

## **A Lab Classroom Teacher**

- Is a learner rather than an expert
- Is thoughtful about teaching and learning
- Is an authentic reader and writer
- Reads professionally
- Stresses independence through modeling and the gradual release of responsibility
- Sets a classroom tone conducive to learning:
  - ✓ **Student-Driven Learning**- The teacher's decision-making process comes from the work of the students through conferences, discussions and other assessments.
  - ✓ **Rigor**- The teaching and learning in these classrooms is very rigorous. Students are learning how to learn.
  - ✓ **Ownership**- Students own the learning. Each person in the classroom is responsible for his/her own learning.
  - ✓ **Respect**-All members of the classroom community are respected by the teacher and by one another.
- Hosts at least one lab between February and May of 2005. Lab teachers pre-brief and debrief with participants in their rooms.
- Participates in study groups focused on their practice, professional readings, and the Lab project.

## **An EBEC Laboratory Coach**

- Is a learner rather than an expert
- Is thoughtful about teaching and learning
- Is an authentic reader and writer
- Reads professionally
- Establishes a Safe Learning Community:
  - ✓ Understands best practice
  - ✓ Understands the power of relationship for adult learning
  - ✓ Are familiar with the teaching style of the lab teacher
  - ✓ Asks open-ended questions
  - ✓ Honors lab teachers perspective while facilitating deeper understanding and implementation of best practice
  - ✓ Facilitates independence through modeling and the gradual release of responsibility
- Facilitates participants for at least one lab between February and May of 2005. In concert with the Lab teachers, the coach will facilitate pre-brief, observation, and debrief with participants in their rooms
- Participates in study groups focused around the coaching dynamic, professional readings, and the Lab project.