



Learning Coaches

**PROFESSIONAL
DEVELOPMENT
FRAMEWORK
HANDBOOK**

ABOUT THIS HANDBOOK

The Government of Nunavut, Department of Education, in partnership with the Nunavut Teachers' Association (NTA), is pleased to present the *Professional Development Framework Handbook for Learning Coaches* as a component of the Nunavut Professional Development Framework for the Educator Community initiative.

This handbook is a valuable resource for learning coaches as they undertake professional development activities throughout their coaching career in Nunavut.

The handbook will be updated as new information and resource materials become available.

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EFFECTIVE PROFESSIONAL DEVELOPMENT

In education systems, professional development (PD) often refers to the steps taken by educators and school leaders to increase their proficiency and effectiveness in their role for the purpose of delivering and supporting high-quality instruction and positive student outcomes. PD includes the actions or initiatives undertaken by educators and school leaders that serve to further develop their skills, knowledge, and expertise.¹ Learning coaches focus on PD actions or initiatives relevant to a coaching role.

Actions or initiatives that may constitute PD include, but are not limited to:

- In-service training;
- Conference and workshop participation;
- Mentorship;
- Educational courses;
- Resource sharing;
- Colleague shadowing; and
- Academic research review (e.g., scholarly articles, books, and other publications)

Professional development activities may be formal or informal. For example:

FORMAL

- School-wide PD events;
- Attending a department, NTA-, or PD Council-sponsored workshop, conference, or in-service;
- Taking a course online;
- Action research.

INFORMAL

- Reading about a topic of interest to support your work online, through social media or journals;
- Attending local community cultural events;
- Participating in a professional learning community or network; or
- Working with a colleague(s) to enhance a program.

While there is no one set of agreed-upon criteria for effective PD, there is increasing consensus that PD is most effective when it is:

- Self-driven (based on personal interest, self-reflection and assessment/feedback, goal setting);
- Collaborative;
- Relevant to professional activities and practice; and
- Ongoing throughout the career stages.

PD that supports professional autonomy results in positive learning and improved teaching practice.²

Many education systems in Canada and internationally have established professional development frameworks to support effective professional development for educators, school leaders, and support-focused positions within their systems. In pursuit of effective best-practice professional development for the Nunavut education system, the Department of Education, in partnership with the Nunavut Teachers' Association, began the Nunavut Professional Development Framework for the Educator Community initiative in 2016.

¹ *Timperley, H. (2011). A background paper to inform the development of a national professional development framework for teachers and school leaders, Australian Institute for Teaching and School Leadership, Melbourne.*

² *Hunzicker, J. (2011). Effective professional development for teachers: A checklist. Professional Development in Education, 37(2), 177-179.*

NUNAVUT PROFESSIONAL DEVELOPMENT FRAMEWORK FOR THE EDUCATOR COMMUNITY

The Nunavut Professional Development Framework for the Educator Community is the overarching professional development framework for the Nunavut education system. The Nunavut Professional Development Framework for the Educator Community³ is for teachers of all subjects, language specialists, principals, vice-principals, learning coaches, and student support teachers in every school.

The components of the PD Framework provide guidance and support tailored to each of these important functions within Nunavut schools by illustrating the required skills, values, and behaviours for effective teaching, coaching, and leadership practice in Nunavut. These expectations, when combined with self-reflection, constructive feedback, and goal setting, help raise awareness of professional areas for development, particularly in Nunavut schools where the majority of students are taught in their second language.

The overarching Nunavut Professional Development Framework for the Educator Community includes four distinct frameworks, one for each of the following groups:

1. Classroom Teachers – teachers and language specialists;
2. School Leaders – principals and vice-principals;
3. Teacher Support Focus – learning coaches; and
4. Student Support Focus – student support teachers.

