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EDU623- Coaching, Mentoring and Educational Leadership

Instructional Leadership Coaching Framework Proposal for the District Superintendents

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Overview of the Instructional Leadership Coaching Framework

Since our school district has recently employed eighty instructional coaches to improve teacher effectiveness and student learning, these instructional coaches will need to acquire profound strategies and insights to assist them when helping other teachers. I would like to propose the adoption of my S.A.G.E. instructional leadership coaching plan, which integrates Support, Active Learning, Growth and Evaluation (Appendix 1) as its elements in enhancing coaches' performance. The vision of this plan is to help instructional coaches (ICs) develop profound attributes and holistic knowledge in invoking an intrinsic desire in teachers and students to learn and attain growth, resulting in increased teacher effectiveness and student learning and the overall success of schools within the district.

S.A.G.E Instructional Leadership Coaching Framework Elements

Support

In implementing the S.A.G.E instructional leadership coaching framework, ICs will understand the intense importance and need for establishing a culture of support built on trust and respect, the foundational element in catalyzing change and improving effectiveness and learning. DiPaola and Hoy (2012), state that culture not only provides the school with a sense of identity, it also binds the organization together, provides appropriate standards for behavior, and cultivates commitment to colleagues" (p.47). A culture that focuses on support and trust is extremely important as "trust in school facilitates cooperation (Tschannen-Moran, 2001), it enhances openness (Hoffman, Sabo, Bliss, & Hoy, 1994), it promotes group cohesiveness (Zach 1997) and it improves student achievement "(Byrk & Schneider, 2002; Goddard, Tschannen-Moran, & Hoy, 2001; Hoy, 2002). In order to develop this deep culture of support, significant

time must be spent integrating team-building activities, as well as developing norms and engaging in deep listening and understanding when determining the needs of teachers . Furthermore, a continuous focus on support is required and should be continually reflected through actions, quotes and school and department vision boards, including the school's mission and pictures and powerful words posted around the school. Moreover, the start of each day, week or meeting should begin with a positive thought or quote, thus creating an authentic setting for support and trust and reflecting the far-reaching message, "Together We Support, Together We Learn."

Active Learning

The next important element in the S.A.G.E framework for creating an effective school and being an effective coach is Active Learning. With regard to teachers and leaders, this would entail differentiated Professional Learning Communities, workshops that cater for learner choice and interest and differentiated professional development rather than a one-size fits all approach. Furthermore, many opportunities must be provided for teachers to continually learn from each other and be encouraged to share meaningful strategies for improving instruction. This will extend the learning continuum as it "expands expertise across the faculty, thereby deepening efforts for instructional improvement and increasing the likelihood that these efforts would increase over time" (DiPaola & Hoy, p.9). Guest speakers and researchers that are versed in best practice instructional strategies should also be brought in to share these strategies and assist teachers, however, the importance of in-house classroom observations and consistent dialogue and feedback must be consistently incorporated.

Additionally, creating an "Active Learning Room" in which meaningful strategies acquired by principals, leaders and teachers during workshops, book studies, research and other

learning approaches should be accessible for teachers to use freely and in relation to their needs, thus reinforcing the provision for choice and interest. This Active Learning room should also have computers for teachers to listen to Ted Talks, podcasts and other meaningful integration of technology. Active learning will not be restricted to only teachers, but coaches and leaders as well, as “leaders must demonstrate the same learning characteristics that they expect in teachers” (DiPaola & Hoy, 2012, p. 11). This “Active Learning” setting develops a culture of collective efficacy, “the shared perception of teachers in a school that the efforts of the faculty as a whole will have a positive effect on student learning” (DiPaola & Hoy, 2012 p.47).

Similar to differentiated workshops for teachers, a great focus must also be placed on differentiated assignment and instruction for students and the creation of an Active Learning area in each classroom and within the school, where student learning artifacts are displayed for others to view and gain knowledge. In addition, there must be "Active Minds" days, during which students are given the time to create and design to represent their learning, which is the ultimate goal of education.

