

## CAS RESPONSIBILITIES

- Recruit, train, supervise and evaluate executive coaches in order to support the leaders of selected schools to improve student achievement
- Provide training in effective communication skills that include listening, questioning, feedback, self-reflection, self-regulation, mutual problem solving and using data to monitor academic achievement for all students including special populations
- Provide direct guidance and technical assistance as needed
- Provide a coaching model that is differentiated to meet the specific needs of the district
- Provide coaches that are carefully matched to school leaders and their schools
- Provide professional development and resources to support the achievement of the personal/professional goals and school/district goals of the school leaders

### **ASSISTANT SUPERINTENDENT'S COMMENT**

"The CAS Executive Coaching Program has been an excellent resource to support the learning and growth of our administrators through positive relationships and trust. The coach as mentor tailored each coaching session to the unique needs and talents of the school leader as well as the culture of the school. Colleagues have described this coaching experience as a positive collaborative opportunity to develop leadership skills in a supportive learning environment."

## COACH'S RESPONSIBILITIES

- Provide on-site coaching services
- Collaborate with the school leader to identify a focus for coaching, norms, expectations, and indicators of success
- Establish a calendar of on-site meetings and contacts with the school leader
- Provide phone and email access between the coach and school leader
- Review and analyze school improvement plan and school data with the school leader
- Engage school leader in dialogue that explicitly identifies a problem of practice and/or the goals and objectives that will impact student achievement
- Encourage school leader to think creatively and prioritize actions while using facilitative and instructional coaching skills
- Help school leader understand, assess and address roadblocks to success
- Support the school leader to reflect on and align school improvement plans
- Maintain an on-going record of meetings and contacts with school leader and submit status reports twice monthly to CAS school leaders

## **CONTACT INFORMATION**

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# **A Customized CAS Coaching Program for School Leaders**



## **A Resource Provided by The Connecticut Association of Schools**

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## WHAT IS COACHING?

Coaching is job embedded professional development which, through a collaborative approach, will be tailored to meet the needs of your district.

The coach will work with the school leader on developing an action plan in a process which involves reviewing key focus areas and identifying a problem of practice. The coach and school leader mutually agree on key objectives for improvement and discuss indicators of success and the monitoring of objectives. Confidentiality will be maintained and periodic updates on progress will be provided to central office staff.

CAS's differentiated approach model fosters self-awareness and choice. The program offers unique opportunities for leaders to work with a coach on short-term and long-term goals. The approach honors, supports and guides the work that the coach and client do together. This work focuses on transformational change, including interpersonal, climate/cultural and systemic change. It is applicable in a variety of school settings – urban, suburban, rural and turnaround.

Our model employs a differentiated approach to coaching by offering consultation, mentoring, facilitative coaching, project support coaching and executive coaching.

### PRINCIPAL'S COMMENT

"As a new school leader, the CAS Executive Coaching Program has helped me transition into my new role successfully. I am grateful for the opportunity to be a part of this amazing program which has helped me develop and refine my leadership skills. Every new school leader should have this learning experience at the start of their career. Thank you CAS."

## BENEFITS OF COACHING

We believe that 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 on the job longer and perform better.

In the CAS Executive Coaching program school leaders receive:

- **Support** and guidance customized to meet school leader, staff and student needs
- **Resources** on topics related to ESL, Special Education, SRBI, CT Core Standards, assessment and state initiatives
- **Opportunities** to expand their range of skills, such as the ability to:
  - Self-reflect and self-regulate actions
  - Develop conflict resolution skills
  - Distribute leadership
  - Respond proactively
  - Increase organizational effectiveness and efficiency



## PROGRAM GOALS

The goals of the CAS Executive Coaching Program are consistent with Connecticut's School Leadership Standards. The goals are to:

- Build the instructional leadership skills of the school leader and the leadership team
- Improve the quality of the teaching and learning process in the school
- Increase the school leader's ability to develop leadership capacity among faculty
- Develop the skills of the school leader to create a collaborative and supportive school climate and culture
- Serve as a sounding board and resource for the school leader across all aspects of the school

## PROGRAM IMPLEMENTATION

### **Assessment and Reflection:**

Following the initial meeting among coach, school leader and central office personnel, the coach and school leader identify leadership needs as well as district and school goals.

### **School Leader and Executive Coach Planning:**

The coach and school leader discuss key focus areas, identify a problem of practice and mutually agree on objectives for improvement. They also discuss indicators of success, monitoring of objectives and assessing progress.

### **Work Plan Development:**

The coach and school leader develop a plan and identify steps to achieve targeted objectives. They complete the work plan and share results. They monitor achievement of the objectives periodically, and revise as necessary.