

Supervisor Summit

2019

BLENDED COACHING

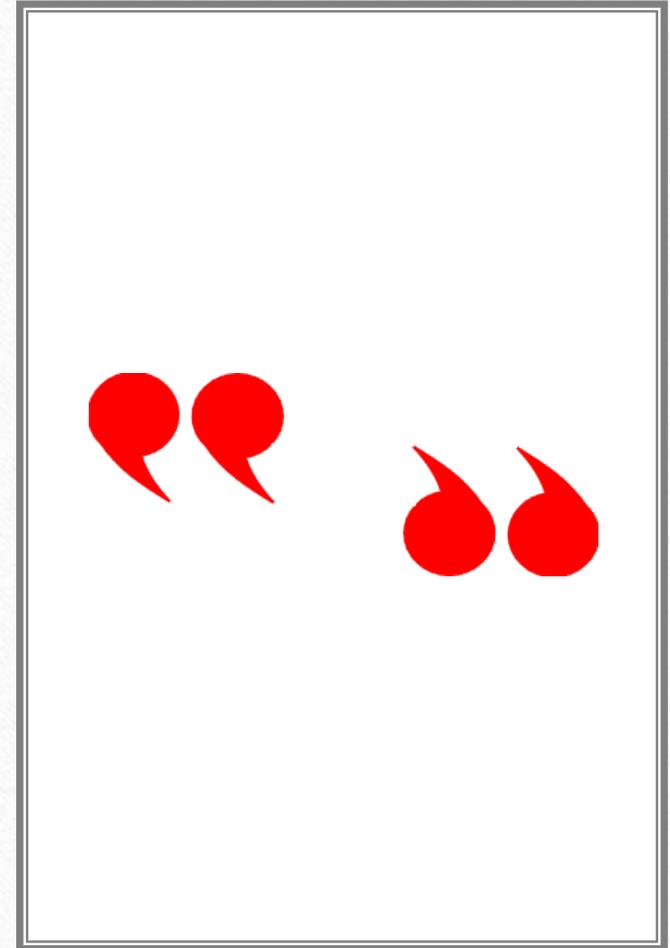


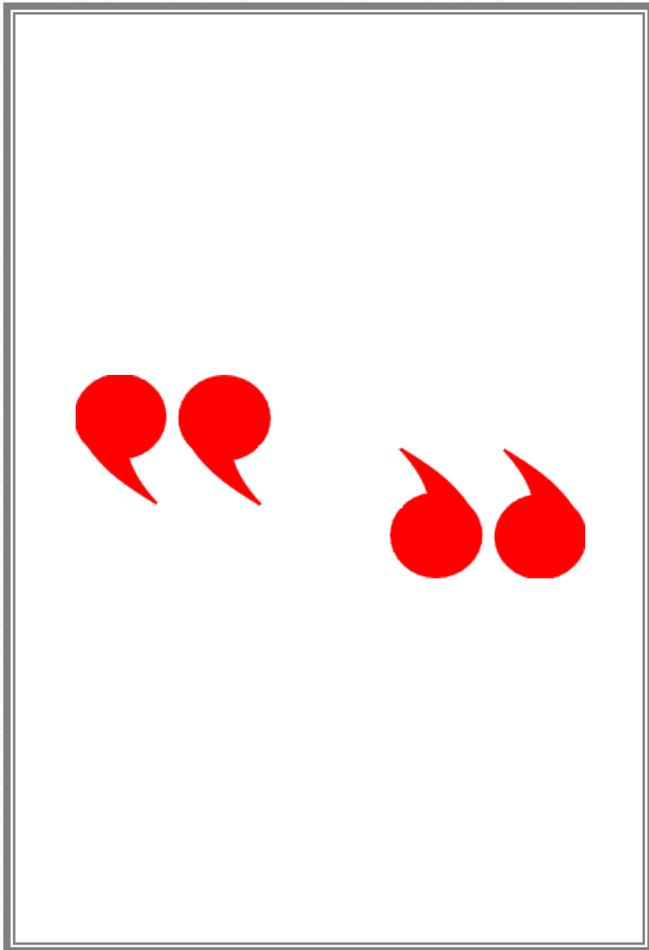
Skills and Strategies
to Support
Principal Development

