

A woman in a light-colored blazer is standing and pointing at a whiteboard with a marker. The whiteboard has a diagram with circles and arrows. The background is a brick wall. The entire image has a blue overlay. There are large blue and green geometric shapes on the left side of the image.

# Using Action-Oriented, Multi-Layer Coaching to Nurture Instructional Success

December 12, 2024

Connect with us at [leadingeducators.org](https://www.leadingeducators.org)!



Every day, every student experiences excellent and equitable teaching.



# Leading Educators

Potential, ignited.

## Our Mission

Leading Educators partners with school systems to build and sustain the **conditions, teaching, and leadership** to ensure that the students furthest from opportunity succeed in school and in life.

# Welcome & Introductions



**Dr. Keli Swearingen**

Senior Director of  
Networks, Michigan



**Alexa Rowek**

Director of Coaching and  
Content, School  
Leadership

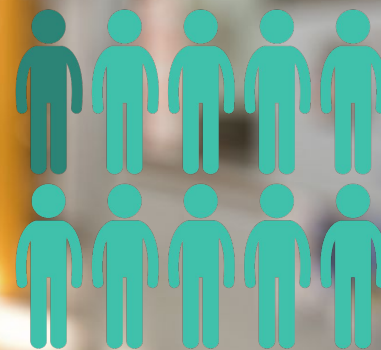


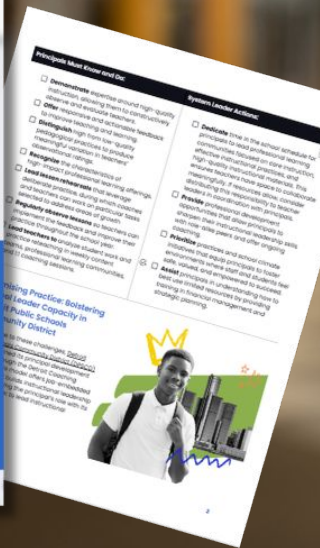
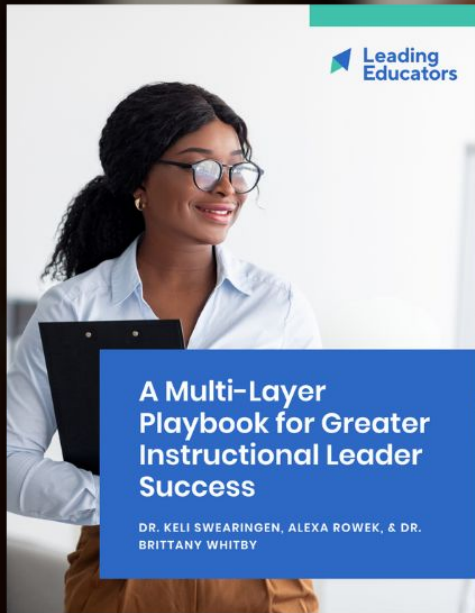
**Dr. Brittany Whitby**

Director of Coaching and  
Content, School  
Leadership

# Our Why

More than **1 in 10 public school principals** left their roles between 2020–21 and 2021–22, with turnover higher in schools serving students of color.





**OBJECTIVE FOR OUR TIME:**

Engage in a conversation about the essential components of effective, **action-oriented, multi-layer coaching** in application.

**Get in on the  
conversation!**

**We invite you to share your  
comments, questions,  
scenarios, and feedback in  
the chat!**

We will weave as much of your  
contributions into the  
conversation.

# Partnership Vision: Our What

We seek to build the capacity of local leaders who are prepared to take action, develop others, prioritize long-term student success, and celebrate diversity.



