

**West Michigan Leadership Academy
Principal Leadership Coach – Role Description**



West Michigan Leadership Academy

Purpose:

Improve schools in the greater Grand Rapids region by building a system of leadership development that strengthens school and district leadership capacity to support student learning and achievement, particularly for the most underserved students.

Description:

Multi-year professional learning network and leadership coaching support for principals in targeted schools, complemented by customized, strategic consulting and capacity-building activities with participating urban districts.

The program includes:

- An advisory committee comprised of local leaders
- A regional professional learning network for school principals
- One-on-one principal leadership coaching
- Customized district support

JOB SUMMARY

The West Michigan Leadership Academy is designed to help principals develop the knowledge and skills necessary to create equitable school communities that support learning and achievement for all students. Principal Leadership Coaches are knowledgeable about current MDE accountability tools, leadership competencies and other reform initiatives and trained in our unique Facilitative, Competency-Based (FCB) Coaching methodology. As confidential thought partners to school leaders, coaches are expected to create a trusting, collaborative environment, enabling principals to engage in critical and targeted reflection on their practice as instructional leaders. Leadership coaching is in service of advancing equity and accelerating student learning and achievement.

JOB DUTIES & RESPONSIBILITIES

Essential job functions & responsibilities

- Provide ongoing leadership coaching to principals in the greater Grand Rapids region
- Facilitate leadership development sessions and other customized support

KNOWLEDGE, SKILLS AND DISPOSITIONS/MINDSETS/BELIEFS

- Minimum of five years supervisory experience
- Evidence of past success as an instructional leader
- Demonstrated ability to develop leadership
- Extensive instructional knowledge and experience
- Past success in fostering equitable practice and working with diverse populations

APPLICATION INSTRUCTIONS

- Qualified candidates should submit a cover letter and resume to Gerry Falchick at gfalchick@nycleadershipacademy.org. Please include "West Michigan Leadership Coach" in the email subject line.

The Ideal Candidate

West Michigan Leadership Academy | Leadership Coach

Context/Content Expertise:

- Understands political landscape of MDE and local districts (Godfrey Lee, Godwin Heights, Grand Rapids Public Schools, Kentwood, and Wyoming)
- Demonstrates expertise regarding MDE instructional initiatives, accountability measures, and expectations for school leaders
- Can interpret and analyze student achievement data, recognize patterns and trends, and identify high leverage leadership moves

Dispositions/Habits of Mind:

- Is self-aware, reflective, and thoughtful
- Is willing to go outside of his/her comfort zone and be a risk taker
- Does not need to be “right”; values feedback
- Manages the ambiguity and discomfort associated with being a public learner, has perseverance
- Can accurately assess a situation/problem, understand its essence, and see the big picture/implications

Interpersonal Behaviors:

- Seeks out and understands multiple perspectives
- Takes in feedback, demonstrates willingness to give candid feedback, is honest
- Notices details, can take cues from others, goes beneath the surface, probes
- Demonstrates willingness to have “difficult” conversations as needed to push learning
- Is strategic, aligns actions/interventions to purpose
- Communicates empathy without being an enabler

Conceptual Frameworks:

- Possesses a belief system that aligns with MDE’s mission of closing the achievement gap and appreciates the urgency of the work
- Understands that coaching is in service of students and principals are the intermediary
- Articulates/communicates high leverage instructional leadership practices
- Values core underpinnings of the program model including the importance of anchoring the work in competencies, building independence on the part of the principal, and commitment to fostering equitable practice
- Demonstrates an asset-based approach with students and families