



PEER COACH TOOLKIT



Level 2

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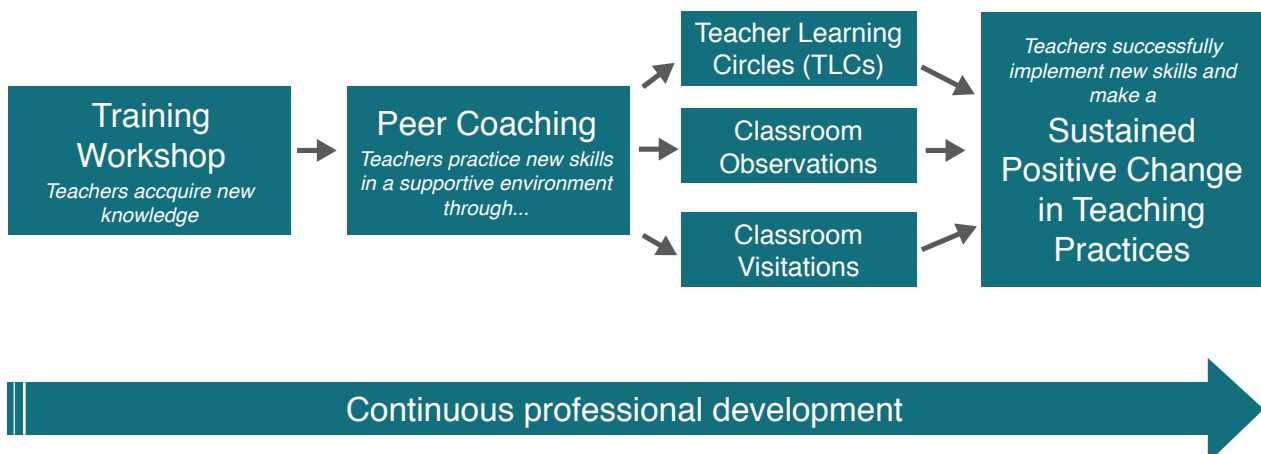
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Introduction to Peer Coaching

Peer Coach Model

Change in teaching practice takes time. However, many teacher trainings are single workshops with little to no follow-up support post-training. It is hard to remember everything you learn in a teacher training, and it is even harder to practice what you learned after the training if you don't have any support. Peer Coaching moves away from this single workshop model by creating opportunities for teachers to support one another after the training workshop has ended. It is a type of continuous professional development led by teachers for teachers.

Peer Coaches create a supportive environment where teachers can apply new knowledge and skills from the training workshop in their classrooms. The peer-to-peer approach of the Peer Coaching activities, **Teacher Learning Circles (TLCs)**, **classroom observations** and **classroom visitations**, encourages shared learning and teaching among teachers. The continuous support teachers are able to provide to one another through Peer Coaching helps teachers make sustained positive changes in their teaching practice.



Peer Coach Objectives

As a Peer Coach, your overarching goals will be to:

- Support fellow primary school teachers in their efforts to develop the competencies of the *Training for Primary School Teachers in Crisis Contexts* and put the knowledge/skills gained in the training into practice in their classrooms
- Help teachers develop a network of peer support and collaboration
- Provide emotional support to fellow teachers as they balance their different roles

Peer Coach Responsibilities

As a Peer Coach, you will accomplish your objectives by:

Teacher Learning Circles (TLCs)

1. **Organizing** the logistics for TLCs for teachers from the *Training for Primary School Teachers in Crisis Contexts*.
2. **Facilitating** the TLCs by using supportive communication to create an environment where teachers feel comfortable sharing their experiences – both challenging and successful – implementing the strategies from the training in their classroom.
3. **Motivating** teachers to attend and participate in the TLCs.
4. **Encouraging** TLC members to visit one another in their classrooms to watch their colleagues teach lessons. Classroom visitations can happen on a rotating schedule so everyone has an opportunity to observe and be observed.
5. **Supporting** teachers to set goals connected to the skills and strategies learned in the *Training for Primary School Teachers in Crisis Contexts*. Set goals for yourself as well.
6. **Following** up with each teacher on his/her goals. Keep progress on your own goals.
7. **Completing** TLC logs and Goal Tracking Sheets after every TLC.
8. **Meet** with fellow Peer Coaches at least four times in Peer Coach TLCs to support one another as you take on the role of Peer Coach.

Classroom Observations

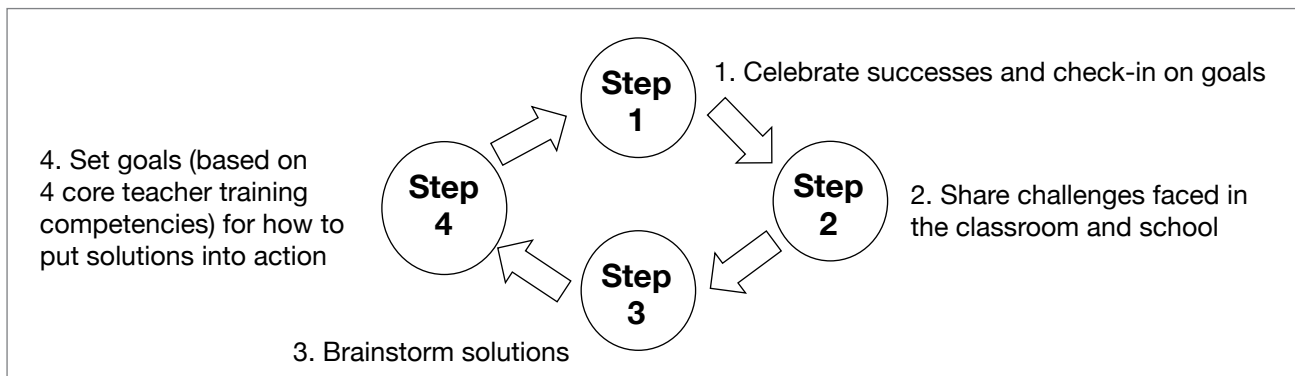
1. **Visiting** 1-2 TLC members every month to conduct classroom observations. Depending on the availability of the Peer Coaches and teachers, more or less teachers can be visited; however, there should be a minimum of one classroom observation per month.
2. **Organizing** the logistics for the classroom observation in the pre-observation meeting. This meeting is brief and casual, and can even happen over the phone.
3. **Conducting** the classroom observations with 1-2 TLC members every month.
4. **Facilitating** the post-observation meeting after observing the lesson. This meeting should take place immediately after the lesson in a quiet, private area (such as an empty classroom, teacher room or quiet space outside).
5. **Supporting** teachers in their efforts to set 1-2 goals in areas they would like to further develop and helping them create an action plan to achieve these goals.
6. **Completing** the post-observation meeting form with the teacher.

Teacher Learning Circles (TLCs)

Introduction to TLCs

A Teacher Learning Circle (TLC) is a group sharing session to help create a professional community of teachers who support and encourage one another to meet their needs. TLCs are most effective when they meet regularly, and teachers can establish a routine learning loop where they reflect on their teaching practice and plan together how they can overcome challenges they may be facing in their classrooms and schools. TLCs have 4 steps (see Figure 1).

Figure 1: The four steps for the TLC



Each TLC typically lasts 1.5 hours, and each step takes approximately the following amount of time: Step 1 - 15 minutes; Step 2 - 30 minutes; Step 3 - 30 minutes; and Step 4 - 15 minutes.

By meeting on a regular schedule, TLCs help teachers to learn from one another and develop their teaching skills. Beyond this learning and skills development, TLCs establish a professional community and provide a sense of belonging, which helps support teachers' well-being and motivation. To be effective, TLCs should meet frequently and have a consistent schedule. Below is some guidance on planning TLCs.

- Frequency:** TLCs should occur at least once a month. This is to ensure the TLC gains (and maintains) momentum and continuity. Perhaps more importantly, meeting at least once a month provides teachers with the opportunity to build their relationships and strengthen their TLC community. You should have a minimum of 4 TLCs to cover the four topics from the training: 1) Teacher's Role and Well-being; 2) Child Protection, Well-being and Inclusion; 3) Pedagogy; and 4) Curriculum and Planning.

Peer Coach tip: To encourage attendance and participation, call or message the teachers in your TLCs and visit them in their schools and communities. Building relationships outside of the TLC helps motivate teachers to attend and encourages them to participate in the TLC discussions.

- **Consistency:** TLCs should have a consistent schedule. Although each TLC will cover different topics, every TLC will follow the four steps: 1) celebrate successes and checking in on goals; 2) share challenges faced in the classroom and school; 3) brainstorm solutions to these challenges; and 4) set goals for how to put these solutions into action. Completing these steps can take time, so it is important to schedule 1-2 hours for each TLC. Setting a consistent and clear time is important for teachers to come prepared and aware of the schedule. While the length of the TLC will be consistent (1-2 hours), the day may vary depending on the availability of your TLC members. Teachers have many responsibilities and busy schedules.

Peer Coach tip: Check in with your TLC members to find out what day of the week is most convenient for them to meet. This may change depending on the time of year (for example, during the end of term, teachers may be very busy marking exams) so it is important to continually check in with your TLC members.

- **Venue:** TLCs should be in a location that is convenient for all its members. Teachers may live in different neighborhoods/communities or work in separate schools. The TLC location may not be convenient for every teacher every time; therefore, it is important to pick locations that are convenient for each TLC member on at least one occasion. This may mean that the location of your TLC will change each meeting.

Peer Coach tip: Check in with your TLC members to see what locations are convenient for them.

TLC checklist

TLCs require preparation work such as organizing relevant materials for the session and communicating the venue, day and time of the TLC to all members. TLCs also require facilitation skills to foster a safe and supportive environment during the TLC session. To help you prepare for your TLCs, here is a checklist you can review as you organize your TLCs. It is divided into what you need to prepare before the TLC, what you need to do *during* the TLC and what you need to accomplish *after* the TLC.

Pre-TLC

- ☐ Reach out to TLC members to coordinate venue, day and time of TLC. Take everyone's schedules into consideration. It is important to compromise with TLC members when scheduling TLCs. Ensure that the time, date and location is convenient for each member on at least one occasion.
- ☐ Confirm venue, day and time of TLC with all TLC members. Send reminders of the TLC date, time and location, especially the day before the TLC.
- ☐ Motivate your peers to attend the TLCs. You can do this by visiting them in their schools or in the community. It is important to build relationships with your TLC members.
- ☐ Bring a paper and pen to take notes during the TLC.

- ☐ Bring your training handbook as it can be a helpful tool when brainstorming solutions and setting goals. Remind your TLC members to bring their handbooks as well.
- ☐ Arrive early to set up the TLC (i.e. placing chairs in a circle, cleaning area, etc.).
- ☐ If possible, organize beverages or small snacks. Offering beverages or a small snack can be motivating for teachers and shows your appreciation for their attendance and participation.

During TLC

- ☐ [If first TLC] Introduce yourselves and review your expectations of the TLC.
- ☐ [If not first TLC] Review previous TLC log and Goal Tracking Sheet to remind yourself of the topics discussed and your peers' goals.
- ☐ Encourage your TLC members to share their experiences in the classroom by sharing your own challenges. Talking about challenges can be difficult, so it is important to lead by example. Be open with the difficulties you may be facing in your classroom to encourage your TLC members to do the same.
- ☐ Practice supportive communication and provide equal opportunities for your TLC members to express their ideas and opinions. Supportive communication includes actively listening to all TLC members, asking reflective questions and providing constructive feedback.
- ☐ Make sure no one (including yourself) is dominating the conversation in your TLC.
- ☐ Devote time for each step of the TLC: 1) celebrate successes and check in on goals; 2) share challenges faced in the classroom and school; 3) brainstorm solutions; and 4) set goals (based on the teacher competencies) for how to put solutions into action.
- ☐ Fill in the progress column on the Goal Tracking Sheet when helping teachers check their progress in achieving their goals. Don't forget to update your progress as well. It is important to celebrate *progress*, even if they have not accomplished their goals yet! Help teachers fill in their progress on their individual Goal Tracking Sheets.
- ☐ Fill in the new goals for yourself and your TLC members for the time period before the next TLC. Help teachers fill in their new goals on their individual Teacher Goal Tracking Sheets.

