

**California State University San Marcos
COLLEGE OF EDUCATION**

Distinguished Teacher in Residence Program
Assigned Time Grant Proposal submitted for AY 2011-12

COVER SHEET
(Submit with Proposal)

Title of Grant Proposal: *Peer Coaching as a Form of Professional Development*

Involved Faculty: Erika Daniels, Ed.D

Partnering District(s): Oceanside Unified School District

Number of units requested: 3

SIGNATURE(S):



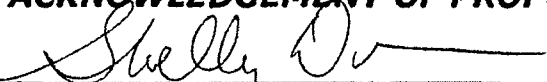
CSUSM Faculty Member

CSUSM Faculty Member

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ACKNOWLEDGEMENT OF PROPOSAL SUBMISSION:



DTIR Consortium District Representative
(See District Listing for eligible signatures)

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**Checklist
(Submit with Proposal)**

Objectives are clearly stated and appropriate	X
Procedures are clearly stated and achievable	X
Clear explanation of how involved parties will benefit from the proposed assigned time in accordance with the COE mission statement	X
Timeline demonstrates a match between units requested and depth of work proposed	X
Clear description of an evaluation process that is likely to yield useful information about the project's effectiveness	X
Letters of support from teachers and/or administrators	X
If this is a continuing project, is there a clear explanation of why this grant should be refunded?	X

DTiR grant for 10-11?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, is interim or final report attached?	<input checked="" type="checkbox"/> Interim <input type="checkbox"/> Final
DTiR grant for 09-10?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, has final report been submitted to Donna Matanane?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Attached
This is a new project	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
This is a continuing project	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Signature of acknowledgment from district representative is included	<input checked="" type="checkbox"/> Yes

Peer Coaching as a Form of Professional Development (Oceanside Unified School District)

Objectives

Oceanside High School has asked me to work with their teachers in order to help them improve their practice through peer observations and debriefing. We will work toward answering the following question:

Is it possible to improve the effectiveness and usefulness of weekly Professional Learning Community (PLC) meetings through peer observations in order to more profoundly influence teacher practice and student learning?

Justification of objectives

I am writing this grant application at the request of the Oceanside Unified School District (OUSD). This application represents year three of a continuing project. As such, the objectives are similar to those from the 2009-2010 and 2010-2011 projects but have been revised to represent the evolving needs of the district and teachers. During the past two years, I have worked with the 9th and 10th grade English teachers at Oceanside High School (OHS) to facilitate professional development through peer observations. During the Spring 2011 semester, the school administration asked us to expand the project to include all interested teachers. This expansion promises to impact teacher practice across the school, and we look forward to building upon the momentum begun this semester.

Professional development in K-12 education is often disconnected from what teachers actually want and need. They are rarely asked what they want to focus on or improve. Instead, district and school administrators hire consultants or register for conferences based on perceived needs or state mandates. Because the teachers did not want nor ask for the professional development nor do they see a match between their needs and the services being offered, there is limited usefulness. Just as classroom practice requires teachers to differentiate their instruction to meet the needs of each student, professional development must be differentiated to meet the needs of individual teachers.

This project also addresses the College of Education's (COE) mission statement because teachers' skills and abilities are directly related to their classroom effectiveness. If the teachers are more confident, competent, and autonomous, their students will be more successful. Since OUSD traditionally serves a majority of students from poor and/or minority backgrounds, ensuring their success allows the COE to live out its mission of working toward social justice and equity in the K-12 community.

The CSUSM College of Education's mission is to *collaboratively transform public education by preparing thoughtful educators and advancing professional practices*. This project will *advance the professional practices* of teachers at Oceanside High School and encourage them to *reflect* on their practice and become more *thoughtful educators*. The College's commitment to *educational equity and social justice* is also addressed in this proposal because the majority of students served by OUSD is considered "at-risk" by many in education. There is a large proportion of English-learners and students of color as well as students from military families who often struggle because they change schools so frequently. The success of this grant is predicated upon *collaboration* between the university and the district and on the *professionalism* of all involved. (Statements in italics come from the CSUSM College of Education's mission statement and can be found at www.csusm.edu/coe.)

This project began on a small scale in 2009. Some of the participating teachers were enthusiastic about observing each other and debriefing their experiences. Far more, however, were reluctant to engage in the process. As we have modified the procedures and expanded the participant pool to include any interested teachers from across the campus, we have seen momentum build. We believe that with one more year of support, the practice of peer observation will become more embedded in the school culture as a whole. If this grant is refunded, we will be able to build on the project's successes and to address the challenges in a way that continues to improve student learning and engagement. If this grant is not refunded, this project will not continue because ongoing state budget cuts preclude any money to cover teachers' classes during observations or compensate an outside consultant to facilitate the PLC conversations.