Growth

Growth, rather than grades and "gotchas" will be a primary focus of the S.A.G.E framework. According to Carol Dweck, students who learn and adopt a growth mindset show greater motivation in school, better grades, and higher test scores. In completing my Master’s in Teacher Effectiveness and Professional Development, I wrote a research paper on Assessment and the Brain as it relates to Higher-Executive Functioning Skills. This in-depth research has allowed me to profoundly connect the functions of the brain to a growth mind-set and the formation of stronger neural networks (neuroplasticity) in the Pre Frontal Cortex (PFC) of the brain in children. Although the pre-frontal cortex is fully developed at middle school age, the

formation of stronger neural network continues to form in the adult brain and continues to become stronger when the isolated neural cells are given the opportunity to build stronger neural connections. Adopting a growth mindset as adults promotes a desire to learn more which will only make these connections stronger, thus allowing us to be able to acquire those higher executive functioning skills and become extremely effective and knowledgeable teachers.

Along with the focus of a growth mind-set, the culture of support and collective efficacy will promote growth for both students and teachers. As stated by Goodard, Hoy & Woolfolk (2000), "developing a culture of collective efficacy may be rewarded with continuous growth not only in collective teacher efficacy but also in student achievement". As teachers are motivated to learn because of the cultivation of an intrinsic desire, they will be stimulated and inspired to gain an array of meaningful instructional strategies that they can use in the classroom to have a profound impact on student learning. As a result, inquiry-based and real-world applicable activities will be designed to invoke critical thinking and increase higher-level executive functioning skills for students, resulting in learning products that depict creativity and insightful reflections.

Evaluation

Evaluation is the last element but an exceptionally important one in determining teacher growth and measuring learning in the S.A.G.E. instructional leadership coaching framework. In this framework, evaluation consists of formative and summative measures that analyze a variety of data and elements that will be obtained from walkthroughs, observations and portfolios in measuring teachers' growth.

Furthermore, to depict their growth, students, teachers and leaders must create ePortfolios or any other cumulative techniques that incorporate artifacts of choice that reflect authentic

learning. Some of these artifacts could be PowerPoints, essays, videos, poems or any other insightful representations which they will also share with others in the “Active Room”. Additionally, evaluation of students’ growth should be very similar and where they must be accountable for providing the necessary artifacts to portray their growth.

Rubrics and the descriptors that focus on growth relating to teachers and students must be placed on the classroom walls so that they are constantly reminded to be reflective and pioneering in their learning. The following sections on Formative Assessment and Summative Evaluation and Remediation and Professional Development within this paper provide additional details on these evaluative methods and specially designed tools for collecting formative data with regard to instructional practices and student engagement.

The Desired Outcome

The basic work of a school is teaching to facilitate learning and “teacher performance and student learning are two basic outcomes of the classroom, DiPaola and Hoy,(2012, p.62). Undeniably, the ultimate beneficiaries of instructional leadership coaching are teachers and students with both being equal recipients, with teachers receiving the effective instructional strategies and students, profound learning. In defining leadership, Goleman (1995) states, “Leadership is not domination but the art of persuading people to work together for a common cause”. Furthermore, “a principal must have the skills, talent and emotional intelligence to work with and through others to develop a common culture of learning that directs everyone within the school community to work together” (DiPaola and Hoy, (2012, p.62). These philosophies do not only apply to principals but also to instructional coaches. Incorporating the elements of the S.A.G.E instructional leadership coaching framework will provide ICs with the attributes and

profound knowledge to support teaching and learning, with a strong emphasis placed on developing the first element, a culture of support.

Once a sense of community has been established and relationships have been built and nurtured, the ICs main focus is to assist teachers in acquiring and integrating effective research-based instructional strategies that will provide their students with higher level thinking and remarkable 21st century skills. The needs of students, such as safety, trust, goal setting and many others must also be attended to so they are intrinsically motivated to learn and see the value in education and naturally show profound growth and gain extensive knowledge.

In fulfilling the needs of the school and its community, coaches must support the school's systems as well as the mission and vision and lead activities that will support teaching and learning, remembering that "when learning becomes the preoccupation of the school, when all school's educators examine the efforts and the initiatives of the school thorough the lens of the impact on learning, the structure and culture of the school begins to change in a substantive way" (Du Four, 2002). A more detailed account of the desired outcomes for ICs is outlined in Appendix B.