After TLC

- ☐ Complete TLC log after TLC has ended.
- ☐ Build friendships with your TLC members by spending time together outside of the TLC. If you only reach out to remind teachers about attending TLCs, they may not feel motivated to attend and participate. Building friendships with your TLC members helps create a sense of community and belonging, which will motivate everyone to attend and actively participate.

TLC Logs and Goal Tracking Sheets

TLCs support Peer Coaches and teachers improve their teaching practice and explore the most effective strategies to support student learning. To ensure TLCs are successful and productive, Peer Coaches will complete TLC logs and Goal Tracking Sheets. At the end of every TLC, Peer Coaches will write a TLC log to capture basic information on the TLC (date, location, attendance) and the topics/issues discussed during the TLC. TLC logs help Peer Coaches keep track of TLC sessions and discussion topics. By keeping track of what was discussed during the TLCs, Peer Coaches can ensure that all competency areas from the *Training for Primary School Teachers in Crisis Contexts* are covered. Additionally, Peer Coaches can take note of recurring topics and provide the appropriate follow up when needed. For example, if corporal punishment is a frequent topic in the TLCs, the Peer Coach can organize follow-up meetings with relevant actors (i.e. teachers from other TLCs, head teachers, child protection staff, etc.) and make a comprehensive plan to address the issue of corporal punishment, such as school-wide or community-based campaigns or additional trainings on positive discipline.

In addition to the TLC log, Peer Coaches will fill in a Goal Tracking Sheet every TLC. Goal Tracking Sheets keep track of the individual goals teachers and Peer Coaches set during the TLC meetings. These goals should address a challenge the teachers may be facing in their classrooms and should be based on the competencies from the *Training for Primary School Teachers in Crisis Contexts*. Peer Coaches will support teachers in setting these goals, and each teacher will have an individual Teacher Goal Tracking Sheet to measure their own progress on achieving their goals. The Peer Coach will have a master Goal Tracking Sheet with every TLC member's goal as well as their own goal. By keeping track of these goals, Peer Coaches can help their TLC members (and themselves) achieve their goals and improve their teaching practice. It can be scary to try something new - such as implementing a new teaching strategy in your classroom - and a lot of the time you may not succeed on your first attempt. Keeping track of your goals in a supportive community made up of your colleagues can help motivate you to continue trying and ultimately succeed in reaching your goals. In addition, it captures all the hard work you have put into pursuing your goals, which is something to celebrate!

TLC Log Example

On the following page, you will find an example of a completed TLC log, inspired by TLCs in Kakuma refugee camp, Kenya. This example TLC log can serve as a guide (italicize guide) for how you can complete your own TLC logs. You should feel free to complete your logs in whatever way feels most natural to you (i.e. bullet points, full sentences, etc.).

Goal Tracking Sheet Example

At the end of every TLC session, the Peer Coaches should ask each teacher what are the 1-2 goals that he/she would like to work on between now and the next TLC session. Peer Coaches will also set 1-2 goals that s/he would plan to work on between TLC sessions. These goals will be based on the competencies from the *Training for Primary School Teachers in Crisis Contexts* and address some of the challenges teachers are facing in their classrooms and schools. The Peer Coach will document these goals on this tracking sheet and use the information to check in with each teacher at the beginning of the next TLC. Teachers will each receive their own Goal Tracking Sheet, which they will fill out each TLC as well. This document is an example of a completed Goal Tracking Sheet for one TLC. See page 8 for an example of a completed Goal Tracking Sheet.

Date of TLC: September 24, 2016 **Location of TLC:** Teacher Resource Center

Name: Peter Marino

Who attended the TLC? (Please include full name of teachers and the names of their schools)

Christine Bashir (Shambe), Erik Hakizimana (Fuji), Damien Ilokul (Cush), Deborah Matiop (Mogadishu), Nelson Nishimye (Unity), Peter Marino (Fashoda)

What were the main topics you discussed in your TLC?

Corporal punishment. Many teachers shared that their colleagues in their schools use corporal punishment and it is difficult to talk with them about why they use it. Deborah said there is a teacher at her school who doesn't use corporal punishment and has very close relationships with his students. When she sees his classroom, his students are always well behaved and eager to learn. She told our TLC members that they should invite their colleagues to visit this teacher so that they can see with their own eyes the positive result of not using corporal punishment. We also talked about positive discipline strategies we can use to prevent or redirect misbehavior in our classrooms such as standing near the child who is misbehaving or changing the volume of our voice.

What was the best moment in the TLC?

The best moment in the TLC was discussing the positive discipline strategies we can use in our classrooms. This was really helpful because we all remembered different strategies. For example, I remembered the importance of encouraging positive behavior in the classroom so that students understand how we expect them to behave in class while Damien remembered the strategy of standing near the students who are misbehaving. It was also helpful to discuss these alternative strategies so that we could make a list to share with the teachers in our schools who do not know any other way of disciplining their students besides corporal punishment.

What was the most challenging moment in the TLC?

The most challenging moment in the TLC was that one member did not attend and did not tell us, so we waited for a long time before starting. It made me feel demotivated, and it was hard to know whether we should start the TLC without her because I thought she was coming.

What will you do differently as you plan for the next TLC?

Since this was our first TLC, we did not have goals to share in the beginning. Next TLC, I will begin by checking in with the teachers on the goals we set today. I will also visit the teacher who did not attend to talk with her about why she didn't come and encourage her to come next time.

From what the group discussed today, what do you hope to discuss in the next TLC?

Classroom management, especially in large classrooms. We realized a lot of teachers use corporal punishment to discipline students but also as a classroom management strategy since we have so many students in our classrooms. We want to discuss different classroom management strategies so we can think of proactive ways to reduce misbehavior and encourage learning for our students.

Overall, how did you feel at the end of the TLC?

I felt very happy that everyone shared their ideas openly, especially because we were talking about a difficult topic. I also felt happy that we came up with different ideas that we can take back to our schools – such as inviting our colleagues to visit Deborah's fellow teacher and trying out different positive discipline strategies in our classrooms. I was upset that one teacher didn't attend, and I hope next time we will have 100% attendance.

Goal Tracking Sheet Example

Teacher's Name	Goal 1 (TLC 1)	Goal 2 (TLC 1)	Goal Progress (to be updated at TLC 2)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)
Nelson	I will assess the seating arrangements in my class to see if there is a better way to group students (e.g. by ability)	I will try to use positive discipline approaches for learners who are misbehaving.	Nelson said that he didn't have time to assess the seating arrangements, but that he has been trying to use alternative approaches for cases of indiscipline and is finding them effective for managing learners.	Nelson will assess the seating arrangement in his class physically – taking note of where the students sit and how the desks are organized. Nelson will review the students' performance so he can try to organize the students by ability.
Christine	I will make class rules with my students and review the reasons and consequences for each rule		Christine made class rules with her students and she asked some students to create a poster with the rules to hang in the classroom.	Christine reached her goal, so she will now set new goals to work on before the next TLC.
Erik	I will invite my colleague who uses corporal punishment to visit Deborah's fellow teacher at Mogadishu who doesn't use corporal punishment	I will talk to my head teacher to try and organize a school meeting to discuss the harmful impact of corporal punishment and alternative forms of discipline	Erik's colleague was not interested in visiting Deborah's colleague to see how not using corporal punishment impacts his students' behavior. Erik didn't have time to talk to his head teacher but he plans to do this.	Erik will plan a meeting with his head teacher to discuss organizing a school meeting about the harmful impact of corporal punishment. Erik will prepare for this meeting by making an agenda for the meeting and proposing dates for the larger school meeting.
Damien	I will create and use a monitoring signs of distress chart to keep track of my students' well-being		Damien created the chart but is finding it difficult to use for each of his 160 students. He talked to the class teacher and they decided they will keep the chart together so no student is left out.	Damien and the head teacher have already made the monitoring signs of distress chart and will now organize a weekly meeting to review the chart together.
Deborah	I will use think-pair-share in my lesson		Deborah used think-pair-share and was really excited to see how it engaged nearly every student in her class.	Deborah reached her goal and wants to set a goal of incorporating a new grouping strategy.
Peter (Peer Coach)	I will use active teaching strategies like debate in my social studies class	I will visit each of my TLC members in their schools or their community	Debate was really successful in my lesson on urbanization. The students actively participated, and since I had given them the topic last week, they came prepared for the debate. I was only able to visit 2 of my TLC members, and I plan to visit the remaining 3 before our next TLC.	I will talk with the three teachers I was not able to visit so we can schedule time for me to visit them in their schools

Classroom Visitations

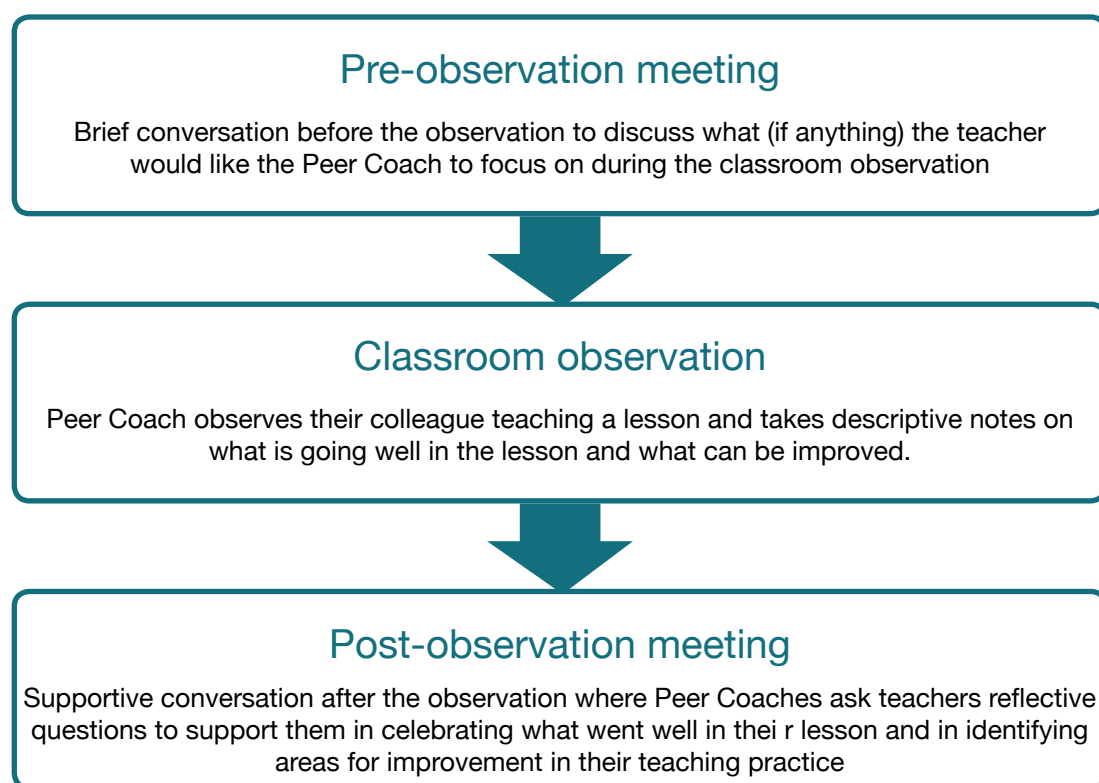
Just as students have different learning styles, teachers may also learn in different ways. Some may learn best by listening, others by discussing/talking. Some may learn best by seeing, while others may learn best by doing. Classroom visitations acknowledge these different learning styles and provide an opportunity for teachers to learn by observing and by doing. While not a required Peer Coaching activity, classroom visitations are a great activity to coordinate with your TLC members. Classroom visitations are visits between TLC members to observe one another teaching a lesson in their classroom. Classroom visitations are different from formal classroom observations because there is no evaluation or assessment. They are a learning opportunity for both the teacher teaching and the teacher observing. There are two main reasons for organizing classroom visitations: 1) to demonstrate effective use of teaching strategies, and 2) to seek further support beyond discussion in overcoming a challenge in the classroom.

