

# Innovative Collaboration through Peer Coaching Among College Faculty

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# The Setting:

## Kean University ESL Program Course Offerings

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### **Required Core Courses**

English as a Second Language I (6 cr)

English as a Second Language II (6 cr)

Composition for NNS's of English I (6 cr) – elective grad'n credit

Composition for NNS's of English II (6 cr) – grad'n credit

Research and Inquiry - optional L-section (3 cr) – grad'n credit

World Literature - optional L-section (3 cr) – grad'n credit

### **Supplemental Courses (as needed)**

Reading & Writing I

Conversation I

Reading & Writing II

Conversation II

Acad.Written Discourse I

Acad. Oral Discourse I

Acad.Written Discourse II

Acad.Oral Discourse II

Pronun.Wrkshp.(multi-level)

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# Coaching

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- ❑ Derived from the “French coche, from German Kutsche, from Hungarian Kocsi, after Kocs, a town in Győr, Hungary, where [large 4-wheeled] carriages originated” (Heritage 254).
  - ❑ How coaches came to be associated with private tutors is not clear. Perhaps tutors arrived at private homes in coaches. Perhaps the coach was a metaphor for carrying, helping, the learner along the way.
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# The Coaching Process

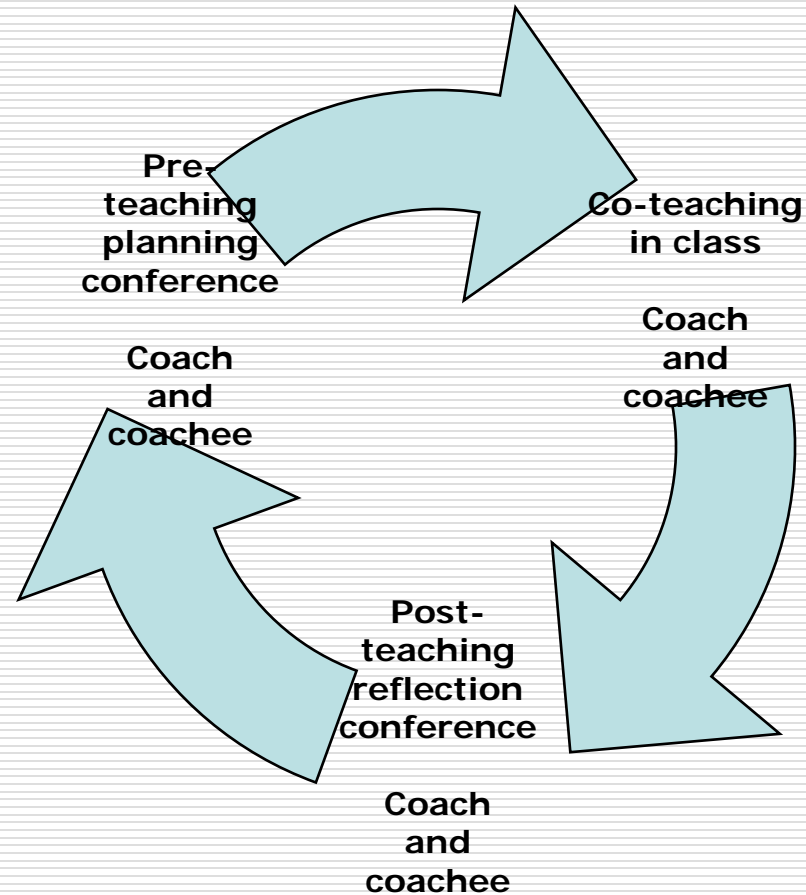
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## □ Coaching

- is a “thinking-with” process,
  - not simply a “demonstrate and copy” process.
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# The Coaching Process - Diagram

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# Peer Coaching Compared to Workshops and Seminars

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	Type	Control/Authority	Application
<b>Peer Coaching</b> →	Partnership	Both teachers	Integral part of the process
<b>Coach-Coachee</b> →	Mentoring relationship	Primarily the coach, with input from the coachee	Integral part of the process
<b>Workshops</b> →	Overview/ demonstration	Leader	Participants copy the leader & apply it on own later
<b>Seminar</b> →	Discussion	Agenda defined by leader; all participate in discussion	Apply on own later

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# A Higher Education Coaching Model

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- ❑ It is probably more useful in higher education to have a peer coaching model of professional development.
  - ❑ The key distinction is in the locus of control and authority.
  - ❑ Peer coaching involves two teachers of equal position, in contrast with the coach-coachee relationship, which infers a guide and apprentice roles.
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# Peer Coaching as Collaboration

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- ❑ Peer coaching cycles allow two or more willing faculty to join in exploring new ideas.
  - ❑ This encourages a collaborative environment where all are learners and all are teachers.
  - ❑ The lead person(s) on a given technology or idea can emerge from the pairs or groups.
  - ❑ The process can continue to be fluid as all learn at different paces and with different areas of interest.
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# Peer Coaching Options

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*Teachers have ownership of the focus, time commitment, and partnerships.*

- ❑ One may ask another to observe something s/he is doing and give feedback.
- ❑ One may ask another teacher to allow him/her into the classroom to observe the teacher do something s/he would like to learn.
- ❑ They may decide to work together on a particular area, observe each other, and compare results.

*The possible permutations are many.*

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# The Key to Peer Coaching

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- The key is that the faculty themselves are driving the process and, therefore, will care deeply about each step and about the outcome.

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*As in all learning, interest and application are critical factors in success, and both are inherent in teacher-initiated coaching.*

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***Thanks to the***

**NJ Commission on Higher Education**

**English Language Minority Students (ELMS) Grant**

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# Discussion

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# Thanks for coming!

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