GAINS

Growing Accessible Interactive Networked Supports
© Literacy Education

A Framework for Literacy Coaches

Assumptions about coaching

- There is a growing body of professional knowledge about coaching and the impact it has on professional growth and student learning.
- Coaching is based on relationships of trust; these relationships are encouraged and invitational rather than forced and mandated.
- Coaching supports job-embedded professional learning which research shows is an effective form of professional development.
- The professional learning of coaches and teachers is on-going, and is most successful when it is pursued in collaboration with colleagues.
- Coaching is most effective when it is authentic and takes into account situation and context.

Building

Building and Developing Relationships

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

Practices
The coach
- establishes and maintains non-evaluative, non-judgemental working relationships with colleagues
- promotes fair, respectful, and productive relationships among colleagues/teams
- encourages colleagues to take intellectual risks in a safe learning environment
- supports individuals through the change process
- acknowledges and celebrates the achievements of individuals and teams
- promotes networking among colleagues
- leads by example
- maintains high visibility and is accessible to colleagues

Competencies

Skills
The coach is able to
- listen actively and respond appropriately according to learning needs, situations, and contexts
- communicate effectively
- manage conflict effectively, respectfully, sensitively

Knowledge
The coach has knowledge and understanding of
- issues of confidentiality and professionalism
- the significance of interpersonal relationships
- impact of change on individuals and systems
- the relationships, organization, and materials management involved in maintaining a positive classroom environment

Attitudes
The coach demonstrates
- commitment to positive relationships
- commitment to shared leadership and effective teamwork
- confidence, optimism, empathy and integrity
- belief in the power of collective capacity to accomplish extraordinary things

Supporting

Supporting Adult Learning and Professional Growth

The coach is a guide, facilitator, and co-learner who supports collaborative cultures to attain professional learning goals.

Practices
The coach
- ensures the coaching partnership is clearly articulated and understood
- challenges thinking and learning of colleagues to further professional growth
- uses questioning for a variety of purposes to evoke and expose thinking and promote reflection
- engages colleagues in a coaching cycle (e.g., co-planning, co-teaching, co-reflecting)
- sets learning goals and identifies success criteria
- supports professional learning through inquiry (e.g., lesson study, collaborative inquiry, professional learning communities)
- promotes shared knowledge and builds a collaborative learning culture
- supports access to resources
- uses diverse models for learning (e.g., one-on-one; one-on-some) based on situations and needs
- models learning and teaching

Competencies

Skills
The coach is able to
- motivate, develop and empower adult learners
- differentiate based on learning preferences and needs
- build collaborative teams
- build collective capacity
- assess the readiness of adult learners
- develop individualized learning goals, co-construct success criteria and plans of action with adult learners
- use descriptive feedback to promote learning

Knowledge
The coach has knowledge and understanding of
- adult learning and models of professional learning (e.g., collaborative inquiry process, coaching cycles)
- different learning preferences
- group norms and protocols which promote communication, sharing and collaboration
- the change process and how change challenges the learner's beliefs

Attitudes
The coach demonstrates
- ethical behaviour
- commitment to setting goals that are not only ambitious and challenging, but also realistic and achievable
- that professional learning is embedded in daily practice
- commitment to personal self-reflection

Connecting

Connecting with Improvement Planning

The coach helps bridge individual professional learning goals with school and board plans for improvement.

Practices
The coach
- develops professional learning communities to support school improvement based on student learning needs
- connects with various plans for improvement (e.g., Annual Learning Plans, School Effectiveness Framework, School Improvement Plan)
- collaborates with other school leaders to determine a focus that aligns with school and board improvement goals
- supports data-driven decision making to improve learning
- supports implementation over time and integrates Ministry and board initiatives (e.g., Growing Success, Learning for All, Differentiated Instruction, curriculum policy documents)

Competencies

Skills
The coach is able to
- collaborate and network with principals, teachers, and coaches
- foster a culture of co-learning
- foster a culture of change
- access and use a variety of data sources to identify strengths and areas of focus for learning
- align research affirmed instructional approaches with improvement plans
- monitor effectiveness of plans

Knowledge
The coach has knowledge and understanding of
- the impact and process of changing school culture
- the relationship between student, teacher and curriculum and how this aligns with school, board, and Ministry initiatives
- a variety of assessment tools and information for data analysis

Attitudes
The coach demonstrates
- commitment to individual, team, and whole-school growth
- commitment to long term planning and continuous improvement

Leading

Leading Instructional Practice

The coach draws on a repertoire of instruction and assessment practices to support adolescent literacy learning.

