



Learning Coaches

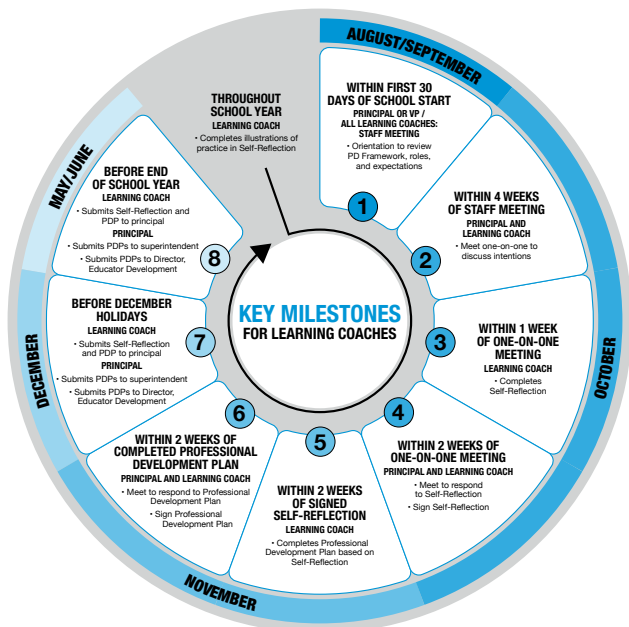
SELF-REFLECTION

LEARNING COACH SELF-REFLECTION

This Self-Reflection must be signed by both the learning coach and the school leader three (3) times during the school year. See the Key Milestones graphic below for the steps at which the Self-Reflection must be signed. For further information, consult the *Professional Development Framework Handbook for Learning Coaches*.

LEARNING COACH NAME: _____ SCHOOL YEAR: _____

SCHOOL LEADER NAME: _____ SCHOOL: _____



STEP 4

LEARNING COACH SIGNATURE: _____

SCHOOL LEADER SIGNATURE: _____

DATE: _____

STEP 7

LEARNING COACH SIGNATURE: _____

SCHOOL LEADER SIGNATURE: _____

DATE: _____

STEP 8

LEARNING COACH SIGNATURE: _____

SCHOOL LEADER SIGNATURE: _____

DATE: _____

LEARNING COACH SELF-REFLECTION

PROFESSIONAL KNOWLEDGE				
STANDARD 1 Support others to know students and how they learn	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Lead	
				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				

PROFESSIONAL KNOWLEDGE

STANDARD 2 Know the content and support others to teach it	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Lead	Provide illustrations of practice as evidence of progress against goals.
2.1 Content and teaching strategies of the teaching area.				
2.2 Content selection, adaptation, and organization to address the context of students learning in their second language.				
2.3 Curriculum, assessment, and reporting.				
2.4 Literacy, numeracy, and problem-solving strategies.				
2.5 Information and Communication Technology (ICT).				
AREAS OF STRENGTH				
AREAS FOR DEVELOPMENT				
LEARNING COACH COMMENTS				
SCHOOL LEADER COMMENTS				

PROFESSIONAL KNOWLEDGE

STANDARD 3 Know the Nunavut context and support others to implement Inuit Qaujimajatuqangit and Inuit Societal Values	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Lead	
				Provide illustrations of practice as evidence of progress against goals.
3.1 Understand Inuit Qaujimajatuqangit (IQ) and Inuit Societal Values (ISV) and the beliefs, laws, principles, values, and practices that underpin Inuit society.				
3.2 Teaching strategies that take into account the student culture.				
3.3 Understand the concept of bilingualism in a learning environment.				
3.4 Strategies for teaching students who are learning in their second language.				
AREAS OF STRENGTH				
AREAS FOR DEVELOPMENT				
LEARNING COACH COMMENTS				
SCHOOL LEADER COMMENTS				

PROFESSIONAL PRACTICE

STANDARD 4 Support others to plan and implement effective teaching and learning	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Lead	Provide illustrations of practice as evidence of progress against goals.
4.1 Support teachers to establish student-centred learning goals.				
4.2 Support teachers to plan, structure, and sequence learning programs.				
4.3 Support teachers to use teaching strategies.				
4.4 Support teachers to select and use Nunavut-appropriate resources.				
4.5 Support teachers to select effective classroom communication with specific attention paid to students learning in their second language.				
4.6 Support teachers to evaluate and improve planning and delivery.				
4.7 Support teachers to engage parents/guardians/Elders in the education process.				
AREAS OF STRENGTH				
AREAS FOR DEVELOPMENT				
LEARNING COACH COMMENTS				
SCHOOL LEADER COMMENTS				

PROFESSIONAL PRACTICE

STANDARD 5 Support others to create and ensure supportive and safe learning environments	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Lead	Provide illustrations of practice as evidence of progress against goals.
5.1 Support teachers to support student participation.				
5.2 Support teachers to manage classroom activities.				
5.3 Support teachers to promote positive behaviour strategies that enhance students' emotional and social well-being.				
5.4 Support teachers to ensure students' physical, emotional, social, and cultural well-being and safety.				
5.5 Support teachers to use Information and Communication Technology (ICT) safely, responsibly, and ethically.				
AREAS OF STRENGTH				
AREAS FOR DEVELOPMENT				
LEARNING COACH COMMENTS				
SCHOOL LEADER COMMENTS				