Formative Assessment

Attributes of Coaches in Conducting Formative Assessment

Although coaches are not supervisors, they must adopt the supervisory attributes that will be beneficial to teachers, always remembering to be non-judgmental as supervisors do not judge the competence of teachers nor attempt to control them but rather work cooperatively with them as colleagues (DiPaola & Hoy, 2002). In focusing on the evaluation element in the S.A.G.E framework, formative assessment that promotes growth is an extremely significant focus and must be abidingly practiced by ICs help teachers learn how to build on their own capacity in

order to help students achieve at higher levels (Glick-man, et al., 2004). Additionally, coaches must be very mindful of the fact that improvement of instruction is generally accomplished in a nonthreatening atmosphere, by working in a collegial manner, and by creating in teachers a sense of inquiry and experimentation (DiPaola& Hoy, 2012).

Walkthroughs, Observations and Feedback

Extensive exposure to DiPaola & Hoy's beliefs about instruction and supervisory styles are referenced in the above section and within this section as coaches must genuinely understand and reflect on these beliefs in order to be positive change agents and impact on teacher effectiveness. Failure to do so only results in holding a position that has no relevance to "instructional coaching". With this said, walk-throughs and observations must be used in collecting data to assist and build teacher effectiveness. Walkthroughs are very powerful formative assessments that provide teachers with immediate and meaningful feedback and give an all-inclusive view of the structure of the classroom in determining the academic focus, classroom culture, instructional styles and pedagogical practices that are being integrated to facilitate learning.

Alternatively, observations are an equally important formative assessment tool that gives a more detailed analysis of the content and learning effectiveness as it allows for the in-depth analysis of instructional styles, strategies and evidence of learning and for any major obstructions to learning to be determined. Coaches are strongly advised to spend time getting to know their teachers well enough to determine which approach should be implemented with each individual, (DiPaola & Hoy, 2012) as some teachers may show more growth with walkthroughs while others may prefer observations. It cannot be stressed enough how very important it is for coaches to be

constantly cognizant of the fact that "the basic philosophy of supervision is a collegial process focused on individual teacher needs and growth" (DiPaola & Hoy, 2012, p.87).

In order for growth to take place, immediate feedback and in-depth conversations that will allow for the teacher to be very reflective in their practice must be consistently provided. Constant communication and feedback should also be provided through interactive Google Forms which could be used to collect data regarding teacher observation, but again, this must be something that is aiding rather than hindering growth. Since Google Forms are very effective interactive tools, if a coach determines that a teacher is not comfortable with this tool, this could be a standard that they would encourage the teacher to add to their professional development plan and with which they must provide all the necessary support for the teacher to show growth.

Walkthrough and Observation Tools

Appendix 3 contains an At-A-Glance tool that I created to use during walk-throughs and which was carefully designed to ensure that a wide range of elements relating to classroom setting and instructional practices is focused on, thus providing a holistic view of learning and instruction. In using this, follow up conversations will consistently address a wide range of elements, not in the aim to overwhelm teachers, but to constantly focus on these elements, thus building stronger neural networks with regards to their growth.

While I have provided this tool that could be used with the district's coaches during walk-throughs, Ginsberg (2002) states, "to ensure that walkthroughs are meaningful, schools must develop their unique protocol that will allow for the observer to extensively gauge the depth of learning that is taking place." These walkthroughs reinforce a team effort as teachers and administrators work together to develop a shared language of learning and a pedagogical compass that guides the practices in the same direction as teachers are motivated with consistent

positive feedback. Therefore, coaches could use my tool as a guide to creating their school related observation tool or modify this one to match their teachers and school needs.

Test Scores as Formative Assessment

For some teachers whose students will take a benchmark or state test, these scores once valid and reliable could be used as a form of formative assessment as ICs and teachers would closely analyze these and determine areas for focus and growth. Once again, ICs must be very aware of their teachers' needs and must be skillful enough to determine when and how to use this data to impact growth. However, in the cases where teachers do not have benchmark test data, coaches in collaboration with teachers should create a tracker that would track student growth by objectives and units for valid and reliable teacher created tests. In both situations, ICs must encourage teachers to stress on the importance of qualitative data in depicting learning and the quantitative data in providing insights for growth.

