


**Making the Transformation  
from Teacher to Coach**  
*Learning Forward NJ Conference  
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**In this session**

We will discuss highlights of the coaching program in Little Egg Harbor

- We will look at what has supported the coaches in their work
- We will highlight some of the work they have done as coaches and as teacher leaders



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**What is a coach? A teacher leader?**

- One one side of your index card, write what comes to mind when you think of a *teacher leader*
- One the other side of your index card, write what comes to mind when you think of a *coach*



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## Supporting the Leadership of the Coaches

### Goals for the year

- Build the coaches' knowledge and practice of NGSS-aligned instruction
- Build the coaches' leadership capacity

### Aspects of the program

- Collaborative classroom visits
- Leadership and Implementation workshops
- Acting as Teacher Leaders for County-wide workshops




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## Collaborative Classroom Visits

- Establish a shared area of focus
- Establish norms for discussion
- Engage in protocol-guided discussion around the science area of focus
- Examine student work
- Explore strategies and resources for engaging additional colleagues




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### Seven Norms of Collaboration

- Promoting a Spirit of Inquiry**  
Encouraging perceptions, assumptions, beliefs, and interpretations promotes the development of understanding. Inquire on the ideas of others before advocating for one's own. It is important to productive dialog and decisions.
- Pausing**  
Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.
- Paraphrasing**  
Using a paraphrase restates the content of the speaker's "As you are..." or "You're thinking..." and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.
- Probing**  
Using gentle open-ended probes or inquiries - "Please say more about..." or "I'm interested in..." or "I'd like to hear more about..." or "Then you are saying..." increases the clarity and precision of the group's thinking.
- Putting Ideas on the Table**  
Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: "Here is one idea..." or "One thought I have is..." or "Here is a possible approach..." or "Another consideration might be..."
- Paying Attention to Self and Others**  
Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.
- Presuming Positive Intentions**  
Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.



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### Protocol-guided discussion

Why use a protocol?

- Keeps the discussion targeted on the area of focus
- Drives conversation to questions of practice and specifically does not allow value statements
  - Protects the presenting teacher
  - Prevents a “back and forth” between the presenting teacher and the visiting teachers



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### Examine student work

Using a protocol to look for evidence of impact

- Focus on effectiveness of instruction
- Not looking for whether the student had the “right” answer



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### Engaging colleagues beyond the team

Teachers reflect and build upon

- Successful entry points
- Useful resources
- Knowledge of their colleagues and school culture
  - Who they can ask for help or resources



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### What do we know about teacher leadership?

- Leaders have a vision
- Leaders are mobilizers
- Leaders are expert learners

*Leaders do not necessarily have a title or formal leadership position*




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### Program Highlights: School Science Coaches

Teachers volunteered for the positions of district Science Coach & Teacher Leader

- Clear support from administration
- Coaches have been encouraged to define the position as they get to know the needs of their colleagues
- Multiple people on the team to support one another and offer more resources




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### Workshop Planning

Turn and talk with a partner:

- Informational vs. interactive workshops
- Content delivery vs. constructivist workshops




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**Program Highlights:  
PD for our school colleagues**

- Brief discussions (20 minutes) at faculty meetings
  - colleagues were asked to learn and then try one aspect of NGSS at a time
  - focus on what could be easily integrated into classroom practice
  - message that we are all learning together




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**Program Highlights:  
PD for our county colleages**

- Served as Teacher Leaders for the Jersey Shore Coalition workshops
  - teachers from 11 districts, including ours
  - served as table facilitators
  - shared our implementation experiences when applicable
- Most important role was “expert learners”
  - engaged in tasks elbow to elbow with participants, modeling the type of learning that was expected
  - deepened our own understanding




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**Program Highlights:  
PD for our county colleages**

- Offered after school and summer workshops for county colleagues
  - emphasis on what we had tried in our own classrooms and the impact of those changes




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**Program Highlights:  
Impact on the coaches**

- Before planning and implementing this PD, we did not see ourselves as leaders
  - initially reluctant to take on that title
- Our successes in our own classrooms, and the impact on our students led us to take on this role
  - we're excited about the changes we see and want to help our colleagues try this in their own classrooms




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**Program Highlights:  
Come and visit us!**

- LEHSD is always open to visitors
- More workshops will be offered in 2018-19
  - Contact John Acampora, Director of Curriculum and Instruction
  - [jacamopra@lehsd.org](mailto:jacamopra@lehsd.org)




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**Thank you!**

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