JOHN HOPKINS UNIVERSITY PRESS

*"One of the few books on education in the last decade that has the touch of genius, **Blended Coaching** gives principals the inspiration they need to shift from administrator to school leader, from cop to coach, from boss to mentor. It provides proven strategies, skills that can be practically and immediately applied to positively impact every teacher and student in America."*

-Robert Hargrove, Author, *Masterful Coaching*



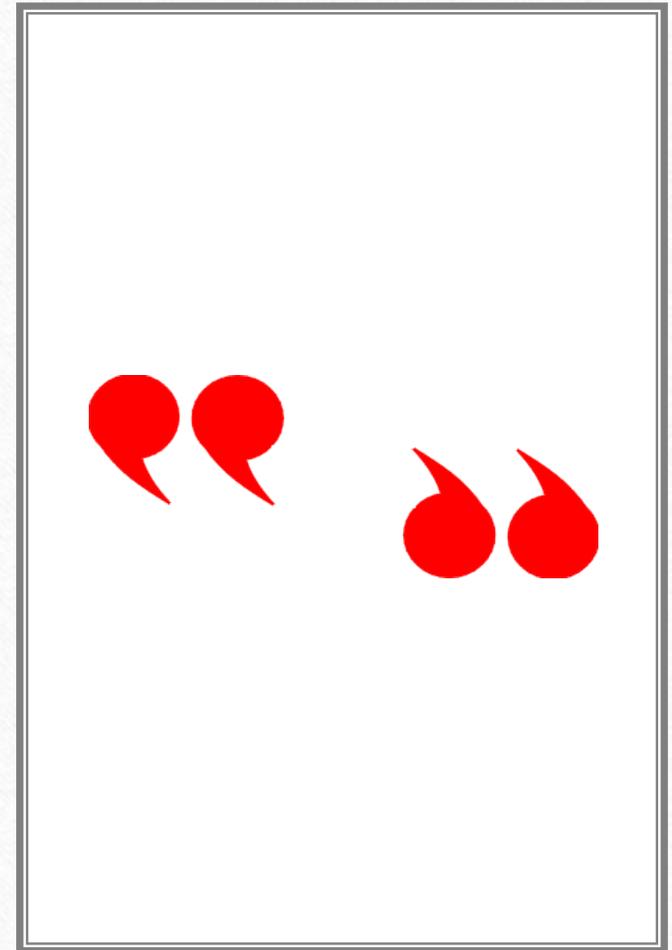


*"Bloom, Castagna, Moir, and Warren have achieved new heights in our profession by building upon the best knowledge in coaching and systems change, and constructing blended leadership coaching founded on substantive research in cognition, linguistics, emotional intelligence, and cultural competency. **Blended Coaching** gives expression to a coaching conceptual framework erected with skills, tools, and vibrant examples."*

-Linda Lambert, Professor Emeritus
California State University, Hayward

"At last we have a comprehensive book that teaches us about the practice of coaching and the principalship! There are skills, strategies, tools, and stories of practicing leaders that can help a prospective leader grow and learn in this engagingly written book. This is clearly a must read for principals-new and experienced-and those who coach them."

-Ann Lieberman, Senior Scholar Carnegie Foundation for
the Advancement of Teaching

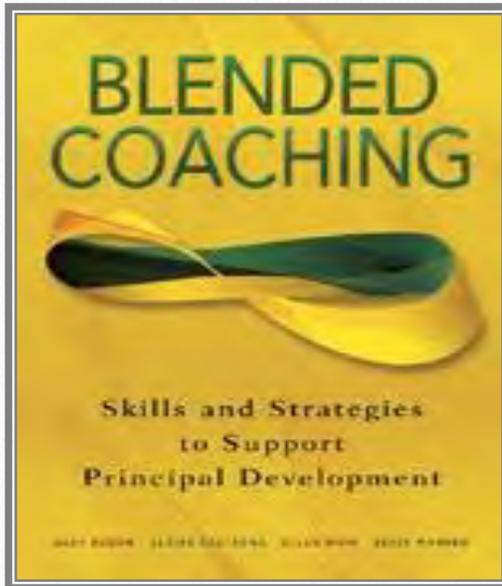




“TLC Interview: Gary Bloom”

