

## Background

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This three day training is designed to prepare individuals to provide intensive individualized support to new and veteran principals. This program is based upon the New Teacher Center's groundbreaking work coaching new and veteran teachers and principals. The Stupski Family Foundation has provided funding in support of the development of this training.

## Audience

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This workshop is designed for individuals interested in serving as:

- Coaches of beginning and veteran principals, assistant principals and teacher leaders
- Instructors in administration pre-service programs
- Coaches serving in AB 75 principal training programs
- Individuals responsible for the design and implementation of professional development programs for school leaders

## Outcomes

Participants will:

- Understand the learning and support needs of new and veteran site administrators.
- Learn and practice a variety of coaching strategies and skills designed to meet the needs of coaches serving new and veteran school administrators in induction, AB 75 and other professional development programs.
- Access a variety of tools and resources specific to needs of administrator clients.
- Understand the characteristics of a well designed, coaching-based program of leadership development for site administrators.
- Become part of a new learning community of leadership coaches.
- Enhance their confidence and competence as educational leaders.

## Key Components of Coaching Leaders to Attain Student Success

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### BLENDING COACHING STRATEGIES

Learn to draw upon a variety of Instructional and Facilitative Coaching Strategies in the course of the coaching relationship.

### COACHING SKILLS

Learn and practice a variety of basic coaching skills including: trust building, listening, questioning, problem solving, distinguishing assessments and assertions, formative assessment and goal setting.

### TOOLS AND RESOURCES FOR COACHES AND PRINCIPALS

Access a range of tools for coaches including self-assessment and 360° instruments aligned with leadership standards, forms, logs, sample letters and other materials to assist in establishing a coaching or mentoring program. Access a set of resources developed to assist coaches in meeting the needs of their coachees, including planning tools, articles, sample documents, and links to other resources.

### WHAT IS COACHING?

- There is no one correct model of coaching for any relationship or even for any one session. Participants in this training learn to draw upon a variety of blended coaching strategies and skills.
- An effective coach, no matter what model, brings some common practices and characteristics to the relationship:

The coach is a different observer of the client and the situation: the main asset that a coach brings to a situation is a new perspective.

The relationship is based upon trust and permission.

Breakdowns (problems or needs) are valued as learning opportunities. The coach is fully present for and committed to the client.

The coach provides emotional support and advocacy to the client in a confidential setting.

The coach's fundamental commitment is to student success, and the coach will appropriately push the client to that end.

## What Are We Coaching For?

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Our goal is to “Coach Leaders to Attain Student Success.” The characteristics of effective school leaders are complex, and are described in the California Professional Standards for Educational Leaders and in the Interstate School Leaders Licensure Consortium standards for educational leaders.

While our work is consistent with the CPSEL and ISLLC Standards, we place an emphasis upon the development of school leaders who possess the following characteristics:

- They are committed to equity and to the role of education in a democracy;
- They focus relentlessly upon student achievement;
- They understand the power of collaboration;
- They are teacher leaders and they envision school administration as one teacher leadership role along a continuum of teacher professional growth;
- Their leadership style is inclusive and collaborative, and they are committed to building the leadership capacity of staff, students and community;
- They are learners, and are committed to their own ongoing professional growth through collaborative processes and through cycles of action and reflection;
- They support teachers and their professional development, and build a community of practice that is focused upon student achievement;
- They have expertise in a broad spectrum of areas including instruction, adult learning, communication, assessment, supervision, organizational development, community engagement, and change processes;
- They are fueled by a passion to make a difference; they see themselves as change agents and are relentless in the pursuit of their vision for students, school and staff.



# Coaching Leaders to Attain Student Success

A TRAINING FOR COACHES  
OF SITE ADMINISTRATORS



NEW  
TEACHER  
CENTER

UNIVERSITY OF CALIFORNIA • SANTA CRUZ

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## Perspectives on Coaching

“The most effective way to forge a winning team is to call on the players’ need to connect with something larger than themselves.” —Phil Jackson

“A coach is someone who tells you what you don’t want to hear so that you can see what you don’t want to see so that you can be what you’ve always wanted to be.” —Tom Landry

“Saying does not ensure listening. The phenomenon of communication depends not on what is transmitted, but on what happens to the person who receives it.” —Humberto Maturana

“Masterful coaches inspire people by helping them recognize the previously unseen possibilities that lay embedded in their existing circumstances.” —Robert Hargrove

## What do Principals Say About Coaching?

“I appreciate that she helps me to go beyond the immediate and to focus on the deeper issues that a principal must deal with each year.”

“What I’ve found is my coach has been a tremendous support as I’ve tried to develop a perspective and balance that will keep me in this job for more than a few years.”

“My coach has forced me to develop some concrete actions in response to my more global/intuitive nature, and has helped me think through a sequential and logical approach to some issues that have confronted me unexpectedly this year.”

“I can tell you that I would not have made it through these last two months standing if it hadn’t been for my coach. He has led me through a veritable minefield only slightly bruised...”

## For More Information

See the New Teacher Center website at  
[www.newteachercenter.org](http://www.newteachercenter.org)  
Call 831.459.4323 or email [ntc@ucsc.edu](mailto:ntc@ucsc.edu)