

**Principal as
Instructional Leadership
Coach: Coaching vs.
Evaluating**

Shining the Light on New PD Standards
FASD Spring Forum
May 4-5, 2015



Welcome & Introductions

If your actions inspire others to
dream more, learn more, do more
and become more,

you are a leader.

— President John Quincy Adams

Defining what it means to be an Instructional Leader





Block Party

Coach v. Evaluator

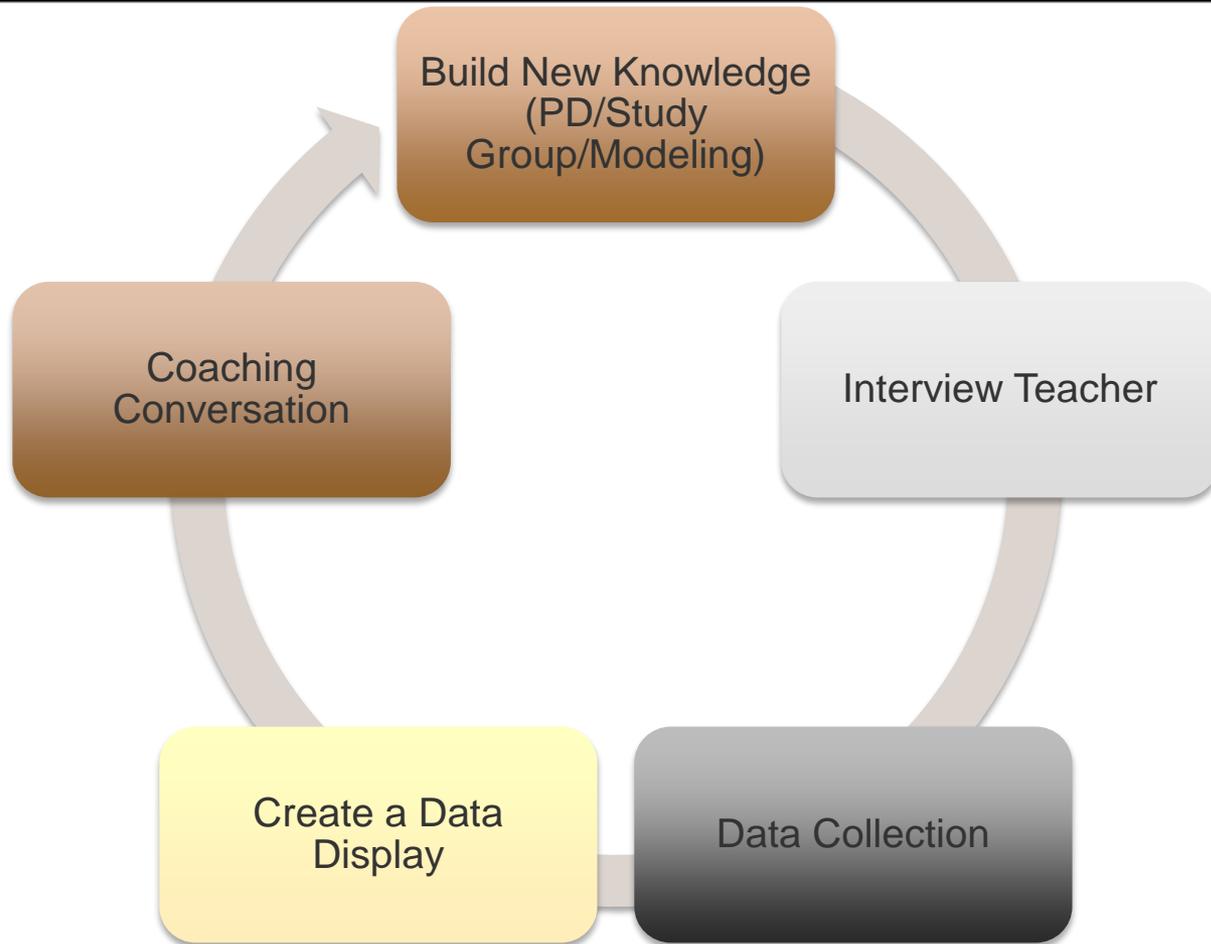
Background and Context of the Work



Instructional Coaching Process



Lastinger Coaching Process