For example, let's look at the strategy of using group work. Perhaps one teacher in your TLC, Rose, has successfully implemented a grouping strategy of grouping by ability in her classroom (this grouping strategy mixes students of varying abilities in groups so the stronger students can support those who may need more help, though the students are unaware that they are grouped this way). Rose can invite another TLC member, Peter, who wants to learn more about this grouping strategy, to observe her in her class. Peter may also be struggling with introducing group work in his own lessons so he can invite Rose to observe him in his classroom. In both instances, Rose and Peter are able to learn from each other and support each other in the implementation of new strategies in their classrooms. Rose may feel proud to invite her colleague to watch her successfully implement a grouping strategy, and Peter may feel supported as he continues to try and introduce a new strategy in his classroom.

Classroom Observations

Introduction to Classroom Observations

Classroom observations provide opportunities for Peer Coaches to visit teachers in their classrooms and observe their teaching. This is mutually beneficial for Peer Coaches and teachers because Peer Coaches learn from observing their colleagues and teachers grow professionally by reflecting on their lessons after they teach. Classroom observations are most effective when Peer Coaches and teachers are open, willing and eager to learn from one another. When Peer Coaches and teachers build a trusting relationship, they can establish a routine learning loop where they reflect on their teaching, in particular strategies they use from the *Training for Primary School Teachers in Crisis Contexts*, and plan together how they can improve their teaching practice. Classroom observations have three components.

Figure 2: Classroom Observation Steps

Role of Peer Coach in Classroom Observations

Many teachers (most likely including yourself) have been observed in their classrooms by their head teachers/principals, quality assurance officers, or Ministry of Education officials. Some of these observations may have even followed the same format as the Peer Coach classroom observation, with a brief pre-observation meeting, followed by the observation itself and then a meeting after the observation. Other observations are very different and do not include any pre- or post-meetings, focusing solely on the classroom observation. While traditional classroom observations may vary in format, most of them are evaluative in nature, with someone in a supervisory role assessing the teacher. Peer Coach classroom observations are unique because they are conducted by fellow teachers whose main objective is not to evaluate or assess the teacher but to help the teacher think reflectively about his/her teaching practice. Peer Coaches use supportive communication techniques, such as reflective questioning and active listening, to help teachers reflect on what went well in their lesson and what areas could be improved. Similar to a TLC, Peer Coaches celebrate what went well in the lesson and assist teachers in setting goals to address areas they would like to improve.

Beyond helping their fellow teachers develop professionally, Peer Coaches recognize that classroom observations are opportunities for them to learn and develop their own teaching skills. Peer Coaches not only celebrate what went well in the lesson, they also try to emulate the effective teaching strategies in their own classrooms. Similarly, when Peer Coaches help teachers reflect on areas for improvement, they can also reflect on what skills or strategies they would like to improve themselves.

Classroom observation checklist

For classroom observations to be successful, Peer Coaches and teachers must show up open (and excited) to learn and ready to collaborate. In order to do this, Peer Coaches must build trust between themselves and the teachers they are working with. Trust is critical for classroom observations to be productive professional development opportunities (specific examples of how to build trust are listed below). Peer Coaches should also familiarize themselves with the three components of classroom observations: 1) pre-observation meeting, 2) classroom observation, and 3) post-observation meeting. Below is a checklist for each of these components. This checklist can serve as a guide for Peer Coaches as they prepare to conduct classroom observations with the teachers they are working with.

Pre-observation meeting

- ☐ Meet or call the teacher before the lesson to discuss:
 - ▶ Confirmation of the date, time and lesson.
 - ▶ Any specific elements the teacher would like you to focus on during the observation.
 - ▶ General information about the class and students.
 - ▶ Where the teacher would like you to sit in the classroom.
 - ▶ How the teacher would like you to introduce yourself to his/her class.
 - ▶ How you plan to take notes during the observation.

The pre-observation conversation does not have to take a long time; in fact, it can be as brief as 5-10 minutes. What is most important is that the teacher feels comfortable with your presence in the classroom (knowing where you will sit, how you will introduce yourself, how you will take notes, etc.), and shares any specific elements s/he would like you to focus on. It is also okay if the teacher does not have a specific element for you to focus on.

- ☐ If the teacher feels nervous or uncomfortable with you observing his/her lesson, invite the teacher to observe you in your classroom. This is a great way to build trust and lead by example.
- ☐ Review the observation form so you know what you need to look for (particularly if the teacher has shared a specific element to focus on) and how you plan to fill it out (this form can be found later in this toolkit).
- ☐ Review the post-observation meeting form (also in this toolkit).
- ☐ Bring a pen or pencil to take notes with and extra sheets of paper to take notes on.
- ☐ Confirm with the teacher the date, time and lesson that you will observe.
- ☐ Arrive before the class begins.

Classroom observation

- ☐ Silence your phone.
- ☐ Sit in the place where you and the teacher have decided you will be during the observation.

- ☐ Be as unnoticeable as possible. A new person in a classroom can be distracting to the students and teacher, so it is important to not draw any additional attention to yourself.
- ☐ Take lots of notes
 - ▶ Focus on gathering descriptive information. This is not an evaluation so you should not be marking what is right/wrong or correct/incorrect. It is great to highlight things that went well and areas for improvement, but it is important to write *descriptions* of what you see happening, not *critiques* or *criticisms*.
 - ▶ Takes notes on both the students' and teacher's behavior.
 - ▶ Reflect on how the teacher is implementing strategies similarly or differently to how you implement them. Think about what you can learn from your colleagues and what you can teach him/her.
- ☐ Thank the teacher and the students when the lesson is over. It is important to stay the entire lesson so you don't distract the students or the teacher by leaving in the middle.

Post-observation meeting

- ☐ Find a quiet, private place to sit for the post-observation meeting. This can be in an empty classroom, the teacher's office/room, or a quiet place outside.
- ☐ Be sensitive and compassionate to the teacher's thoughts about how the lesson went.
- ☐ Ask reflective questions to help the teacher think about what went well in the lesson and what could be done differently. You can use the questions on the post-observation meeting form as well as other reflective questions that you come up with on your own.
- ☐ Listen actively to the teacher's responses and reflections on their lesson. Ask any clarifying or follow up questions if you don't understand or need more information.
- ☐ Share your own experiences in your classroom only AFTER the teacher has reflected on his/her lesson and only if your experiences are relevant and helpful.
- ☐ Together with the teacher, summarize what went well in the lesson and what they would like to improve.
- ☐ Celebrate what went well and help the teacher come up with goals (based on the teacher competencies from the *Training for Primary School Teachers in Crisis Contexts*) to help them develop in the areas they would like to improve.
- ☐ Create an action plan (with a minimum of two steps) for how the teacher can apply the goal(s) s/he set.
- ☐ Fill out the post-observation meeting form with the teacher to ensure that both you and the teacher have a copy of what you discussed: what went well in the lesson, what the teacher would like to improve, goal(s) for how to develop this area for improvement, and an action plan for achieving this goal.
- ☐ If this is not the first classroom observation, check in with the teacher about their progress on the goals they had set in the previous post-observation meeting.

Classroom Observation Forms Example

On the following two pages, you will find an example of completed Classroom Observation Forms, inspired by Classroom Observations in Kakuma refugee camp, Kenya. These example Classroom Observation Forms can serve as a *guide* for how you can complete your own Classroom Observation Forms. You should feel free to complete your forms in whatever way feels most natural to you (i.e. bullet points, full sentences, etc.).

Strength
<ul style="list-style-type: none"> • The class was well arranged with learners sitting on the floor in a rows and columns. • The straight-line seating made the classroom environment friendly and organized. • Learners were engaged in the lesson and paying attention, especially when the teacher was introducing the lesson in the beginning of the class. • The introduction to the lesson was good because the teacher asked the pupils to mention the type of food they ate the previous day. This made the class relevant for the students by connecting their home experiences to the lesson topic. • The teacher asked many questions of all students in the class, regardless of their gender or where they were sitting in the classroom. • The students mainly concentrated on first level questions, recall of information from previous lessons, which was appropriate considering they are class one learners. • The teacher gave positive reinforcement to the students when they answered the questions correctly. When the students did not answer the question, he still told them they did a good job trying. • Clapping and use of songs was well applied by the teacher and it broke the boredom and classroom monotony.
Improvement
<ul style="list-style-type: none"> • It would have been better if the teacher moved around the classroom to check on every learner. Though there was room to move around because of the good seating arrangement, the teacher stayed mostly in the front of the classroom. • The students who were sitting in the back of the classroom were not engaged in the lesson and doing their own things. The teacher seemed not be aware that these students were not paying attention. • It was great that the teacher asked a lot of questions, but it would have been better if he had called on the students by their names. • It would be better if the teacher used teaching aids, e.g. charts, real objects, pictures.

Post-Observation Meeting Tool

The goal of this form is to facilitate the post-observation meeting with teachers. Complete this table based only on your discussion with the teacher.

Peer Coach: Peter	Date: September 9, 2016
School: Primary School 1	Visit Number: Classroom Observation 2
Teacher: Simon	Grade Level: Primary 1
Lesson Title: Food	Subject: Science

Peer Coach Guiding Questions:

Strength - How do you feel the class went? What did you like about the class today and why? What happened during the class and why do you think it went that way?

My class was well arranged with students sitting neatly in rows. Learners' attention was captured in the lesson introduction because I asked them a question about their lives that was connected to the lesson topic. I also tried to make my lesson objectives clear. I like that students were paying attention because when they are engaged it makes me feel motivated to teach. I think students were paying attention because I involved them in the lesson. For example, I used the strategy of clapping my hands to control noise in class, which the younger students really like because after I clap my hands they also clap their hands. I also asked questions which the students liked and that kept them involved in the lesson.

Improvement - What do you think didn't go so well and why? What do you think you could do differently next time? What type of support do you need to make changes in your classroom?

It would be better if I had moved around the class more. Even though the students are sitting in neat rows, there are many students in my class (160), so it is difficult to move around. Because the class is so big, I do not always call on students by their names. I can try to learn their names so that I can call students by their names in the class. Not all of the students were paying attention so maybe I can bring some teaching aids, like real food from the market, which is likely to attract the attention of more learners.

Reflection on past goals: How well do you feel you achieved the goals you set in our last meeting? In what ways do you feel you were successful? Is there anything you would still like to work on in that goal area?

In the last meeting, I set out to improve my question and answer strategy in class. I am happy to report that I have seen a lot of progress in that area so far. I have been applying it in my lessons and it works. The learners respond appropriately and like answering the questions. I still want to learn my students' names so that I can call them by name to answer questions.

Next Steps: What is your SMART goal for this month? Write down 2 to 3 steps that you both agree to work on and how you as the coach can best support them.

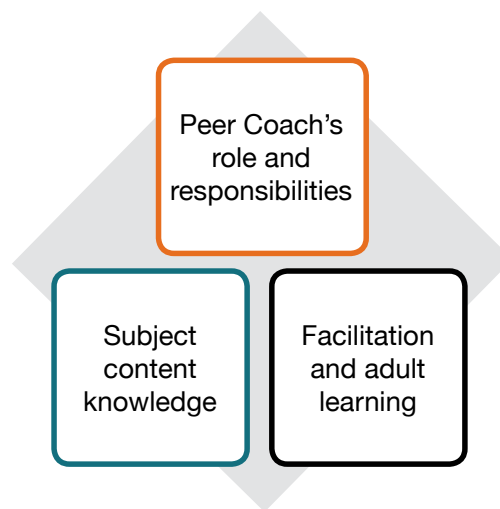
1. Learn my students' names. Since my class has a good seating arrangement, I can focus on different areas of my classroom where students sit. There are many students so I divide the class into sections and focus on learning the names of one section per week.
2. Use teaching aids in my lesson. My Peer Coach is also a science teacher and he makes posters with his students and brings in materials from the local market. Since my students are very young, it may be hard for them to make posters, so I will focus on bringing in materials from the local market. My Peer Coach and I will go to the market together to pick materials that are relevant to our lessons this week.
3. Visit my Peer Coach in his classroom to see how he used teaching aids. Since my class is big, I am nervous to use teaching aids since not all the students will be able to touch them or use them. I want to see how he uses teaching aids so I can try to do the same in my class.

Adapted from the IRC Iraq Mentoring Program's Mentoring Feedback Page.

Core Competencies of Peer Coaches in Crisis Contexts

The Peer Coach competencies are the set of defined behaviors (i.e. skills and attitude) to guide you as you take on the role of Peer Coach. You will become familiar with and develop these competencies in the Peer Coach training.