Timeline and Procedures

1. Summer, 2011
 - a. Schedule six to eight rounds of peer observations (3-4 during each semester). We found that identifying a beginning PLC date, observation day, and debrief PLC (within the space of one week for each round) before the school year started allowed all teachers to plan for full participation.
2. August, 2011-May, 2012
 - a. During the first PLC (professional learning community) meeting of each round, I will meet with the participating teachers. We will identify the areas of their practice the teachers would like to focus on for that round. Oceanside High School has a late start on Monday mornings during which these PLC discussions are held. The late start occurs every Monday of the school year.
 - b. During that initial meeting, the teachers sign up to be observed and to observe their colleagues. The observations will occur during the week of the initial PLC meeting. I will both participate in those observations and cover classes to allow teachers to observe colleagues during times outside of their identified prep period.
 - c. During the PLC immediately following the observation week, I will lead the debriefing discussion according to the "structured conversation protocol" from the Annenberg Institute for School Reform.
 - d. *Throughout each week*, I will be available to teach model lessons, co-teach lessons, observe and provide feedback, or other teacher supports as requested.
3. Final PLC meeting (early June, 2011)
 - a. Discuss results of CAHSEE and district-wide assessments; identify strengths and needs based on student performance and help the teachers set goals for the 2012-2013 academic year.

Evaluation processes

The professional development goals will be successfully met when the following occurs:

1. Qualitative
 - a. Themes generated from a grounded theory analysis of the debriefing conversations show increased awareness of best practice and a renewed commitment to student engagement and learning
2. Quantitative
 - a. Student scores on the common assessments show an improvement over the course of the academic year

Benefits to district and college

Project outcomes will meet Oceanside High School's needs and advance the CSUSM College of Education's mission statement in two significant ways.

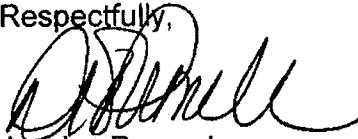
1. *Reduced state pressure:* CAHSEE pass rates have been gradually improving, but the district is still facing considerable pressure from the California State Department of Education. Oceanside High School especially must demonstrate further growth in the number of students passing the CAHSEE in order to avoid state sanctions. Additionally, the district has been mandated by the state of California to improve its API score, which is determined by student performance on the California Standards Test (CST). As teachers continue to improve their professional practice, they will become more effective classroom educators. As the students become more proficient and independent learners, their performance on standardized assessments such as the CAHSEE and CST will improve, which will reduce state pressure on the district.
2. *Mission in action:* As previously mentioned in this grant application, OUSD serves primarily students of color, English-learners, and military families. These groups traditionally have a more challenging time achieving academic and career success. This grant improves students' opportunities for learning because it focuses directly on professional development of the teachers' identified needs. As teachers' practice improves, it increases the likelihood that OUSD's students will become successful, contributing members of the global society. This outcome addresses the COE's mission of working collaboratively toward social justice and equity. If approved, this grant will allow the COE to continue living out its mission in partnership districts by working to transform public education.

Oceanside High School

To Whom It May Concern,

Dr. Erika Daniels has worked with the 9th and 10th grade English teachers at Oceanside High school as a consultant for the past several years. Her work with the English team has created a structured process for helping an individual or a small group of people think more expansively about a particular, concrete issue. She is currently working with the team on peer classroom observations and expanding their teaching skills through observation, collaboration and debriefing in a group setting. Dr. Daniels has done an outstanding job creating trust and collaboration within the 9th grade English professional learning community. We look forward to continuing to work with Dr. Daniels next year.

Respectfully,



Jessica Poumele

Assistant Principal

Oceanside High School

1 Pirates Cove, Oceanside, CA 92054-3080

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*Supporting High School English Teachers' Understanding of
What Proficient Readers and Writers Know and Do*
Oceanside Unified School District 2010-2011 6 units
Interim Report Submitted by Erika Daniels

I was granted six units of assigned time to work with the high school English teachers in the Oceanside Unified School District. My work has been twofold. At Oceanside High School, I am facilitating six rounds of a peer observation process throughout the 2010-2011 academic year. At El Camino High School, I am working with a 10th grade English teacher to implement a completely revamped version of the curriculum. This work in turn will inform a proposal for systemically developing writing in the district. The grant was the continuation of the work begun during the 2009-2010 academic year.

