



Principal Coaching vs. Mentoring

“The purpose of principal coaching is not for self-understanding in and of itself. It is to achieve a successful action.” Former Superintendent & Principal Coach -- Leonard Lubinsky



Average ROI for coaching is 6x the investment

Manchester, Inc. 2001 study of 100 executives from Fortune 1000



We appreciate this opportunity to:

- Help you differentiate between coaching and mentoring
- Share how coaching can complement your current mentoring program
- Present the core factors that support a successful coaching program
- Link coaching and school improvement

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Two key questions:

1. What are you doing to provide on-going leadership development for all of your principals, assistant principals and teacher leaders within your district?
2. Is coaching a current resource and if yes, what is working best and what is not?



Principal Coaching Growing

- Principal Coaching Publications
- The New Teacher Center, principals receiving coaching
 - Drive school improvement
 - Increase time spent on instructional issues
 - Improve instructional leadership skills
- National Staff Development Council
 - Life coaching initiative, 2002

Why principal coaching?

- Importance of sustainable, stable and effective site leadership for school improvement
 - School leadership competencies, skills and practices
 - Staff satisfaction and development
 - Student achievement and growth
 - SIP goal obtainment
- Shortage of qualified candidates for the principalship
- Inadequacy of traditional pre-service and in-service programs to impact results
- Need for quality induction and professional development programs for principals to include a coaching component
 - Leadership measures
 - One-to-one support

Adapted from Blended Coaching, Bloom-Castagna-Moir-Warren

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Principal Coaching

A collaborative process that engages the principal (coachee) in a one-to-one relationship with a coach (source of confidential and expert support around wide-range of challenges) designed to support the principal's professional and personal development allowing the principal to set new goals and improve results.

Coaches facilitate personal insight and the creation of new experiences within a structured and consistent leadership development framework.

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Principal Mentoring

A collaborative process that engages the principal in a one-to-one relationship with a mentor (senior administrator in a job-like role) designed to provide advise and information regarding district matters.

Mentors share their experience.

Adapted from More Than Mentors Principal Coaching, Bloom

School Leadership in Action



Why Coaching Matters -- Reiss

It's easy to acquire the content knowledge needed to lead schools. It's not so easy to change who we are to acquire the personal traits necessary for success.

Coaching Puts Learning to Work

Training Components	Impact of Training Components On Learning and Applications		
	Concept Understanding	Skill Attainment	Application
Presentation of Theory	85%	15%	5-10%
Modeling by trainer	85%	18%	5-10%
Practice and feedback in training	85%	80%	10-15%
Coaching	90%	90%	80-90%

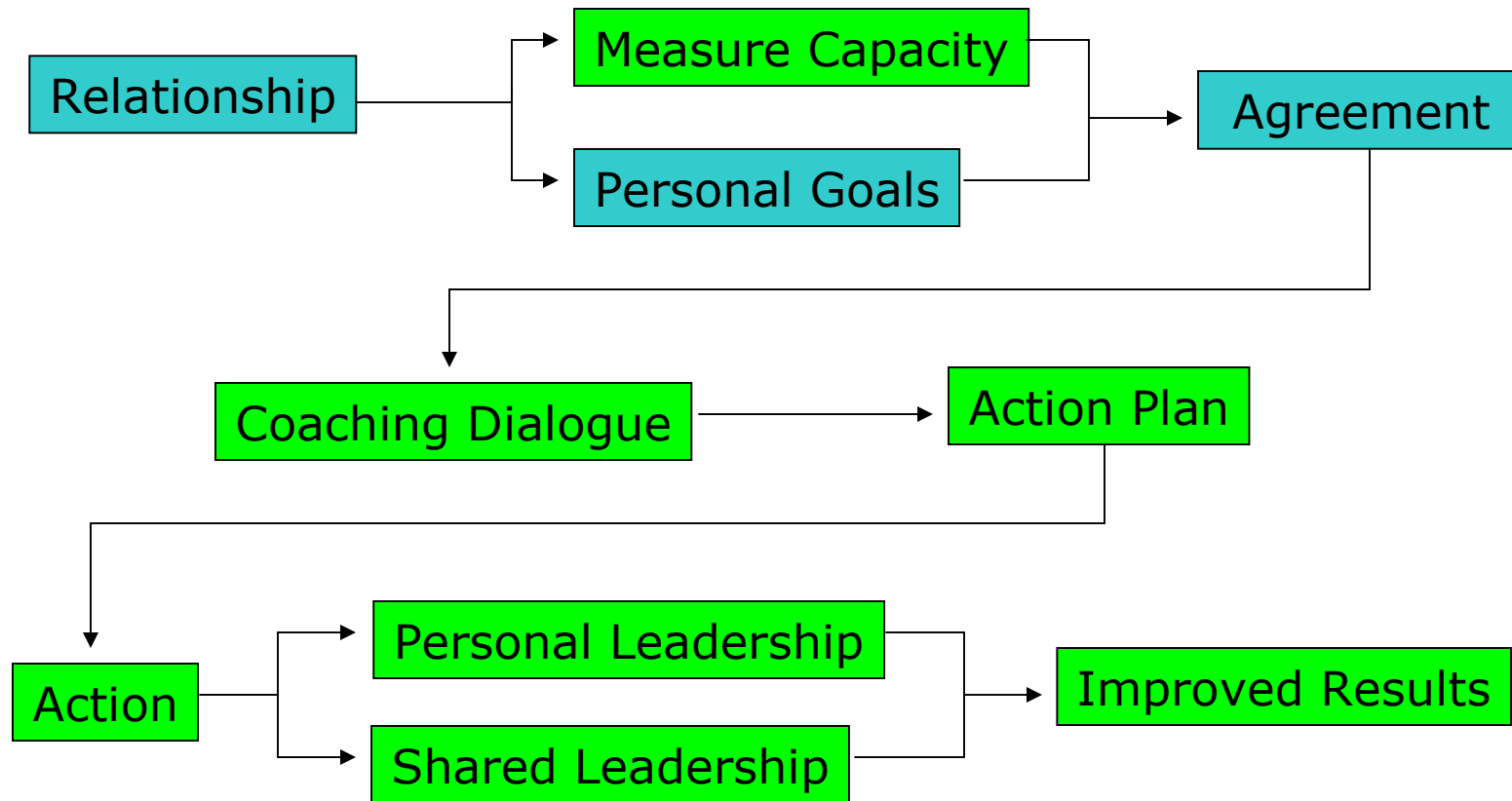
Adapted from Joyce and Showers (1995) and Collins (1997) – Leadership Coaching for Educators

