>	
<p><b>Explanation:</b>                  Staff members must be trained, coached, and supported throughout the staff development process so that they can integrate the change into the classroom and into the system. Resource allocation will need to balance individual staff needs with overall constraints in time and budget. Leaders also will have to be responsive to specific concerns and still ensure that all teachers meet their responsibility for the innovation to succeed.</p>	<p><b>Operating Principles:</b></p> <ul style="list-style-type: none"> <li>◆ Staff development must promote collective autonomy by embracing teaching as a distributed quality of the school.</li> <li>◆ Planning must provide the clear, concrete direction necessary for systematic change while remaining flexible enough to accommodate the “nonrational” life in schools.</li> <li>◆ Staff development must reflect the predictable stages of teacher concern about the complexities of moving from new learning to systemic consequences.</li> </ul>
<p>Step 6: Embrace collective autonomy as the only way to close the gaps between the current reality and the shared vision, and embrace collective accountability in establishing responsibility for closing the gaps.</p>	
<p><b>Explanation:</b>                  Student achievement holds primacy here, but how it is both defined and measured varies depending upon the core beliefs articulated in Step 1.</p>	<p><b>Operating Principle:</b></p> <ul style="list-style-type: none"> <li>◆ A competent system proves itself when everyone within the system performs better as a result of the collective endeavors and accepts accountability for that improvement.</li> </ul>

**Appendix B: Conversations Centered on Continuous  
Improvement in a Competent System<sup>3</sup>**



<sup>3</sup> Zmuda, A., Kuklis, R. & Kline, E. (2004). Pp. 90.

### Appendix C: F.F. Fuller Scale of Concern

For each statement below, decide which of the five responses best applies to you now.  
Please be as honest and reflective as you can.

Response Options include:

1. Not Concerned
2. A Little Concerned
3. Moderately Concerned
4. Very Concerned
5. Totally Preoccupied

Respondent's Name: \_\_\_\_\_

- \_\_\_ 1) Insufficient clerical help for teachers.
- \_\_\_ 2) Whether the students respect me.
- \_\_\_ 3) Too many extra duties and responsibilities.
- \_\_\_ 4) Doing well when I am observed.
- \_\_\_ 5) Helping students to value learning.
- \_\_\_ 6) Insufficient time for rest and class preparation.
- \_\_\_ 7) Not enough assistance from specialized teachers.
- \_\_\_ 8) Managing my time efficiently.
- \_\_\_ 9) Losing the respect of my peers.
- \_\_\_ 10) Not enough time for grading and testing.
- \_\_\_ 11) The inflexibility of the curriculum.
- \_\_\_ 12) Too many standards and regulations set for teachers.
- \_\_\_ 13) My ability to prepare adequate lesson plans.
- \_\_\_ 14) Having my inadequacies become known to other teachers.
- \_\_\_ 15) Increasing students' feeling of accomplishment.
- \_\_\_ 16) The rigid instructional routine.
- \_\_\_ 17) What the principle might think if there is too much noise in the classroom.
- \_\_\_ 18) Diagnosing student learning problems.
- \_\_\_ 19) Whether each student is reaching his or her potential.
- \_\_\_ 20) Obtaining a favorable evaluation of my teaching.
- \_\_\_ 21) Having too many students in my classroom.
- \_\_\_ 22) Recognizing the social and emotional needs of students.
- \_\_\_ 23) Challenging unmotivated students.
- \_\_\_ 24) Losing the respect of my students.
- \_\_\_ 25) Appearing competent to parents.
- \_\_\_ 26) My ability to maintain the appropriate degree of classroom control.
- \_\_\_ 27) Not having sufficient time to plan.
- \_\_\_ 28) Getting students to behave.
- \_\_\_ 29) Understanding why certain students make slow progress.
- \_\_\_ 30) Having an embarrassing incident occur in my classroom for which I might be judged responsible.

### Appendix D: Lesson Plan Delivery Guidelines

Each student will plan and deliver two independent lessons within their cooperating teacher's classroom. The lesson should be aligned with the curriculum being taught within the classroom at the time the lesson is being delivered. One of the two lessons must incorporate cooperative learning strategies into the instructional methodology.

