

Peer Coaching Guidelines: When you work with your FEP partner in a peer coaching relationship, one of you takes on the role of "teacher" (the team member who wants to try a new strategy or intervention in his/her class) and one of you is the "coach" (the team member who observes and takes notes as the new strategy or intervention is being taught). These roles switch during the semester according to the team's agreement, the "teacher" taking on the role of coach and the "coach" taking on the role of "teacher."

If you are the "teacher"

Before . . . you try a new strategy to promote affective, cognitive and/or behavioral engagement/motivation in the classroom

1. Select the strategy to try that you believe will promote student engagement.
2. Meet with your partner and describe the engagement strategy you intend to try.
3. If you know what you want your partner to look for while you are teaching, outline this for him/her.

During . . . the selected class session, **DO YOUR THING.**

After . . . class is over, **debrief** with your partner:

1. **Listen** to his/her observations of what transpired in the classroom.
2. **Note** important details from his/her feedback.
3. **Discuss and analyze** the intervention.
4. **Record suggestions** for using this strategy with a future class.

If you are the "coach"

Before . . . your partner tries a new strategy to promote affective, cognitive and/or behavioral engagement/motivation in the classroom

1. Meet with your partner and listen to the engagement strategy s/he intends to try.
2. Note specific things your partner wants you to look for while s/he is teaching.

During . . . the selected class session:

1. Take observational "field" notes on the behaviors, cognitive activities and affective tone of your teaching partner, the students and the interaction between the two.
2. You may wish to take "split page," Cornell-style notes during your observations:

<u>Class Observations: What's Happening?</u>	<u>My Reflections: So What?</u>

After class is over, **debrief** with your partner:

1. **Report** your observations of what transpired in the classroom.
2. **Discuss and analyze** the intervention with your partner.
3. **Record suggestions** for using this strategy with a future class.

Finally, we'd like you try this with each partner in the roles of "teacher" and "coach" twice this semester.