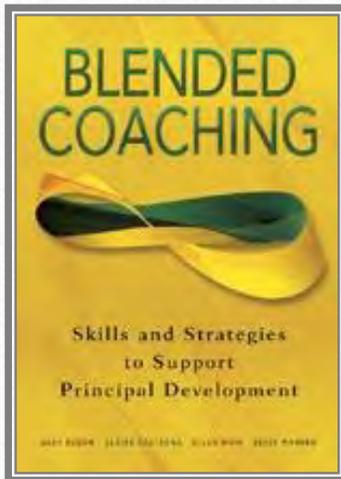
8 Guiding Standards:

Model Principal Supervisor Professional Standards (MSPSPS)



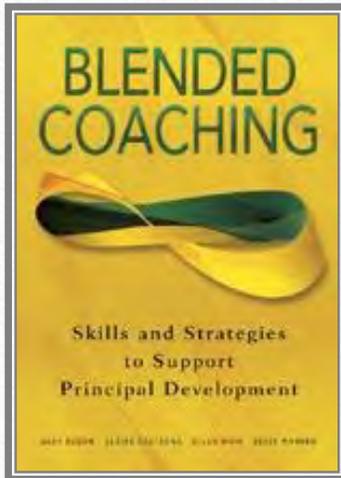
- STANDARD 1: Principal Supervisors dedicate their time to helping principals grow as instructional leaders.
- STANDARD 2: Principal Supervisors coach and support individual principals and engage in effective professional learning strategies to help principals grow as instructional leaders.
- STANDARD 3: Principal Supervisors use evidence of principals' effectiveness to determine necessary improvements in principals' practice to foster a positive educational environment that supports the diverse cultural and learning needs of students.

8 Guiding Standards



- STANDARD 4: Principal Supervisors engage in the formal district principal evaluation process in ways that help them grow as instructional leaders.
- STANDARD 5: Principal Supervisors advocate for and inform the coherence of organizational vision, policies and strategies to support schools and student learning.
- STANDARD 6: Principal Supervisors assist the district in ensuring the community of schools in which they engage are culturally/socially responsive and have equitable access to resources necessary for each student.

8 Guiding Standards



- STANDARD 7: Principal Supervisors engage in their own development and continuous improvement to help principals grow as instructional leaders.
- STANDARD 8: Principal Supervisors lead strategic change that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the district.



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A Toolkit for Principal Supervisors

Principal Supervisor Self-Assessment

This Principal Supervisor Self-Assessment is aligned with the Model Principal Supervisor Professional Standards (MPSPS) developed by the Council of Chief State School Officers (CCSSO). It is intended for use as a simple tool for reflection, goal setting, and professional development on the part of principal supervisors.

The MPSPS are grounded in the understanding that principal leadership is essential to school improvement and that the primary responsibilities of principal supervisors should be to nurture and support principal effectiveness. The focus of principal supervision shifts from one of managing operational issues, day-to-day problem solving and ensuring accountability and compliance, to one of facilitating the professional development of principals as instructional leaders.

In drafting the MPSPS, the CCSSO recognized that the role of the principal supervisor is evolving, and that the responsibilities of the principal supervisor will vary from district to district due to a variety of factors, including district size, organizational structure, and history. That being the case, the vision and theory of action remain the same: *If principal supervisors shift from focusing on compliance to shaping principals' instructional leadership capabilities, and if they are provided with the right training, support and number of principals to supervise, then the instructional leadership capacity of the principals with whom they work will improve and result in effective instruction and the highest levels of student learning and achievement.*