Summative Evaluation

"The use of multiple data sources, valid and reliable measures and systematic data analysis procedures should also be included in the design of evaluations" (DiPaola & Hoy, 2012, p.150). The growth depicted by teachers should be reflected in a culminating project or ePortfolio and consist of multiple artifacts. ICs must support teachers in the creation of these ePortfolios or any other culminating representations which could align to the elements of the walk-through tool: Academic Focus, Teacher Engagement, Presentation Style, Classroom Culture, Content and Critical Thinking, Student Engagement, Pedagogical Practices and Assessment For Learning, where each section requires a specific number of artifacts as well as includes any additional sections and items that were impactful in attaining growth. ICs must also

encourage teachers to have their students create an ePortfolio that will correlate to their effectiveness and growth, but most importantly, depict students profound learning.

The creation of teacher and student ePortfolios allow supervisors and ICs to randomly select qualitative items that will validate teachers growth and artifacts of student work that will reflect student creativity, innovation, growth and how they extend their knowledge by integrating other curriculum areas and global topics. Also, at the start of the year, students and teachers should be exposed to a rubric and descriptors that would be used to measure their growth and which they reference often to determine their levels of growth acquired. A possible rubric could consist of the four following elements: Beginning, Developing, Proficient and Advanced with specific indicators which ICs could create in collaboration with supervisors and administrators at their school. Examples of how other states, such as North Carolina's education department have created and used these, could be analyzed in creating the school specific rubrics. Once the rubric has been created, it must be made into posters and placed on the walls of each teacher's classroom for continuous self-assessment. As stated by DiPaola and Hoy (2012), "Performance expectations describe what the professionals are expected to do, but they do not address how they fulfill responsibilities or how well they do them" (p. 155). Additionally, this constant focus on these rubrics would allow for teachers and students to be constantly reflective and innovative in their learning and more directed in acquiring artifacts for their ePortfolio.

While it could be argued that similar to teaching to the test, teachers can "teach to the artifacts", with the implementation of the S.A.G.E framework, coaches would be helping teachers focus on Active Learning and Growth therefore there would be a culture for continuous and consistent representation of student learning through these artifacts and therefore, they can be used as true measures of teacher effectiveness.

Professional Development and Remediation

Effective Professional Development

Professional development is defined as both the formal and informal learning experiences during one's career from pre-service to retirement and DiPaola & Hoy (2012) further state that, "effective professional development programs typically accommodate diversity and promote equity in a variety of formats and are used for professional development activities." The intense need for diversity and differentiation in professional development is further noted in DiPaola & Hoy's (2012) and the federal government's ten characteristics for effective professional development. Therefore, ICs need to provide both formal and informal professional development that would not be a one-size-fits-all approach but would instead meet the individual needs of teachers and improve their content knowledge and instructional skills. Coaches must also note the importance of classroom observations and follow-up dialogues as true representations of individualized professional development in the context of the teachers' classroom (DiPaola & Hoy, 2012).

Resources

To provide teachers with a holistic view of strategies and classroom settings, ICs are strongly advised to create an interactive website that will incorporate insightful strategies and tools such as classroom management, pedagogical strategies, assessment for learning, technology integration, real-world connections, research-based strategies, videos of effective as well as ineffective classroom lessons and many more that will cater for all levels of learners. Interactive elements such as blogging, discussions, interest and needs and safe space will allow teachers to attend to areas of needs. Additionally, ICs must provide additional resources such as sending out

newsletters and emails to reinforce the culture of support, growth, efficacy and effectiveness as well as many examples of the integration of effective strategies.