The final lesson plan to be turned in to the professor should include all of the following materials:

1. Backward Design or Other Comparable Lesson Plan:
2. Cognitive Coaching Plan:
  - ◆ Cognitive Coaching Planning Conference Guide Sheet
  - ◆ Rubric for Evaluation of Teacher Proficiency in the Identified Area of Need
  - ◆ Rationale Statement for choice of area of professional development
  - ◆ Observation Instrument used by Colleague to collect data
  - ◆ Rubric for Evaluation of Student Proficiency in the Learning Objective
  - ◆ Rationale Statement for choice of Developmentally Responsive Framework
  - ◆ Rationale Statement for choice of Instructional Methodology
  - ◆ Reflection Guide Sheet
  - ◆ Post-Conference Guide Sheet
3. Resources Utilized in the Lesson Implementation
4. Cooperating Teacher Observation Form

Each item should be turned in on the Tuesday following the implementation of the lesson plan. This should be plenty of time to reflect on the lesson's implementation and hold a post-conference with your peer coach.

Each lesson will be worth 100 pts toward the total course assessment of 1000 pts. Before the lesson can be implemented it is necessary to have the approval of the cooperating teacher and the course professor.

#### Background Resources for Cognitive Coaching:

Costa, A. & Garmston, R. (1992, Spring). *Cognitive coaching: a strategy for reflective teaching. Journal of Supervision and Curriculum Improvement. California ASCD.*

Costa, A. & Garmston, R. (1993, Spring-Summer). *Cognitive coaching for peer reflection. CASCD Journal, 5 (2), 15-19.*

Morris, V.G. (2004). *Cognitive Coaching Workshop. New Teacher Center at the University of Memphis, College of Education.*

New Teacher Center, University of California, Santa Cruz. *Mentor Academy 2. 2003-2004.*

Reiman, A. & Thies-Sprinthall, L. (1998). *Mentoring and Supervision for Teacher Development. New York: Addison Wesley Longman, Inc.*

<b>Cognitive Coaching: Planning Conference</b>			
Teacher Name:			
ColleagueName:			
Date of Conference:			
Focus	Contents of Conference Dialogue		
Introduction:	1. Identification of Teacher Strengths		
Teacher:			
Colleague:			Begin with summation of the Teacher's statement of Strength before communicating your evaluation of the teacher's strengths.
			2. Identification of Teacher Concerns (Weaknesses that need to be addressed).
Teacher:			
Colleague:	Begin with summation of the Teacher's statement of Concerns before communicating your evaluation of the teacher's areas of needed improvement.		
Professional Development Plan	1. Identification of Teacher Behavior Outcome Focus for Coaching Cycle		
Teacher:			
Colleague:			Begin with summation of the Teacher's statement of professional development needs before communicating your recommendations for professional development.
	2. Identification of needed research, reading, or practice to be completed before the delivery of the lesson.		
Teacher:			

Colleague:	Begin with summation of the Teacher's statement of professional development needs before communicating your recommendations for professional development.	
	3. Development of an Observation Instrument: Collection of Data to evaluate Teacher Growth and Development in identified areas of need.	
Teacher:		
Colleague:	Begin with summation of the Teacher's recommended observation technique before communicating your recommendations for data collection.	
	4. Development of a Rubric or Criteria for behaviors that demonstrate attainment of the Teacher Growth and Development objectives.	
Teacher:	Collaboratively develop a set of criteria statements that are aligned with the observation instrument and that reflect the level of proficiency attained in the identified area of need.	
Colleague:		
	Collaboratively write a rationale for choosing the identified area of concern and professional development (Approximately 100 words).	
Student Learning Outcome Plan	1. Identify the student learning objectives for the lesson plan: State Content Standard(s); Behavioral Objective; Cognitive Objective; and/or Emotional Objective.	
Teacher:		
Colleague:	Begin with summation of the Teacher's identified learning objectives before making additional recommendations.	
	2. Identify the Developmentally Responsive Framework to be implemented.	
Teacher:		
Colleague:	Begin with summation of the Teacher's identified developmentally responsive framework before making additional recommendations.	
	3. Identification of the Instructional Method to be implemented in lesson.	

Teacher:		
Colleague:	Begin with summation of the Teacher's identified instructional method before making additional recommendations.	
	4. Develop criteria for assessment of student learning.	
Teacher:	Collaboratively develop a set of criteria statements (Rubric) that are aligned with the learning objectives and that reflect the level of proficiency attained by the students.	
Colleague:		
A.	Collaboratively write a rationale for choosing the identified Developmentally Responsive Framework (Approximately 100 words).	
B.	Collaboratively write a rationale for choosing the identified Instructional Method (Approximately 100 words).	