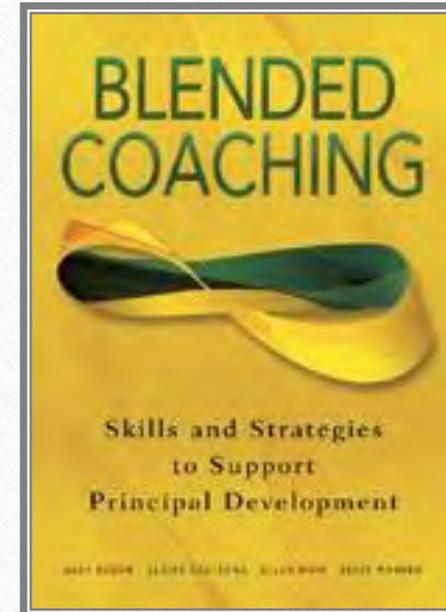
Your Professional Growth and Reflection Time



TOC: Chat and Chew

“Though this be madness, yet there is method in’t.” William Shakespeare

- **Part I: Leadership Coaching Skills**
 - **What is Coaching?**
 - **Focus on:**
 - “Our Definition of Coaching”
 - “What Coaching Isn’t”
- **Part II: Blended Coaching Strategies**
 - **What is Blended Coaching?**
 - **Focus on:**
 - “Instructional Coaching and Facilitative Coaching”
 - “The Mobius Strip”
- **Part III: Using Coaching to Drive School Improvement**
 - **Designing a Leadership Coaching Program**
 - **Focus on:**
 - Can Supervisors Be Coaches?





“Most coaches find Blended Coaching Strategies to be a comfortable and rational way of envisioning the coaching process. But mastering this approach demands discipline and practice, as coaches must learn to move effectively between facilitative (cognitive) and instructional (experiential) strategies.” Bloom et al

(Refer to Pages 57-59)



What Tools Do We Have?

- Facilitative Coaching
- Instructional Coaching
- Collaborative Coaching
- Consultative Coaching
- Transformational Coaching

Facilitative Coaching: (Cognitive)

- Creating New Possibilities by Taking a Fresh Look at Assertions and Assessments
- Developing Problem Solving Skills
- Building Self-Reflective Practice
- Shifting the Locus of Control from Coach to Coachee



Instructional Coaching: (Experiential)

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- When the coach shares his or her own experience, expertise, and craft wisdom with the coachee by using traditional teaching strategies.
 - Modeling
 - Providing Resources
 - Direct Instruction



Collaborative Coaching:

- Falling between the core strategies of instruction and facilitation because the coach is constantly in both modes throughout a project that is collaborative in nature.
 - Coach gets hands dirty and does some of the work alongside coachee
 - Focus on concrete action with larger goal of developing knowledge, skills, and disposition for coachee



Consultative Coaching:

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- Basic Steps:
 - Determine the need and agree upon a consultative approach
 - Provide advice, examples, and resources
 - Extend support beyond the one-to-one coaching relationship

Consultative approach must be applied with restraint; overuse can build dependency – independence is what you are fostering with coaching.....



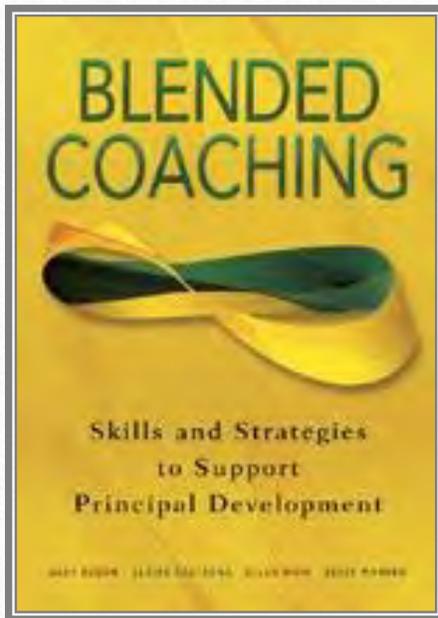


Transformational Coaching:

- Effective coaches and coachees dance around the Möbius strip!
 - Coaches must be prepared to support their coachees in their struggles with difficult personal issues as well as their acquisition of new knowledge and skills.