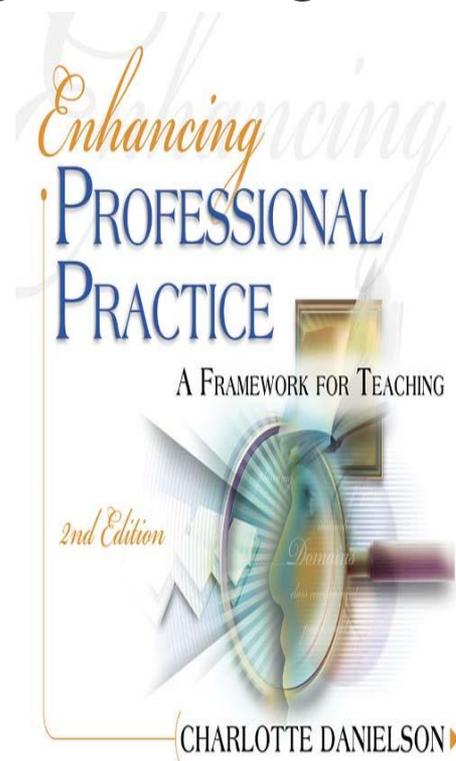


Step 1: Build Knowledge

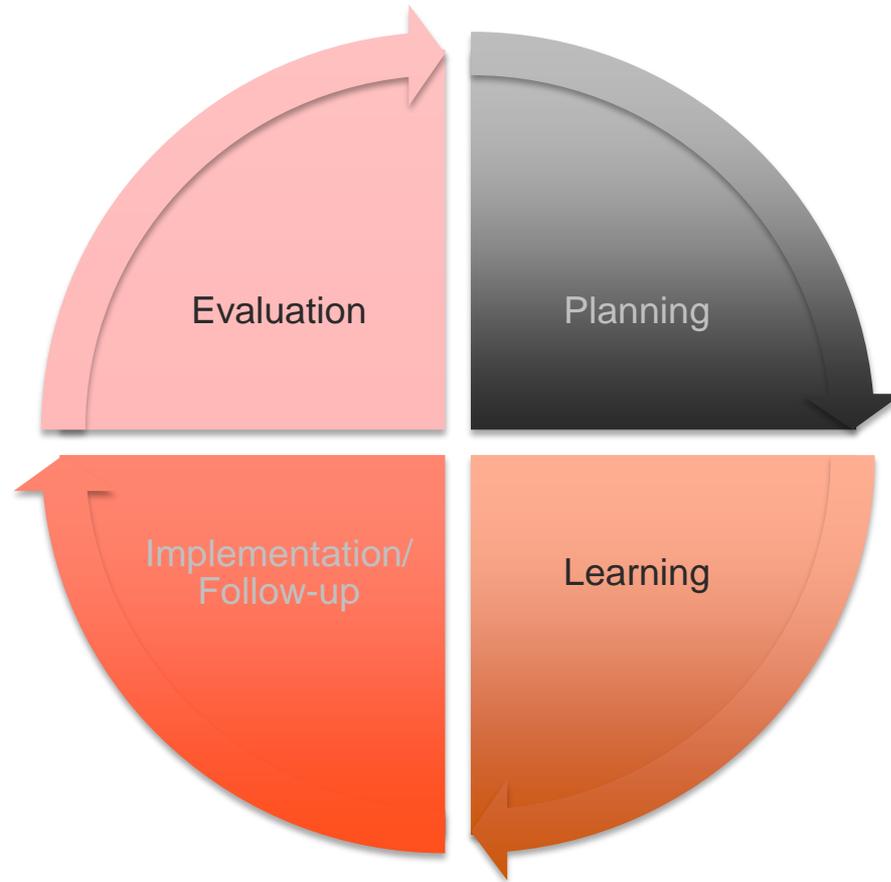
Use article study or school based PD



Select content that increases strategic knowledge



Professional Development Rubric



Micro Lab

- What stands out to you about this rubric and assignment for instructional leadership coaches?
- What differences/similarities do you see between our rubric based on the old PD standards and the new standards?
- What feedback would you give us about this piece of the leadership work?

