

Purposeful Coaching: Sharing your Thinking to Build Leaders

Debra Gulick

debragulick@verizon.net

Former

Superintendent, Rumson-Fair Haven Regional High School

Chief Academic Officer, Edison Township Public Schools

Director of Curriculum & Instruction, East Brunswick Public Schools

Director of Professional Development & Evaluation, East Brunswick Public Schools

In your district, how do aspiring leaders learn to lead?



Objectives

- Build the background for the need for distributing leadership (Why)
- Identify opportunities for leadership (When)
- Identify key skills for teacher leaders (What)
- Identify coaching strategies (How)

Why?

THE NEED FOR LEADERSHIP

NJ Professional Standards for Teachers

The Learner and Learning

- Standard 1: Learner Development
- Standard 2: Learning Differences
- Standard 3: Learning Environments

Content

- Standard 4: Content Knowledge
- Standard 5: Application of Content

Instructional Practice

- Standard 6: Assessment
- Standard 7: Planning for Instruction
- Standard 8: Instructional Strategies

Professional Responsibility

- Standard 9: Professional Learning
- **Standard 10: Leadership and Collaboration**
- Standard 11: Ethical Practice

What we know: Effective PD

- Collaborative teams of teachers, school leaders and other administrative staff
- Job-embedded coaching
- Work together in a continuous cycle of professional improvement focused on evaluating student learning needs

-N.J.A.C. 6A:9C-3.2

Professional Standards for Educational Leaders

- Domain 1. Mission, Vision, and Core Values
- Domain 2. Ethics and Professional Norms
- Domain 3. Equity and Cultural Responsiveness
- Domain 4. Curriculum, Instruction and Assessment
- Domain 5. Community of Care and Support for Students
- Domain 6. **Professional Capacity of School Personnel**
- Domain 7. **Professional Community for Teachers and Staff**
- Domain 8. Meaningful Engagement of Families and Community
- Domain 9. Operations and Management
- Domain 10. School Improvement

When ?

OPPORTUNITIES FOR LEADERSHIP

Existing Opportunities

- Mentors
- Cooperating teachers
- Grade level leaders
- Informal “go to” teachers
- Literacy/Math Coaches
- Instructional Coaches
- ScIP (PD Committee)
- Other Committees
- Parent Liaison



Possible Opportunities



- Teacher led workshops
- Peer feedback
- PLC leaders
- Committee leaders
- Researchers
- Data Analysts
- Event Coordinators
 - Trip
 - Parent Night
 - School-wide event

Why?

KEY SKILLS FOR TEACHER LEADERS

Think about a teacher leader

- Take 3 minutes to write about a teacher leader in your school/district; include two adjectives that describe this person
- One reader and one listener (ask questions, clarify, etc)
- Switch roles
- Together, find a common adjective

Teacher Leader Model Standards

- Domain I: Fostering a collaborative culture to support educator development and student learning
- Domain II: Accessing and using research to improve practice and student learning
- Domain III: Promoting professional learning for continuous improvement
- Domain IV: Facilitating improvements in instruction and student learning
- Domain V: Promoting the use of assessments and data for school and district improvement
- Domain VI: Improving outreach and collaboration with families and community
- Domain VII: Advocating for student learning and the profession

How?

COACHING STRATEGIES

The Female School Leader



The Talented Teacher



The Aspiring Leader



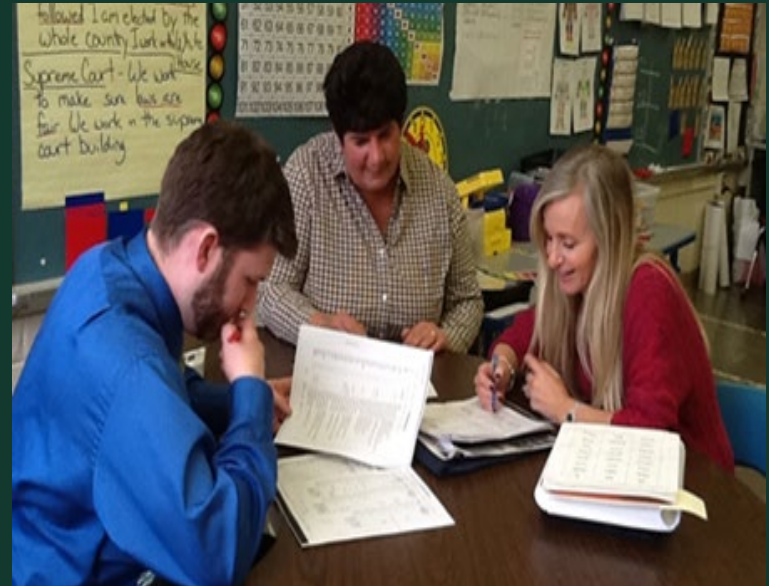
Behind the Scenes



Leading is different than Teaching



Teacher leaders need support in order to move from effectiveness in the classroom to effectiveness with other adults.



Adult Learning Theory

Pedagogy	Andragogy
It is the method of teaching children.	It is the method of teaching adults
Learners are dependent.	Learners are independent.
Learners have less or no experience to share, hence teaching becomes didactic.	Learners are experienced, hence teaching involves, discussion, problem solving etc.
Learners learn whatever the curriculum offers.	The content has to be modified according to the learners' need.
Teachers are required to direct the learner.	The learners are self-motivated. Learners need teachers to guide them.
Learning is curriculum oriented.	Learning is goal oriented.