Remediation

In providing formative feedback, ICs must remember to focus on teachers' strengths and use these to "help teachers build on their own capacity in order to help their students achieve at a higher level (Glick-man, et al., 2004). In applying a cyclic plan to help teachers, ICs could use the following coaching cycle that I created: Determine Needs, Create a Goal, Support Teacher's Goal, Perform Walkthroughs to acquire areas for additional support, Meet and Reflect and Practice for Effectiveness to help each teachers build efficacy and increase their effectiveness. If this one does not meet their teacher's needs, they could pattern one after the Diagnostic Cycle in DiPaola and Hoy (2012). However, ICs must be extremely aware that while the format of the cyclic plan would be fixed, coaching must still be a differentiated process and work with each teacher to create a unique plan, if the self-created one does not meet their needs.

Action Research

As stated by DiPaola and Hoy (2012), in order for professional development to be effective, the three phases of planning, conducting and reporting must be implemented in order for teachers to show growth. Therefore, ICs must ensure that they engage teachers in creating an authentic professional development plan that will address specific teaching standards with which they need to show growth and which they will need to integrate professional development activities as well as research to acquire strategies to improve. I have included a sample of my professional development plan in Appendix 4.

One of the important elements in the S.A.G.E framework is growth and the acquisition of growth through a profound focus on learning. Providing the users with research-based

information will reinforce and further justify this element as well as further analyze its correlation to evaluation, which will aid in reinforcing the S.A.G.E instructional leadership coaching framework. Therefore, my action research question is; would an extensive use of qualitative data as a form of assessment and evaluation impact the growth mindset and improve teacher effectiveness and student performance? My research plan will consist of the following steps: Do extensive research, Interview teachers and students in various grade levels and similar and different content areas, Analyze the depth of student learning artifacts and teacher curriculum design and formative assessment, Analyze test scores relating to teachers who use a lot of qualitative data and those who do not, Obtain feedback from expert coaches and professors, and Draw conclusions.

Summary

"The key to improving student learning rests within the classroom" (DiPaola & Hoy, 2012, p. 8) and ICs must always remember that, instruction is the primary means to student learning; and thus defines their role as being service providers for teachers" (Supovitz & Poglinco, 2001). Also, "When learning becomes the preoccupation of the school, when all school's educators examine the efforts and the initiatives of the school thorough the lens of the impact on learning, the structure and culture of the school begins to change in a substantive way" (Richard DuFour, 2002). The S.A.G.E. instructional leadership coaching framework provides ICs with four powerful elements to impact teacher effectiveness and student learning and provides them with the genuine attributes to be effective service providers and allow for every coach to be preoccupied with teacher and student learning and examine all activities through the lens of learning and growth acquisition. Additionally, the S.A.G.E. model integrates elements that align themselves with The Pathway to Success coaching project, developed by Kansas

University Center for Research in Learning (KU-CRL) in which coaches are carefully selected and extensively trained as they attend ongoing formal professional development and observe other instructional coaches and which have empowered them with four specific but profound lessons for coaching which are, “go slow to go fast”, “focus on relationships”, “have a partnership mind-set” and “offer teachers choices”. In supporting school improvement initiatives, the coaches applied an extensive wealth of knowledge and skills when collaborating with teachers through discussions and professional development to help them see the many benefits of research-validated practices. Additionally, they used an array of techniques such as meeting one-on-one with teachers and departments, modeling lessons, spending time to address content, and keeping communication lines open in attending to teachers’ needs.

Without doubt, I can state that integrating the S.A.G.E framework in your district will definitely increase the effectiveness of the district’s ICs in impacting teacher effectiveness and student learning, the most valuable purpose of education.

