

Lesson Title: Model Lesson for Peer Coaching in Groups

Focus Roles: Writer, Responder, Editor, Manager

Lesson Time: 50 to 60 minutes

Steps Focus: All

Content Area Focus: All

Focus Skills: Editing, prewriting, peer review, revising, writing style, problem-solving, speaking, communicating, verbal articulation, critical analysis, reflection, summarization, identifying main idea

Lesson/Student Objectives:

- Students will be able to understand and execute their roles as Writer, Responder, Editor and Manager in the peer coaching process.
- Students will practice with the steps and protocols within each of the peer coaching roles.
- Students will be able to execute their roles as Responders and Editors in helping the Writer make decisions on feedback to improve their writing piece.
- Students will be able to engage in constructive feedback exchanges that offer useful support and suggestions for writing pieces.
- Students will improve upon their ability to independently apply an effective and internal peer review process for any writing piece, in any writing circumstance.
- Students will understand how to execute their roles as Manager in the peer coaching process, offering oversight and assistance to all other roles.
- Through practice as Writers, Responders, and Editors, students will understand the peer coaching process and its ability to facilitate effective and productive feedback sessions.

Lesson Summary: Students will work in groups of 4 to 5, each student taking on a role at a time with the exception of the Responder – all students are Responders when the Writer is reading, and all are held accountable for providing feedback. The teacher will circulate and monitor groups, offering assistance within the roles and ensuing protocols, follow-through on steps, etc. When possible, the teacher will take anecdotal notes. Each student will have practiced with each role by the end of the session.

Steps for Administration:

1. Organize students into groups of 4 to 5 (ideally 4).
2. Hand out role evaluation cards, and review all roles with them. (Randomly hand out the cards, or allow students to decide who will be in what role.)
3. Review the steps of Writer and Responder with the entire class.

4. Tell or remind students that when the Writer is reading, ALL are Responders, and all must reflect and respond with feedback using the respective forms (*Peer Feedback Checklist, Responder Reflection Organizer*).
5. Remind students of all the paperwork they need for their roles (see materials above). Allow them some time to coordinate this; circulate and offer assistance to those who need it.
6. Allow students to operate within their groups, alternating roles. Remind them that they are all Responders for the Writer
7. Circulate among groups offering assistance, and taking anecdotal notes using the *Teacher's Anecdotal Notes Record* for all roles.
 - a. Organizational Suggestion: Place all anecdotal forms alphabetically and separately on clipboards – one form to a clipboard for each role. Circulate among students with a clipboard, flipping to the student alphabetically when it is his/her turn; or
 - b. Set up a folder for each student with one of each of the Teacher Anecdotal Notes forms in it. Work from this folder when taking anecdotal notes.

Intervention Modifications:

1. When circulating groups, intensify attention on those students who seem to be struggling – not knowing what to do next, at a loss for words in feedback, unsure about the forms, etc. Offer assistance where needed.
2. Allow students struggling in a certain role to remain in that role and continue to practice with it before moving on to the next role. For example, if giving feedback is an issue for him/her, let the student remain in that role and continue to practice until confidence and competence increases. Offer teacher coaching using the relevant Teacher's Coaching Script.

Second Language Modifications:

1. Allow students struggling in a certain role to remain in that role and continue to practice with it before moving on to the next role. For example, if giving feedback is an issue for him/her, let the student remain in that role and continue to practice.
2. Offer one-on-one teacher coaching using the relevant Teacher's Coaching Script.
3. Pair students up with students who understand, or are experienced in, the process.
4. Allow students to circulate and observe other group or buddy sessions until they feel comfortable pursuing their own, or for a baseline of one or two sessions.
 - a. Offer a debriefing session when finished. Ask students: What did the process look like to you? What were the steps involved? Do you have any questions, etc.