Figure 3: Peer Coaching competencies



Peer Coach's Role and Responsibilities

A Peer Coach:

- Promotes a safe, effective learning environment for all students and teachers.
- Encourages self-confidence and the development of all teachers regardless of ability, gender, language, culture, or religion.
- Models collegial relations with teachers, collaboration with school leaders and communicates with all education stakeholders in a professional manner.
- Models reflective, responsive, inclusive and participatory practices during peer coaching activities.
- Maintains and adheres to a coaching calendar and maintains a system of record keeping to account for group (TLC) and one-on-one (classroom observation) activities.
- Recognizes barriers to the successful implementation of peer coaching activities (i.e. time, distance, trust, etc.) and seeks solutions to overcoming those barriers.
- Collaborates with teachers to develop relevant, competency-based, measurable goals.

Facilitation and Adult Learning

A Peer Coach:

- Demonstrates an understanding of methods and approaches suitable for adult learning (adults are internally motivated and self-directed; bring a wealth of life experience and knowledge to learning; and are goal-oriented and driven by learning things that are applicable and relevant in their lives).

- Actively listens and asks questions to promote teachers' reflective practices.

Planning/setting goals

- Supports teachers to self-assess their teaching ability, needs and challenges using the accompanying basic teacher competencies list from the *Training for Primary School Teachers in Crisis Contexts* as key indicators of efficacy.
- Promotes professional development by supporting teachers' strengths and areas of growth.
- Collaborates with teachers to establish short and long-term professional development goals as well as criteria to measure progress in Goal Tracking Sheets, completed during TLCs and/or after classroom observations.

Training-collaboration

- Facilitates opportunities for teacher collaboration, peer observation and professional discussions.
- Provides support in multiple settings based upon teachers' needs and preferences, such as one-on-one meetings (classroom observations, casual conversations) and small group sessions (TLCs).
- Uses a variety of strategies such as co-planning, classroom visitations, classroom observations and modeling to encourage teacher adoption of improved pedagogy and continued development of teacher competencies from the *Training for Primary School Teachers in Crisis Contexts*.

Supported self-assessment

- Monitors and adjusts strategies to support teachers in reaching their goals according to each teacher's progress.
- Recognizes the importance of and facilitates reflection, self-evaluation, and problem-solving.
- Provides (and is open to receiving) constructive, competency-based feedback to support teachers in their efforts to improve teaching practice.
- Supports teachers in analysis and response to trends and patterns in students' learning outcomes.

Subject Content Knowledge

A Peer Coach:

- Is proficient in the language of instruction and has basic knowledge of the language spoken by the majority of teachers and students.
- Demonstrates understanding of the foundational concepts of literacy, mathematics and other primary school subjects.
- Demonstrates an understanding of strategies to support physical, social and emotional safety and well-being of children.
- Demonstrates knowledge of national curriculum and can effectively guide and model lesson planning in line with curricular objectives, approaches, scope and sequence.
- Communicates and models varied age-appropriate techniques for instruction (i.e. pair, group, and whole-class work; read alouds, songs, games) covered in the *Training for Primary School Teachers in Crisis Contexts*.

- Communicates and models techniques which address typical issues in refugee classrooms (i.e. fluctuating class sizes, multiple language use and ability, and varied levels of academic, social and emotional development) covered in the *Training for Primary School Teachers in Crisis Contexts*.

Sources:

INEE. (2010). Guidance notes on teaching and learning.

INEE. (2010). Minimum standards for education: Preparedness, response, recovery.

IRC. (2014). Coaching framework for Sierra Leone.

IRC. (2014). Minimum requirement for refugee teachers.

Ontario College of Teachers. (2014). Ethical standards for the teaching profession.

Ontario College of Teachers. (2014). Standards of practice for the teaching profession.

Save the Children. (2003). Education in emergencies: A toolkit for starting and managing education in emergencies.

TESSA. (2012). Analysis of an effective teacher.

Forms

TLC Log

Date of TLC _____ Location of TLC _____ Name _____

Who attended the TLC? (Please include full name of teachers and the names of their schools)

What were the main topics you discussed in your TLC?

What was the best moment in the TLC?

What was the most challenging moment in the TLC?

What will you do differently as you plan for the next TLC?

From what the group discussed today, what do you hope to discuss in the next TLC?

Overall, how did you feel at the end of the TLC?

Teacher's Goal Tracking Sheet

At the end of every TLC, you will set 1-2 goals that you plan to work on before the next TLC session. You will document your goals on this sheet to keep track of your progress. Every TLC member, including your Peer Coach, will also set 1-2 goals that they will work on. These goals will be based on the skills and strategies you learned in the *Training for Primary School Teachers in Crisis Contexts* and address some of the challenges you and your fellow teachers may be facing in your classrooms and schools. At the start of every TLC, everyone will check in with one another on their progress in achieving their goals. You will find an example of how one teacher set goals and measured his progress for the first two TLCs in the first row. This Goal Tracker covers your goals for 10 TLCs. It can be scary to try something new, such as implementing a new teaching strategy in your classroom, and a lot of the time you may not succeed on your first attempt. Keeping track of your goals in your TLC, in a supportive community made up of your colleagues, can help motivate you to continue trying and ultimately succeed in reaching your goals. In addition, it captures all the hard work you have put into pursuing your goals, which is something to celebrate!

Name	Goal 1 (TLC 1)	Goal 2 (TLC 1)	Goal progress (to be updated at TLC 2)	Goal 1 (TLC 2)	Goal 2 (TLC 2)	Goal progress (to be updated at TLC 3)
[Example] Nelson	[Example] I will assess the seating arrangements in my class to see if there is a better way to group students (e.g. by ability)	[Example] I will try to use positive discipline approaches for learners who are misbehaving.	[Example] I didn't have time to assess the seating arrangements, but that he has been trying to use alternative approaches for cases of indiscipline and is finding them effective for managing learners.	[Example] I will again to assess the seating arrangements in my class to see if there is a better way to group students (e.g. by ability)	[Example]	[Example] Nelson said that he did have time to assess the seating arrangements, and he has moved students who struggle to read to the front of the class. He also created an aisle in his class so he can now move around when teaching.

Name	Goal 1 (TLC 3)	Goal 2 (TLC 3)	Goal progress (to be updated at TLC 4)	Goal 1 (TLC 4)	Goal 2 (TLC 4)	Goal progress (to be updated at TLC 5)

Name	Goal 1 (TLC 5)	Goal 2 (TLC 5)	Goal progress (to be updated at TLC 6)	Goal 1 (TLC 6)	Goal 2 (TLC 6)	Goal progress (to be updated at TLC 7)

Name	Goal 1 (TLC 7)	Goal 2 (TLC 7)	Goal progress (to be updated at TLC 8)	Goal 1 (TLC 8)	Goal 2 (TLC 8)	Goal progress (to be updated at TLC 9)

Name	Goal 1 (TLC 9)	Goal 2 (TLC 9)	Goal progress (to be updated at TLC 10)	Goal 1 (TLC 10)	Goal 2 (TLC 10)	Goal progress (to be updated at TLC 11)

Goal Tracking Sheet

At the end of every TLC session, the Peer Coaches should ask each teacher what are the 1-2 goals that he/she would like to work on between now and the next TLC session. Peer Coaches will also set 1-2 goals that s/he would plan to work on between TLC sessions. These goals will be based on the competencies from the *Training for Primary School Teachers in Crisis Contexts* and address some of the challenges teachers are facing in their classrooms and schools. The Peer Coach will document these goals on this tracking sheet and use the information to check in with each teacher at the beginning of the next TLC. Teachers will each receive their own Goal Tracking Sheet (see page 20).

Teacher's Name	Goal 1 (TLC 1)	Goal 2 (TLC 1)	Goal progress (to be updated at TLC 2)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)

Teacher's Name	Goal 1 (TLC 2)	Goal 2 (TLC 2)	Goal progress (to be updated at TLC 3)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)

Teacher's Name	Goal 1 (TLC 3)	Goal 2 (TLC 3)	Goal progress (to be updated at TLC 4)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)

Teacher's Name	Goal 1 (TLC 4)	Goal 2 (TLC 4)	Goal progress (to be updated at TLC 5)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)

Teacher's Name	Goal 1 (TLC 5)	Goal 2 (TLC 5)	Goal progress (to be updated at TLC 6)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)

Teacher's Name	Goal 1 (TLC 6)	Goal 2 (TLC 6)	Goal progress (to be updated at TLC 7)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)

Teacher's Name	Goal 1 (TLC 7)	Goal 2 (TLC 7)	Goal progress (to be updated at TLC 8)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)

Teacher's Name	Goal 1 (TLC 8)	Goal 2 (TLC 8)	Goal progress (to be updated at TLC 9)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)

Teacher's Name	Goal 1 (TLC 9)	Goal 2 (TLC 9)	Goal progress (to be updated at TLC 10)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)

Teacher's Name	Goal 1 (TLC 10)	Goal 2 (TLC 10)	Goal progress (to be updated at TLC 11)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)

Classroom Observation Forms

Strength
Improvement

Post-Observation Meeting Tool

The goal of this form is to facilitate the post-observation meeting with teachers. Complete this table based only on your discussion with the teacher.

Peer Coach:	Date:
School:	Visit Number:
Teacher:	Grade Level:
Lesson Title:	Subject:

Peer Coach Guiding Questions:
<i>Strength - How do you feel the class went? What did you like about the class today and why? What happened during the class and why do you think it went that way?</i>
<i>Improvement - What do you think didn't go so well and why? What do you think you could do differently next time? What type of support do you need to make changes in your classroom?</i>
Reflection on past goals: How well do you feel you achieved the goals you set in our last meeting? In what ways do you feel you were successful? Is there anything you would still like to work on in that goal area?
Next Steps: What is your SMART goal for this month? Write down 2 to 3 steps that you both agree to work on and how you as the coach can best support them.
<ol style="list-style-type: none"> 1. 2. 3.

Handouts: Day 1

Handout 1.1 – Keywords

Active listening: The ability to listen attentively and respond to another person in a way that promotes mutual understanding.

Competency: A competency is a skill, ability or set of defined behaviors that provides guidance for how to evaluate a professional role.

Constructive feedback: Providing information to help someone understand their actions and make improvements in an instructive, supportive way.

Peer Coach: A person who encourages collaborative, reflective practices among teachers and supports teachers' needs, goals and professional development using a variety of different techniques (TLCs, classroom observation, team-teaching, co-lesson planning, etc.).

Positive leadership: The ability to support others and help them succeed. Positive leaders are humble team players who have the desire to increase collaboration among peers.

Reflective questions: Questions that encourage thinking and self- evaluation. Reflective questions are often open questions and deep questions.

SMART goal: A helpful acronym that reminds us that a goal should be Specific, Measurable, Achievable, Relevant and Time-bound.

Teacher professional development: The process of learning and implementing new skills, strategies and knowledge to improve teaching practice and further support student learning.

Teamwork: A collaborative effort between two or more people committed to the same goal.

Two-way communication: A process where everyone has an equal opportunity to express him/herself in a conversation through active listening, asking questions and sharing feedback or experiences.

Handout 1.2 – Peer Coach Newspaper Advertisement

HELP NEEDED: REFLECTIVE PEER COACHES FOR PRIMARY SCHOOL TEACHERS IN CRISIS CONTEXTS

We are looking for primary school teachers who are organized and motivated. Additional requirements include the ability to work with little to no supervision. It is necessary to be open-minded, an excellent listener and skilled at asking questions.

The Peer Coach should have primary school teaching experience, be comfortable not knowing all of the answers and ready to work with others to discover the answers. In this role, it is important to accept (or welcome) challenges and proactively seek solutions.

The Peer Coach must be non-judgmental and respectful of others. The ability to establish trust and encourage collaboration is highly recommended. We are looking for someone who can see things from another perspective, and is sensitive to the needs and feelings of others. It is important to be willing to give and receive constructive feedback. Some experience is desirable but not as important as the ability to learn from mistakes.

Every month, the Peer Coach will organize Teacher Learning Circles (TLCs) for their fellow teachers. It is important for the Peer Coach to motivate TLC members to attend and participate in every TLC. The Peer Coach will also conduct classroom observations with each of the TLC members. The frequency of the classroom observations will depend on the availability of the teachers, but the Peer Coach should conduct at least one observation every month.