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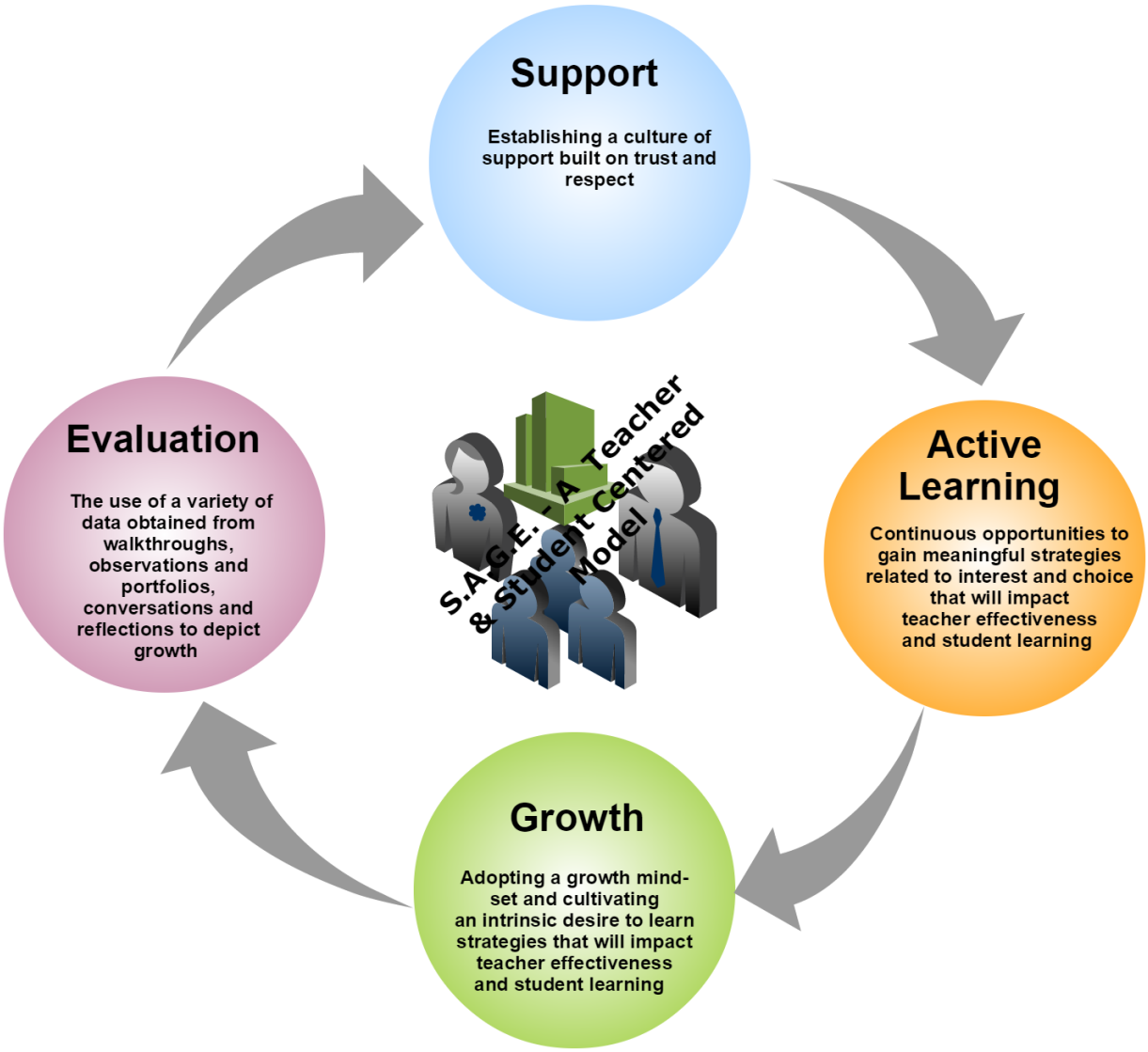
APPENDIX 1