Practices
The coach
- supports the adolescent learner by staying current with research affirmed literacy practices
- interprets assessment data and evidence of student learning to guide instruction and learning
- assists teachers in all subject areas in selecting and implementing appropriate instructional and assessment strategies
- assists in identifying and addressing learning goals and success criteria; and in creating quality tasks
- identifies rationale for and purpose of instructional and assessment strategies
- models instructional strategies and guides the use of scaffolding for gradual release
- guides metacognitive thinking
- incorporates student experience, prior knowledge and student voice in learning

Competencies

Skills
The coach is able to
- use assessment data to inform instructional decisions
- identify key components of content area literacy
- demonstrate implementation of research-based strategies
- use assessment for and as learning to guide instruction and promote independent learning
- model the use of descriptive feedback to improve student learning
- model authentic uses of technologies

Knowledge
The coach has knowledge and understanding of
- research-affirmed instructional practices
- adolescent literacy emphases: critical literacy, metacognition, questioning, strategies, structures, student voice
- the organization, relationships, and materials management involved in maintaining positive classroom dynamics
- resources which support literacy for learning, including Literacy GAINS resources
- the importance of emerging technologies and their relevance to adolescents
- in- and out-of-school literacy practices of adolescents

Attitudes
The coach demonstrates
- a belief that all students and teachers can learn
- commitment to lifelong learning
- a belief that literacy competence influences student engagement, motivation, and success

![GAINS — Growing Accessible Interactive Networked Supports in Literacy Education]

A Framework for Literacy Coaches

A Framework for Literacy Coaches

There is a growing body of professional knowledge on the impact coaching has on professional growth. Coaching supports job-embedded professional learning. When professional learning is embedded, it builds classroom practice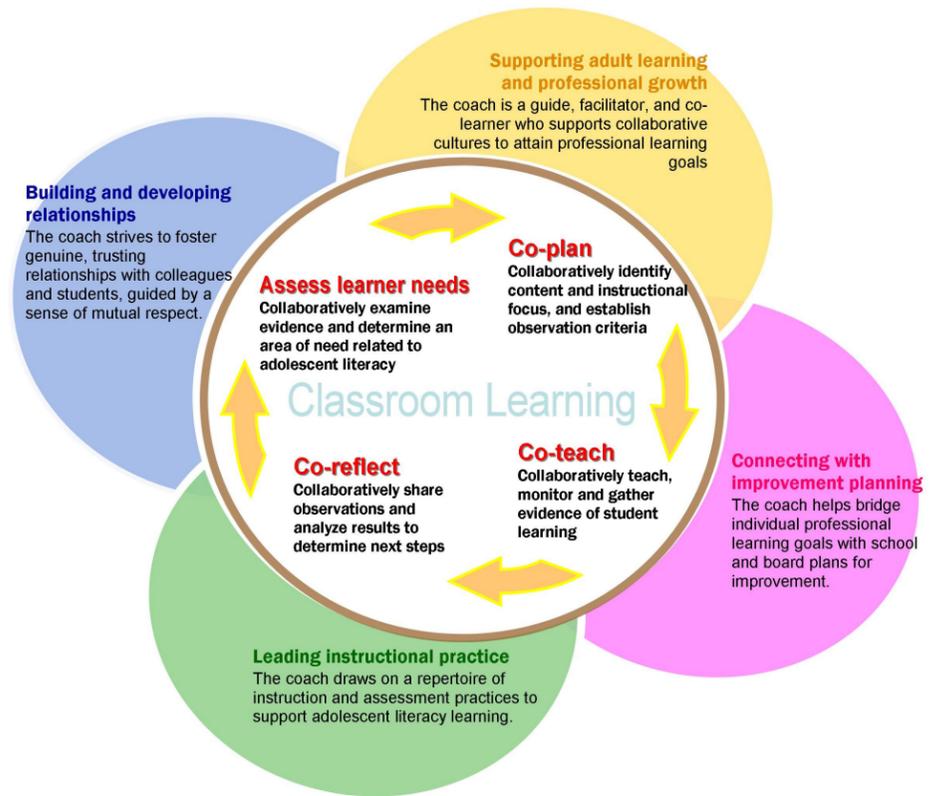 and a school culture that improves student achievement. Sturevant & Linek (2007) found that teachers became more metacognitive and reported using literacy strategies in the classroom on a regular basis, as a result of being involved in the coaching process.

One of the most important ways in which instructional coaches can lead is by shaping the kinds of conversations that take place in schools.
Knight, 2007

The Literacy GAINS Framework for Literacy Coaches describes the practices, skills, knowledge and attitudes of coaches. This coaching framework represents an ideal, and recognizes that coaches with various experiences will be involved in on-going learning as they are developing these competencies as coaches.

A Literacy Coaching Cycle

The literacy coaching cycle is a process of assessing learner needs, co-planning, co-teaching, and co-reflecting, and this work is supported by coaching practices and competencies.

Through the coaching cycle, teachers deepen their professional knowledge and practice, thereby improving the achievement and learning of the students in their class.

Supporting adult learning and professional growth
The coach is a guide, facilitator, and co-learner who supports collaborative cultures to attain professional learning goals

Building and developing relationships
The coach strives to foster genuine, trusting relationships with colleagues and students, guided by a sense of mutual respect.

Assess learner needs
Collaboratively examine evidence and determine an area of need related to adolescent literacy

Co-plan
Collaboratively identify content and instructional focus, and establish observation criteria

Classroom Learning

Co-reflect
Collaboratively share observations and analyze results to determine next steps

Co-teach
Collaboratively teach, monitor and gather evidence of student learning

Connecting with improvement planning
The coach helps bridge individual professional learning goals with school and board plans for improvement.

Leading instructional practice
The coach draws on a repertoire of instruction and assessment practices to support adolescent literacy learning.

Resources

Drago-Severson, Eleanor. (2009) *Leading adult learning: supporting adult development in our schools.* Thousand Oaks, CA: Corwin & NSDC.

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