1. Think about the required qualities of a Peer Coach. Which ones are your greatest strengths? Write down 2-3.

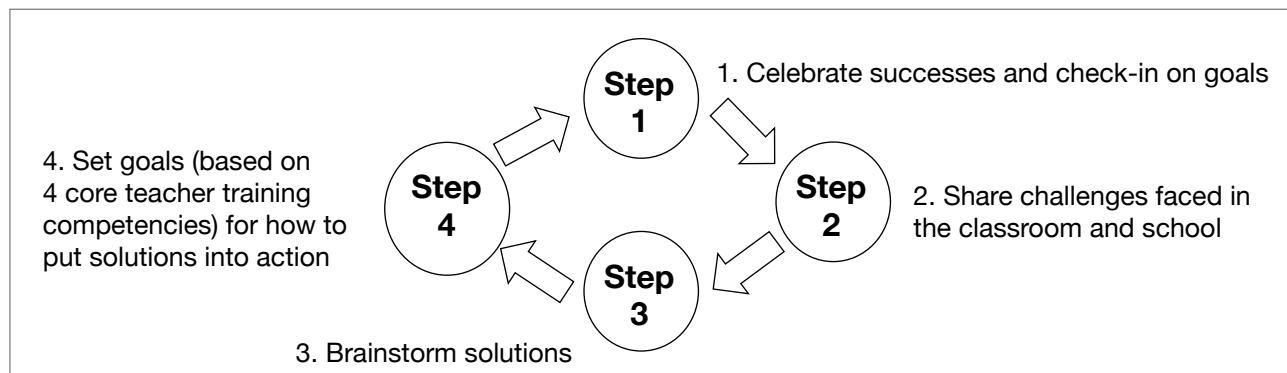
2. What required qualities would you like to improve? Write down 2-3.

This handout was adapted from the:

International Rescue Committee (2016). From harm to home: Teacher mentoring in the Kurdish region of Iraq.

Osterman, K.P. & Kottkamp, R.B. (2004). Reflective practice for educators: Improving schooling through professional development. Thousand Oaks, CA. Corwin Press

Handout 1.3 – TLC Steps and the Peer Coach



1. Write down the ways in which the Peer Coach is a **positive leader**.
2. Write down the ways in which the Peer Coach **communicates in a positive way**.
3. Write down the ways in which the Peer Coach **fosters collaboration**.
4. Write down the ways in which the Peer Coach **helps teachers overcome challenges in their classrooms**.

Handout 1.4 – Principles of Supportive Communication

Supportive communication	
Active listening	<p>The ability to listen attentively and respond to another person in a way that promotes mutual understanding.</p> <p><i>Why is active listening important in peer coaching?</i></p>
Reflective questioning	<p>Questions that encourage thinking and self- evaluation. Reflective questions are often open questions and deep questions.</p> <p><i>Why is reflective questioning important in peer coaching?</i></p>
Constructive feedback	<p>Providing information to help someone understand their actions and make improvements in an instructive, supportive way.</p> <p><i>Why is constructive feedback important in peer coaching?</i></p>
Two-way communication	<p>A process where everyone has an equal opportunity to express him/herself in a conversation through active listening, asking questions and sharing feedback or experiences.</p> <p><i>Why is two-way communication important in peer coaching?</i></p>

As a Peer Coach, it is important to practice each component of supportive communication and encourage the teachers you work with to do so as well. Each of these components requires practice. Write down how you plan to encourage supportive communication with the teachers you work with below.

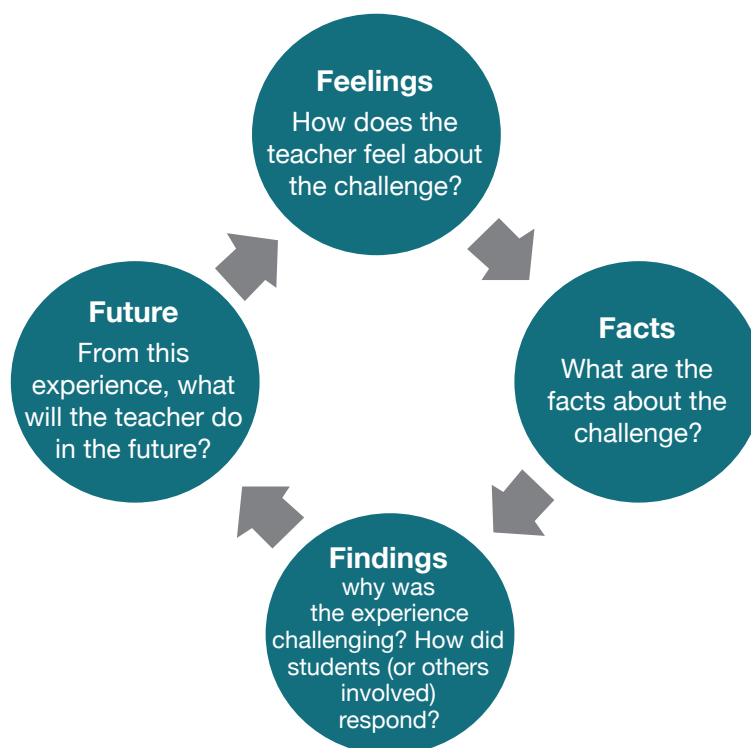
Handout 1.5 – Active Listening Tips

- 1. Stop talking.** When you are facilitating a TLC or speaking with a teacher, make sure to provide the time and space for teachers to share their ideas. Allow for moments of silence. It is okay to not always be talking. Peer Coaches should guide conversations, not dominate them.
- 2. Focus.** Pay attention to the people around you. It is easy to be distracted by your phone or your many responsibilities. When you are facilitating a TLC or speaking with a teacher, make sure to give 100% of your attention to the teachers you are with. This means making eye contact and showing visual cues to demonstrate you are listening, such as nodding your head.
- 3. Listen with your ears and your eyes.** It is important to take note of the non-verbal communication occurring in the TLC. Listen to the tone and volume of your colleagues' voices. Look at their body language, facial expressions and gestures. Non-verbal communication provides helpful clues as to how people are feeling.
- 4. Try to put yourself in someone else's shoes.** When a teacher is sharing an idea or challenge, try to imagine what they are saying as though you experienced it. You probably will not agree with what everyone says all the time. That's okay. If a teacher says something that you disagree with, wait and construct a question to help the teacher consider other ideas. Keep an open mind to the views and opinions of the teacher.
- 5. Listen for ideas – not just words.** This tip can be challenging! However, it is important to look for the main ideas of what teachers are sharing in the TLCs. By linking together pieces of information, you can provide clear and constructive feedback. This skill is very important for facilitation of TLCs. When you can make connections between what teachers are sharing in the TLCs, you can better guide the conversation. With time and practice, this tip will become easier.

Adapted from Save the Children UK's Coach Guide, 2015.

Handout 1.6 – Reflective Questioning

Reflective questioning guides teachers towards solutions through self-reflection. When teachers come up with solutions to challenges on their own, they are more likely to put their ideas into practice. While it can be tempting to share your advice immediately, it is important to guide teachers towards forming their own ideas about how to overcome their challenges. Reflective questioning helps do just that by supporting teachers understand the four F's – feelings, facts, findings and the future!



The Four F's:

1. **Feelings:** How do you feel your lesson went? What do you feel went well in your lesson? What was challenging?
2. **Facts:** What new teaching strategies from the training did you try? Was this the first time you used this strategy in your class?
3. **Findings:** How did the students respond to the strategy and/or lesson? How did you introduce the strategy to your students?
4. **Future:** How will you use the strategy in the future? What other strategies do you think you could use in this lesson?

The fifth F is **follow up**. Follow-up questions encourage reflection and help Peer Coaches seek clarification on the challenge itself or how the teacher feels about the challenge. Follow-up questions also show teachers that you are actively listening to their challenges through asking questions that relate directly to what they shared.

Reflection questions are open, and we create open, reflective questions by choosing specific words to begin our questions.

For example, “Did/do you” only allow a yes/no response. The same is true for “Are/were you”, “Is/was it” questions. These opening words lead to closed questions, and have the potential to sound judgmental.

To create open, reflective questions, begin them with the following words:

- How
- What
- Why
- In what way

Handout 1.7 – Reflective Questioning Scenario

A colleague has just had a really difficult lesson and comes to you to talk about it. She is a P4 Social Studies teacher with 120 students in her class. She has learners of all ages in her class, from 8 years old to 30 years old. The teacher is only 22, so her oldest students are older than she is. At the beginning of the lesson, the teacher used visual aids to introduce the lesson topic. She then tried to introduce small group work to engage more students in the lesson. She put all the older students together in a group because she thought they would work well together. However, they barely spoke with one another. Additionally, while some groups of younger students worked well together, others were misbehaving. Their behavior started to distract even the focused students and soon the entire class was out of control. Your colleague explained that by the time she had regained control of the class, the lesson was over. She was feeling really disappointed and had started to doubt her ability to try new teaching strategies in the classroom.

Directions: What reflective questions would you ask your colleague? Write down at least one for each stage of reflective questioning. Use **Handout 1.6** to help you.

Remember, one of the most effective ways to support your colleagues is to help them focus on a specific challenge and to develop a specific solution. It's easy to become overwhelmed by all the challenges we face in the classrooms - by focusing on one issue at a time we can really develop that skill and grow in confidence.

Feeling:

Example: How do you feel your lesson went?

1. _____
2. _____

Facts:

Example: Was this the first time you used small group work in this class?

1. _____
2. _____

Findings:

Example: How did your students respond to the small group work?

1. _____
2. _____

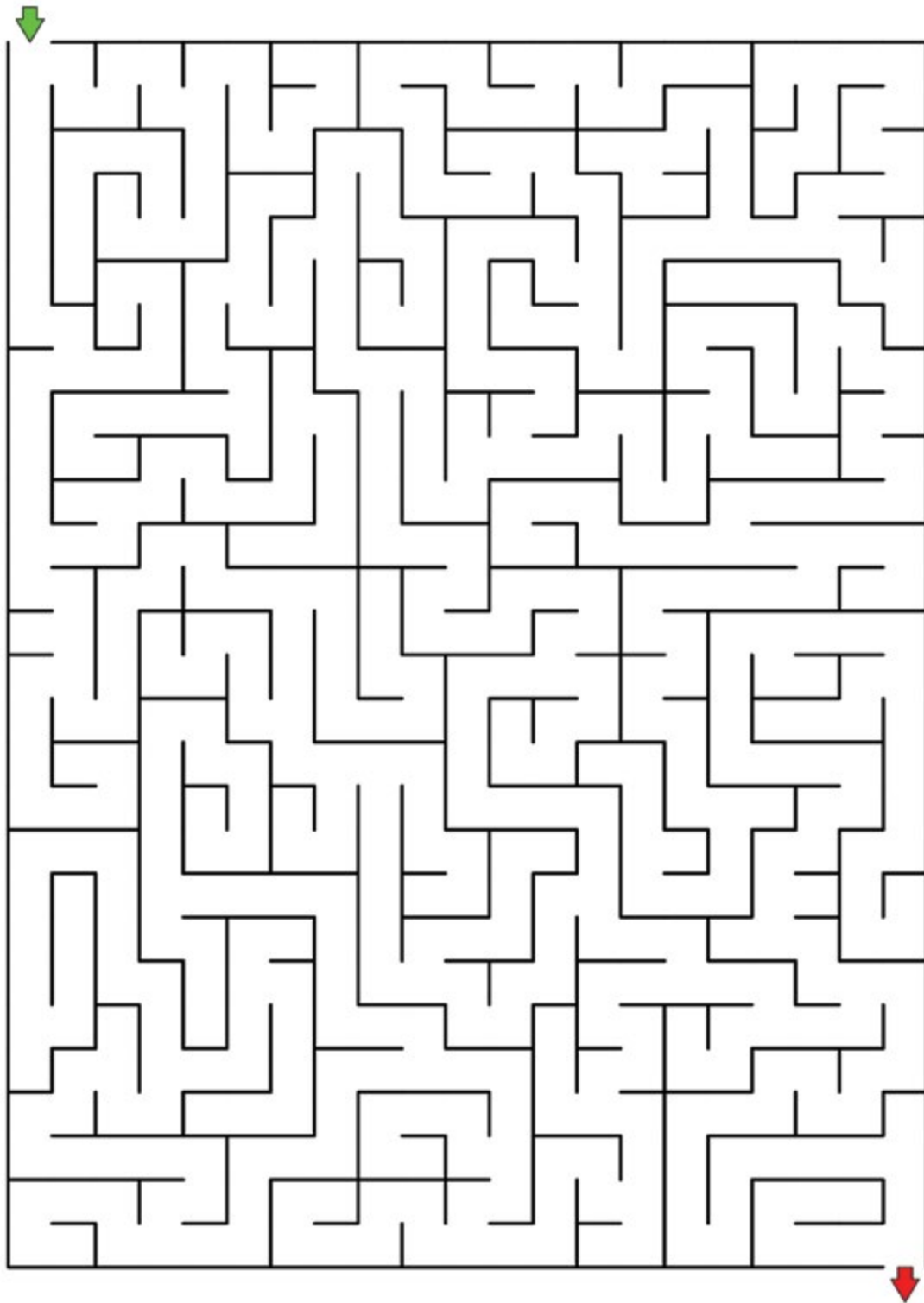
Future:

Example: How would you implement the grouping strategy in the class again?

