



Assessing the Value of Leadership Coaching

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PROGRAM FOR NEW PRINCIPALS

at Seattle University



ANNALS OF MEDICINE

PERSONAL BEST

Top athletes and singers have coaches. Should you?

BY ATUL GAWANDE

I've been a surgeon for eight years. For the past couple of them, my performance in the operating room has reached a plateau. I'd like to think it's a good thing—I've arrived at my professional peak. But mainly it seems as if I've just stopped getting better.

During the first two or three years in practice, your skills seem to improve almost daily. It's not about hand-eye coordination—you have that down halfway through your residency. As one of my professors once explained, doing surgery is no more physically difficult than writing in cursive. Surgical mastery is about familiarity and judgment. You learn the problems that can occur during a particular procedure or with a particular condition, and you learn how to either prevent or respond to those problems.

Say you've got a patient who needs surgery for appendicitis. These days, surgeons will typically do a laparoscopic appendectomy. You slide a small camera—a laparoscope—into the abdomen through a quarter-inch incision near the belly button, insert a long grasper through an incision beneath the waistline, and push a device for stapling and

anything directly. If you do get your camera and instruments inside, you may have trouble grasping the appendix. Infection turns it into a fat, bloody, inflamed worm that sticks to everything around it—bowel, blood vessels, an ovary, the pelvic sidewall—and to free it you have to choose from a variety of tools and techniques. You can use a long corner-tipped instrument to try to push the surrounding attachments away. You can use electrocautery, a hook, a pair of scissors, a sharp-tip dissector, a blunt-tip dissector, a right-angle dissector, or a suction device. You can adjust the operating table so that the patient's head is down and his feet are up, allowing gravity to pull the viscera in the right direction. Or you can just grab whatever part of the appendix is visible and pull really hard.

Once you have the little organ in view, you may find that appendicitis was the wrong diagnosis. It might be a tumor of the appendix, Crohn's disease, or an ovarian condition that happened to have inflamed the nearby appendix. Then you'd have to decide whether you need additional equipment or personnel—

maybe it's time to enlist another surgeon.