The **goals** of the project were:

1. To facilitate peer observations at Oceanside High School in order to allow the teachers to learn from each other and to refine their practices
2. To assist the El Camino High School English department in re-visioning their English curriculum in order to prioritize writing and writing instruction, which in turn would support the development of a district-wide writing development plan

To **facilitate these goals**:

1. ECHS: I am primarily supporting one 10th grade English teacher who has been charged with revamping the English curriculum so that it focuses on language. Specifically, the goal is to help students understand the purpose of language and to learn the tools necessary for mastery of language. The English department intended to use the results of this pilot as it works to revise the English curriculum as a whole. Additionally, the district office asked us to create a system-wide vision of writing development and instruction. We are using the work of the ECHS teachers and creating such a plan. Upon completion, it will be submitted to the Associate Superintendent for review.
2. OHS: The teachers are observing at least once a month in each other's classrooms while I either a. cover classes to allow the teachers to observe each other or b. visit classrooms to conduct my own observations. During the PLC meetings, we debrief the observations in order to identify what our colleagues were doing well and what changes they might make in order to maximize student learning. At the beginning of the second semester, an exciting development occurred. Several teachers in other content areas expressed an interest in the peer observations. As a result and with the full support of the school's administrative team, we have opened up the process to all teachers. This allows teachers to gain a deeper understanding of what effective pedagogy looks and sounds like regardless of the content being taught.
3. District: I meet frequently with the Associate Superintendent to make sure the district's needs were being met and that they are pleased with the progress the teachers were making.

Evaluation procedures:

ECHS: 1. Once complete, I will submit the writing proposal to the district office who will make decisions about its implementation once budget realities become more clear. 2. The CAHSEE results from the pilot teacher's class are not yet available, but we anticipate a favorable outcome. 3. We will also evaluate other benchmark scores from the pilot teacher's class.

OHS: 1. We believe that the increase in participants indicated a positive outcome to the process. Teachers report feeling more connected to their colleagues and more energized as they work to engage their students. Many teachers stated that they were "underestimating" their students and were encouraged by the levels of achievement they saw in other classes. 2. Grounded theory themes from the debrief conversations are included on pages 2 and 3 of this document.

Being able to see colleagues at work

1. The benefit of going second is that I made adjustments based on what I saw in KB's classroom.
2. It was helpful for me because it made me think "what can I do?"
3. He saw my immature group so I wanted to see his. He kept his cool. . . didn't try to fight with them.
4. What was kind of cool is she was doing a lesson I was going to do the next day. She came up with a bunch of cartoons dealing with allusions. She added a visual element.
5. One thing that strikes me with AG—his system. He has a rhyme and a reason for everything he does; I don't always have that.
6. I observed DML and am trying to pull the kids into thinking so that's what I was looking for. DML asked a question and half a million hands went up. I noticed she really talked to the kids. She also made them be accountable for stuff. She didn't just write everything on the overhead for them. Sometimes I do that to make things move faster.
7. I was really impressed. Her class is run so smoothly. She'll start with SSR and then ask the students where they are. And you showed the book you were reading.
8. It's good to see what our students see.
9. The room was safe and warm so they felt they could learn there. They were working on mythology and they got to be creative. She made sure each group had an A student, B students, etc so every group could be successful. Some of the talk was off-topic, but it was good. They were still on task. She gave positive feedback constantly. She was energetic and mobile around the room. I am knowing how I am during first and second periods and thinking about how to translate that throughout the day.

Having another pair of eyes in the room

1. You go help a kid and lose focus on the big picture. The observers were able to see what everyone else is doing.
2. The kids were respectful and on task. You asked me to see what side of the room you addressed the most. It was definitely the left side, and I think it's that way because of the way the overhead is set up. The kids on the other side were still engaged though. They were quiet, but they were looking at you and making eye contact. I noticed that the right side of the room had most of the really talkative students. Maybe moving three or four to the other side would draw your attention over there.