1. _____
2. _____

Handouts: Day 2

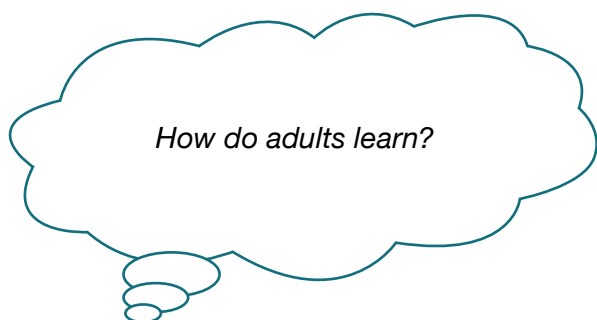
Handout 2.1 – Find Your Way with Two-way Communication



Handout 2.2 – Adult Learning Theory

Andragogy - noun - the method and practice of teaching adult learners

Did you know? Pedagogy means “child-leading” and andragogy means “man-leading” in Greek.



Just as teachers study how children learn in order to be effective educators, Peer Coaches should understand the process of adult learning to support teachers in their professional development. Malcolm Shepherd Knowles (1913-1977) was an American educator who put forth 5 basic principles how adults learn.

1. **Involvement in the learning process:** adults learn best when they are able to actively take part in gaining new knowledge and skills (i.e. being part of a conversation; physically trying out and/or observing a new skill, etc.). Adult learners are already responsible for their own lives and decisions; therefore, they need to be involved in the planning of their learning experience.
2. **Experience as the basis of learning:** adults have a lot of life experiences (both professionally and personally) which they can draw on when learning something new. It is important to make connections between what you're learning now and what you've experienced in the past.
3. **Relevant and applicable learning:** adults are motivated to learn when they are able to use the new knowledge or skill in their daily life. They are ready to learn content that is useful and relevant to their roles in life. This makes learning more meaningful and purposeful.
4. **Problem-solving learning:** adults like to come up with solutions to challenges they may be facing. By brainstorming real solutions to real problems, learning becomes helpful and productive. Problem-solving is also connected to relevant and applicable learning because adults can apply the solution they learned to the problem they may be facing.

In small groups, complete the following tasks:

1. Define your principle in your own words or with a visual image.
2. Give an example of a time you learned something in this way.
3. How will you apply this learning principle in your role as a Peer Coach?

Handout 2.3a – TLC Log

Date of TLC: _____ Location of TLC: _____ Name: _____

Who attended the TLC? (Please include full name of teachers and the names of their schools)

What were the main topics you discussed in your TLC?

What was the best moment in the TLC?

What was the most challenging moment in the TLC?

What will you do differently as you plan for the next TLC?

From what the group discussed today, what do you hope to discuss in the next TLC?

Overall, how did you feel at the end of the TLC?

Handout 2.3b – Example TLC Log

Date of TLC: September 24, 2016 **Location of TLC:** Teacher Resource Center

Name: Peter Marino

Who attended the TLC? (Please include full name of teachers and the names of their schools)

Christine Bashir (Shambe), Erik Hakizimana (Fuji), Damien Ilokul (Cush), Deborah Matiop (Mogadishu), Nelson Nishimye (Unity), Peter Marino (Fashoda)

What were the main topics you discussed in your TLC?

Corporal punishment. Many teachers shared that their colleagues in their schools use corporal punishment and it is difficult to talk with them about why they use it. Deborah said there is a teacher at her school who doesn't use corporal punishment and has very close relationships with his students. When she sees his classroom, his students are always well behaved and eager to learn. She told our TLC members that they should invite their colleagues to visit this teacher so that they can see with their own eyes the positive result of not using corporal punishment. We also talked about positive discipline strategies we can use to prevent or redirect misbehavior in our classrooms such as standing near the child who is misbehaving or changing the volume of our voice.

What was the best moment in the TLC?

The best moment in the TLC was discussing the positive discipline strategies we can use in our classrooms. This was really helpful because we all remembered different strategies. For example, I remembered the importance of encouraging positive behavior in the classroom so that students understand how we expect them to behave in class while Damien remembered the strategy of standing near the students who are misbehaving. It was also helpful to discuss these alternative strategies so that we could make a list to share with the teachers in our schools who do not know any other way of disciplining their students besides corporal punishment.

What was the most challenging moment in the TLC?

The most challenging moment in the TLC was that one member did not attend and did not tell us, so we waited for a long time before starting. It made me feel demotivated, and it was hard to know whether we should start the TLC without her because I thought she was coming.

What will you do differently as you plan for the next TLC?

Since this was our first TLC, we did not have goals to share in the beginning. Next TLC, I will begin by checking in with the teachers on the goals we set today. I will also visit the teacher who did not attend to talk with her about why she didn't come and encourage her to come next time.

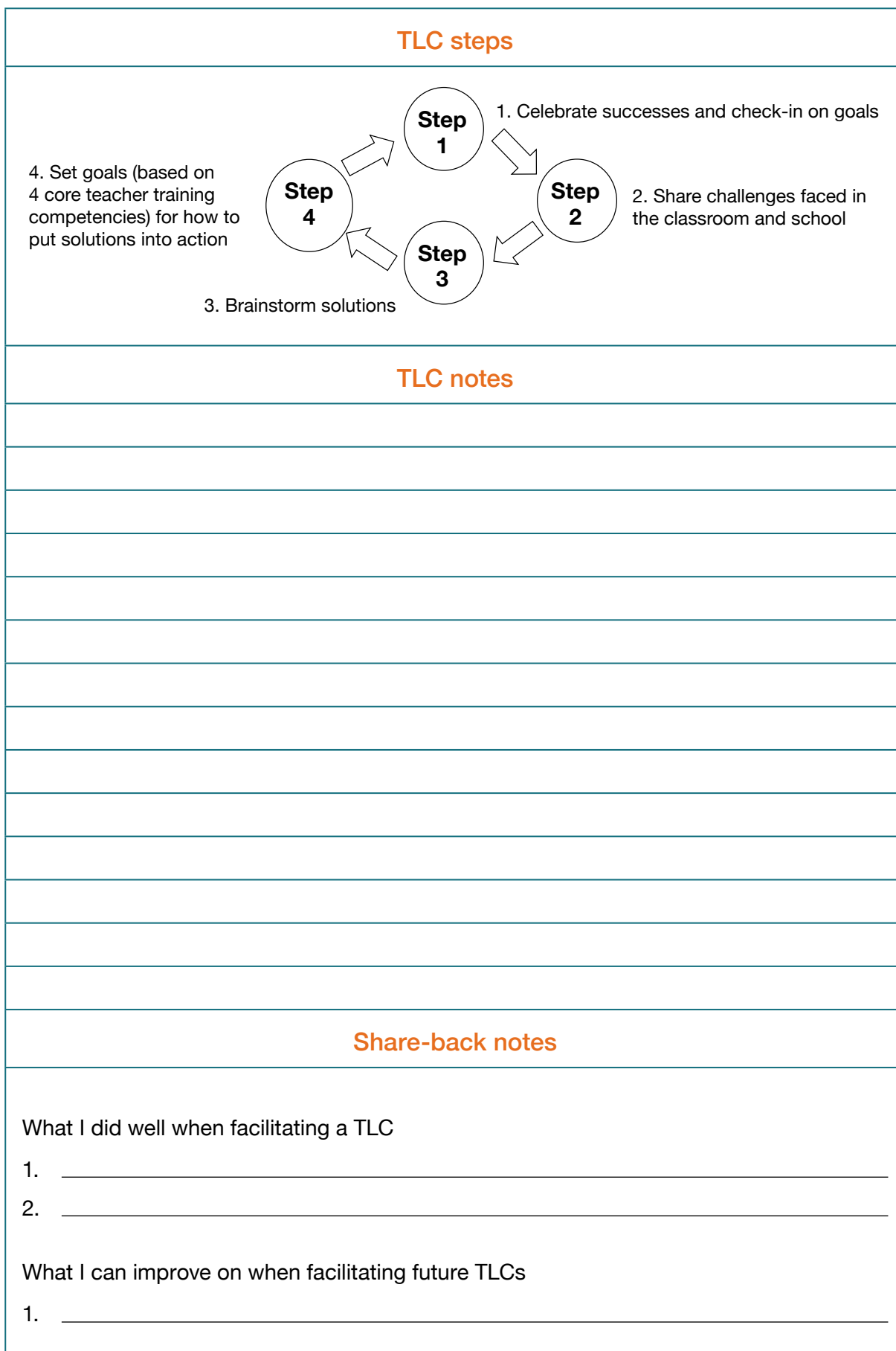
From what the group discussed today, what do you hope to discuss in the next TLC?

Classroom management, especially in large classrooms. We realized a lot of teachers use corporal punishment to discipline students but also as a classroom management strategy since we have so many students in our classrooms. We want to discuss different classroom management strategies so we can think of proactive ways to reduce misbehavior and encourage learning for our students.

Overall, how did you feel at the end of the TLC?

I felt very happy that everyone shared their ideas openly, especially because we were talking about a difficult topic. I also felt happy that we came up with different ideas that we can take back to our schools – such as inviting our colleagues to visit Deborah’s fellow teacher and trying out different positive discipline strategies in our classrooms. I was upset that one teacher didn’t attend, and I hope next time we will have 100% attendance.

Handout 2.4 – TLC Facilitation Practice



Handout 2.5a – Setting Goals in the Four Core Teacher Training Competency Areas



Teacher's Role and Well-being

This month, I will try to:

- Use a weekly schedule to manage the different activities I need to complete as a teacher.
- Use mindfulness strategies, such as counting or breathing, when I am feeling stressed.
- Assess my stress levels and seek assistance if I need support.
- Use conflict resolution strategies, such as STOP-THINK-ACT, to address conflict with students or teachers.
- Collaborate with my fellow teachers by planning at least one lesson together.

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Child Protection, Well-being and Inclusion

This month, I will try to:

- Promote protective factors in my classroom by:
 - Assigning partners so everyone feels included.
 - Recognizing positive behavior and performance through positive reinforcement.
- Reduce risk factors in my classroom by:
 - Stopping [or reducing] corporal punishment.
 - Making sure that boys and girls have their own latrines that are clean and at a safe distance from each other.
- Use a chart to monitor signs of distress among students in my classroom.

- Use a range of active teaching strategies (i.e. role-play, drawing, story-telling, group work, etc.) to ensure the different learning styles of my students are met.
- Practice positive discipline through recognizing positive behavior in the classroom on a daily basis to remind my students what they should be doing.
- Teach a life skill to address a risk I see in my classroom (i.e. the importance of washing hands to prevent the spread of germs and illness).
- Speak to fellow teachers at my school about the impact corporal punishment has on our students and introduce some positive discipline strategies we learned in the training.
- Incorporate social-emotional learning (SEL) in my lesson by focusing on one of the five core skills of SEL (i.e. I will help students develop executive function skills by giving opportunities to practice their listening skills, such as asking students to repeat directions or provide summaries of the lesson topic).