Step 2: Interview Teacher and Identify Target skills

Interview your partner to develop a clear and specific focus for the observation

- ✓ Collaboratively examine framework and/or review recent PD, student assessment data, or previous coaching cycle to identify one or two target strategies for a coaching cycle.
- ✓ Clarify what the teacher has planned for this lesson.
- ✓ Select/develop a data collection tool connected the target practices

NOTE: It is VERY important to identify one or two specific, observable, strategies and develop consensus about the kind of data that will demonstrate those practices.

Step 3: Data Collection

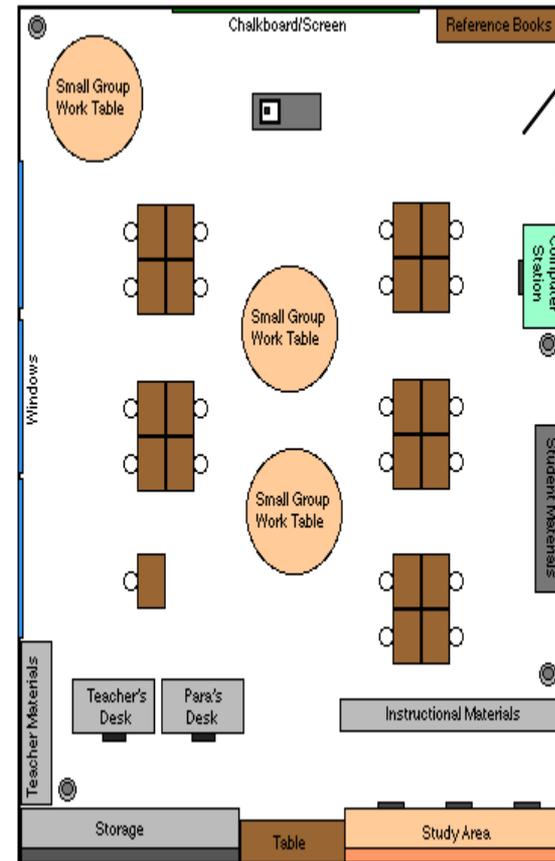
- ❑ Arrive early
- ❑ Bring data gathering resources (e.g. Notebook, camera)



- ❑ Collect data using the data collection tool(s) identified in Step 2.
- ❑ Collect or photograph samples of students' work or record a short video (if relevant)

Step 4: Create a Data Display

- ❑ Prepare for the conversation by reviewing the data you collected
- ❑ Plan the beginning of your conversation (think about open ended questions!)



Step 5: Coaching Conversation

Focus on the Data

Begin by sharing data that connects to the teacher's focus about the key practice.

