

Executive Coach's Responsibilities

- Provide on-site coaching services
- Provide off-site sessions with leadership team, and/or grouped cohorts
- Provide unlimited phone and email access between him/herself and school leader
- Review and analyze school improvement plan and school data with the school leader
- Engage school leader in dialogue that explicitly identifies goals and objectives that will impact student achievement
- Collaborate with the school leader to identify the areas of focus for coaching, the norms and expectations in the coaching relationships, and the indicators of success
- Complete a work plan with the school leader, including targeted professional development
- Maintain an on-going record of meetings and contacts with school leader
- Establish a calendar of weekly on-site meetings and contacts with the school leader
- Complete and submit status reports twice monthly to CAS administrators

CAS Responsibilities

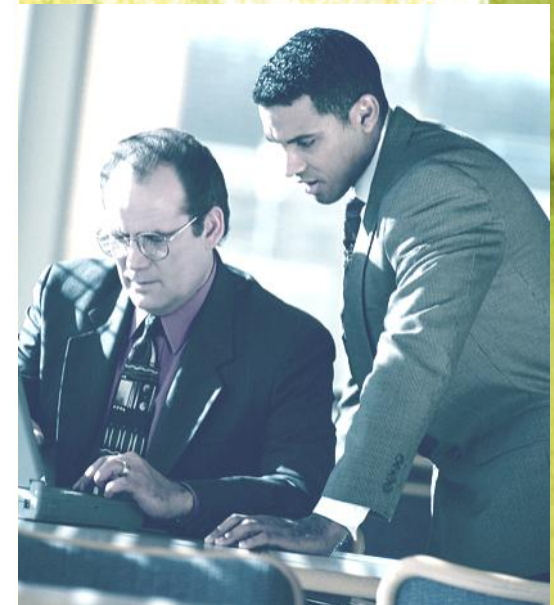
- Recruit, train, supervise, and evaluate executive coaches in order to support the leaders of selected schools to improve student achievement.
- Provide professional development to support the achievement of the personal/professional goals and school/district goals of the school leaders.
- Maintain a web-based electronic meeting place and clearing house that allows for data collection, networking, the sharing of resources and best practices, and the implementation of an accountability system.



CAS Contact Information

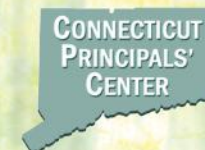
Mike Buckley mbuckley@casciac.org
Susan Kennedy skennedy@casciac.org
Everett Lyons elyons@casciac.org

CT Association of Schools
(203) 250-1111
www.casciac.org



Executive Coaching Program

A Resource Provided by
The Connecticut Principals' Center
of
The Connecticut
Association of Schools



Why Coaching?

- After the quality of the teacher, the most important variable determining student achievement is the quality of the school leader.
- Research tells us that, school leaders who have the support of a coach within a focused program of assistance, stay in the job longer and perform better.
- You have already invested significantly in the success of your school leader. Providing a coach is “going the extra mile” to develop the capacity of the leader to improve student achievement.
- As we move into the state and federally required performance evaluation of principals, additional support and development for principals will be critical.

One of our district leaders said:

“The CAS Program has been a very significant factor in the success that our schools have achieved... I am impressed by the level of training that [CAS] coaches have had in the important aspects of school improvement. I would like a CAS coach in every school.”

What is Coaching?

- Executive Coaching is embedded, on-going, professional development.
- It entails what Mumford (1993) describes as “...a process in which someone else, with expertise in the field, through directed discussions and guided activity, helps a colleague solve a problem, or do a task better than would otherwise have been the case.”
- At present, CAS Executive Coaches are working with principals in 72 schools in 22 Connecticut school districts.



Program Goals

The goals of the CAS Executive Coaching Program are consistent with Connecticut’s Common Core of Leading and the Connecticut School Leadership Standards.

The goals are to:

- Build the instructional leadership skills of the principal
- Increase the quality of the teaching and learning process in the school
- Develop the ability and willingness of the principal to hold staff accountable for the behavior and learning of the students
- Increase the ability of the principal to distribute leadership
- Develop the confidence of the principal to make decisions
- Develop the skills of the principal to sustain a school climate and culture that is supportive and collaborative

One of our principals said:

“The CAS Executive Coaching Program has truly allowed me to expand my leadership skills. I wish I had the opportunity to benefit from an executive coach at the start of my administrative career.”