Leadership Coaching

Building strong leaders for district and school improvement

September 2013
Today’s Webinar

- AIR and Leadership Coaching Work
- Leadership Academies
  - Hear from a leadership academy coach
- Leadership Coaching
  - Hear from both a leadership coach and turnaround principal
- Q&A
American Institutes for Research (AIR)

- Not-for-profit behavioral and social science organization
- Deep history connecting research, policy, and practice to support and improve education
- Committed to empowering districts and schools with innovative solutions
- District and School Improvement Center supports districts and schools in turnaround, improvement, curriculum, instruction, and leadership
School Turnaround and Transformation

- Leadership That Drives Change
- Comprehensive Diagnostics
- Educator Effectiveness
- Comprehensive Instructional Guidance System
- Student-Centered Climate
- Family and Community Engagement
Leadership That Drives Change

- Effective turnaround and transformation processes require developing district and school leadership and creating an effective school leadership team
  - Strong leaders set and maintain direction
  - Strong teams working with an effective leader create the kind of change required in consistently underperforming schools.
Leadership Services at AIR

- Leadership academies
  - Relevant “just-in-time” professional development throughout the year, building both school and district capacity

- Leadership coaching
  - For individuals and school teams
  - Providing customization and ongoing support
Our Panel

Loretta Blanks
Turnaround Specialist
AIR Leadership Academy Coach

Gary Jansen, EdD
Turnaround Principal
Hazelwood East Middle School

Aaron Butler, PhD
Senior Turnaround Specialist
American Institutes for Research
Leadership Academies at AIR

- Create opportunities for teams to learn from research and emerging best practices from across the country
- Build capacity and provide teams with time to embed best practices into their authentic work in schools
- Use timely tools to plan, monitor, and make course corrections based on evidence and data collected
Leadership Academy Basics

- An academy is structured either as a cohort of schools within a district or as an individual school team.

- Quarterly academies meet, ideally, before the opening of school, in the fall semester, in January, and at end of the year.

- The participants should include school teams, the district office, and coaches to ensure cohesive support of turnaround practices.
Leadership Academy Topics

- Comprehensive Needs Analysis and Assessment
- Selection and Building of the School Leadership Teams
- District Office’s Role in Supporting Turnaround Efforts
- Unpacking School Improvement Grants
- Writing Measurable Outcomes and Goals
- Using Planning and Monitoring Tools
- Instructional Coaching and Teacher Effectiveness
- The Data Cycle—How To Use Data To Impact Instruction
Leadership Academy “Just in Time”

- Effective kickoff
- Early “Quick Wins”
- 30-60-90-day planning guides
- Midyear reality check and adjustment
- End-of-year check and course correction planning
- Sustainability
Our Panel

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Senior Turnaround Specialist
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Leadership Coaching From AIR

▪ Individual coaching of principals, assistant principals, and other key leaders to build capacity within the school
  • Customized coaching targeting their leadership strengths and needs
  • Monthly onsite visits as well as weekly contact and support

▪ School leadership team coaching to help accelerate and support the turnaround
  • Assistance in implementation and application of key elements
  • Monthly onsite visits
Customized Leadership Coaching

- Sets personal goals based on turnaround leadership competencies
- Plans and celebrates Quick Wins
- Adds value to school leadership and others
- Builds the capacity of the school leadership team
- Provides progress monitoring—annual goals, leading indicators, and measurable responsibilities
Hazelwood East Middle School (HEMS)

- Located in the 18,000-student Hazelwood School District in north St. Louis (MO) County
- 500 students
- 99% African American
- 77% eligible for free and reduced-price lunch
Hazelwood East Middle School

- SIG Challenge—This was (and still is) hard work!
  - Students are just passing through
  - Middle school students arrive at East Middle School reading at the second- or third-grade level
  - Inadequate systems to address closing the achievement gap for students in 3 years
Leadership Coaching at HEMS

- Shift in mindset
- Focused responsibilities
- Clear expectations
- Evolution of the coaching process
Leadership Coaching at HEMS

- Transparent Data
- Summer Institute
- Protocols
- Communication Guide Book
- Monitoring Tools
- Resources
Distribution of Coaching at HEMS

- Work with instructional leadership team
- Work with coaches
- Work with assistant principals
Successes and Challenges

- Students began leaving East Middle School more prepared for high school than ever before (see lagging HS scores).
- Student attendance improved.
- A data-informed culture was established (attendance wall always updated, data walls in each grade-level hallway, data room for instructional leadership team meetings).
- East Middle School is on the right trajectory.
Leadership Coaching…

- Necessary for leaders to stay at the top of their game
  - Leaders often start out full of energy and ideas
  - Leaders can easily become overwhelmed or out of sync
  - Leadership coaches help assess the situation, suggest or collaborate on solutions, and push leaders in the right direction
  - Professional athletes, CEOs, and even singers become more effective through coaching
The Implementation Elements

This following graphic provides a basic overview of the six key elements for implementing the Achievement Path. Its purpose is to help you distinguish between successful implementation (where real learning and organizational impact can occur) and mediocre implementation (where desired results are left to chance). No one implementation is exactly like another; instead, implementation is tailored to a school or district’s specific situation.

LEADERSHIP THAT DRIVES CHANGE
- Specific and targeted district support is provided to implement the turnaround plan.
- A principal is selected specifically with turnaround criteria in mind.
- The school leadership team is effective and has a shared vision, goals, and commitment.
- School turnaround is launched as a team effort and coordinated with input from multiple stakeholder groups.

EDUCATOR EFFECTIVENESS
- Assignment, promotion, and tenure are determined by rigor and success.
- A high frequency of feedback, including student growth data and 360-degree reviews, is utilized to promote professional growth and achievement.
- The performance management system is connected to recruitment, development, and retention strategies.
- Teaching and leadership practices are focused on rigor, relevance, and relationships.

STUDENT CENTERED CLIMATE
- Teachers focus on teaching for student engagement and relevance, and they incorporate student learning into their lessons.
- The school climate embraces student voice, academic work, and celebrates student diversity and inclusivity.
- The school climate is characterized as a safe and welcoming place where student voices are recognized.

COHERENT INSTRUCTIONAL GUIDANCE SYSTEM
- A coherent curriculum, including vertically aligned state standards, is in place.
- Curriculum materials and technology resources are utilized to meet the needs of all students, including those performing above and below grade level.
- Effective collaboration and collective work are evident.
- Standards are aligned and integrated across subject areas.

FAMILY AND COMMUNITY ENGAGEMENT
- A broad range of stakeholders—parents are engaged in school activities, including family engagement in curriculum and instruction.
- Effective partnerships leverage limited resources and strengthen opportunities for student and family success.
- Parent voice and community engagement are included in multiple venues to support student success.

COMPREHENSIVE DIAGNOSTICS
- An in-depth needs assessment is conducted, resulting in a data-informed plan.
- A needs assessment is conducted, and results do not drive planning.
- Limited student achievement data form the core of the data set for decision making.
- There is lack of staff involvement in the needs assessment process.
- A needs assessment is conducted, and data are used to inform data-driven decision making.
- Critical student data and school data are used in decision making.
- Critical student data and school data are not used in decision making.
- Education leaders engage with data and make key connections that drive instructional changes.

School TURNAROUND & Transformation

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