PROFESSIONAL PRACTICE

STANDARD 6 Support others to assess, provide feedback, and report on student learning	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Lead	Provide illustrations of practice as evidence of progress against goals.
6.1 Support teachers to assess student learning while taking into account student learning needs, including learning in a second language.				
6.2 Support teachers to provide feedback to students on their learning.				
6.3 Support teachers to make consistent and comparable judgements while taking into account student learning needs, including learning in a second language.				
6.4 Support teachers to interpret student data while taking into account student learning needs, including learning in a second language.				
6.5 Support teachers to report on student achievement.				
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	Provide illustrations of practice as evidence of progress against goals.
7.1 Understand coaching theory.				
7.2 Use effective coaching strategies.				
7.3 Select and use effective coaching techniques.				
7.4 Build teachers' capacity to reflect on practice.				
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 PRACTICE

STANDARD 8 Lead professional learning sessions on key areas of need	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Lead	Provide illustrations of practice as evidence of progress against goals.
8.1 Understand professional learning theory.				
8.2 Use effective facilitation strategies, activities, and tools.				
8.3 Use presentation skills for effective delivery of professional learning sessions.				
8.4 Use targeted measures and tools to determine success of professional learning sessions for continuous learning.				
AREAS OF STRENGTH				
AREAS FOR DEVELOPMENT				
LEARNING COACH COMMENTS				
SCHOOL LEADER COMMENTS				

PROFESSIONAL PRACTICE

STANDARD 9 Maintain resources to support student and teacher learning	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Lead	Provide illustrations of practice as evidence of progress against goals.
9.1 Establish and maintain a bookroom of information and resources to meet the varied needs of students.				
9.2 Establish and maintain a collection of professional resources for teachers.				
AREAS OF STRENGTH				
AREAS FOR DEVELOPMENT				
LEARNING COACH COMMENTS				
SCHOOL LEADER COMMENTS				

PROFESSIONAL PRACTICE

STANDARD 10 Lead literacy assessment practices	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Lead	Provide illustrations of practice as evidence of progress against goals.
10.1 Understand literacy assessment theory in Nunavut schools.				
10.2 Understand literacy assessment tools in Nunavut schools.				
10.3 Interpret literacy assessment data and support teachers on how to use results to improve student learning.				
10.4 Collect and maintain literacy assessment data for evidence-based decision making.				
AREAS OF STRENGTH				
AREAS FOR DEVELOPMENT				
LEARNING COACH COMMENTS				
SCHOOL LEADER COMMENTS				

PROFESSIONAL PRACTICE

STANDARD 11 Lead Professional Learning Communities	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Lead	Provide illustrations of practice as evidence of progress against goals.
11.1 Understand Professional Learning Community theory.				
11.2 Use effective Professional Learning Community models.				
11.3 Create and maintain workplace factors and conditions for successful Professional Learning Communities.				
11.4 Use targeted measures and tools to determine success of Professional Learning Communities for continuous improvement.				
AREAS OF STRENGTH				
AREAS FOR DEVELOPMENT				
LEARNING COACH COMMENTS				
SCHOOL LEADER COMMENTS				

PROFESSIONAL ENGAGEMENT

STANDARD 12 Engage in professional learning	CAREER STAGE				ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Proficient	Lead	Provide illustrations of practice as evidence of progress against goals.
12.1 Identify and plan for professional learning needs.					
12.2 Engage in professional learning and improve practice.					
12.3 Engage with school staff and improve 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					

PROFESSIONAL ENGAGEMENT

STANDARD 13 Engage professionally with colleagues, parents/guardians, and the community	CAREER STAGE				ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Proficient	Lead	Provide illustrations of practice as evidence of progress against goals.
13.1 Meet professional ethics and responsibilities.					
13.2 Comply with legislative, administrative, and organizational requirements.					
13.3 Engage with parents/guardians in a sensitive manner based on their language and culture.					
13.4 Engage with professional networks and broader communities.					
AREAS OF STRENGTH					
AREAS FOR DEVELOPMENT					
LEARNING COACH COMMENTS					
SCHOOL LEADER COMMENTS					

PROFESSIONAL ENGAGEMENT

STANDARD 14 Engage in inter-professional collaboration	CAREER STAGE				ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Proficient	Lead	Provide illustrations of practice as evidence of progress against goals.
14.1 Role clarification.					
14.2 Team functioning.					
14.3 Collaborative leadership.					
14.4 Inter-professional communication.					
14.5 Inter-professional conflict resolution.					
AREAS OF STRENGTH					
AREAS FOR DEVELOPMENT					
LEARNING COACH COMMENTS					
SCHOOL LEADER COMMENTS					

LEARNING COACH SELF-REFLECTION

PROFESSIONAL KNOWLEDGE				
STANDARD 2 Know the content and support others to teach it	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Lead	
				Provide illustrations of practice as evidence of progress against goals.
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.			X	<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	Provide illustrations of practice as evidence of progress against goals.
7.1 Understand coaching theory.	X			<ul style="list-style-type: none"> • 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			<ul style="list-style-type: none"> • 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				
STANDARD 12 Engage in professional learning	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Lead	
				Provide illustrations of practice as evidence of progress against goals.
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				