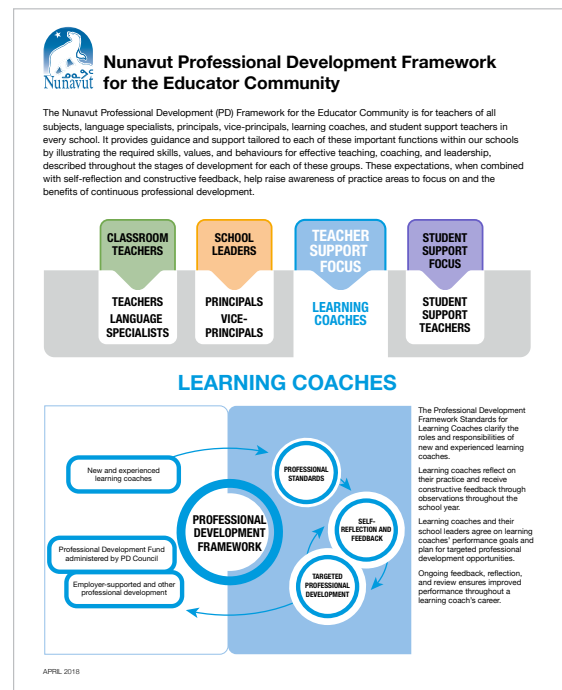
NUNAVUT PROFESSIONAL DEVELOPMENT FRAMEWORK FOR LEARNING COACHES

The Professional Development Framework for Learning Coaches applies to all learning coaches in Nunavut schools.

The components of the PD Framework for Learning Coaches include:

- Professional Standards
- Professional Development Toolkit
 - » Self-Reflection
 - » Professional Development Plan

Figure 1. Professional Development Framework for Learning Coaches



The Professional Development Framework supplements resources already in place.

³ The term *Educator Community* refers to the various individuals who provide and support education in schools such as teachers, language specialists, principals, vice-principals, learning coaches, and student support teachers.

NUNAVUT PROFESSIONAL STANDARDS FOR LEARNING COACHES

The Nunavut Professional Standards for Learning Coaches (Standards) provide learning coaches with greater clarity, information, and understanding about the competencies required for effective coaching practice in Nunavut. The Standards support career-long learning by providing a benchmark to define the skills, values, and behaviours required of learning coaches at various stages throughout their careers.

The Standards were developed in consultation with teachers, language specialists, school leaders, Educator Development, and the NTA. They are based on the Professional Standards for Classroom Teachers and incorporated feedback from the implementation of the Professional Development Framework for Classroom Teachers.

These Standards are unique to the Nunavut teaching environment. At all levels across the career stages, the standards and focus area descriptions incorporate and reflect the Government of Nunavut guiding principles and values of Inuit Qaujimajatuqangit, Inuit Societal Values, the *Education Act*, and the provision of bilingual education in all schools.

There are fourteen Professional Standards, organized into three domains of teaching:

PROFESSIONAL KNOWLEDGE

1. Support others to know students and how they learn
2. Know the content and support others to teach it
3. Know the Nunavut context and support others to implement Inuit Qaujimajatuqangit and Inuit Societal Values

PROFESSIONAL PRACTICE

4. Support others to plan and implement effective teaching and learning
5. Support others to create and ensure supportive and safe learning environments
6. Support others to assess, provide feedback, and report on student learning
7. Engage in professional coaching practice
8. Lead professional learning sessions on key areas of need
9. Maintain resources to support student and teacher learning
10. Lead literacy assessment practices
11. Lead Professional Learning Communities

PROFESSIONAL ENGAGEMENT

12. Engage in professional learning
13. Engage professionally with colleagues, parents/guardians, and the community
14. Engage in inter-professional collaboration

The Learning Coach Standards share commonalities with the Classroom Teacher Standards and the Student Support Teacher Standards. Learning coaches focus on supporting teachers in their career progression, and will need to be familiar with the Classroom Teacher Standards; in particular Standards 1-6.

The following table illustrates how some Standards are at the core of all educator roles, while others are common to roles with a support focus. Still others are specialized and unique to certain roles.

Standards	Core	Common	Specialized
Classroom Teacher Standards	1-6 7-9		
Student Support Teacher Standards	1-6 10-12	7-9	
Learning Coach Standards	1-6 12-14	7-9	10-11

Each standard is broken down into either three or four career stages:

- Transitional
- Confident
- Proficient
- Lead

for Standards in the Professional Engagement domain; and:

- Transitional
- Confident
- Lead

for the Standards in the Professional Knowledge and Professional Practice domains.

The Standards document is the foundational document for learning coach professional practice in Nunavut. It is a companion document to the tools in the Toolkit: the Learning Coach Self-Reflection and the Learning Coach Professional Development Plan.

