



LEAD Coach Attributes

Commitment to Excellence in Instructional and Distributed Leadership and Continuous Improvement

The ideal candidate is credible to other school leaders as having expertise as a successful instructional leader and has a unique sensitivity to the socio-political and cultural context that exists within ROE #17 schools. The goal of the coaching process is to accelerate the learning and effectiveness of the participating LEAD principals with implementing the project's model.

Commitment to Personal Professional Learning

The ideal candidate is:

- committed to her/his continuous growth and development as a leadership coach;
- self-aware, "emotionally intelligent", recognizes personal strengths and weaknesses, is receptive to feedback, and can accept direction from peers and supervisor;
- actively participates in professional learning community, attends project meetings and conferences, completes required training, and seeks additional learning opportunities aligned to coaching responsibilities;
- willingly shares lessons-learned within a professional community as well as learn from others that serve in a wide variety of roles.

Commitment to the Learning of Others

The ideal candidate:

- contributes in meaningful ways to extend the learning of others within a "community of practice";
- possesses skills that add value to team effectiveness and group learning
- is fluent in learning style differences, adult learning principles, and comfortable with cognitive and social diversity;
- thrives in group situations and adapts well to meet the learning needs of others.
- possesses a strong service orientation and is "other-directed"; and
- possesses knowledge of best practices in facilitative coaching and mentoring, and adult learning principles.

Commitment to the Learning and Development of School Principals

The ideal candidate

- understands the necessary tension between standardization and customization necessary for successful implementation of project components and focuses on fidelity to the model;
- acknowledges individual strengths and weaknesses and recognizes the talent, energy, and expertise that principals bring to the work we share;
- understands, respects, and practices norms of confidentiality inherent in coaching relationships;
- can diagnose professional growth needs and assist the principals in working with teacher leaders and teams to use authentic data to diagnose student learning problems and develop aligned strategies to improving instructional quality;

- can support principals with implementing organizational routines (i.e. SAMs, Cycles of Inquiry, and the Leadership Framework) designed to institutionalize effective practices for engaging and collaborating with teachers on instructional improvement efforts that can impact the entire school;
- has the ability to tailor coaching sessions to the specific development needs of the individual and reflecting the unique context of each school;
- has the ability to effectively communicate both verbally and in writing, including the ability to design and delivering presentations and model facilitation practices with teacher teams;
- is at ease facilitating best practice one-to-one and small group cohort learning;
- has the ability to facilitate conversation protocols and best practice facilitation strategies that promote open and honest communication and the free exchange of ideas and sharing of resources within and across various groups; and
- is an advocate on behalf of each principal they coach;

Commitment to Resource Integration and Relationship Brokering

The ideal candidate makes connections to further the learning goals of the principal by:

- listening with intention to the expressed concerns of principals; posing provocative questions to stimulate deep thinking or challenge the status quo/traditional way of approaching various issues;
- assisting the principal in implementing the SAMs and Cycles of Inquiry processes and developing and maintain the organizational structures of the Leadership Framework;
- responding thoughtfully to assist the principal in generating responsible and creative solutions to the complex situations they confront;
- integrating the time utilization and the distributed leadership supports of SAMs, Cycles of Inquiry, and the Leadership Framework to help principals apply what they are learning through professional development sessions and their own collective data analysis in the project.
- communicating the professional development needs of the principals to the Project Directors, and university and/or ROE partners to assist with offering meaningful professional development supports and trainings based on needs;
- maintaining strict confidentiality when communicating development needs of individual principals, SAMs, or teachers to District officials or other project partners;
- brokering relationships between decision-makers and resource providers on behalf of the LEAD principal (when appropriate and agreed upon by the LEAD principal).