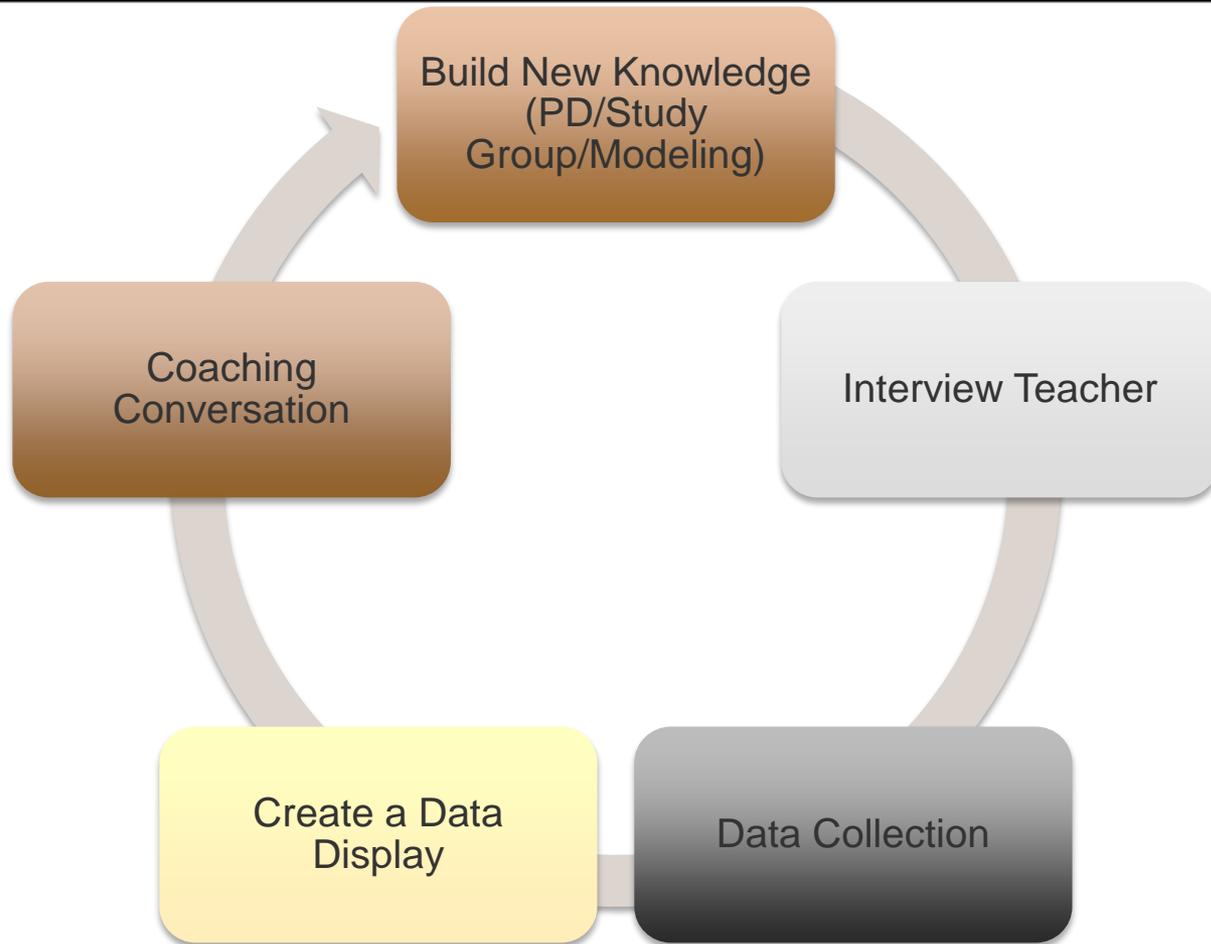
Move to collaborative conversation about the data you collected

- ✓ Share the data display and ask “What do you notice? How do you make sense of these data?”
- ✓ Draw the teacher's attention to data that seemed important to you. Share your *tentative* interpretation. Make it safe for the teacher to disagree. Use words like “I wonder...” or “Do you think this could mean....?”

Identify New Set of Target Practices

- Ask the teacher what she/he might do next related to this focus or whether she/he wants to focus on a different target practice(s).
- Plan a next coaching observation (and decide whether you will begin with modeling or whether there are other resources you can provide for the teacher).
- Be explicit about when you will come next.
- Conclude with what you learned from the teacher.

Lastinger Coaching Process



A glowing lightbulb is the central focus of the image, set against a dark background. The lightbulb is illuminated from within, creating a warm, golden glow that radiates outwards. The text is overlaid on the central part of the lightbulb.

Coaching Video and Rubric



Overview of the Yearlong Coaching Work

- 3 or 4 day institute
- Monthly follow-up sessions
- PD agenda and coaching video certification process
- Learning showcase
- UF facilitators-gradual release to districts

Question and Answer Chalk Talk

- What stands out to you about this work?
- What are the implications for instructional leadership?
- Feedback or questions for presenters regarding the instructional leadership work.

Thank You!

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