You can ensure that your professional practice in Nunavut reflects the Standards by:

- Familiarizing yourself with the Standards;
- Comparing your current coaching practice, based on reflection and feedback provided by your principal or vice-principal, to the benchmarks within each career stage;
- Taking action by:
 - » Determining areas for competency development;
 - » Identifying your professional goals to best meet the Standards;
 - » Planning for, and participating in, targeted PD activities that help meet your goals;
 - » Implementing your PD learnings in your coaching practice;
 - » Illustrating through practice how professional goals have been met; and
 - » Engaging in continuous learning and development.

PROFESSIONAL DEVELOPMENT TOOLKIT

The PD Toolkit for Learning Coaches is the applied component of the PD Framework. The Toolkit includes tools to assist the learning coach and school leader to understand the learning coach’s level of practice against the Standards, support planned goal setting for performance development, and record evidence of how these goals are being met.

The Toolkit includes two foundational tools:

1. Learning Coach Self-Reflection; and

LEARNING COACH SELF-REFLECTION			
PROFESSIONAL KNOWLEDGE			
STANDARD 1 Support others to know students and how they learn	CAREER STAGE		
	Transitional	Confident	Lead
ILLUSTRATIONS OF PRACTICE			
Provide illustrations of practice as evidence of progress against goals.			
1.1 Physical, social, cultural, and intellectual development and characteristics of students.			
1.2 Understand how students learn, including learning in a second language.			
1.3 Strategies that are responsive to the learning strengths and needs of students.			
1.4 Differentiate teaching to meet the specific learning needs of students across the full range of abilities and needs (e.g., mental health, home environment, linguistic background).			
1.5 Strategies to support full participation of students with special learning needs.			
AREAS OF STRENGTH			
AREAS FOR DEVELOPMENT			
LEARNING COACH COMMENTS			
SCHOOL LEADER COMMENTS			

LEARNING COACH SELF-REFLECTION - APRIL 2018 3

2. Learning Coach Professional Development Plan.

LEARNING COACH PROFESSIONAL DEVELOPMENT PLAN						
GOALS	SPECIFIC	MEASURABLE	ACHIEVABLE	RELEVANT	TIME-PHASED	
STANDARD	DEVELOPMENT GOAL I WANT TO ACHIEVE	EVIDENCE TO DEMONSTRATE MY PROGRESS AND GOAL ACHIEVEMENT	ACTIONS TO ACHIEVE MY GOAL	CONNECTION TO MY PROFESSIONAL GROWTH, MY SCHOOL'S PRIORITIES, AND MY STUDENTS' OUTCOMES	TIMEFRAME TO ACHIEVE MY GOAL	SCHOOL SUPPORTS TO ACHIEVE MY GOAL

LEARNING COACH PROFESSIONAL DEVELOPMENT PLAN - APRIL 2018 3

TOOL 1: LEARNING COACH SELF-REFLECTION

The Learning Coach Self-Reflection is the first tool that learning coaches use to reflect on the effectiveness of their coaching practice based on the fourteen Nunavut Professional Standards for Learning Coaches.

The Self-Reflection assists learning coaches to:

- Identify the career stage that best describes their current level of practice in each Standard; and
- Identify areas of strength and areas requiring further development for each of the fourteen Standards and their associated focus areas; then
- Provide illustrations of practice as evidence of progress against goals.

The Self-Reflection aligns with and reflects the Standards. The Standards document is to be used as a companion document to the Self-Reflection.

INITIAL SELF-REFLECTION

All learning coaches are required to conduct a self-reflection against the Standards when:

- Initially employed in Nunavut as a learning coach; or
- Already employed as a learning coach but have not yet been through the process of conducting a self-reflection against the Standards.

Here are the steps in the initial Self-Reflection.

Learning coaches will:

1. Review the Standards to become familiar with the skills, behaviours, and values expected of learning coaches in Nunavut;
2. Use the Self-Reflection to review the focus areas for each Standard and identify using a checkmark or “X” which of the three or four career stages (depending on domain) best reflects your current level of practice:
 - Transitional
 - Confident
 - Proficient
 - Lead

The first time you complete the Self-Reflection, the Illustrations of Practice area for each Standard is left blank. Illustrations of practice are documented after meeting your first professional development goal as stated in your Professional Development Plan.

