

# 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