- Based on the work by Maclom Knowles (1970) and others.

One-on-one strategies

- Create opportunities and invite participation.
 - Share a best practice at a faculty meeting.
 - Analyze data and share at a grade level meeting.
 - Plan a parent night with input from other schools.
 - Collect data to determine if a program is working.
 - Demonstrate the use of technology.
 - Lead a PLC.
 - Serve as a mentor.
 - Serve as a cooperating teacher.

One-on-one strategies

- Plan together. Use reflective questions.
 - What is your objective?
 - How will you engage others in learning?
 - What resources will you provide for those who want to learn more?
 - How will you connect this to the current needs?
 - Have you written your plan?
 - Resources
 - Questions
 - Timing and practice

One-on-one strategies

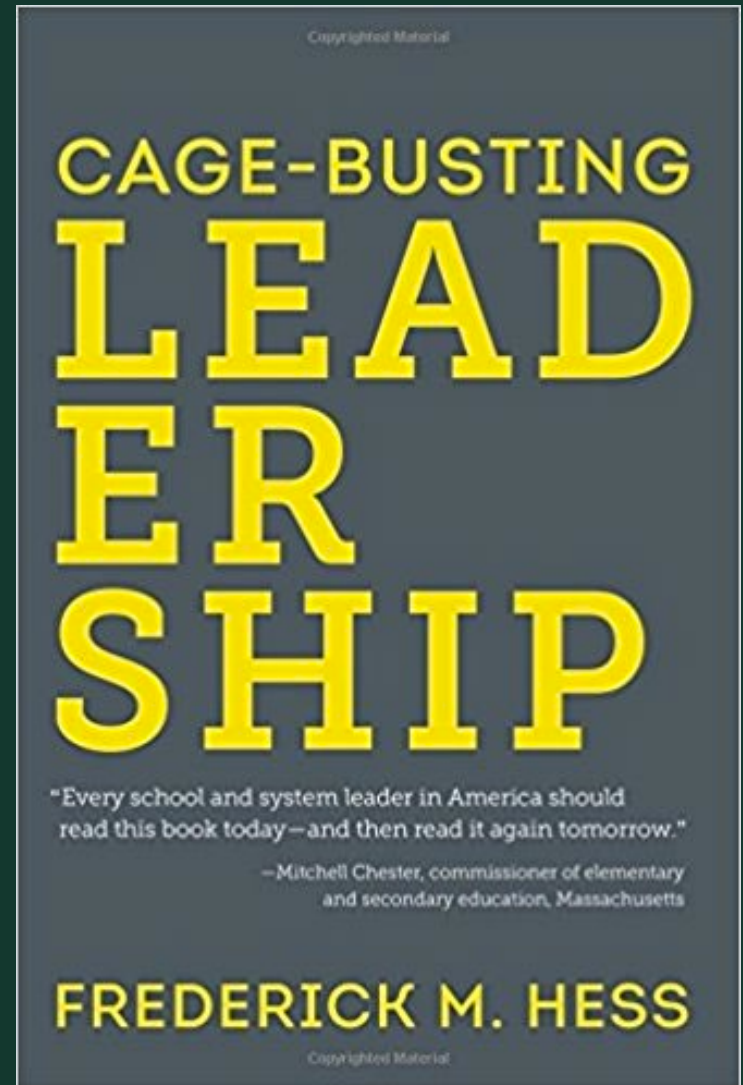
- Reflect afterwards. Use reflective questions.
 - How do you feel?
 - Do you think others learned?
 - What resources will you provide for those who want to learn more?
 - What evidence do you have that learning took place?
 - What would you do differently?
 - Would you like to work with adults again?

System wide strategies

- Mentor Training
- Train-the-trainer workshop
- Committees
- Mock interviews
- Innovation Expo
- Leadership Academy
- Teacher-led PD (voluntary)
- Instructional Coaches
- Teacher Leadership Endorsement Provider

Cautions

- Know your contract
- Look for opportunities
- Include other leaders
- Build buy-in
- Protect the protégé
- Distribute experiences
- Allow access
- Build a community
- Create time



Resources

- [NJ Teacher Standards \(InTASC\)](#)
- [Teacher Leadership Exploratory Consortium](#)
- [Professional Standards for School Leaders](#)
- [NEA's work on Teacher Leadership](#)
- [OnTarget Women In Leadership Corner Pt. 1](#)
- [Achievement Coaches Modules](#)
- [Teacher Leadership Endorsement Legislation](#)

Resources

- Fullan, M. (2008). What's worth fighting for in the principalship? New York, NY: Teachers College Press.
- Hall, P. (2008) Building teacher's capacity for success. Alexandria, VA: ASCD.
- Hess, F. (2013) Cage-busting leadership. Cambridge, MA: Harvard University Press.
- Sargent, B. (2016) Grooming future educational leaders. Retrieved from: <http://www.njasa.net/site/Default.aspx?PageID=1623>
- Sargent, B. (2017). Where are the women? Retrieved from: <http://www.njasa.net/site/Default.aspx?PageID=1623>.