

Program Implementation

1. Assessment and Reflection:

Following initial meeting among coach, principal, and assistant superintendent, the coach and principal begin a self-reflection and review of school data process.

2. Principal and Executive Coach Planning:

The coach and principal review the self-reflection, discuss key focus areas, and mutually agree on 2-3 key objectives for improvement. They also discuss indicators of success, monitoring of objectives, and assessing progress.

3. Executive Coach Work Plan Development:

Coach and principal identify action steps to achieve the principal's targeted objectives, complete the executive work plan and discuss with the assistant superintendent.

4. Implementation, Monitoring, & Evaluation:

The executive work plan is implemented. Results are monitored on a weekly, monthly, and quarterly basis.

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.

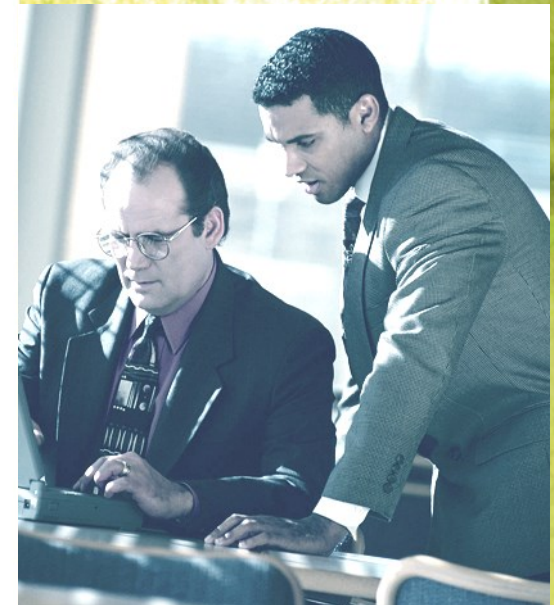
Executive Coach's Responsibilities

- 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.

Contact Information

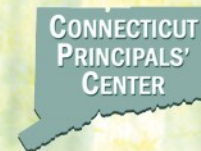
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CT Association of Schools



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.

Principal's Comment:

“I consider the CAS Executive Coaching Program one of the best resources I have received in my ten years in administration. It 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.”

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.”

Assistant Superintendent's Comment:

“The CAS Program has been a very significant factor in the success that our schools have achieved. The coaches have been incredibly involved in all aspects of the school program. School culture has greatly improved in the schools with coaches and student achievement is moving forward...I am impressed by the level of training that [CAS] coaches had had in the important aspects of school improvement. I would like a CAS coach in every school.”

Program Goals

The goals of the CAS Executive Coaching Program are consistent with Connecticut's Common Core of Leading.

The goals are to:

- Build the instructional leadership skills of the principal and his/her leadership team
- Increase the quality of the teaching and learning process in the school by increasing the skills of the principal
- Develop the ability and willingness of the principal to hold staff accountable for the behavior and learning of the students
- Increase the willingness of the principal to distribute leadership among staff members
- Develop the confidence of the principal to make decisions and adhere to them
- Develop the skills of the principal to create a school climate and culture that is supportive and collaborative
- Serve as a sounding board and resource for the principal across all aspects of the school