Coaching Meets Principal Learning Needs

- Commitment to realistic objectives that impact personal and professional needs (applicability)
- Origin of their own learning (control)
- Sustained learning through follow-up (transfer)
- Feedback on results and efforts (reflection/dialogue)
- Build on previous experiences, knowledge, interests, talents and competencies (self-direction)
- Learning based on assessed need (data-driven)

Adapted from Blended Coaching, Bloom-Castagna-Moir-Warren

Coaching Model





Complementing Current Mentoring Programs

- Dual resources, utilizing mentors as subject matter experts
 - External coaches
 - External resources
- Hybrid
 - Mentors trained as internal coaches
 - New and aspiring principals
 - Teacher leaders
 - Internalize resources
- Replacement



Coaching Prerequisites

District & Principals/Administrators

- **Ready** – agree change in performance will be useful
- **Willing** – commitment to process
- **Able** – open to feedback and action linking learning to performance

Adapted from Leading to Change / Coaching Myths and Realities, Reeves



Coaching Program Success Factors

I. Selecting a program

- Coaching focus
- Rules of confidentiality
- Recognize results
- Frequency of coaching*
- Internal capacity impact
- Long-term sustainability

II. Selecting a coach

- Experience/credential match
- Coach training and resources
- References

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Coaching Program Success Factors

- Inventory Measures – data driven
- Job-Embedded Goals – principal specific
- National Leadership Standards
- National Staff Development Council Standards – research based
- School Improvement Plan - alignment
- Group Seminars – best practice benchmarking
- Coaching Internalized - build leadership capacity



