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-judgmental 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.

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 ongoing, and is most successful when it is pursued in collaboration with colleagues.
- Coaching is most effective when it is authentic and taken into account situation and context.

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
- 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 foster thinking and promote reflection.
- Engages colleagues in a coaching cycle (e.g., co-planning, co-teaching, co-reflection).
- Sets learning goals and identifies success criteria.
- Supports professional learning through inquiry (e.g., lesson study, collaborative inquiry, professional learning communities).
- Shares 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.

Learning Instructional Practice

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

Practices
- Supports the adolescent learner by staying current with research affirmed literacy practices and integrating 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 that align with school and board improvement goals.
- Helps develop 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 of improvement over time and integrates Ministry and board initiatives (e.g., Growing Success, Learning Academy, Differentiated Instruction, curriculum policy documents).

Skills
- The coach is able to
  - Plan and use a variety of data sources to identify strengths and areas for improvement.
  - Model instructional strategies and guide the use of scaffolding for gradual release.
  - Guide metacognitive thinking.
  - Incorporate student experience, prior knowledge and student voice in learning.

Compeletencies
- The coach has knowledge and understanding of
  - Issues of confidentiality and professionalism.
  - The significance of interpersonal relationships and the impact of change on individuals and systems.
  - The relationships, organization, and materials management involved in maintaining a positive classroom environment.
  - 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 commitment to positive relationships.
- The coach demonstrates commitment to shared leadership and effective teamwork.
- The coach demonstrates confidence, optimism, empathy and integrity.
- The coach demonstrates belief in the power of collective capacity to accomplish extraordinary things.

Knowledge
- The coach has knowledge and understanding of the relationships, organization, and materials management involved in maintaining a positive classroom environment.
- 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.

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.

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.
- Expectations 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.

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

Skills
- The coach is able to
  - Use assessment data to inform instructional decisions.
  - Identify key components of content area literacy to 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.
- Expectations 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 influences student engagement, motivation, and success.

Knowledge
- The coach has knowledge and understanding of group norms and protocols which promote communication, sharing and collaboration.
- The change process and how change challenges the learner’s beliefs.
- 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.

Knowledge
- The coach has knowledge and understanding of adult learning and models of professional learning (e.g., collaborative inquiry process, coaching cycles).
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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.

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.

Resources


www.edugains.ca