

Partners in Learning Peer Coach Programme

Measuring Impact

School leadership may want to see evidence of the impact of peer coaching, especially if they have made costly concessions in order to support the peer coach by providing additional time and opportunities for the peer-coach activities.

How does one measure the impact of a programme such as this on the teacher and on the learning that takes place in the classroom?

One tool that can be used is the teacher competency checklist. This can be used for a diagnostic assessment at the start of a peer-coach relationship. It can then be re-administered after a period of 9-12 months and at regular intervals after that. The checklist is available on the CD at Session 7, Page 2 of *Review Professional Development Resources*.

It is also available online at

www.school.za/PILP/peercoach/docs/Word/s7_handouts/teacher_competency_checklist.doc

Bear in mind that change associated with technology adoption can take up to five years to be really noticeable, but these tools will help school leadership (using it as a diagnostic assessment), peer coaches (peer assessment) and teachers (self-assessment) to plot change over time. The teacher competency profile is a table that enables the assessor to plot the achieved competencies in a graphic way. This profile document is available on the CD at Session 7, Page 2 of *Review Professional Development Resources*.

It is also available online at

www.school.za/PILP/peercoach/docs/Word/s7_handouts/teacher_competency_profile.doc

School ICT policies or curriculum policy may reflect the provincial and national policy for e-Education. This identifies specific skills that learners will develop as they integrate the use of ICT with their learning. These skills are largely aligned to the critical cross curricular outcomes, and are also articulated in some FET subjects, which stipulate how ICT should be used in the curriculum. The key issue is that schools must have a clear idea of how they want ICT to enhance learning before they seek evidence of that learning.

The Peer Coach programme is not designed to enhance learners' ICT skills as a primary outcome. This is a secondary outcome and will be evident in different ways in different learners. Look for evidence of learners' increased confidence in using ICT; do not try to assess specific ICT skills.

SchoolNet SA also has evaluation instruments for the Peer Coach programme that schools may use if they wish to conduct a more formal evaluation of the programme. These may be acquired by contacting info@schoolnet.org.za or phoning 011 4035777 (Megan).

Gerald Roos (Programme Coordinator)