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Pedagogy

This month, I will try to:

- Use a new active teaching strategy, such as concept mapping, role-play or non-verbal cues.
- Ask open questions in my lessons.
- Incorporate group work in at least two lessons.
- Establish classroom routines.
- Create classroom rules/expectations together with my students.
- Use a seating chart.
- Give positive feedback to my students, both written (on their homework) and orally (in class).
- Ask questions of many students in my class, especially the girls.
- Try the differentiation strategy of grouping by ability.
- Use Think-Pair-Share in my class to encourage the engagement of all students in the lesson.

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Curriculum and Planning

This month, I will try to:

- Identify learning standards in my curriculum and incorporate them in my scheme of work.
- Try to make my curriculum relevant to my learners by using examples in my lessons that can connect to my students' lives (i.e. examples from the host country, their countries of origin, etc.).
- Create SMART objectives for my lessons.
- Choose assessments that align with the objectives of my lessons.

- Use continuous assessment strategies in my lessons such as “Prove Me Wrong” and “Exit Tickets”.
- _____

- _____

Handout 2.5b – Goal Setting Scenarios

1. Your colleague has just been promoted to deputy head teacher. She is really happy but nervous about her increased responsibilities. She will continue teaching her classes (she is a P7 and P8 Science teacher), and she doesn't know how she will be able to handle both roles. Additionally, she serves as a leader in her religious community, a role she enjoys but that takes up at least two evenings a week. She recently confided in you that she has not been sleeping well and has been having very bad headaches.

What competency does this challenge address?

What goal would you help this teacher set?

2. You witness your fellow teacher regularly caning a student in his classroom. The two of you are friendly so during break time you approach him to ask why he caned the student. He explains that the student is constantly disrupting the class, and in order to regain control, he must cane the student. You recently decided to stop using corporal punishment and explain to the teacher the positive discipline strategies you have been trying. While you have only been doing this for the last two months, you have seen positive results in the behavior and attitudes of your students. The teacher is open to your comment, but tells you he does not feel confident trying the positive discipline strategies in his classroom. He is a new teacher and feels the only way the students will respect him is through corporal punishment.

What competency does this challenge address?

What goal would you help this teacher set?

3. Your colleague, a P3 class teacher, tells you she is feeling upset because she has not been able to successfully implement role-play in her classroom. She had been feeling confident because other active teaching strategies – including thumbs up/thumbs down and storytelling – worked really well in her lessons. She had tried to incorporate role-play at the start of the lesson to summarize the previous day's lesson, but the students were confused and the class

became chaotic. Since it was at the start of the lesson, it was difficult to regain control of her class and she didn't get through her entire lesson. She is feeling unmotivated and frustrated that this new strategy is not working as well as the other active teaching strategies she incorporated in her lessons.

What competency does this challenge address?

What goal would you help this teacher set?

4. It is the end of the term and one of your colleagues confides in you that his class did very poorly on their final exams. He is disappointed and does not understand why the students performed poorly since they did well in the first exam of the term. When you asked how he checked for his students' understanding throughout the term, he said he assigned homework on the topics covered in the lessons and had tests and quizzes throughout the term.

What competency does this challenge address?

What goal would you help this teacher set?

Handout 2.6a – Goal Tracking Sheet

At the end of every TLC session, the Peer Coaches should ask each teacher what are the 1-2 goals that he/she would like to work on between now and the next TLC session. Peer Coaches will also set 1-2 goals that s/he would plan to work on between TLC sessions. These goals will be based on the competencies from the Training for Primary School Teachers in Crisis Contexts and address some of the challenges teachers are facing in their classrooms and schools. The Peer Coach will document these goals on this tracking sheet and use the information to check in with each teacher at the beginning of the next TLC. Teachers will each receive their own Teacher Goal Tracking Sheet, which they will fill out after each TLC as well. The Teacher Goal Tracking Sheet and additional master Goal Tracking Sheet are on pages 20 and 23, respectively.

Teacher's Name	Goal 1 (TLC 1)	Goal 2 (TLC 1)	Goal progress (to be updated at TLC 2)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)

Handout 2.6b – Goal Tracking Sheet Example

At the end of every TLC session, the Peer Coaches should ask each teacher what are the 1-2 goals that he/she would like to work on between now and the next TLC session. Peer Coaches will also set 1-2 goals that s/he would plan to work on between TLC sessions. These goals will be based on the competencies from the Training for Primary School Teachers in Crisis Contexts and address some of the challenges teachers are facing in their classrooms and schools. The Peer Coach will document these goals on this tracking sheet and use the information to check in with each teacher at the beginning of the next TLC. Teachers will each receive their own Teacher Goal Tracking Sheet, which they will fill out after each TLC as well. This document is an example of a completed master Goal Tracking Sheet for one TLC.

Teacher's Name	Goal 1 (TLC 1)	Goal 2 (TLC 1)	Goal progress (to be updated at TLC 2)	Action Plan (1-2 actionable steps to apply if goal was not fully achieved)
Nelson	I will assess the seating arrangements in my class to see if there is a better way to group students (e.g. by ability)	I will try to use positive discipline approaches for learners who are misbehaving.	Nelson said that he didn't have time to assess the seating arrangements, but that he has been trying to use alternative approaches for cases of indiscipline and is finding them effective for managing learners.	Nelson will assess the seating arrangement in his class physically – taking note of where the students sit and how the desks are organized. Nelson will review the students' performance so he can try to organize the students by ability.
Christine	I will make class rules with my students and review the reasons and consequences for each rule		Christine made class rules with her students and she asked some students to create a poster with the rules to hang in the classroom.	Christine reached her goal, so she will now set new goals to work on before the next TLC.
Erik	I will invite my colleague who uses corporal punishment to visit Deborah's fellow teacher at Mogadishu who doesn't use corporal punishment	I will talk to my head teacher to try and organize a school meeting to discuss the harmful impact of corporal punishment and alternative forms of discipline	Erik's colleague was not interested in visiting Deborah's colleague to see how not using corporal punishment impacts his students' behavior. Erik didn't have time to talk to his head teacher but he plans to do this.	Erik will plan a meeting with his head teacher to discuss organizing a school meeting about the harmful impact of corporal punishment. Erik will prepare for this meeting by making an agenda for the meeting and proposing dates for the larger school meeting.
Damien	I will create and use a monitoring signs of distress chart to keep track of my students' well-being		Damien created the chart but is finding it difficult to use for each of his 160 students. He talked to the class teacher and they decided they will keep the chart together so no student is left out.	Damien and the head teacher have already made the monitoring signs of distress chart and will now organize a weekly meeting to review the chart together.
Deborah	I will use think-pair-share in my lesson		Deborah used think-pair-share and was really excited to see how it engaged nearly every student in her class.	Deborah reached her goal and wants to set a goal of incorporating a new grouping strategy.
Peter (Peer Coach)	I will use active teaching strategies like debate in my social studies class	I will visit each of my TLC members in their schools or their community	Debate was really successful in my lesson on urbanization. The students actively participated, and since I had given them the topic last week, they came prepared for the debate. I was only able to visit 2 of my TLC members, and I plan to visit the remaining 3 before our next TLC.	I will talk with the three teachers I was not able to visit so we can schedule time for me to visit them in their schools

Handout 2.7 – Plan First TLC

Planning for your first TLC	
What activities do you need to do logistically to plan for your TLC?	
How will you plan your TLC agenda/schedule ? What are the four steps of a TLC?	
How can you foster a supportive environment in your TLC?	

Handout 2.8 – Peer Coach Self-reflection Goal Setting

<p>Looking at my reflection notecard from the first day of the training, what has changed (if anything) about my strengths or areas from improvement?</p>	<p>Strength:</p> <p>Area of improvement:</p>
<p>As I take on the role of Peer Coach, what are 1-2 areas I would still like to improve in? Write the 1-2 areas for improvement as goals. <i>(These can be the same as the concluding reflection activity)</i></p>	<p>Area of improvement: Goal:</p> <p>Area of improvement: Goal:</p>
<p>What steps can I take to achieve these goals? <i>(Write down 1-2 actionable steps for each goal)</i></p>	<p>Goal 1</p> <ol style="list-style-type: none"> 1. 2. <p>Goal 2</p> <ol style="list-style-type: none"> 1. 2.
<p>How will I check my progress in achieving my goals? <i>(Write down the timeline for checking on your progress and the signs you will look for to identify progress)</i></p>	
<p>Progress update [To be filled out after the training at the time you identified in your answer above]</p>	

Handouts: Day 3

Handout 3.1 – The Six Building Blocks of Trust

<div>Integrity</div> <div><hr/><hr/><hr/></div>		
<div>Collaboration</div> <div><hr/><hr/><hr/></div>	<div>Ability</div> <div><hr/><hr/><hr/></div>	
<div>Compassion</div> <div><hr/><hr/><hr/></div>	<div>Communication</div> <div><hr/><hr/><hr/></div>	<div>Commitment</div> <div><hr/><hr/><hr/></div>

This handout was adapted from:

Foltos, L. (2013). Peer coaching: Unlocking the power of collaboration. California: Corwin - A Sage Publication.

Handout 3.2 – Constructive and Critical Feedback

Giving and receiving feedback is an important component of professional development. Sharing our own classroom experiences - both positive and negative - with colleagues is a great way to give and receive feedback. However, for feedback to be helpful, it is important that it is constructive. Often people give critical feedback that focuses on what went wrong and then make direct suggestions on how to improve. Constructive feedback is descriptive information that helps you understand your actions to support further development or improvement in an instructive and supportive manner. It is important for Peer Coaches to differentiate between these two types of feedback so they can give (and receive) constructive feedback from their fellow teachers in TLCs and classroom observations.

Constructive Feedback is...	Critical Feedback is...
<ul style="list-style-type: none"> • Descriptive • Personal • Draws on what the person already knows to improve the situation • Actionable/applicable 	<ul style="list-style-type: none"> • General • Impersonal • Assumes the person does not already know what can improve the situation • Not clearly actionable/applicable

Below are six examples of constructive or critical feedback. Read each example with a partner and decide whether the feedback is constructive or critical. To help you decide, ask yourself whether the feedback is descriptive or general, personal or impersonal. Does it draw on the teacher's experiences or does it assume the teacher does not know how to improve the situation? Is the feedback applicable or is it unclear how to put it into action? It may also be helpful to think about your own experiences when receiving feedback. If the feedback is critical, change the feedback to be more constructive.

1. None of the students were paying attention in your lesson. You should apply the strategies from the training in your class to engage your students in the lesson.

What kind of feedback is this? _____

If it is critical, how would you change it to be constructive?

2. You did an excellent job using open questions in your lesson. It seems the girl students were more shy because none of them raised their hands or responded to any questions in your lesson. Perhaps you can speak to some of them after class to see why they are not raising their hands to answer your questions.

What kind of feedback is this? _____

If it is critical, how would you change it to be constructive?

3. Many students were making noise in your class, especially the ones sitting in the back of the class. It may be helpful to reorganize the seating arrangement to make 1-2 aisles so you can move around the classroom. Students may not be so comfortable making noise when you are standing near them.

What kind of feedback is this? _____

If it is critical, how would you change it to be constructive?

4. Using teaching aids in your classroom can help engage all your students. You're already using some, which is great, but you should use more.

What kind of feedback is this? _____

If it is critical, how would you change it to be constructive?

5. It looked like many of the students in your class struggled to answer your questions during the lesson. It may be helpful to use other strategies to check for their understanding. You could use Exit Tickets at the end of class to get a general sense of what students understood from the lesson, or you could use Prove Me Wrong during the lesson to see whether students can recognize when you are giving incorrect information.

What kind of feedback is this? _____

If it is critical, how would you change it to be constructive?

6. Some students in your class were not wearing uniforms and did not have notebooks. You should follow up with them to see how you can help.

What kind of feedback is this? _____

If it is critical, how would you change it to be constructive?

Handout 3.3 – Classroom Observation Scenarios

1. Mary - Geography - Class 4

Character information: Mary doesn't understand why the students are behaving badly - she does not think it is her fault, she believes they are just naughty.

In today's lesson Mary is teaching about the weather. Her objective is that by the end of the lesson students will be able to describe different forms of weather. Mary has asked you to focus on her classroom management skills. In your meeting last month you and Mary discussed the importance of routines to help manage student behavior. Mary agreed to try and use a routine at the start of each lesson to help settle the students.