School leaders will:

3. Meet with you to review and discuss your Self-Reflection;
4. Consider your practice against the Standards as well as their own observations of your practice;
5. Discuss with you areas of strength and areas in need of development.

Learning coaches and school leaders will:

6. Agree on and document your areas of strength and areas for development;
7. Sign the Self-Reflection.

Learning coaches and school leaders each keep a copy of the signed Self-Reflection for their file.

It will take approximately 30 minutes to complete the Self-Reflection depending on your level of understanding of the Standards. This does not include the time for discussion between you and your school leader, which will vary.

Once this process is complete, the next tool in the Toolkit is used: the Learning Coach Professional Development Plan.

TOOL 2: LEARNING COACH PROFESSIONAL DEVELOPMENT PLAN

The Learning Coach Professional Development Plan (PDP) is the second foundational tool in the applied process. The PDP is a companion to the Self-Reflection and is to be completed by learning coaches based on self-reflection of their coaching practice and the feedback received from their school leader.

The PDP assists learning coaches to:

- Align professional development goals with the Standards;
- Determine professional development goals that are SMART; and
- Undertake targeted professional development activities that help meet professional development goals.

Learning coaches will:

1. Determine and document in the PDP the area of practice (number) within the Standards that they wish to develop based on the completed Self-Reflection;
2. Determine and document information for a small number of professional development goals for the school year that are:
 - Specific
 - Measurable
 - Achievable
 - Relevant
 - Time-phased

It is important to develop professional development goals that also align with your school's priorities and desired student outcomes.

3. Identify any support(s) required to undertake professional development.

Learning coaches and school leaders will:

4. Discuss and agree on the professional development goals.
5. Sign and date the PDP.

Learning coaches and school leaders each keep a copy of the PDP for their file.

Learning coaches will:

6. Undertake professional development activities according to their PDP.

ILLUSTRATIONS OF PRACTICE

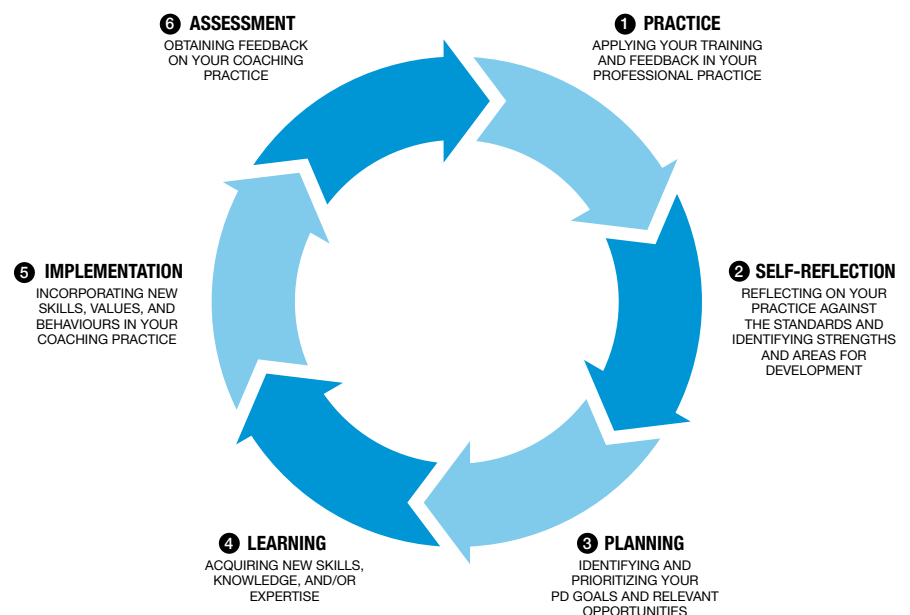
The collection of illustrations of practice as evidence of progress against goals is vital. Evidence of practice provides the basis for ongoing feedback, reflection, and further development. The Self-Reflection is important, as it can be used to demonstrate your development to others. Collecting and reviewing evidence helps learning coaches understand their progress with respect to their performance and professional development goals throughout the professional development cycle (see Figure 2). Importantly, it allows learning coaches to identify any additional or different action that is required in order to achieve goals; or, alternatively, to recognize if there is a need to modify goals.⁴

Documenting illustrations of practice is an ongoing occurrence as and when the learning coach progresses and meets their goal(s).