Sharing ideas/Learning new strategies or approaches

1. KB and I were talking and came up with an idea of doing an overhead with directions for pair-share.
 2. Giving them a specific role to play in the partnership (pair-share) so that they have to say something seemed to help keep them on task.
 3. TM started class with students grading each other's homework. I have never done that. I thought it was interesting. I might try something like that because it keeps them more honest. She also made a prompt out of an essay. It added another later. Highlighting multicolored, you did it a little differently than I do. . . those were things I appreciated and might try out.
 4. He was giving the test on the Poe piece so he read the questions aloud, then said, "What is this asking?" He was really careful about modeling how to read the questions and then soliciting responses. He also said, "Now we need to get 8s." It was also evident the kids had been prepped, and he has posters and resources all over the room. I'm going to do that.
-

5. What I saw in him, I'm going to use. I did suggest he use more accountable talk.
6. When I see the teacher out with the kids, not behind the computer, I know they're checking for understanding. (KM) One of the tools that has worked for me is for everyone to hold up the page we are working on. I can scan the room without going up and down every aisle. Also, proximity—once you approach the kids in back and put the “problem” kids up front, that helps engagement. (DB) One of the problems is with 45 kids in the class, it takes me five minutes to do attendance. (AG) One of my strategies is to slip the attendance in a clear plastic so that I can make changes as kids come in.
7. Wendy and Al have a really good way of organizing their learning objectives, etc, on the board. I am going to redo my board because I just have a clump of information out there.

New understandings (or reminders) of what students can or should do

1. I thought I would be putting out fires. My expectations were way too low for the kids.
2. One thing lacking was the lower-end kids. They often just want to color and make it pretty.
3. There was such an expectation in DML's class. Even the kids who didn't come prepared were doing something. I want to learn how to do that. (SW) I tell them, “If you don't have it, fake it.” Everything was layered; all different things going on at the same time.
4. I didn't think they would get it, but they did.
5. Now I'm wondering, was I clear in my directions? Sometimes I set a time frame or they have to clear their desks, put everything aside before they get their books out. How do I know what is going on in their heads though?
6. I used the sentence starters. I was surprised—one of my girls pointed out to another student: “im” means not. The word was “impermissible,” and she talked about what “permission” meant. I forget how good the students can be with teaching each other. For accountability, I called on students randomly. It reminded me that I need to do more pair/share even if the curriculum isn't set up that way.
7. My purpose was to glean ways I can motivate my students. I just wanted to see how that happens in other subject areas. What I saw was high expectations. It was important for me to remember that we need to have high expectations for all of our students. She used video, music, and questioning to review. It looked like a lot of students were engaged. I could just tell by looking at them even though not a lot were talking. The same kids kept volunteering, but it seemed that some kids just needed someone else to get them going.
8. I was hesitant to do the mythology project with the R180 Intensive class. They blew me away, though, because they were so on-task. They loved it. I felt guilty even thinking that they couldn't do it! I had low expectations. That was what I gleaned from the History class—that you have to have high expectations. It was very clear-cut so the students knew exactly what they had to do. We had to read the stories together but after we read, they were very capable.

***Supporting High School English Teachers' Understanding of
What Proficient Readers and Writers Know and Do***
Oceanside Unified School District 2009-2010 6 units
Final Report Submitted by Erika Daniels

I was granted six units of assigned time to work with the 9th and 10th grade English teachers in Oceanside. I attended (and will attend through June 9, 2010) the Professional Learning Community (PLC) meetings twice monthly at Oceanside High School and El Camino High School throughout the 2009-2010 academic year. The grant was originally written to specifically teach the 9th and 10th grade English teachers how to use comprehension and writing strategy instruction in their high school classrooms. As the curriculum coordinators and I met with the teachers, however, it became clear that their needs were slightly different, yet still urgent. In an effort to meet the teachers' stated needs, we modified the goals of my work with the district.

The original goals were:

1. To provide professional development support to the 9th and 10th grade English departments as they implement the new, district-wide curriculum pacing guide
2. To deepen 9th and 10th grade English teachers' understanding of the literacy skills and strategies necessary for achievement in school and success in the global society.
3. To build leadership capacity at El Camino High School and Oceanside High School so that current members of the English departments are able to support each other and mentor incoming teachers

The revised goals were:

1. To provide professional development support to the 9th and 10th grade English departments as they implement the new, district-wide curriculum pacing guide
2. To facilitate peer observations at Oceanside High School in order to allow the teachers to learn from each other and to refine their practices
3. To assist the El Camino High School teachers in analyzing results from the district's common assessments in order to inform and improve instruction

To facilitate these goals:

1. ECHS: The teachers and I met twice monthly during the common planning times (known as PLC meetings) at each high school, analyzed data after each of the district-wide assessments were given, and planned for future instruction. In January, the English teachers asked me to work with them on revising the curriculum to emphasize writing. We began to work together during the teachers' prep periods and after school. We hope to continue it during the 2010-2011 academic year.
2. OHS: The teachers observed at least once a month in each other's classrooms while I either a. covered classes to allow the teachers to observe each other or b. visited classrooms to conduct my own observations. During the PLC meetings twice a month, we debriefed the observations in order to identify what our colleagues were doing well and what changes they might make in order to maximize student learning.
3. District: I met frequently with the Curriculum Coordinators at each high school and the Associate Superintendent to make sure their needs were being met and that they were pleased with the progress the teachers were making.