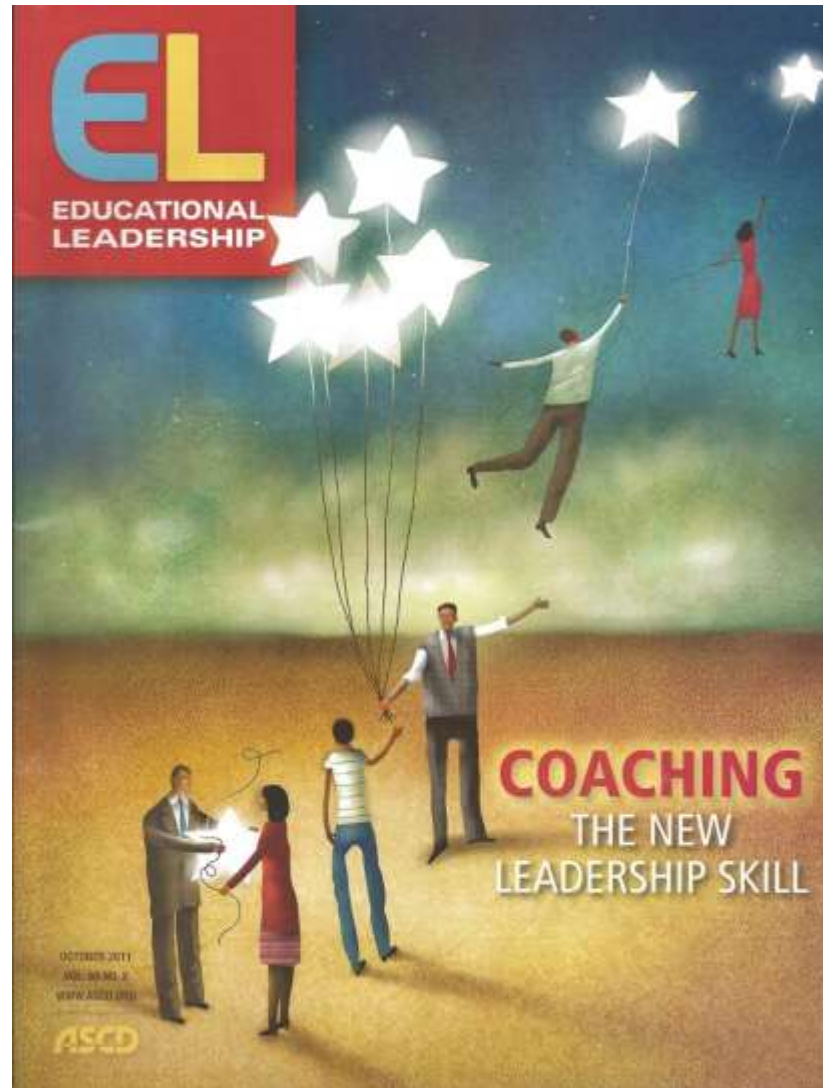
Over time, you learn how to head off

cations moved steadily lower and lower. And then, a couple of years ago, they didn't. It started to seem that the only direction things could go from here was the wrong one. Maybe this is what happens when you turn forty-five. Surgery is, at least, a relatively late-praking career. It's not like mathematics or baseball or pop music, where your best work is often behind you by the time you're thirty. Jobs that involve the complexities of people or nature seem to take the longest to master: the average age at which S. & P. 500 chief executive officers are hired is fifty-two, and the age of maximum productivity for geologists, one study estimated, is around fifty-four. Surgeons apparently fall somewhere between the extremes, requiring both physical stamina and the judgment that comes with experience. Apparently, I'd arrived at that middle point.

It wouldn't have been the first time I'd hit a plateau. I grew up in Ohio, and when I was in high school I hoped to become a serious tennis player. But I peaked at seventeen. That was the year that Dany Trevis and I climbed to the top tier for doubles in the Ohio Valley. I qualified to play singles in a couple of na-

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Systems for Developing and Evaluating Principals

An effective principal is essential to school success. Produced by the Integrated Leadership Development Initiative (ILDI), these resources provide research, policy snapshots, promising practices, and examples to help school districts plan and implement principal development and evaluation systems.

Effective Principals for California Schools: Building a Coherent Leadership Development System

Written by the director of WestEd's Leadership Initiative, this report suggests an organizing frame for principal development. The frame — a continuum of distinct, but interrelated career stages, with descriptions of relevant system support — recognizes that principals develop their capacity to successfully lead schools over the entire course of their career.

Author: Karen Kearney | Publisher: WestEd, 2010 | Pages: 46
Free online at <http://www.WestEd.org/ca/wh/view/1030>



The Policies and Practices of Principal Evaluation: A Review of the Literature

This comprehensive literature review provides insights into how best to evaluate school principals, as derived from a set of primary and secondary sources from reputable publications. All of the reviewed sources are listed in the references section.

Authors: Stephanie R. Davis, Karen Kearney, Nancy H. Sordens | Publisher: WestEd, 2011
Pages: 44 | Free online at <http://www.WestEd.org/ca/wh/view/1104>



Key Features of a Comprehensive Principal Evaluation System

This publication draws from an in-depth review of research and professional literature on principal evaluation and personnel evaluation standards to present 12 key features identified as critical in establishing a comprehensive principal evaluation system.

Authors: Nancy H. Sordens, Karen Kearney | Publisher: WestEd, 2011 | Pages: 44
Free online at <http://www.WestEd.org/ca/wh/view/1105>



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Outcomes for Today

- ✓ Share information on the Program for New Principals Leadership Coaching
- ✓ Provide an overview on quality standards for coaches, coaching practice, and coaches value to principals
- ✓ Present PNP assessment design and research findings
- ✓ View a coaching session segment
- ✓ Discuss implications for coaching and assessment

Why coaching and coaches?

- How many of you have been coached? Have coached anyone?
- What models?
- What makes coaching coaching?
- What questions or goals related to coaching have brought you here?

A Definition of Coaching...

“Coaching is the practice of providing deliberate support to another individual to help him/her to clarify and/or to achieve goals.”

“All coaching is centered on increasing the coachee’s ability to *set goals* effectively, to *act* in pursuit of those goals, and to *reflect* upon those actions and their impacts.”

Blended Coaching (2005)

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Foundational Coaching Skills

- Relationship Building
 - Establishing trust and rapport
- Communicating Effectively
 - Active Listening
 - Powerful Questioning
 - Providing Feedback
- Facilitating Learning and Results
 - Planning and Goal Setting
 - Designing Actions

Blended Coaching Strategies

Facilitative Coaching

- Primarily addresses “ways of thinking and being”
- Locus of control is with coachee
- Builds self-reflective practice
- Develops problem solving skills
- Can produce powerful shifts in thinking and beliefs
- Rests on assumption that coachee has skills and knowledge to resolve need

Instructional Coaching

- Primarily addresses “ways of doing”
- Used when it is clear that the coachee does not have the skills or knowledge needed
- Coach may share own expertise by modeling and providing resources
- Nested in facilitative coaching

What Coaching *Isn't*

- Coaching is *not training*
 - Addresses the needs of the individual, not a particular curriculum
- Coaching is *not therapy*
 - Coaching focuses on the accomplishment of professional goals
- Coaching is *not mentoring, although effective mentors use coaching skills and strategies*
- Coaching is *not supervision, but effective supervisors coach alot*