First Mary welcomes the students to the classroom, and calls attendance. The students say their names one by one and settle down for the lesson. Mary starts the lesson by telling the children what they learned in class yesterday. Mary then begins reading aloud from the textbook about different type of weather. At the same time she makes notes on the board with her back to the students, and asks the students to copy her notes. Mary's back is turned for 20 minutes. During this time only a few students write down the notes - many chat and some even sleep. It gets very loud in the classroom. After 20 minutes she turns around and shouts at the students for not paying attention. Mary then writes three open questions about the weather on the board and asks students to answer them in their books. She tells them to bring the books to the office in 10 minutes and then she exits the class.

Strength?

Improvement?

2. Suleiman - English lesson - Class 3

Character information: Suleiman is very nervous but is really enjoying the coaching. He is keen to try new ideas but is very reluctant to use group work.

Suleiman is going to teach an English lesson about adjectives. By the end of the lesson students should be able to explain why adjectives are important, and use them in their writing. Suleiman used to always use lecture style in his classes as he was nervous about group work - you have been helping him become more confident with active learning. He has asked you to focus on his instruction techniques for this observation.

Suleiman welcomes the students to class and takes attendance. The students listen attentively. Suleiman then asks students to think on their own for one minute about words they would use to describe their community. He asks them to then tell the words to the person sat next to them. He then calls on students to share their words with the whole class and writes these on the board. All students are really engaged in the activity and are keen to share their ideas. Suleiman then tells students the definition of an objective and asks them to write it in their notebook.

To help students understand why adjectives are important Suleiman then reads two short paragraphs describing the community - one uses objectives and one does not. He then uses Think-Pair-Share to ask students why the paragraph with adjectives is much better. Students think on their own, discuss with a partner and share with the group. They come up with some great answers and the teacher is able to check for understanding.

Then teacher asks students to use the words they listed at the beginning to help them write their own paragraph describing their community for 10 minutes. You notice that several students at the back of the classroom do not complete the written task. At the end of the 10 minutes he shares the lesson objectives with the students and asks them to show thumbs up if they have achieved the objectives.

Strength?

Improvement?

3. Daniel - Science lesson - Class 6

Character information: Daniel is an experienced teacher who enjoys planning creative and engaging lessons for his students. He is very confident in his ability.

Before the class Daniel explains to his coach that he is going to teach a Science lesson about heat transfer. He explains that by the end of the lesson students should be able to explain the difference between conductive and nonconductive materials. Daniel is a very experienced teacher.

Daniel starts the lessons with an engaging game. He chooses 6 boys from the class to come the front and they have to identify which local materials become hot in the sun. They have to explain their decisions to the whole class.

He then asks the class 'Can I hold this piece of metal after 10 minutes in the sun?' Many students, male and female raise their hands, and he calls on one of the boys to answer the question - the student gets the answer correct.

Daniel draws a diagram to explain heat transfer on the board. The students copy down the diagram into their notes and label it. A boy near the back of the classroom can't see and so copies from his friend.

Daniel then asks open questions to the students about the diagram. The boy at the back is confused and remains very quiet. Many female students raise their hands to answer but Daniel only calls on the male students.

Daniel ends the lesson by asking the students to bring in examples the following day of heat conductors to be used as part of a practical training exercise in the next lesson

Strength?

Improvement?

4. Zara - Science lesson - Class 5

Character information: Zara was really excited at the start of the Teachers for Teachers program, and she was keen to try all of the new ideas. However, she is starting to lose confidence. She is getting increasingly frustrated when she tries things for the first time and they don't work. She is worried she shouldn't be a teacher.

Zara has planned an exciting science lesson using local resources. The students are going to learn about the refraction of light using a mirror and some water. Zara has tried hard to use new strategies from the training - but she quickly becomes discouraged when they don't work.

Zara welcomes the class to the lesson, and takes attendance. She shares the lesson objectives for the day with the students. She tells the students that they are going to perform an experiment today. She then tells them complicated instructions verbally. The students look confused and start chatting with one another, saying 'what do we have to do?'. Zara becomes angry and shouts at the student for being disobedient. She repeats the instructions again, shouting them this time, and the students continue to be noisy and to ask each other for help. As the class get louder Zara gets frustrated - she tells the class to stop the experiment and to copy from the textbook instead. Zara tells the students that if they cannot behave they will not do fun activities in future. The students say that is very unfair - they are very disappointed and annoyed with their teacher.

Zara walks around the room while the students copy from the textbook for the next 20 minutes. At the end of the lesson she asks the students to tell her one thing they have learnt today to check for understanding.

Strength?

Improvement?

Handout 3.1a – Supportive Questioning in a Post-Observation Meeting

Adapted from IRC's Iraq Mentoring Program - Part 2: A Supervisor Might Say, A Coach Might Say

A supervisor might say.....

Your lesson was good, but there are things you can improve.

When you don't prepare in advance, it is obvious. Why were you not fully prepared?

You have learned the sequence of the daily lesson plan. I don't understand why you made this mistake.

I didn't hear all students repeating loudly. Why not?

You should improve your reading aloud, your tracking, and how you pronounce letters.

A coach might say.....

How do you feel about the lesson? What were some things that went well?

I have had similar challenges in lesson planning. What do you think you did well today that helped students learn?

What is your personal goal for improvement? How can I help?

What did you do to keep students involved? Did you do some specific things to catch the interest of the students?

I like how you were able to encourage participation from such a range of students.

Handout 3.1b – Instructive Questioning in a Post-Observation Meeting

Adapted from IRC's Iraq Mentoring Program - Part 2: A Supervisor Might Say, A Coach Might Say

A supervisor might say.....

There were several parts of your lesson that did not go well. What will you do to correct them?

It was clear you were having a difficult time teaching. Why did you find the lesson challenging?

You received training on preparing lesson plans. Why did you not have one for this lesson?

Your students were not active in class. Why were they not answering your questions?

You were giving instructions too fast. Don't you think you should slow down so the learners can follow?

A coach might say.....

What part of the lesson do you feel did not go well? Why?

What did you find most difficult in teaching this lesson? If you were to teach this lesson again, what would you do differently?

What do you think didn't go as well as expected or as planned?

How did you involve your students in the lesson? Focus on what the students did in the lesson.

I wonder how the lesson would have gone if you spent more time on slowing down instruction. What do you think of this?

Handout 3.5a – Classroom Observation Forms

Strength
Improvement

Post-Observation Meeting Tool

The goal of this form is to facilitate the post-observation meeting with teachers. Complete this table based only on your discussion with the teacher.

Peer Coach:	Date:
School:	Visit Number:
Teacher:	Grade Level:
Lesson Title:	Subject:

Peer Coach Guiding Questions:
<i>Strength - How do you feel the class went? What did you like about the class today and why? What happened during the class and why do you think it went that way?</i>
<i>Improvement - What do you think didn't go so well and why? What do you think you could do differently next time? What type of support do you need to make changes in your classroom?</i>
Reflection on past goals: How well do you feel you achieved the goals you set in our last meeting? In what ways do you feel you were successful? Is there anything you would still like to work on in that goal area?
Next Steps: What is your SMART goal for this month? Write down 2 to 3 steps that you both agree to work on and how you as the coach can best support them.
1. 2. 3.

Handout 3.5b – Classroom Observation Forms Example

Strength
<ul style="list-style-type: none"> • The class was well arranged with learners sitting on the floor in a rows and columns. • The straight-line seating made the classroom environment friendly and organized. • Learners were engaged in the lesson and paying attention, especially when the teacher was introducing the lesson in the beginning of the class. • The introduction to the lesson was good because the teacher asked the pupils to mention the type of food they ate the previous day. This made the class relevant for the students by connecting their home experiences to the lesson topic. • The teacher asked many questions of all students in the class, regardless of their gender or where they were sitting in the classroom. • The students mainly concentrated on first level questions, recall of information from previous lessons, which was appropriate considering they are class one learners. • The teacher gave positive reinforcement to the students when they answered the questions correctly. When the students did not answer the question, he still told them they did a good job trying. • Clapping and use of songs was well applied by the teacher and it broke the boredom and classroom monotony.
Improvement
<ul style="list-style-type: none"> • It would have been better if the teacher moved around the classroom to check on every learner. Though there was room to move around because of the good seating arrangement, the teacher stayed mostly in the front of the classroom. • The students who were sitting in the back of the classroom were not engaged in the lesson and doing their own things. The teacher seemed not be aware that these students were not paying attention. • It was great that the teacher asked a lot of questions, but it would have been better if he had called on the students by their names. • It would be better if the teacher used teaching aids, e.g. charts, real objects, pictures.

Post-Observation Meeting Tool

The goal of this form is to facilitate the post-observation meeting with teachers. Complete this table based only on your discussion with the teacher.

Peer Coach: Peter	Date: September 9, 2016
School: Primary School 1	Visit Number: Classroom Observation 2
Teacher: Simon	Grade Level: Primary 1
Lesson Title: Food	Subject: Science

Peer Coach Guiding Questions:

Strength - How do you feel the class went? What did you like about the class today and why? What happened during the class and why do you think it went that way?

My class was well arranged with students sitting neatly in rows. Learners' attention was captured in the lesson introduction because I asked them a question about their lives that was connected to the lesson topic. I also tried to make my lesson objectives clear. I like that students were paying attention because when they are engaged it makes me feel motivated to teach. I think students were paying attention because I involved them in the lesson. For example, I used the strategy of clapping my hands to control noise in class, which the younger students really like because after I clap my hands they also clap their hands. I also asked questions which the students liked and that kept them involved in the lesson.

Improvement - What do you think didn't go so well and why? What do you think you could do differently next time? What type of support do you need to make changes in your classroom?

It would be better if I had moved around the class more. Even though the students are sitting in neat rows, there are many students in my class (160), so it is difficult to move around. Because the class is so big, I do not always call on students by their names. I can try to learn their names so that I can call students by their names in the class. Not all of the students were paying attention so maybe I can bring some teaching aids, like real food from the market, which is likely to attract the attention of more learners.

Reflection on past goals: How well do you feel you achieved the goals you set in our last meeting? In what ways do you feel you were successful? Is there anything you would still like to work on in that goal area?

In the last meeting, I set out to improve my question and answer strategy in class. I am happy to report that I have seen a lot of progress in that area so far. I have been applying it in my lessons and it works. The learners respond appropriately and like answering the questions. I still want to learn my students' names so that I can call them by name to answer questions.

Next Steps: What is your SMART goal for this month? Write down 2 to 3 steps that you both agree to work on and how you as the coach can best support them.

1. Learn my students' names. Since my class has a good seating arrangement, I can focus on different areas of my classroom where students sit. There are many students so I divide the class into sections and focus on learning the names of one section per week.
2. Use teaching aids in my lesson. My Peer Coach is also a science teacher and he makes posters with his students and brings in materials from the local market. Since my students are very young, it may be hard for them to make posters, so I will focus on bringing in materials from the local market. My Peer Coach and I will go to the market together to pick materials that are relevant to our lessons this week.
3. Visit my Peer Coach in his classroom to see how he used teaching aids. Since my class is big, I am nervous to use teaching aids since not all the students will be able to touch them or use them. I want to see how he uses teaching aids so I can try to do the same in my class.

Adapted from the IRC Iraq Mentoring Program's Mentoring Feedback Page.

Handout 3.6 – Peer Coach Self-reflection Goal Setting

<p>Looking at my reflection notecard from the first day of the training, what has changed <i>(if anything) about my strengths or areas from improvement?</i></p>	<p>Strength:</p> <p>Area of improvement:</p>
<p>As I take on the role of Peer Coach, what are 1-2 areas I would still like to improve in? Write the 1-2 areas for improvement as goals. <i>(These can be the same as the concluding reflection activity)</i></p>	<p>Area of improvement:</p> <p>Goal:</p> <p>Area of improvement:</p> <p>Goal:</p>
<p>What steps can I take to achieve these goals? <i>(Write down 1-2 actionable steps for each goal)</i></p>	
<p>How will I check my progress in achieving my goals? <i>(Write down the timeline for checking on your progress and the signs you will look for to identify progress)</i></p>	
<p>Progress update</p> <p>[To be filled out after the training at the time you identified in your answer above]</p>	



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