

“RULES” FOR PEER COACHING

THE STANCE

1. We're engaging in **exploration**, not **criticism**. We're unraveling a mystery (teaching and learning) together, not monitoring each other.
2. An observed lesson is a **shared resource**; both teacher and coach should take something of value away from any discussion of it.
3. Look for, describe, and assess the **practice and its results**, not the person's competence.

THE TALK

1. **Describe first, discuss details later.** First describe what happened, using your data. The teacher can take or leave that. Only then discuss what the results were, and only if the teacher initiates the discussion.
2. Talk **specifically** and **concretely**. (“You called on Will three times,” rather than “You tend to call on boys a lot.”)
3. Talk about things which can be changed and which are **worth changing**. (*e.g.*, Ignore personal mannerisms, unless they are interfering with student learning.)
4. Remember to comment on **strengths**. Important learning comes from building on our strengths as well as from addressing areas of weakness.
5. **Check to insure clear communication.** Paraphrase a lot: “Are you saying that...?” “Let me see if I understand you...”
6. **Interact.** The basic human interaction skills of attending, listening, responding, and acknowledging are important for both the coach and the teacher.