



Coaching to Improve Leadership Practice

Options to Fit Your Needs

Shoulder-to-Shoulder Coaching

Shoulder-to-shoulder coaching provides direct coaching for high leverage leadership skills and practices aligned to principal, school, and district goals. Coaching areas may include analyzing data for action, teacher observations and feedback, managing organizational systems, and facilitating school leadership teams.

Video Coaching

Video coaching provides schedule flexibility for principal and coach to hold focused sessions using a virtual format. Principals upload videos of instruction, instructional feedback sessions with teachers, or leadership team meetings for coaching analysis and feedback. On a flexible schedule, when convenient for the principal, the principal and coach reflect on the video and plan next steps for continued growth.

Blended Coaching

Blended coaching provides the in-depth benefits of face-to-face coaching along with the flexible support of video coaching.



Coaching That Gets Results: The AIR Difference

- Competency-based coaching grounded in turnaround leader competencies
- Personalized, differentiated coaching to fit district and school needs for all levels of leadership
- Coaching, professional development, and monitoring tools aligned to district and school improvement goals and initiatives
- Coaching led by experienced, innovative former principals who have effectively turned around low-performing schools
- Collaborative process with school and district leaders
- Face-to-face, video, or blended coaching to meet all coaching needs

For more information

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Coaching Cycle

SET GOALS: Coach and leader meet to determine coaching goal aligned to school and district goals, leader professional development goals, and student achievement outcomes.

REFLECT AND REFINE:

Leader makes revisions to leadership practices or actions as a result of coaching activities and data review, setting the stage for another coaching cycle.



COLLECT AND REVIEW DATA: Coach and leader collect data such as achievement data, attendance and discipline data, classroom walkthrough data, and climate and culture surveys to analyze progress toward coaching goal.

COACHING ACTIVITIES:

Coach and leader determine which type of coaching activity will best support the coaching goal (data analysis, classroom co-observations, instructional feedback to teachers, collaborative planning, creating and implementing systemic processes and structures).

Feedback on AIR Leadership Coaching

An elementary school principal said of AIR leadership coaching that it “challenges principals to focus on the job they were hired to do, which is be the best Instructional Leader possible by being viewed as a coach to teachers.”

Video coaching, one K-12 principal said, “has led me to be more focused, following a protocol, when I provide instructional feedback to teachers. My teachers are requesting this process now for their observations.”

One elementary school principal said the coach encouraged reflection “on my practices/actions which led the conversations to be collaborative and not evaluative. This made me comfortable to take risks, talk about my next steps and areas of improvement with someone who has been in my shoes.”

A high school principal said video coaching “improved how I conduct conversations with teachers; I am more aware of how I handle those meetings. I learned to be more patient. Listen more, speak less.”

“I believe that ALL principals need this level of non-threatening support—ongoing!” said one elementary school principal, who added that the coach “kept me accountable for stretching my learning...I really felt like a true instructional leader and she was my biggest cheerleader and coach!”