

## benefits of leadership coaching

### ...to the district

- Sustain continuous growth.
- Positive impact on principal recruitment and retention.
- Accelerates growth of administrative & leadership skills.
- Collaboration support within district systems.
- Focuses on growth of leadership behaviors most associated with student achievement.

### ...to the principal

- Provides insights to what the coachee cannot yet see.
- Anchored in assessments of competence related to the California Professional Standards for Educational Leaders.
- Provides emotional support and advocacy.
- Serves as a support by securing information, network contacts, and other resources.
- Helps the coachee to reexamine values and beliefs, the way he/she presents himself/herself, communicates, reacts.
- Helps the coachee to see the difference between intentions and actions...enhances perceptions, anticipation, and decision-making.
- Uses data to promote awareness of and reflection upon dispositions, biases, assessments, and assertions that may be impeding leadership.
- Builds the coachee's capacity for continuous, independent and collaborative professional growth.
- Focuses upon the development of leadership, enhancing the coachee's ability to build a culture and commitment to implementation of the very best instructional practices, to building of a professional community, and to a sustained growth in student achievement.

### ...to staff

- Identifies and promotes support for best instructional practices.
- Supports a continuity of effective, collaborative leadership.
- Promotes professional development of all staff.
- Clarifies focus, purpose, priorities.

### ...to students

- Focuses on improving, sustaining student learning is program focus.
- Develops system of learning and support; achievement for all students.
- Respects and honors diversity.

### ...to parent community

- Develops leadership capacity for respectful, collaborative work with parents.
- Recognizes that school leadership must reflect community values.
- Promotes effective use of parent and community resources.
- Recognizes education as a home-school-community partnership.

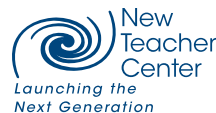
## acsa/ntc local programs

- **New Teacher Center:** Nathan Cross, [ncross@newteachercenter.org](mailto:ncross@newteachercenter.org) (Santa Cruz, Santa Clara, San Mateo, San Benito, Monterey counties)
- **Sacramento ACSA:** Michael Bossi, [mbossi@acsa.org](mailto:mbossi@acsa.org) (greater Sacramento & foothills, all of Calif. not served by a local program)
- **LEAD Network:** Bill Faraghan, [bfaraghan@pleasanton.k12.ca.us](mailto:bfaraghan@pleasanton.k12.ca.us) & Leslie Anderson, [landers@srvusd.k12.ca.us](mailto:landers@srvusd.k12.ca.us) (Dublin, Pleasanton, San Ramon Valley districts)
- **CASST:** Jackie Flowers, [jflowers@sjcoe.net](mailto:jflowers@sjcoe.net) (Calaveras, Amador, Stanislaus, San Joaquin, Tuolumne counties)
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- **Poway Unified School District:** Diane Cantelli [dcantelli@powayusd.com](mailto:dcantelli@powayusd.com) (Poway Unified School District)

## for program information, contact



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for Site Leaders

developing  
and supporting  
california's principals  
and assistant principals

# leadership coaching...

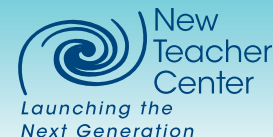
- College/university based administrative development and post-graduate training programs may increase one's knowledge, but training, alone does not a leader make.
- Leadership emerges from one's interaction with people, from trust building, awareness, anticipation, reflection, beliefs & values, behavior, and communication... traits and abilities that come from experience.
- ACSA/NTC coaching prompts development of leadership capacity, independence, and self-confidence through Blended Coaching techniques that ensure learning and growth emerge from experience.
- Leadership coaching is on-site, of-the-moment, reality-based, and individualized. While focusing upon goals, it is wrapped in the context of the leader and his/her school — its people, history, and culture.
- ACSA/NTC coaching is focused on developing the leader's effectiveness as a leader of instruction, collaborative professional practice, student learning, and school operations and systems.
- ACSA/NTC coaching has no fixed agenda, no model for the effective leader into which all coachees must fit but is focused on guiding and supporting each leader, given their background, style, and circumstance.
- Coaching is not "one more thing" on the leader's overflowing plate of responsibilities. It is, however, an embedded service, focusing upon developing one's capacity to perform, thrive, and grow and meet job challenges.
- Outcome goals and action plans are job/site-focused, developed by each coachee and coach, and founded upon the California Professional Standards for Educational Leaders (CPSELs).
- Formative and summative assessments of CPSEL leadership competencies guide coaching and monitor growth in leadership.

