

Leadership Capacity Toolkit

Impacting Instructional Leadership with Leadership Team Coaching



Who Would Use This Tool?

Administrative or School Leadership Team

Overview of Tool

A principal can easily be overwhelmed trying to create strategies to build a trusting and collegial culture, provide individualized professional development, create opportunities for research-based job embedded experiences, and provide support and enrichment for each instructional staff member in order to increase student achievement. Trying to find separate approaches to meet those goals is overwhelming and there is never enough time to get it all done. Finding frameworks that can meet multiple goals becomes critical. Coaching is a framework that provides a principal with the structure to implement the research based strategies we now know help increase student achievement the most.

How Should a Leader Use This Tool?

Follow the action steps provided

Cautions for Using this Tool

If the culture of your school is not yet healthy and trusting, you may want to consider starting with a small group of teachers who are ready to trust the process and see this as a tool for growth instead of an evaluative practice.

Expert Principal Tips for Using this Tool

Think about these questions as you begin to make your plan.

Questions To Think About As You Begin Your Plan:

1. Do you have anyone on staff trained in a coaching model?
2. Does your district have training on coaching or is anyone at the district level able to provide your leadership team with coaching training?
3. How will you ensure that the leadership team will use coaching with fidelity?

4. Are you going to make coaching voluntary or mandatory?
5. Are there teachers/leaders already coaching in some format in your school?
6. How much time can each person on the leadership team afford to give to coaching based on their contracts, district expectations, or school schedules?
7. How will the leadership team present this framework to the faculty?
8. How will the leadership team follow up to make sure coaching is increasing achievement?

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Purposes of Coaching:

- Differentiated Professional Development (early win)
- Job Embedded Professional Development (early win)
- Structured Follow-Up from Professional Development (early win)
- Changes Culture of the School (Trust, Collaboration, Change Focus)
- Student Achievement Increases
- Teacher Leadership and Ownership Increases

Resources:

- Roland Barth *Learning By Heart* as well as all other books
- Steve Barkley *Quality Teaching in a Culture of Coaching* as well as all other books. Website: <http://barkleypd.com/blog> Follow on Twitter: @stevebarkley
- Paul Bambrick-Santoyo *Leverage Leadership* (DVD of imbedded video examples)

Action Steps to Establish Leadership Team Coaching in a School:

1. Provide training to your leadership team on coaching. *Leverage Leadership* Chapters 7, 8, and 10 and Steve Barkley's web site work well for this step. Role-play coaching conversations in your leadership meetings to prepare for this process. Watch the embedded videos in *Leverage Leadership*.
2. Decide if you are going to start with a group of teachers you feel are ready, a grade level or department, or the entire faculty.
3. Decide what your coaching model will look like. An example is listed below. The number of teachers and the time observed can be changed to meet your needs.
Coaching Example:
 - Each member of leadership team is assigned 4 teachers.
 - Leadership team members observe each of their teachers for 15 minutes weekly
 - Leadership team members de-brief with each of their teachers for 15 minutes weekly
 - Leadership team members keep a log of focus and success
4. With your leadership team, assign each teacher you want to coach to a leadership team member. You can also let your teachers select their own coach.
 - Consider time needed to coach, personalities, relationships, coaching focus related to each leader's talents, and any contract issues.
5. Present the process to the teachers who will be coached. Provide them with the coaching format you have selected and establish norms. This should not be used for evaluation and formal observation purposes. If you feel that you have a teacher with a performance issue and

you want to use this format for documentation, you must let that teacher know the process will no longer be considered coaching.

Norm Examples:

- Observations and conversations related to coaching will not be used for evaluative purposes.
- The teacher controls the coaching focus.
- Coaching is NOT a deficit model- the coach does not hold all of the answers.
- The coach does not talk about his/her teachers with other teachers.

6. Each coach approaches his/her teachers and establishes the time/day for the initial meeting.
7. At the initial meeting the coach asks the teacher questions about his/her classroom and students. The coach could have the teacher's observation rubric and also ask the teacher about the areas of most interest. The coach is listening for concerns the teacher may have, areas the teacher wants to focus and for core values the teacher holds. The coach will paraphrase what he/she is hearing the teacher say and begin to narrow the focus. The goal is to select a focus that allows the coach to observe and collect data while he/she is in the room for a very short period of time. Both the coach and teacher should agree on the focus and how the coach will collect the data. A date and time is set for the observation and for the debrief meeting.
Example: Focus- equitable questioning
 Data Collection- seating chart with "L" for lower level questions and "H" for higher level questions written in the child's seat each time a question is asked.
8. The coach observes and collects the data in the format agreed upon.
9. At the debrief meeting, the coach presents the data collected. The coach asks the teacher what conclusions can be drawn from the data. The coach points out trends if the teacher is unable to reach conclusions. Based on the data, a goal is set for the next observation. The coach and teacher agree on the goal, decide how the data will again be collected, and set a time and day for the observation and debrief meeting.
Example: Focus- increasing the number of higher level questions asked to the students who struggle most with the curriculum
 Data Collection- seating chart (highlighted with students who struggle) with "L" and "H"
10. The observation-debrief-goal setting-observation process will continue. The goals will change as they are met and as more trends are uncovered through coaching.
11. At times, it might be necessary to assign new coaches as the focus changes or if the coaching isn't moving student achievement forward.
12. At your leadership team meetings, discuss the status of each coaching pair. Consider using a spreadsheet that all leaders have access to that helps track the coaching progress. You can measure progress using walk through data, informal and formal observations, and formative and summative student data. A sample spreadsheet can be found in the CD provided in *Leverage Leadership*. [An interactive sample can also be seen and adapted here.](#)

13. Use the trends discussed at the leadership team meetings to plan professional development sessions for the entire faculty or small groups of teachers. Also use trends and individual data to hold brief celebratory conferences with the teachers involved.