Learning coaches will:

7. Use the signed Self-Reflection for the current period to document illustrations of practice as evidence of progress against goals throughout the year.

Figure 2. Continuous Professional Development Cycle



⁴ Australian Institute for Teaching and School Leadership (AITSL). (2014). *How Do I Evidence Progress Against My Goals*. Retrieved from <http://www.aitsl.edu.au/docs/default-source/professional-growth-resources/performance-and-development-resources/6-how-do-i-evidence-progress-against-my-goals-final-20140130.pdf?sfvrsn=2>. [Accessed Mar 27, 2017].

CONTINUOUS PROFESSIONAL DEVELOPMENT

Performance and professional development is a continuous cycle. Ongoing feedback, reflection, and review will ensure the learning coach makes the most of their ongoing professional development.

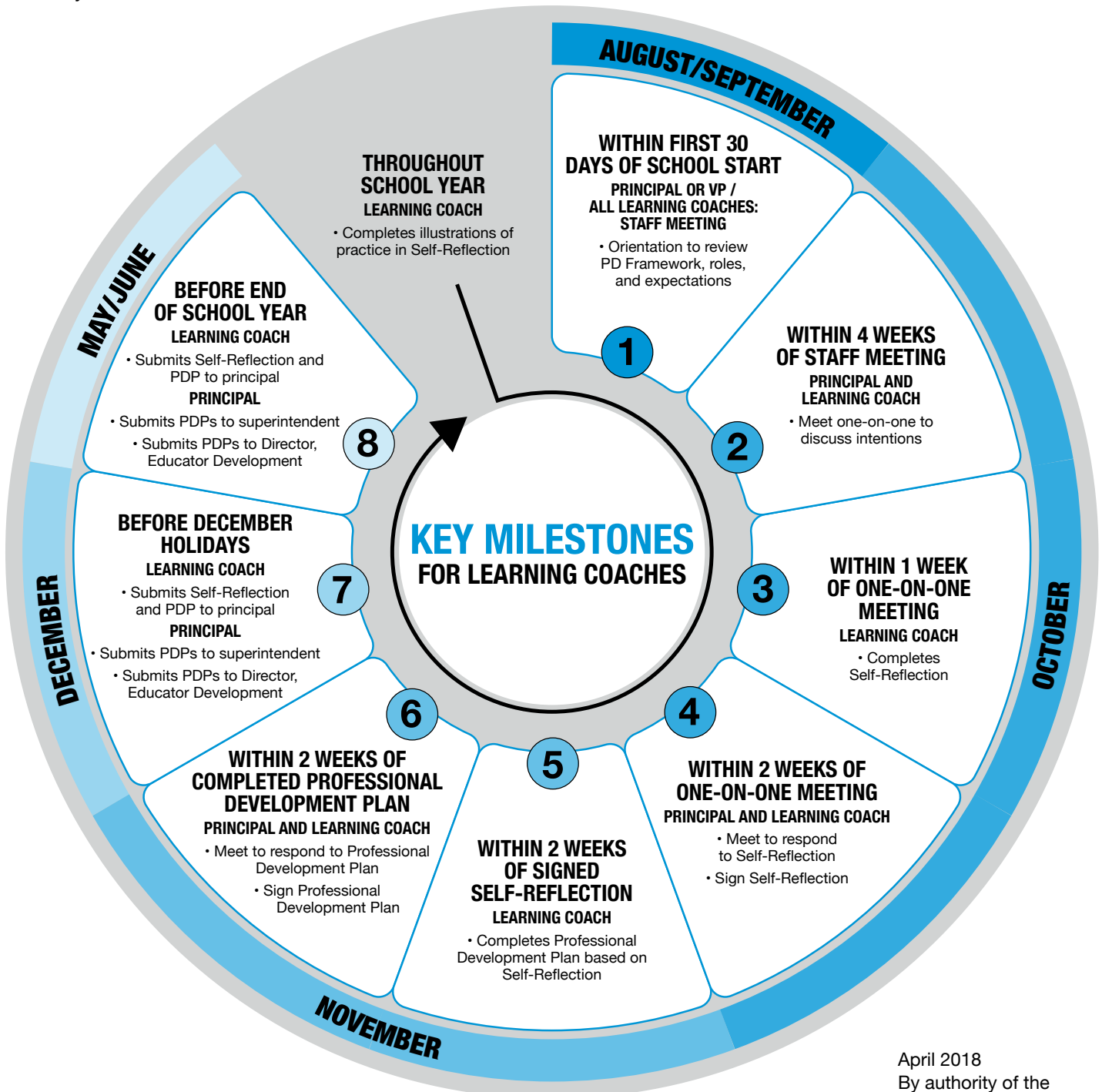
It involves learning coaches and school leaders working together to establish key professional development goals and learning opportunities, monitor and collect evidence of progress, and provide formal and informal feedback and recognition for achievement against the Standards.