Why Coaching Works

- Objectives are realistic and important for personal and professional needs
- Control over what, how, why, when, where of learning
- Direct application to work
- Provides support for transfer of learning and sustained practice
- Provides feedback on results of efforts
- Responsive to wide range of experiences, knowledge, interests and competencies

-Speck and Knipe (2001)

Seattle University

Program for New Principals

Goals:

- Create and sustain a research-based, model program that supports new and experienced school and district administrators through leadership coaching
- Train and develop highly skilled coaches committed to the success of school and district leaders

Purpose:

- To have a positive impact on student achievement by helping administrators develop and/or refine the skills to be effective instructional leaders

Funding:

Stuart Foundation ~ Paul G. Allen Family Foundation ~ JP Morgan Chase

PNP Program Components

- Support for New Principals (SU)
 - *Seattle University graduates receive coaching support for 3 years*
- Support for New and Experienced Principals
 - *Receive coaching for 1-3 years*
 - *Coaching is provided on-site for 4-6 hours /month*
 - *Workshops for principals on coaching strategies*
- Support for Supervisors of Principals
 - *Workshop series on use of effective coaching strategies*
 - *Coaching is provided on-site for 4-6 hours/month*
- Support for Leadership Coaches
 - *Initial 3 day coaching workshop*
 - *Four follow up training workshops over course of year*

Quality Standards for Coaches

- Application/Interview
- Completion of Coaches Institute/Community of Practice
- Code of Ethics/Values of PNP

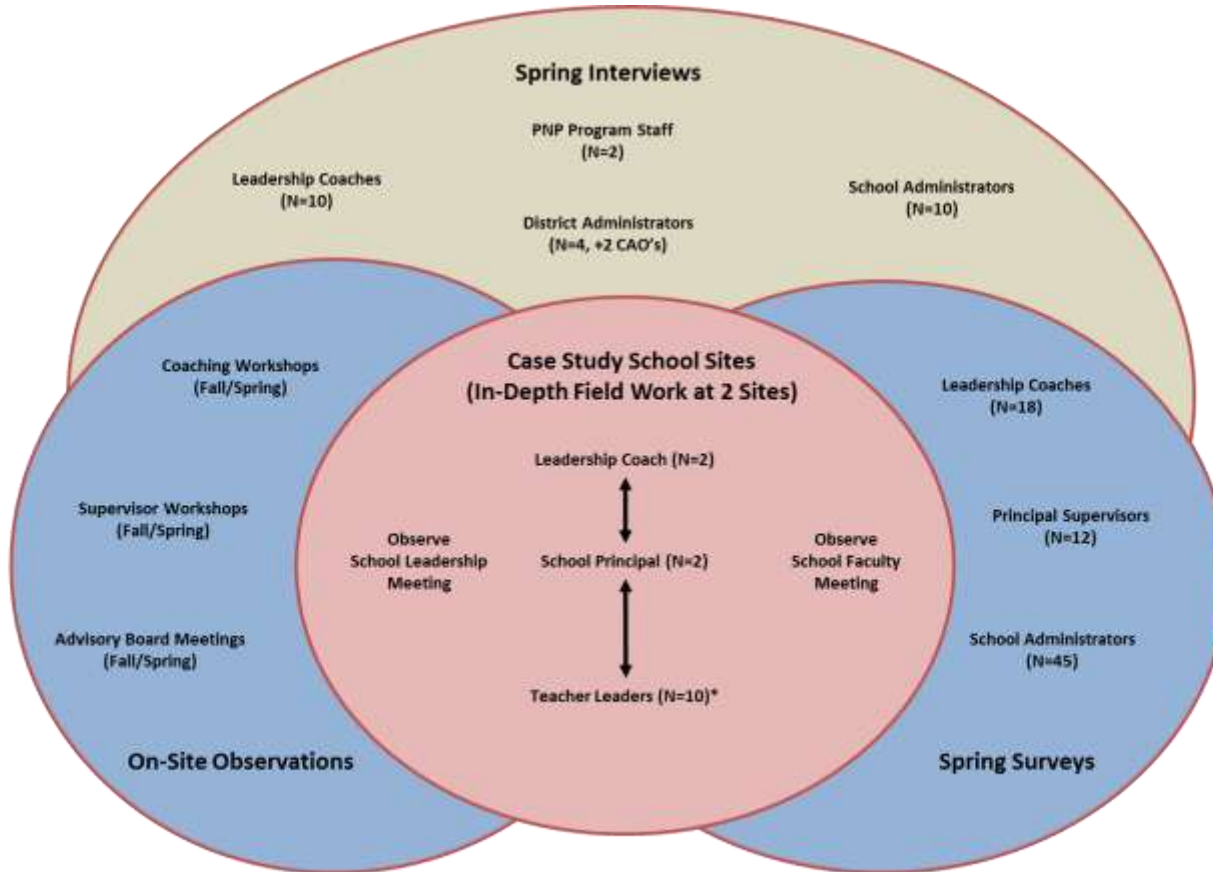
Quality Standards for Coaching Practice

- Coach Self-Assessment and Goal-Setting
- Coaching Observations
- Coaching logs (monthly)
- Ongoing Professional Development/Community of Practice

Coaches Value to Principals

- Principal (Coachee) interviews
- Principal (Coachee) surveys
- Coach interviews
- Coach surveys

Expanding the Research Design



* Principal selects which teachers are interviewed.