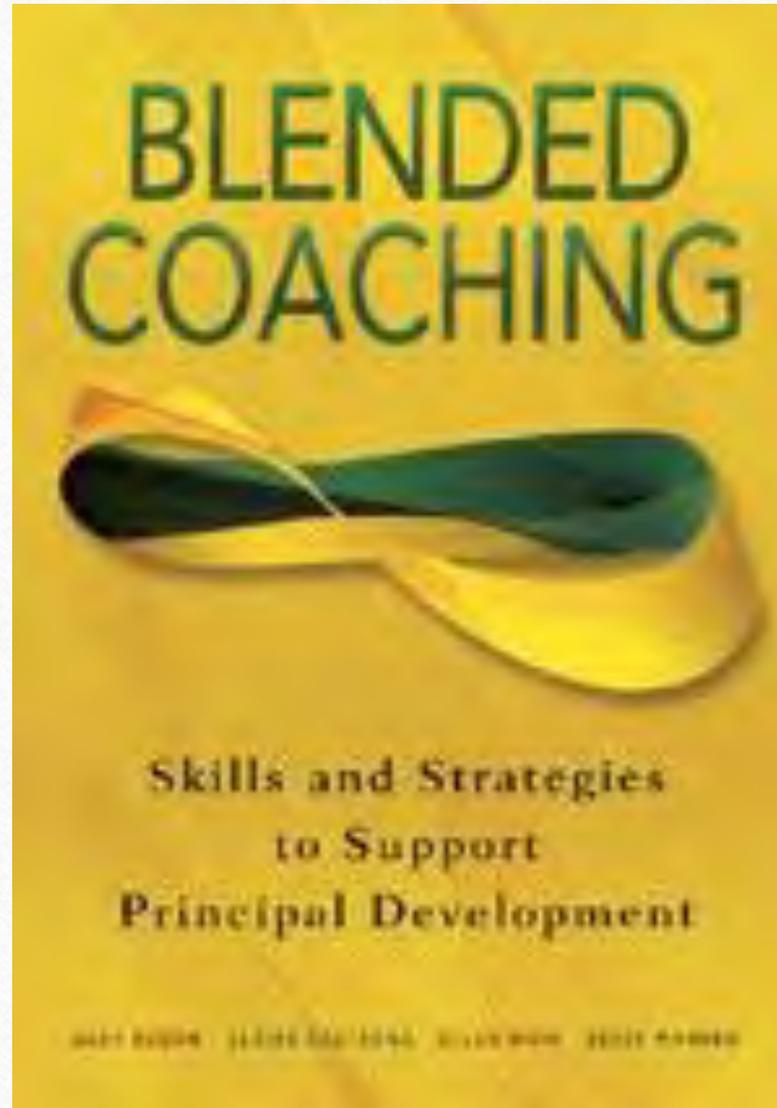
DOING - BEING

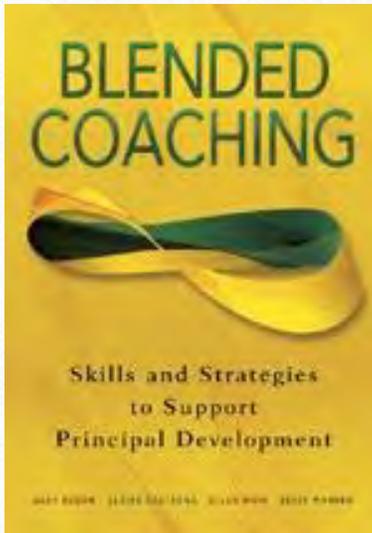
Refine Your **Knowledge**?
Considering **Skill Building**?
What is Your **Disposition**?



- **iLEADing and Blended Coaching**

- Facilitative Coaching
- Instructional Coaching
- Collaborative Coaching
- Consultative Coaching
- Transformational Coaching





A Toolkit for Principal Supervisors

How Will You Use Your Tools?

Which One Is YOU?

iLEAD Supervisor Summit 2019

Thank you.....