The self-reflection and professional development planning process is ongoing throughout the school year. To understand how well you are achieving your goals, it is important to regularly reflect on the goals you set in your PDP. All learning coaches are encouraged to block off a small amount of time each week for self-reflection. This regular practice will help learning coaches gain invaluable insight in order to:

1. Purposefully reflect on your own goal achievement:
 - What activities have you undertaken to achieve your goal?
 - How did the activities show that you have progressed toward your goal?
 - What did you learn?
 - Is any modification required to your activities or source of evidence to fully meet your goal?
2. Document illustrations of practice and evidence of progress against goals:
 - Initiate regular formal and informal feedback on their practice; and
 - Update professional development goals on an ongoing basis.

KEY MILESTONES AND TIMING

Knowing who is involved, and their roles and expectations throughout the school year, is an important component of the professional development process and the learning coach's annual review. Key milestones and timing are highlighted in the following illustration to ensure that the required actions and timelines are met throughout the school year.



April 2018
 By authority of the
 Minister of Education

AUGUST/SEPTEMBER

1. As part of orientation at the beginning of the school year, the principal or vice-principal in your school will meet with the learning coach within the first 30 days of school start to:
 - Discuss the Professional Development Framework, including the Standards and Toolkit;
 - Review expectations of those involved;
 - Review key milestones and timing throughout the school year; and
 - Answer any preliminary questions.

SEPTEMBER/OCTOBER

2. Within four weeks of the staff meeting, the principal or vice-principal and the learning coach will meet one-on-one to:
 - Discuss intentions of the learning coach for professional development for the school year;
 - Discuss the requirement of the learning coach to review the Standards, and complete the Self-Reflection and Professional Development Plan; and
 - Answer any questions the learning coach may have.
3. Within one week of the one-on-one meeting between the principal/vice-principal and learning coach, the learning coach must:
 - Complete the Self-Reflection; and
 - Schedule a meeting with their principal/vice-principal to review their Self-Reflection.
4. Within two weeks of the one-on-one meeting between the principal/vice-principal and learning coach, the principal or vice-principal and the learning coach will meet one-on-one to:
 - Review and respond to the Self-Reflection; and
 - Sign the Self-Reflection.

OCTOBER/NOVEMBER

5. Within two weeks of signing the completed Self-Reflection, the learning coach must:
 - Complete the Professional Development Plan; and
 - Schedule a meeting with their principal/vice-principal to review their Professional Development Plan.

6. Within two weeks of the learning coach completing their Professional Development Plan, the principal or vice-principal and the learning coach will meet one-on-one to:
 - Review and respond to the Professional Development Plan; and
 - Sign the Professional Development Plan.

DECEMBER

7. Before December holidays, the learning coach must:
 - Submit a fully-signed copy of their Self-Reflection and Professional Development Plan to their principal.

Principals must submit to their superintendent:

- Signed copies of Self-Reflections and Professional Development Plans.

In addition, principals must submit to the Director, Educator Development at EDUK-12@gov.nu.ca:

- Signed copies of Professional Development Plans.

MAY/JUNE

8. Before summer holidays, learning coaches must:
 - Submit a fully-signed copy of their Self-Reflection and Professional Development Plan to their principal.

Principals must submit to their superintendent:

- Signed copies of Self-Reflections and Professional Development Plans.

