



FNSBSD

Coaching Framework

2023 -2024

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1. Why Coaching Matters (our mission)



**We coach to help teachers do the
challenging work of meeting the
needs of all students.**

2. Where We're Going (our vision)



We aim to reach a future state:

- where coaching is widely understood, universally valued, and follows standards of professional practice
- where coaching is accessible and integrated into educators' efforts to improve student outcomes by continuously improving their teaching

3. How We Think About Coaching (values and principles)



What coaching is...

- Effective, classroom-embedded professional learning
- Focused on improving student learning
- Goals-driven, guided by the teacher's goals and students' needs
- Informed by measurable student data.
- Practical to the learning environment and the unique duties of each teacher
- Strengths-based, building on the knowledge and expertise of the educator
- Collaborative, allowing educators to apply professional learning more deeply and consistently than those working alone.
- Relationship-based, centered on mutual trust
- Centered on professional growth without judgment.
- A partnership for teacher and coach, with each taking ownership, sharing expertise, and growing
- Based on clearly defined roles between coach, educator, principal, and district

What coaching is not...

- Evaluative, either directly or indirectly
- Disciplinary
- Reactive, casually scheduled, and focused on anecdotal data
- Centered on initiatives, but rather reflective practice around initiatives
- Administrative, serving as an assistant principal, department lead, testing coordinator, data coordinator, substitute teacher/principal
- The leader or coordinator of Professional Learning Community meetings, but rather a partner in the PLC process
- Assigned as the ongoing mentor to new educators
- A "fixer" or "hero" coming in to save the day for a teacher or principal

4. Priorities and Expectations for Coaches



We expect coaches to...

- Listen deeply and engage in honest dialogue without judgement
- Practice coaching partnerships where both parties share ideas, make decisions, and exchange feedback together as equals
- Honor the teacher's expertise as primary decision makers during the coaching process
- Position teachers to examine and use data in prioritizing goals.
- Build coaching around authentic questions that promote teacher reflection and where the coach and coachee are open to multiple responses
- Commit to using well-planned and structured coaching conversations and the district's coaching cycle
- Actively partner with the teacher in the act of applying new knowledge and skills to practice
- Help teachers feel valued and respected; build self-efficacy and hope
- Use their work in support of broader district philosophies and initiatives
- Continue their own professional learning and support the growth of other coaches

In prioritizing how to use their time, coaches should...

- Prioritize a full coaching cycle over "one and done" advice-giving
- Coach professionals who are receptive and supportive of the process
- Be proactive, not reactive, in providing coaching supports
- Spend most significant amount of time working directly with teachers
- Clearly understand their role, what it is and what it isn't
- In their work help create new coaches who will then share the load
- Find a balance that doesn't impact your other duties
- Proactively calendar coaching time

