New Nouveau Brunswick
Anglophone South School District

POLICY NO. ASD-S-363

GUIDELINES FOR SUPPLEMENTARY POSITIONS OF RESPONSIBILITIES (SPR)

Category	**Educational Services**		
Subject	**Guidelines for Supplementary Positions of Responsibilities**		
Adopted		**Revised**	March 2021
Policies Used / Referenced	6-361; 10-157		

Definition of Guidelines

This document is a guide outlining the important work of SPRs in our high schools. The priorities listed in the guidelines reflect best leadership practices that will be supported by subject coordinators and administrators. The guidelines were developed with the understanding that time will be allotted to meet the expectations.

Posting and Hiring

SPR positions are 1-year positions, which can be renewed every year up to 3 years. The renewal process will include a conversation with the subject coordinator and the administrator. The director of schools will be informed of the process. If the SPR is not renewed, a formal interview process will take place after an internal posting. Every March, a subject coordinator (cc Director of Schools) will send an email to the school administration to inquire about potential renewals. Subject coordinators and school administrator(s) will interview candidates. Principal contacts candidates after the selection process. Should feedback meetings be requested, they will be held by the Administrator and the Coordinator who held the interview. The Principal provides the Director of Schools with the name of the successful candidate, and the appropriate letter is sent (Article 2907).

SPR Prep Period

Where local circumstances permit, every effort will be made to provide up to 1 SPR work period per semester in order to fulfill the duties of the role.

Overview of SPR Role

- Observe multiple teachers, potentially from multiple disciplines
- Serve as a coach of the best instructional and assessment practices
- Serve a critical role in the school's Core Leadership Team by raising and contributing to essential agenda items related to curriculum and instruction, as well as educational support services
- Facilitate observations by using 'look fors,' either pre-existing or co-created with the Core Leadership Team, based on priorities of the School Improvement Plan
- Build teacher capacity in appropriate areas as determined by the teacher's individual goals and/or the school's SIP goals
- Facilitate / Co-facilitate PLC work (see Appendix B)

GUIDELINES FOR SUPPLEMENTARY POSITIONS OF RESPONSIBILITIES (SPR)

What Coaching Is...	What Coaching Is Not...
A means to build instructional practices	A punitive measure
Support to classroom teachers	An expert teacher imparting knowledge to a classroom teacher
An approach that provides teachers with job-embedded, context-specific support	A benefit solely to the classroom teacher
A partnership	The ESS Team mandating what classroom supports are required
A support intended to meet the needs of students in the common learning environment	A means to identify and correct teaching practices
A collaborative process which fosters a shared understanding of best practices	A pair of extra hands in the classroom to support a student

Instructional Leader

- Conduct walkthroughs in support of individual and PLC goals
- Schedule regular feedback on instruction based on the coaching model
- Lead professional learning to support PLC/SIP goals
- Facilitate shared ownership of bi-weekly PLC meetings
- Facilitate co-teaching and co-planning among PLC members where appropriate/needed
- Review assessment/reporting plans and provide feedback in consultation with subject coordinators as required
- Disseminate information from administration and district as needed
- Participate in professional learning opportunities, supported or facilitated by subject coordinators
- Complete other duties as assigned by the school's administration (teacher evaluations, provincial testing, etc.)

Walkthroughs

- ASD-S Standardized Subject/ESS Specific Walkthrough form. Reports from the use of this online tool are available from Data & Accountability Supervisor to help with goal setting and celebrations of success.
- The rating for the Subject Specific Walkthrough Look-Fors: VE, ME, SE, NE (Very Evident, Mostly Evident, Somewhat Evident, Not Evident) will be used in addition to the criteria for success created by the school-based core leadership team.
- Subject coordinators will support the SPRs to conduct walkthroughs as needed.
- Teachers will have a chance to self-assess using the 'look fors' before SPRs conduct walkthroughs, using the results to highlight an area of focus for the observation and subsequent feedback conversation
- SPRs will complete regular walkthroughs, followed by a coaching feedback conversation.

- Subject coordinators are available to review the walkthrough data with the SPRs/CLT upon request

Professional Learning Community

- Facilitate shared ownership of bi-weekly PLC meetings, beginning with the completion of the PLC self-assessment (Appendix C) to help identify areas of growth
- Upon request, provide copies of norms, meeting minutes and PLC goals to admin
- Co-construct short and long-term, measurable goals based on data gathered by the team
- Request support from subject coordinators for expertise in subject areas as needed, using the Request for support online platform.

♦ *Rick Dufour's Four Essential Questions are critical for high functioning PLC work:*

1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond when they don't learn?
4. How will we respond if they already know it?

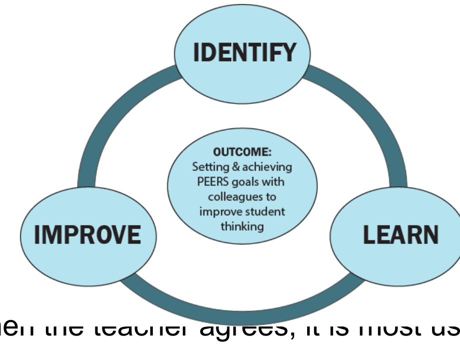
Feedback for SPRs

SPRs can request support for their duties and professional learning from subject coordinators. Administrators supported by a Coordinator will provide feedback conversations annually to at least 50% of their SPRs on a rotating basis. Reference the bullets from **Overview of SPR Role** (page 1 of this document) to guide this feedback conversation.

