

Leadership Framework

School-Based Staff Developers

The Staff Development Council of Ontario's Purpose: Every educator engages in effective professional learning every day so every student achieves.

Assumptions About Coaching

- Coaching contributes to increased student achievement by building the capacity of teachers.
- The investment of administrators is key to success.
- Coaches scaffold their work to achieve teacher independence.
- Schools are at different levels requiring coaches to differentiate and use professional judgment to meet the needs of each school, its teachers, administrators, and students.
- Coaches require time for ongoing professional development, time to plan for implementation of the learning, reflection, and collaboration with peers.
- The success of a coaching program depends on clarity of the coach's role in supporting student learning throughout the system—teachers, administrators, senior administration, and community.
- The success of coaching depends on the system's capacity to support coaches and the coaching program.
- Coaching is a highly refined model of professional development.
- Coaching works best when both administrators and teachers perceive value in and benefit from the coaches.
- Coaching improves when coaching and coaches are evaluated regularly.



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PROVIDING SCHOOL-BASED PROFESSIONAL DEVELOPMENT

The coach collaborates with teachers individually, or in teams, to increase the quality and effectiveness of classroom instruction within home schools and networks.

Practices and Competencies:

KNOWLEDGE

The coach has knowledge and understanding of:

- the theory of gradual release
- the coaching cycle
- NSDC's Standards of Staff Development
- adult learning principles

ATTITUDES

The coach demonstrates:

- a belief that professional development takes different forms, is differentiated to meet teacher needs and is ongoing
- a belief that professional development is embedded in daily practice
- effective teaching improves student achievement
- tolerance and flexibility

SKILLS

The coach is able to:

- listen attentively and facilitate productive dialogue and teamwork
- plan, implement and evaluate high-quality professional development
- consider teachers' diverse learning needs, learning styles, and career stages
- create partnership agreements
- structure a system of gradual release so teachers move from dependence to independence with new strategies and content knowledge

ASPIRATIONS

The coach desires to:

- influence change for school improvement
- be a highly effective coach

BEHAVIOURS

The coach:

- collaborates with teachers to achieve specific professional development goals
- provides one to one or team based support to teachers in the areas of curriculum, instruction and assessment
- creates structures and processes for collaborative work that promote collegiality and shared responsibility
- plans with teachers and then demonstrates, co-teaches or observes research-based instructional strategies in classrooms
- debriefs lessons and offers feedback to teachers through reflective conversations
- communicates in a non-judgmental manner

FACILITATING AND SUPPORTING SCHOOL CHANGE

The coach works collaboratively with the school's formal leadership team to design, implement and assess school change initiatives that align with the School Effectiveness Framework.

Practices and Competencies:

KNOWLEDGE

The coach has knowledge and understanding of:

- building and sustaining a learning community
- data analysis
- protocols for examining student work
- the impact of change on organizations and individuals
- Ministry and Board initiatives

ATTITUDES

The coach demonstrates:

- a belief in the possibility of change
- a belief that change is positive and ongoing

SKILLS

The coach is able to:

- manage time and resources
- discuss and reflect on the findings of various assessments
- initiate and support an inquiry-based approach to improvement in teaching and learning

ASPIRATIONS

The coach:

- desires an environment where all stakeholders engage in and benefit from learning

BEHAVIOURS

The coach:

- participates in PLC's and TLCP's
- creates opportunities for teachers to learn from each other about how to improve teaching and learning
- collaborates with members of the school leadership team to determine the focus of instructional strategies that align with the school improvement goals
- guides and supports the development and implementation of a TLCP/SEF
- supports teachers in becoming reflective practitioners
- assists in creating meeting agendas based on staff input and the goals outlined in the SEF
- maintains ongoing communication with administration team
- enlists administrators' support for teachers with their instructional efforts
- engages teachers in regular moderation of student work

DEVELOPING RELATIONSHIPS

The coach strives to foster genuine trusting, professional, relationships with students, staff, administration and their colleagues, guided by a sense of mutual respect.