## coaching...

- Provides one-on-one, individualized, job embedded, site based support service to the site leader.
- Utilizes well-researched Blended Coaching strategies developed by the New Teacher Center.
- Designed to deliver highly individualized leadership development through consultation, collaboration, reflection, and building of capacity.
- Builds upon a principal-coach relationship founded upon a high level of professional ethics, competence, and trust.
- Conveyed by carefully selected, trained, certified, successful, recently retired principals whose leadership experiences closely match the challenges faced by the coachee.
- Builds anticipation, planning, administration, reflection.
- Founded upon a trusting, confidential relationship between coach and coachee.
- Focused on growth and development, non-judgmental, non-evaluative.



## highest quality support and service to the principal and assistant principal



### who is this designed for?

- Entry-level administrators (vp, coordinators, etc.)
- Induction for new principals
- Veteran principals in transition:
  - ✓ New Challenges
  - ✓ Refocus, reflect revitalize, re-energize
- Veteran principals seeking advanced individual development
- Administrator Training Program practicum for Modules 1,2,3
- New and veteran principals in Program Improvement
- QEIA "exemplary principal" development
- New and veteran Central Office: HR, C& I, Pupil Services, Special Ed

### tier II: prof. clear credential

- Commission on Teacher Credentialing approved credential pathway
- Individual Development Plans based upon California Professional Standards for Educational Leaders (CPSELs), site & district needs
- Two-year coaching/based program
- Coaching enhanced by research-based professional development
- Offered through ACSA/NTC affiliated local coaching programs
- Coaching generally provided through contracts with district as professional development (\$3,850-\$4,200/yr)
- Credentialing, online formative & summative assessment, and professional development provided through a credential fee that is generally the responsibility of the candidate (\$2,000)

### program services include...

- Average of 3-6 hrs/mo. of onsite coaching
- Phone/e-mail coaching, as needed
- One-on-one
- Confidential
- Resources, research, strategies
- Goal-oriented and data driven
- Utilization of Blended Coaching tools including:
  - ✓ Clear, Individualized goals and detailed action plans
  - ✓ Collaborative logs
  - ✓ Reflective self-assessments
  - ✓ 360 degree instruments
  - ✓ Observations in settings appropriate to goals, which may include:
    - × Classroom walkthroughs
    - × Leadership team meetings
    - × Staff meetings
    - × Community meetings/events
    - × Parent meetings
- Focus upon building leadership capacity, collaborative skills, effective communication, positive productive behavior that contributes to effective professional relationships and building of professional community.

### coaching may be enhanced by leadership institute training...

- Ten half-day modules
- Practical, research-based
- By principals, for principals

### quality support and service to the principal areas of consultative and collaborative coaching...

- Develop, evaluate, contextualize classroom school and district learning data
- STAR formative and summative student achievement data: Examine, interpret, present
- Identify core beliefs and values: moral leadership
- School vision: Create and actualize
- Prioritizing, goal setting, choosing the "right work"
- Trust building, collaborative team development focused on student learning
  - ✓ Develop purposeful professional learning community
  - ✓ Supervision and evaluation of instruction and learning
  - ✓ Research based leadership behaviors most associated with student achievement
  - ✓ Implementation of research based instructional practices
- Building and maintaining positive, productive parent and community relationships
- Recognizing, respecting, and responding to racial, ethnic, cultural needs
- Meeting and professional development planning & facilitation
- Operational, technical, systems leadership
- Representing and advocating for one's school in larger community
  - ✓ Working productively with PI and QEIA requirements

### the leadership coach...

- Minimum of five years of successful experience as a principal
- Demonstrated orientation toward coaching and leadership development
- Highly recommended by those who have knowledge of background and service
- Successful completion of C.L.A.S.S. training in Blended Coaching concepts and techniques
- Demonstrated coaching competence by completion of an ACSA/NTC certification process
- Ongoing participation in the ACSA/NTC CLASS Network of Leadership Coaches
- Careful matching of coach and coachee