Interview Questions for SPR as Instructional Leader (available to Administrators upon request)
*****PL Plan for SPRs (to be co-constructed with Admin)***

Appendices

- Appendix A – Coaching Improvement Cycle
- Appendix B – PLC Meeting Sample Norms/Agenda
- Appendix C – PLC Self-Assessment Documentt



Appendix A: Coaching Improvement Cycle
(adapted from Jim Knight)

Identify: *Part A: Observation*

Coaching Actions:

1. Coach asks teacher to identify a class to be observed. When the teacher agrees, it is most useful to observe the class the teacher defines as most challenging.

2. Coach observes class (possibly videotapes it).

3. Coach observes class/watches video and identifies areas (teaching practice or student behaviour) they think the teacher might be interested in working on.

4. Teacher watches the video/reflects on the lesson and identifies areas on which (teaching practice or student behaviour) they may want to work.

Identify: *Part B: Set the Goal*

Coaching Actions: Teacher and coach will set a impactful, specific, measurable goal, based on student achievement, behaviour, or attitude to guide coaching interactions.

Goal Setting: Goal setting can be a delicate process that needs to be personalized to each teacher and their needs. Goal setting will follow the initial observation and the coach will use the appropriate questioning strategy to help teachers develop their goal.

Instructional Coaching Guiding Questions (not a rote process to be followed exactly as described):

- Ask the teacher, "On a scale of 1-10, how close was that class to your ideal class?"
- Ask the teacher, "What pleased you about the class?"
- Ask the teacher, "What would have to change to move the class closer to your ideal 10?"
- Ask the teacher, "What would the students be doing differently? What would that look like?"
- Ask the teacher, "How could we measure that change and identify a measurable goal?"
- Confirm with the teacher that the identified goal is one they really think is important. If not, repeat the process until you identify a goal the teacher sees as important.
- Share high impact teaching strategies with the teacher (or collaborate to come up with high impact strategies depending on teacher capacity).
- Collaborate with the teacher to identify a teaching strategy to be implemented to achieve the goal.

Learn: *Explain*

Coaching Actions:

1. Meet the teacher one-to-one.

2. Co-construct strategies which will meet the pre-established goal. These will be used to self-assess and monitor progress (observing another teacher, professional reading, webinars, model or co-teach the strategy, etc.).
3. Confirm date of next observation.

Coaching Improvement Cycle

Learn & Improve: *Observation #2/Model/Co-Teach*

Coaching Actions:

1. Review the co-constructed strategies and self-assessment.
2. Arrive in the class well before the beginning of the lesson. Record the lesson?
3. Observe or model or co-teach the lesson focusing on the teacher's goal(s).
4. Have a reflective conversation where you walk through the lesson with the teacher (see coaching questions ^).

Improve: *Observation #3*

Coaching Actions:

1. Before meeting, review notes from last meeting (self-assessment, conversation, recording).
2. Observe the lesson, taking notes on the identified goal.
3. After the lesson, ask the teacher these exploring questions.

Exploring Questions – ***Did you hit the goal?***

If yes:

Do you want to continue to refine your use of the practice?

Do you want to choose a new goal?

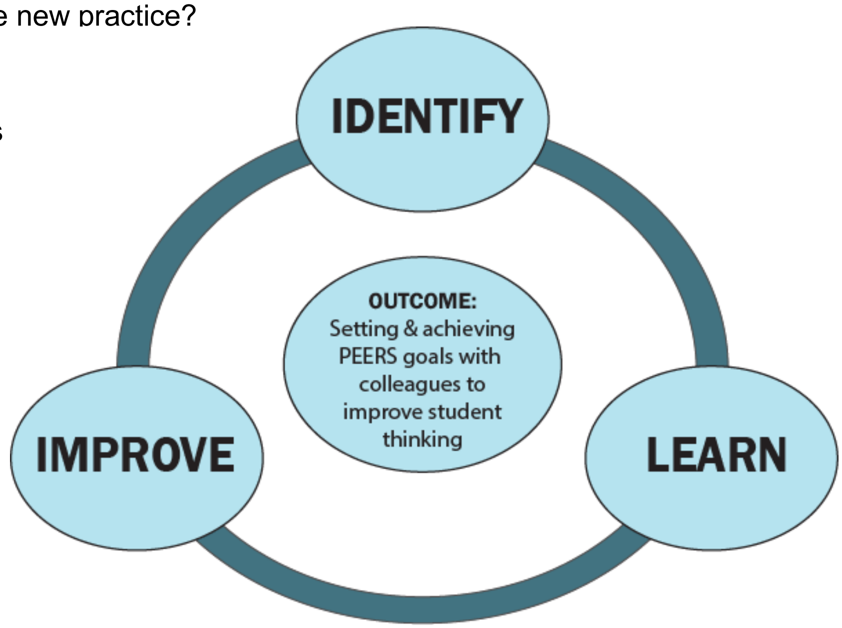
Do you want to take a break?