In addition, principals must submit to the Director, Educator Development at EDUK-12@gov.nu.ca:

- Signed copies of Professional Development Plans.

Throughout the school year, learning coaches must document illustrations of practice in their Self-Reflection as evidence of meeting professional development goals.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Professional development opportunities are available for learning coaches through a variety of organizations within and outside the territory. Below are some resources that may be accessed by learning coaches to support their PD goals.

GOVERNMENT OF NUNAVUT TRAINING OPPORTUNITIES

- Department of Education
 - » The Educator Development division is mandated to provide professional development opportunities and training to address competencies that have been identified as requiring further development across the education system.
- Department of Executive and Intergovernmental Affairs (EIA)
 - » EIA maintains a list of available training activities on its website: <http://www.gov.nu.ca/training-calendar>.
- Department of Culture and Heritage
 - » Supports training on Inuit Societal Values: <http://www.gov.nu.ca/training-calendar>.

PROFESSIONAL DEVELOPMENT COUNCIL OPPORTUNITIES

A variety of professional development opportunities, supports, and resources are available to learning coaches through the Professional Development Fund negotiated by the Nunavut Teachers' Association on behalf of its members. The purpose of this fund is to support:

- Activities linked to supporting Inuit employment;
- Activities linked to supporting Inuktitut language development among teachers;
- Activities in support of teachers to progress in their careers in accordance with the Nunavut Professional Development Framework for the Educator Community; and
- Activities linked to support teachers who are new to the profession.

Funding has typically been available for activities such as, but not limited to:

- School-based PD and/or PD week activities;
- Short-term reimbursement for courses;
- Education leave;
- Project Overseas;
- Action research;
- Inuktitut instruction; and
- Specialist councils and special project funding.

Learning coaches are encouraged to visit the PD section of the Department of Education or NTA websites for more information about the opportunities listed above.

Learning coaches are also encouraged to review the most recent version of the *PD Council Handbook*, which offers a wealth of information on the various professional development opportunities available to learning coaches.

Contact the professional development coordinator at the PD Council if you require assistance or have questions about professional development opportunities available to you through the PD Fund. Contact information for professional development staff may be found on the Department of Education or NTA websites.

LEARNING COACH SELF-REFLECTION

PROFESSIONAL KNOWLEDGE			ILLUSTRATIONS OF PRACTICE
STANDARD 2 Know the content and support others to teach it	CAREER STAGE		Provide illustrations of practice as evidence of progress against goals.
	Transitional	Confident	
2.1 Content and teaching strategies of the teaching area.	X		<ul style="list-style-type: none"> • Read the Grade 9-10-11 math curriculum documents to develop my familiarity with how to support teachers to incorporate literacy • Asked other learning coaches for advice in the Nunavut learning coach community of practice
2.2 Content selection, adaptation, and organization to address the context of students learning in their second language.		X	<ul style="list-style-type: none"> • Guided teachers through the process of identifying new vocabulary in their lesson plans and then adding explicit vocabulary instruction to support students who are learning in their second language
2.3 Curriculum, assessment, and reporting.			
2.4 Literacy, numeracy, and problem-solving strategies.			<ul style="list-style-type: none"> • Contributed to the Nunavut learning coach community of practice examples of how I supported a science teacher with incorporating the strategy of GIST as a pre-writing activity
2.5 Information and Communication Technology (ICT).			
AREAS OF STRENGTH			
AREAS FOR DEVELOPMENT			
LEARNING COACH COMMENTS			
SCHOOL LEADER COMMENTS			

PROFESSIONAL PRACTICE

STANDARD 7 Engage in professional coaching practice	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Lead	
7.1 Understand coaching theory.	X			Provide illustrations of practice as evidence of progress against goals. • Took an online course on how to use effective coaching strategies in education, and the theory behind the strategies
7.2 Use effective coaching strategies.				
7.3 Select and use effective coaching techniques.				
7.4 Build teachers' capacity to reflect on practice.	X			• Observed teachers' classroom teaching methods, and led them through discussions designed to help them reflect on their teaching practice and identify areas for improvement
7.5 Use targeted measures and tools to determine coaching success in order to inform coaching practice for continuous improvement.				
AREAS OF STRENGTH				
AREAS FOR DEVELOPMENT				
LEARNING COACH COMMENTS				
SCHOOL LEADER COMMENTS				