Coaching Program Success Factors

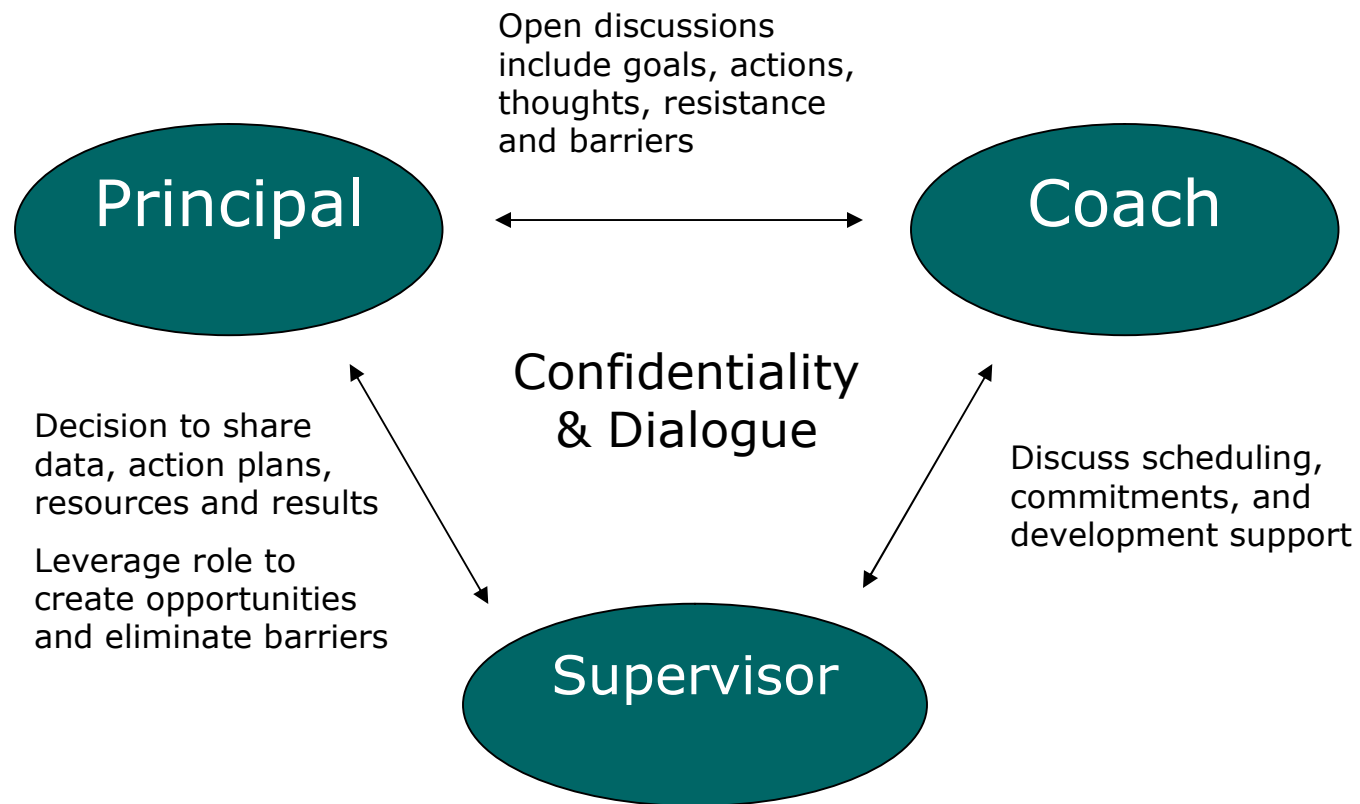
- Module based
 - Assessment (self, 360-degree, team, school)
 - Personal & professional development plan
 - One-to-one coaching
 - Peer-based learning + PD resources
- Principal leadership retreat
 - Personal reflection and learning
 - Leadership team building
 - Learning network/community



Coaching Program Success Factors

- Coaching Internalized
 - Modeling process
 - Utilizing coaching tools and resources
 - Coaching training
 - Internal coaching program development
- Shared leadership – sustaining improvement
 - Team surveys & school improvement
 - School surveys & culture development

Coaching Triad



Adapted from Leadership Coaching for Educators, Reiss



Leadership Coaching Changing Schools -- Burton

Coaching can become that significant and empowering tool available to a school administrator who faces the challenge of increasing student achievement and assuring adequate yearly progress is made.



Coaching & School Improvement

- Building on strengths
- Working on challenges
- Increasing time spent on instruction
- Coaching & evaluating teachers
- Offering feedback
- Fostering a collaborative culture
- Collecting data on classroom practices
- Building capacity for shared leadership
- Leading desired instructional change



Process Vision

What is your vision for the “ideal”
principal coaching process in your
district?

How can you get it started today?

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Proposed Next Steps

- Research principal coaching for yourself
- Explore the principal coaching models and providers carefully
- Select a model that you can use both external resources and improve your own internal coaching capacities
- Start small with a field-test



Resources

Books

- Leadership Coaching for Educators, Reiss
- Blended Coaching, Skills and Strategies to Support Principal Development, Bloom, Castagna, Moir & Warren

Articles

- Why Coaching Matters – Reiss
- Leadership Coaching Changes Schools – Burton
- Leading to Change / Coaching Mythes and Realities – Reeves
- Coaching for Leadership – Reiss
- More Than Mentors: Principal Coaching – Bloom, Castagna and Warren

Request a FREE Principal Coaching Talent Inventory



Excellence for Learning

- Values to the Educational System (natural talents)
- Communication Skills & Preferences
- Motivational Insights and Incentives
- School Leadership Needs
- Desired Leadership Environment
- Areas for Leadership Growth
- Styles Insights Graphs
- Leadership Success Insights Wheel Graph

Principal Leadership in Action™

A comprehensive integrated model for principal coaching and leadership development.

- Standards-based principal leadership inventories/360° surveys
- One-to-one coaching 2-3x/month
- Two-day leadership retreat

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Thank you.

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