If no:

Do you want to revisit how you teach the new practice?

Do you want to choose a new practice?

Do you want to stick with the practice as



Professional Learning Communities
(adapted from O-365)

What are norms and why do we need them?
Norms are the framework from which team members commit to conduct business. Attention to their development and adherence to them ensure the success of the group and facilitate the members' ability to deal with critical issues.

Norm elements to address
When and where will we meet?

Listening
How will we listen to our peers? Are there any bad ideas? How will we discourage verbal interruptions when others are speaking?

Confidentiality
What content is to be held in confidence? What can be shared after the meeting?

Decision making
How will we arrive at a decision? What if everyone doesn't agree with the group decision?

Participation
Is participation optional? Will we have an attendance policy? What will we do if a member consistently misses meetings?

Expectations
What do we expect from team members? Do we need a method for ensuring each member comes to the meeting prepared with appropriate data or other items? How do we ensure shared leadership of this group?

Examples of team norms
We will maintain a positive attitude during each meeting.
We will stay on topic and follow the agenda.

Tips
- Teams develop their own norms.
- Review the norms regularly.
- Less is more.
- Norm violations should be addressed.

Give some thought to the development of a means to address how to ensure adherence of the NORMS. If a team member consistently breaks the norms, how will the team respond to that? Team member signatures on the agreed-upon norms document will solidify its meaning and importance.

Team Roles & Job Descriptions
PLC teams develop and designate the roles of their choosing as would be appropriate to the number of people on the team, their grade level and/or subject area. Following are a few suggestions for possibilities:

Professional Learning Communities
(adapted from O-365)

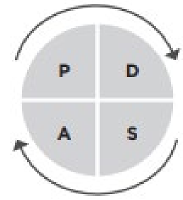
Facilitator
- Polls members for agenda items via email.
- Types up agenda and makes copies for meeting.
- Gets the agenda to the Resource person so they can prepare materials for the meeting if necessary.
- Makes sure that everyone's ideas are heard and respected.

Recorder
- Keeps accurate notes (record of action items and highlights of conversation).
- Maintains copies.

Keeper of Resources
- Ensures that the group has the resources it needs to complete the agenda.
- Determines What resources the group needs to complete long-term projects.

Follow-up "fellow"
- Makes contact with outside persons involved in a topic.
- Makes parent phone calls if appropriate.
- Asks questions of outside persons to get information for the team.

Timekeeper
- Breaks down the group's agenda and determines how much time is needed for each part.
- Keeps track of the time and moves things along if necessary.
- Reminds team members when time is running out.



Professional Learning Communities
(adapted from O-365)

Meeting Agenda

<table>
<tr><td>Facilitator:</td><td>Recorder:</td></tr>
<tr><td>Timekeeper:</td><td>Norms:</td></tr>
<tr><td colspan="2">Focus It - What do we want to accomplish today? Where are we in the process? Visit, revisit or set a goal for student learning.

Do it - What do we need to do to move our goal forward?
a. Examine our observational data from last PLC meeting.
b. Set the goal / action plan.

Review it - What actions will occur? What’s next on the agenda?</td></tr>
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ASD-South PLC Assessment Tool			NOT TRUE of OUR TEAM	OUR TEAM is ADDRESSING THIS	ADDRESSING with SOME SUCCESS	OUR TEAM HAS GOT THIS!
Structure	**1**	We have identified team norms to guide us in working together				
	2	We are organized into meaningful collaborative teams that support the work				
	3	Our team set goals and we work toward fulfilling those goals				
	4	We have a PLC meeting schedule and we meet regularly (bi-weekly or weekly)				
	5	We are involved in ongoing, job embedded professional learning/reading	-	-	-	-
What do we want students to know / be able to do?	**6**	We have reviewed our curriculum and identified the skills and content we want out students to learn				
	7	We have identified the best sequence of content/skill that is delivered in our course(s)				
	8	We have identified the prerequisite knowledge and skills that students need in order to achieve the essential learning				
	9	We have established proficiency standards we want students to achieve on the skills and content of our course(s)				
	10	We use our pre-assessment (baseline) data to determine our next instructional steps				
How will we know when they are 'there'?	**11**	We have developed and administered common summative assessments and analyzed the data to calibrate our practices				
	12	We frequently develop and analyze common formative assessments that helps inform our practice and determine each student's differentiated needs				
	13	We share and analyze data gathered via conversations, observations, and products to identify whether students have met learning outcomes				
What data do we use for our decisions & how do we use it?	**14**	We use the results of our common assessments to identify students who have mastered the content or require additional time and support to achieve success				
	15	We develop and implement strategies using the academic pyramid of intervention to support students who have already mastered or require additional support to reach their learning goals				
	16	We use student data to identify our professional learning needs				
Next steps	**17**	We have identified areas in which we require professional learning based on our results from this self-assessment (listed below--provide space for them to record this)				