PROFESSIONAL ENGAGEMENT		ILLUSTRATIONS OF PRACTICE
STANDARD 12 Engage in professional learning	CAREER STAGE	Provide illustrations of practice as evidence of progress against goals.
	Transitional Confident Lead	
12.1 Identify and plan for professional learning needs.		
12.2 Engage in professional learning and improve practice.	X	<ul style="list-style-type: none"> • Read research articles on current theory and practice in education coaching • Consult with more experienced learning coaches to learn coaching strategies and techniques that I can apply in my own work
12.3 Engage with school staff and improve practice.	X	<ul style="list-style-type: none"> • Regularly seek feedback from my supervisor, classroom teachers, and language specialists about the coaching support I provide and what I can do to improve • Attempt to incorporate feedback into my practice
12.4 Apply professional learning for mutual growth and development of school staff to improve student learning.		
AREAS OF STRENGTH		
AREAS FOR DEVELOPMENT		
LEARNING COACH COMMENTS		
SCHOOL LEADER COMMENTS		

LEARNING COACH PROFESSIONAL DEVELOPMENT PLAN

SAMPLE

GOALS	SPECIFIC	MEASURABLE	ACHIEVABLE	RELEVANT	TIME-PHASED	SCHOOL SUPPORT(S) TO ACHIEVE MY GOAL
STANDARD	DEVELOPMENT GOAL I WANT TO ACHIEVE	EVIDENCE TO DEMONSTRATE MY PROGRESSION AND GOAL ACHIEVEMENT	ACTIONS TO ACHIEVE MY GOAL	CONNECTION TO MY PROFESSIONAL GROWTH, MY SCHOOL'S PRIORITIES, AND MY STUDENTS' OUTCOMES	TIMEFRAME TO ACHIEVE MY GOAL	
1.4	Strengthen teachers' ability to design a variety of classroom activities to meet the specific needs of students who are learning in a second language	Student success indicators (e.g., literacy rates, test/exam scores)	Research; talk to other learning coaches and experienced classroom teachers in other regions in Nunavut to learn effective strategies that they use to help students learning in a second language; communicate and share learnings with teachers	I want to help ensure that teachers have the tools necessary to meet the specific needs of students learning in a second language. Identifying and understanding the needs of these students will help me to help teachers engage with and support them more effectively	Within first two terms	Meetings with fellow learning coaches and experienced classroom teachers to maximize understanding and identify appropriate and effective classroom activities for students learning in a second language
7.2	Develop my coaching skills in order to more effectively help teachers improve their teaching practice	Feedback from teachers on the quality of support I provide them with; improved student outcomes	Consult with other learning coaches to learn about effective coaching strategies that they use; take an online coaching course to improve my coaching knowledge and skills	I want to make sure that I am providing teachers with the coaching support they need in order to improve their teaching practice and be more effective in the classroom, which will help improve student learning	Within first two terms	Consulting with other learning coaches to learn effective coaching practices; meeting with teachers to get their feedback on how I can improve the coaching support that I provide them with
10.2	Improve my ability to understand and use the Inuktitut Titiqiriniq Placement Guide	I will be able to guide teachers through their implementation of the Inuktitut Titiqiriniq Placement Guide, and be able to tell them what the data means and how they can best help students improve their literacy abilities	Review the Monitoring Progress binder of the Inuktitut Titiqiriniq program used in Nunavut; read and understand all documentation related to the Placement Guide; ask a more experienced learning coach to walk me through an example so I can understand how to interpret the results	Being able to understand and implement literacy assessments will help me to help teachers to use their tools in their classrooms	Within first term	School and department resources related to the Placement Guide; meet with an experienced learning coach to learn how to use
14.1	Increase my understanding of other school staff roles and responsibilities	I will be able to clearly explain what the roles and responsibilities of other school staff are, and how they relate to my own role and responsibilities	Meet with a classroom teacher, language specialist, student support teacher, and principal to learn about their roles and responsibilities	Will help me to better understand how I fit in with all of the different roles in the school, and how we all can work together to ensure that students are safe, healthy, and achieving their learning goals	Within first term	Meeting with other school staff to learn about their roles

