Carrie Rawlins: Increasing teacher effectiveness through peer coaching model

Carrie is originally from Idaho Falls, Idaho. She loves sports, art and spending time with her six nieces and nephews who are also attending BYU. Carrie said, “I hope as new teachers come on board in the school, they will also see students become more engaged in learning. She also believes the trust between teachers and the effectiveness of PLCs. She said she has

Carrie Rawlins, an ExSL student, has been an educator for 20 years. She has taught elementary, middle, and high school and been a principal for 8 years. Carrie has a master’s degree in educational leadership and has served as a school leader in several districts in Utah. She is currently serving as an assistant principal in a rural school district.

Carrie said she wanted to help teachers learn from each other through this model. The model’s one effect has been observed from this model: an increase in teacher effectiveness and a decrease in the amount of time spent on preparing for lessons. Teachers who received coaching within the model were more likely to be able to talk with other teachers about what they wanted to observe in the classroom. After observing the students, the teachers would give the assessment results to the specialist who would then discuss the results with them. This process made it possible for teachers to gain valuable knowledge and feedback, and learn how to change their instructional practices for the better.

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Michelle Larsen: Making data meaningful

Michelle is married, and she and her husband have five children. She enjoys reading, traveling with her family.

Michelle Larsen, an LPP student graduating in June 2012, decided to pursue a degree in School Leadership. She began as she researched with Shannon Dulaney, working as a counseling psychologist, and been a

Michelle said, “I hope that the trust continues between all of the teachers in the school,” Michelle said. “They had a pre-conference followed by observation and learn,” Carrie said. "They had the opportunity to learn about different models of PLCs and how they could change their instructional practices for the better.”

Michelle has a master’s degree in educational leadership and has served as a school leader in several districts in Utah. She is currently serving as an assistant principal in a rural school district.

Michelle’s project involved looking at data and then using it to screen students for a specific program. This type of coaching model can be used in urban and rural schools. Michelle then talked to the teachers about what they wanted to observe in the classroom. After observing the students, the teachers would give the assessment results to the specialist who would then discuss the results with them. This process made it possible for teachers to gain valuable knowledge and feedback, and learn how to change their instructional practices for the better.

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