Evaluation procedures:

ECHS: Results from the 2010 CAHSEE are not yet available. The district anticipates receiving these results in late May or early June.

OHS: Initial data analysis identifying themes from the peer observation debriefs is included on the next page. We will use these themes to structure our observation focus for the 2010-2011 academic year.

Being able to see colleagues at work

1. The benefit of going second is that I made adjustments based on what I saw in KB's classroom. (DB)
2. It was helpful for me because it made me think "what can I do?" (DB)
3. He saw my immature group so I wanted to see his. He kept his cool. . . didn't try to fight with them. "(TM)
4. What was kind of cool is she was doing a lesson I was going to do the next day. She came up with a bunch of cartoons dealing with allusions. She added a visual element. (RD)
5. One thing that strikes me with AG—his system. He has a rhyme and a reason for everything he does; I don't always have that. (JV)
6. I observed DML and am trying to pull the kids into thinking so that's what I was looking for. DML asked a question and half a million hands went up. I noticed she really talked to the kids. She also made them be accountable for stuff. She didn't just write everything on the overhead for them. Sometimes I do that to make things move faster. (TM)
7. I was really impressed. Her class is run so smoothly. She'll start with SSR and then ask the students where they are. And you showed the book you were reading. (SC)
8. It's good to see what our students see. (DB)

Having another pair of eyes in the room

1. You go help a kid and lose focus on the big picture. SC and DB were able to see what everyone else is doing. (KB)

Sharing ideas/Learning new strategies or approaches

1. KB and I were talking and came up with an idea of doing an overhead with directions for pair-share. (DB)
2. Giving them a specific role to play in the partnership (pair-share) so that they have to say something seemed to help keep them on task. (KB)
3. TM started class with students grading each other's homework. I have never done that. I thought it was interesting. I might try something like that because it keeps them more honest. She also made a prompt out of an essay. It added another later. Highlighting multicolored, you did it a little differently than I do. . . those were things I appreciated and might try out. (RD)
4. He was giving the test on the Poe piece so he read the questions aloud, then said, "What is this asking?" He was really careful about modeling how to read the questions and then soliciting responses. AG, how did they do? (DML) Out of 20, five students got 7s. (AG) He also said, "Now we need to get 8s." It was also evident the kids had been prepped, and he has posters and resources all over the room. I'm going to do that. (DML)
5. What I saw in him, I'm going to use. I did suggest he use more accountable talk. (DML)

Expectations

1. I thought I would be putting out fires. My expectations were way too low for the kids. (DB)
2. One thing lacking was the lower-end kids. They often just want to color and make it pretty. (TM)
3. There was such an expectation in DML's class. Even the kids who didn't come prepared were doing something. I want to learn how to do that. (SW) I tell them, "If you don't have it, fake it." (DML) Everything was layered; all different things going on at the same time. (SW)
4. I didn't think they would get it, but they did. (SW)

Rapport and Relationships

9. There was lots of affirmation. You were good about asking for clarification. You were efficient about your time. It's easy to get lost in the attendance, etc, and I think the transitions helped the engagement. (JV)
10. I observed AG the day of the debacle (fire drill). When I walked in, the kids were all excited, very distracted. I think that's the sign of a great teacher. . . he shifted their focus. He has great rapport. He balanced compassion with military firmness. (DML)
11. I observed AG, and he has the block class. He runs a tight, efficient ship. He's funny as can be, and they're with him the entire way. (JV)
12. RD to DML, "How do you get so many kids engaged?" DML: It's the structure of the classroom. SW: You really know the kids you have.

Self-reflection and analysis

1. I'm realizing from all of this that my strength is teaching. I'm finding that I can take anything and teach it. I need to get better at curriculum. I like coming around and seeing what is going on. I'm learning to pull in other things and augment what is in the binder. (DML)