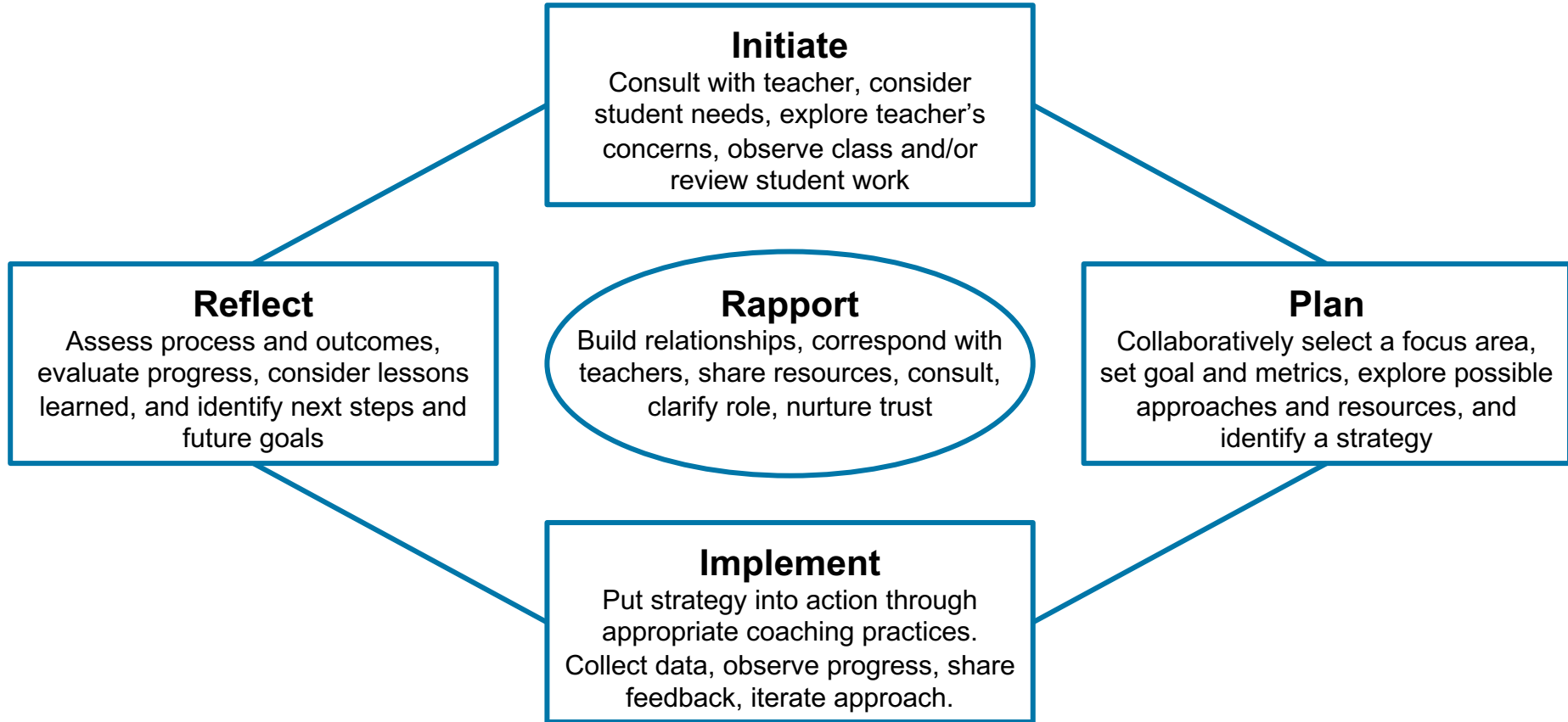
5. The Work Coaches Do (coaching roles)



What	Examples
Instructional Support	Co-planning or supported planning Co-teaching Goal-setting Modeling (gradual release method) Responding / using classroom level data Observation & feedback Training on materials or curriculum Personalized Learning implementation Gathering instructional resources
Data Support	Lead / teach data protocols Training and use of district assessment and data tools
Mentor	Support SEL for teachers Assistance navigating school and district systems Help make networking connections
Facilitating PD Sessions	District and building-level professional development Support PLCs Facilitate book studies and credit classes

What	Examples
Participate in Professional Learning	Build own capacity as an instructional leader & coach Engage and model reflective practice Participate in learning walks
Communicator & Ambassador for Change	Identify and share successes Communicate district-wide goals Articulate the strategic plan, personalized learning, competency-based education Support cross-school / interdisciplinary connections & relationships
Content Area Expertise	Share current trends and research in content area best practices Training on role-specific compliance, reporting, documentation and responsibilities
Technical Assistance for Learning Walks	Lend instructional expertise to learning walks, as organized by school leaders Consult with school leaders about learning walk tools, protocols, and finding the right learning walk approach for their building

6. Our Coaching Cycle



Appendix: Collaborations between Coaches and Principals



In their collaborations, we ask coaches and principals to keep the following in mind:

- Coaching is an optional resource for teachers. Even when the teacher is on an improvement plan, coaching is always one among a menu of available, voluntary supports.
- Coaching is a tool for the teacher, not for the administrator. Feedback from the coach goes only to the teacher, who can then share it with whomever they choose.
- Coaches will share with principals which teachers at the school they are working with, how often they are working/have worked with a given teacher, and building-wide themes or focus areas they have observed through coaching multiple teachers. Sharing from the coach to the principal of teacher-specific information such as progress and improvement will only happen with the teacher's awareness and permission.
- Teachers set the goals for a coaching process; the coach's job is to help the teacher work towards the goals identified by the teacher. Teachers are encouraged to share their goals with their principal although this is not a required element of coaching.
- Coaches can be a resource for principals, as well - in building principals' own instructional expertise, helping to facilitate building-level PD, and supporting the work of PLC's and other instructional teams. In the context of working with groups of teachers, coaches will provide general feedback to a principal about how a group session went, but will avoid specifics about individuals' work in and contributions to a session.