Primary Data Source: Coaching Logs

Overarching Goal(s) for 2010-11:

Improve student learning, particularly in literacy, through leadership and support of the Language Arts Department in their implementation of Readers' Workshop

Coachee:	Coach:	School/District: MS/Renton	Date/Time: March 7, 2011 3:45 - 5:00
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Session Goal / Outcome:

Planning for Language Arts department meeting

<p>What's Working</p> <div style="border: 1px solid gray; background-color: #d3d3d3; padding: 20px; text-align: center; margin: 20px;"> <p>Trained the coaches to record substantive comments regarding the principal's focus or current challenges.</p> </div>	<p>Current Focus—Challenges—Concerns--Questions:</p> <p>We discussed the prep meeting [redacted] for the upcoming Language Arts department meeting. There are complex dynamics at work -- [redacted] sharing leadership with [redacted] (department head), [redacted] sharing leadership with Heidi (administrative intern), [redacted] being accepted in her instructional coaching role, etc.</p> <p>Factors [redacted] identified through our discussion as barriers to growth of the 6th grade PLCs and the department as a whole: seeking of approval, coping with a new curriculum and the anxiety that it produces, being compliance-oriented yet having an aversion to authority, responding to conflicting input, yet being conflict-averse. We discussed how understanding these dynamics informs next steps.</p> <p>[redacted] has developed an excellent protocol for looking at student work, and the prep meeting resulted in a plan to work with the 6th grade PLCs alone to help them overcome their reluctance to examine student work together. The protocol begins with individual reflection and then moves to the PLC as a whole. [redacted] will provide continuing support.</p>
<p>Next Meeting Agenda:</p>	<p>Next Meeting Date and Time: March 14, 2011 3:45</p>

Findings

- New School Administrators Perspectives on Coaching
- Coaching Relationships
- Coaching Focus on Instructional Leadership
- Coaches Perspectives on Coaching
- Professional Development for Coaches

Findings: New School Administrators Perspectives on Coaching

- New principals view coaching support as a valuable source of professional learning
- Coaching provides an opportunity for reflection within the context of daily practice
- New administrators learn how to use coaching support over time
- Coaching is unique, non-evaluative and independent of supervisors

Findings: Coaching Relationships

- Matching process significant
- The perceived value of coaching increases as the coaching relationship evolves over time
- Credibility, rapport, trust, and confidentiality are critical
- Both coaches and administrators sense when the coaching has impact

Findings: Coaching Focus on Instructional Leadership

- The focus of coaching tends to shift from managerial to instructional issues during the first two years (ebb and flow)
- Coaches strategically present or raise instructional issues (purposeful practice)
- Administrator's growth and confidence to address instruction is critical

Findings: Coaches Perspectives on Coaching

- Opportunity to “give back” to the profession
- See themselves having important role in developing new administrators
- Attracted to “core values” and “beliefs”...improving student learning
- Belief that the most effective support for new administrators is a combination: leadership coaching, district support for induction, and supervisory support

Findings: Professional Development for Coaches

- Professional Development is critical component: creates a PLC and improves quality of coaching skills leading to practice
- Favored small group activities and practice of coaching skills
- Application of professional development to coaching practice was a key for learning
- Observation and feedback to coaches viewed very helpful

Conclusions and Implications

1. Value in extending support over multiple years
2. Extended time allowed a clear and consistent focus on instructional improvement
3. Coaching is unique, job-embedded support/professional development
4. University-based coaching may be a natural extension of administrator preparation

5. Coaching support may help *back-fill* gaps of preparation programs
6. Coaching is a complex activity
7. Formal training for leadership coaches is valuable

Future Directions for Research:

- Does leadership coaching impact teaching practices?
- Does leadership coaching impact teaching efficacy?
- Does leadership coaching impact student achievement?
- What support systems should be in place for coaching to flourish?
- What are best practices for coaches?

“The learning for me is really that I need to set aside time to look at my leadership.”

Coachee

Program for New Principals

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International Perspectives on Leadership Coaching

- Accepted and implemented widely in The United Kingdom and New Zealand
- Mentors/coaches for new principals in Israel began in 2010-11
- Embedded in several established programs for principal preparation and/or induction in United States
- Leadership Coaching is integrated with performance improvement – the act of becoming better.
- Leadership coaching as a process involves feedback on performances, reflection, commitments and action for change.