Practices and Competencies:

KNOWLEDGE

The coach has knowledge and understanding of:

- issues of confidentiality
- the significance of interpersonal relationships, adult learning, models of continuing professional development and partnership agreements
- the difference between evaluating and coaching

ATTITUDES

The coach demonstrates:

- a belief that coaching relationships are powerful and energizing
- a belief that relationships are mutually created and ongoing
- optimism, confidence, hope, and resiliency
- a commitment to effective working relationships

SKILLS

The coach is able to:

- listen empathetically and actively
- manage conflict effectively
- give and receive effective feedback

ASPIRATIONS

The coach:

- hopes to earn the trust of the school community
- envisions ongoing partnerships that are collaborative and positive

BEHAVIOURS

The coach:

- treats people fairly, equitably and with dignity and respect
- demonstrates authenticity in interactions
- listens to and learns about the needs and concerns of students and staff
- responds promptly to requests for assistance from teachers and school leaders

SPECIALIZING IN CURRICULUM AND INSTRUCTION

The coach has a deep understanding of effective, research-based instructional strategies and the alignment of instruction with curriculum. The coach has in-depth knowledge of literacy, numeracy, and assessment practices to support improved student achievement.

Practices and Competencies:

KNOWLEDGE

The coach has knowledge and understanding of:

- effective pedagogy and assessment
- developmental stages and needs of students
- provincial curriculum standards and policies
- high-yield strategies and assessment tools
- Board and Ministry documents
- use of new and emerging technologies to support teaching and learning
- tools for data collection and analysis

ATTITUDES

The coach demonstrates:

- commitment to raising standards for all students and meeting the needs of all students in diverse ways
- commitment to equity of outcome and closing the achievement gap
- a belief that teachers want to learn the knowledge and skills to improve student achievement

SKILLS

The coach is able to:

- justify selection and use of various instructional strategies and resources
- design assessments that accurately measure the expected outcome
- engage teachers in dialogue about aligning instruction, curriculum and assessment
- implement sound classroom management, higher-order thinking skills, and high-level student engagement strategies
- take risks to gain new instructional experiences and grow as a professional

ASPIRATIONS

The coach:

- desires to remain current to improve their professional knowledge and effectiveness

BEHAVIOURS

The coach:

- assists teachers in selecting and implementing appropriate strategies and instructional materials to meet learning needs of students
- helps teachers design effective assessment tools and strategies
- integrates the content areas to provide additional opportunities for students to practice and apply learning
- engages teachers in examining and interpreting data for next steps

STRENGTHENING PROFESSIONAL KNOWLEDGE

The coach demonstrates a commitment to continuous learning of current research-based instructional practices and resources, coaching practices and adult learning principles, and the change process.

Practices and Competencies:

KNOWLEDGE

The coach has knowledge and understanding of:

- their own learning style
- biases and assumptions that may interfere with their openness to new ideas

ATTITUDES

The coach demonstrates:

- an openness to new ideas
- a desire to learn and value learning
- a belief that they can influence others through their actions as a "lead learner"
- collegiality and shared leadership
- a belief that collaboration improves learning

SKILLS

The coach is able to:

- engage in dialogue about new ideas to help clarify their own understanding and gain new perspectives
- create and use feedback systems to gather information about their work
- apply and share new learning
- use protocols to refine practices

ASPIRATIONS

The coach demonstrates:

- a desire to learn
- a desire for opportunities to learn
- a desire to collaborate and share knowledge and expertise

BEHAVIOURS

The coach:

- routinely examines and reflects upon own practice for improvement
- meets regularly with other coaches to build professional skills and a sense of community
- attends professional conferences, workshops and training
- sets goals for professional learning
- records and documents knowledge so it is easily accessible
- participates in protocols
- observes and shadows colleagues as critical friends
- shares knowledge and applies learning to continue to improve