S.A.G.E. Instructional Coaching Framework



Created by Cherry-Anne Gildharry

APPENDIX 2

Specifics Relating to the Benefits of Beneficiaries of Instructional Coaching

COLLABORATION SUPPORT TRUST

CULTURE BELIEFS NORMS VALUES

Beneficiaries	Needs	Benefits
Teachers	1. Support and trusting relationships/partnerships 2. Assistance with organization and clarity and Curricula Alignment 3. Autonomy to make have an input in what they teach and to be creative and innovative 4. Collaboration with: Meaningful instructional strategies Resources and Implemented curriculum Professional development Effective instructional strategies Models lesson 5. Obtaining strategies for practicing self-analysis and reflection 6. High expectation for all students Instruction that meets the need of all students at levels 7. Help with creating Classroom social system Classroom management 8. Assistance with implementing effective Formative and Summative Assessment	1. Increased motivation and positive and safe climate, great relationships and effective collaboration 2. High quality curriculum and instruction that focuses on learning as well as meets district expectations 3. Increased creativity and innovative practice. Unique and powerful teaching style 4. Effective teacher, acquired growth profound instructions, and student achievement Higher level thinking skills 5. Growth mind-set and growth attainment. Revised instructional strategies to improve learning. 6. Meet the needs of all students and acquire strategies for differentiation 7. Unique, supportive, safe and productive classroom culture and space Improved instruction and increased student learning 8. Gauge student understand and provide multiple methods for students to depict higher level thinking
Students & Classroom Community	1. Safety, support, trust, care, understanding and a sense of belonging 2. Belief in their ability to achieve Set high expectations 3. Goal setting and self-regulation 4. Improving their ability with a focus on growth of each student 5. Activities relating to student interest and choice and increase students' cognitive abilities	1. Increased motivation and unique class culture and behavior system 2. Increased self-confidence 3. Growth mind-set and great achievement 4. Meet students' needs and attain individual and class growth 5. Increased student learning
School & School Community	1. Support the interactions of the formal, informal and individual structure 2. Great partnerships and collaboration with teachers and PLCs 3. Rigorous curriculum and effective instruction Integration of Research-based strategies Meaningful student engagement strategies 4. Professional development	1. Increased interactions and climate support 2. Increased teacher motivation and collegial communities 3. Student and teacher growth - Improved instruction and increased student learning 4. Increased student achievement

GROWTH EFFECTIVE TEACHING PROFOUND LEARNING

INSTRUCTIONAL LEADERSHIP COACHING PLAN

Overview of the Benefits of the Beneficiaries of Instructional Coaching

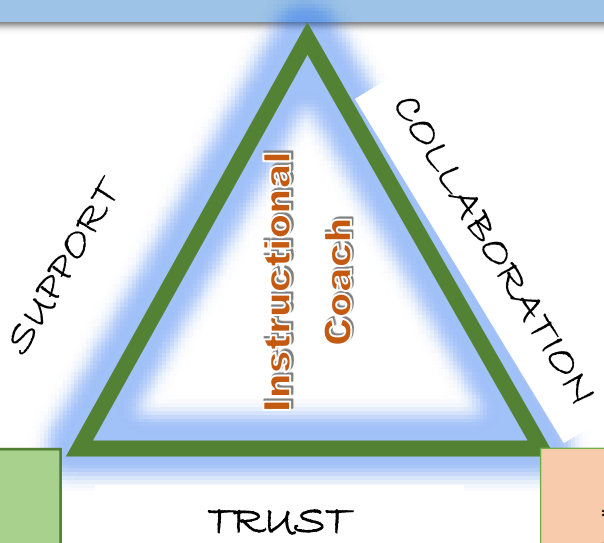
Teachers

**Support and trust*
**Autonomy*
**Curriculum Alignment*
**Instructional Strategies*
**Creating Classroom Social System*
** Assessment*

*Increased motivation and positive and safe climate, great relationships and effective collaboration
*High quality curriculum and instruction that focuses on learning as well as meets district expectations
*Effective teacher, acquired growth, profound instructions, and student achievement
* Higher level thinking skills, innovative and creative outputs
*Unique, supportive, safe and productive classroom culture and space

Students

**Support and trust and a safe space*
**Belief in their ability*
**Set high expectations*
**Goa-setting and self-regulation*
** Interest& Choice*



School

* support the schools Structure
*Great partnership and collaboration with staff
* Support rigorous curriculum and effective instruction

1. Increased motivation and unique class culture and behavior system
2. Increased self-confidence
3. Growth mind-set and great achievement
4. Meet students' needs and attain individual and class growth
5. Increased student learning

*interactions and climate support
*Increased teacher motivation and collegial communities
* Student and teacher growth - Improved instruction and increased student learning
* Increased student achievement

APPENDIX 3

CLASSROOM WALKTHROUGH OBSERVATION FORM – Created by Cherry-Anne Gildharry

Teacher		**Date**		Number of Students	
Course		**Observer**		Block/Time	

FOCUS	ELEMENTS	FOCUS	ELEMENTS	FOCUS	ELEMENTS
Academic Focus	☐ Objectives posted ☐ Instruction aligned to objectives ☐ Procedure and routines are recognized ☐ Rubrics and student work are visible and reflect in-depth learning	**Classroom Climate /Culture**	☐ Encourages student thoughts ☐ Respect exercised by all ☐ Supportive, trusting and caring environment ☐ Teacher/student rapport evident ☐ Positive and friendly setting	**Student Engagement**	☐ Participation 100% 95-80% 75-60% 50-0% ☐ Discussions and in-depth thoughts ☐ Reflective participation ☐ In-depth analysis and interpretation of content ☐ Collaborative learning ☐ Independent learning ☐ All independent learning
Teacher Engagement **Presentation Style**	☐ Whole group(Teacher led) ☐ Small group ☐ One-to-one ☐ Monitoring students' progress ☐ other ☐ Whiteboard ☐ Textbook ☐ PowerPoint ☐ Prezi ☐ Word Documents ☐ Other	**Content & Critical Thinking**	☐ Meaningful activity ☐ Rigorous curriculum that invokes higher level thinking ☐ Focus is placed on in-depth thoughts when answering questions ☐ Connections to Real-world applications ☐ Extensions to ideas and topics and integration of cross-curricular content ☐ Inquiry relating to topics of interest ☐ Students question, examine, create, solve, interpret and debate	**Pedagogical Practices** **Assessment for Learning**	☐ Collaborative groups ☐ Learning Centers ☐ Peer-tutoring ☐ Differentiation ☐ Discussions ☐ Movement ☐ Questioning ☐ Reflective Learning ☐ Presentations ☐ Videos/Technology ☐ One-to-one tutoring ☐ Creating ☐ Lab activity ☐ Providing Feedback ☐ Independent work ☐ Formative Assessment ☐ Peer-editing ☐ Self Evaluation ☐ Feedback to students ☐ Quizzes ☐ Observations ☐ Interviews ☐ Thumbs up Thumbs Down ☐ Synthesis artifacts ☐ Conversations ☐ Other

APPENDIX 4

Professional Development Plan

Name: Cherry-Anne Gildharry **Date:** March, 8th 2015

Goal: Foster relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and act with integrity, fairness and in an ethical manner.

Objective: Evaluate my past interactions with teachers, parents and the larger community and acquire and develop effective strategies to build relationships focused on student learning, despite challenges

Competency Area: Teacher to Teacher and Community Connection

Steps/Strategies: Teachers

- Create a culture of support and trust by listening actively and with empathy
- Integrate teambuilding activities
- Frequently provide words of encouragement and support
- Despite what happens and is said, always focus on teachers' strengths and on student learning
- Celebrate successes and growth
- Develop and maintain open lines of communication
- Develop a support group with the larger community and invite them to present or assist at school

Time Frame:

- Within the first two weeks of school, create an excel tracker or Google Doc to document notes and ideas that were very effective as well as a contact list of community personnel
- Email teachers, parents and the larger community to touch base and introduce myself within the first week of school
- On a bi-weekly basis have conversations of celebrations and reflections
- Randomly give "Thank You" or "I appreciate You" notes

Support Team:

Principal
Assistant Principal
Peers
Self
Community

Evaluation:

- Deep and honest self-reflection making notes of specific areas for growth and improvement and revisiting situations that may not have worked well
- Analyzing the frequency with which teachers, peers or the community reach out as this may be an indicator of the extent of my effectiveness in fostering relationships
- Words or notes of appreciation and thanks expressed by colleagues, parents and community members kept in a Scrapbook to remind me of the impact of positive relationships
- Survey or feedback at the end of the year relating to collegial relationships and areas for improvement from which I would take the honest feedback and acquire additional ways to develop growth

Documentation:

Google Doc Tracker Notes and Ideas
Documentation of Emails and communication
Scrapbook with notes from teachers
Celebrations of successes and growth

Signatures:

Principal: Teacher: *C. Gildharry* Date: June 5, 2007