# Key Areas Where Principals Lead





# Key Areas Where Principals Lead

- Demonstrate expertise around high-quality instruction
- Offer responsive and actionable feedback
- Distinguish high from low-quality pedagogical practices
- Recognize high-impact professional learning
- Lead lesson rehearsals that leverage deliberate practice
- Lead teachers to analyze student work

# System Leader Actions



# System Leader Actions

1. Dedicate time in the school schedule for principals to attend professional learning communities focused on effective instructional practices, and high-quality instructional materials.
2. Provide development opportunities that allow principals to sharpen their instructional leadership skills with role-alike peers and offer ongoing coaching.
3. Prioritize practices and initiatives that equip principals to foster environments where staff and students feel safe, valued, and empowered to succeed.
4. Assist principals in understanding how to best use resources.

# Our How: Theory of Action in SY 24–25

Leadership Coaching: If we (LE)...	Principals will...	Then teachers will...	As a result, students will...
<p>in alignment with district leaders, engage in action-oriented coaching sessions that leverage deliberate practice of:</p> <ul style="list-style-type: none"><li>- Leading publicly,</li><li>- Facilitating Instructional Leadership Team,</li><li>- Observation Feedback, and</li><li>- Leading a data driven strategy.</li></ul>	<p>develop leadership habits that build leader-efficacy and effective distributed leadership practices focused on student and teacher outcomes,</p>	<p>implement data-driven instruction,</p>	<p><b>increase the district typical and stretch goals by 10%.</b></p>

# How does alignment occur?

## DISTRICT LEVEL

**With senior leaders and principal managers we engage in...**

- ❑ Vision setting and defining coaching goals
- ❑ Monthly status updates and data analysis
- ❑ Co-observations at school sites



## SCHOOL LEVEL

**With school-based instructional leadership teams we engage in...**

- ❑ Monthly in-person and remote coaching
- ❑ Classroom walkthroughs
- ❑ Refine data collect and analysis processes
- ❑ Create a coaching goal based on data



## TEACHER LEVEL

**With district and school based instructional coaches we engage in...**

- ❑ Daily Data Dives across all classrooms
- ❑ Weekly Common Planning meetings that align to the goals of the instructional leadership team
- ❑ Instructional coaching cycles

# Monitoring Progress and Defining Success

**Leader Goals:** By June 2025, 80% of coached principals will:

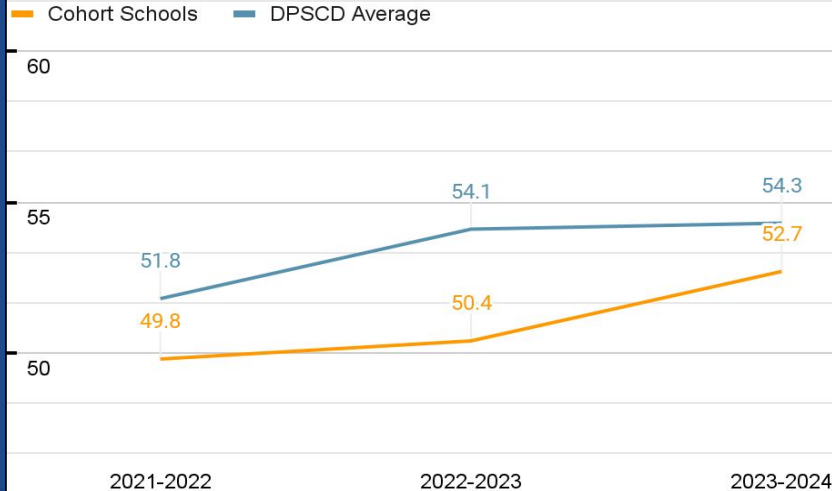
- lead publicly and regularly observe classrooms to **give action-oriented feedback,**
- lead weekly Instructional Leadership Team meetings where they **use data** to determine areas of focus for the school, and
- **consistently gather and share data** on both the implementation (e.g., participation, satisfaction) and **impact** (e.g., teachers' content knowledge, observations of teaching and learning) **of professional learning systems** to monitor and improve their effectiveness.

We know excellence is possible  
when we are able to give  
**aligned coaching** to leaders...

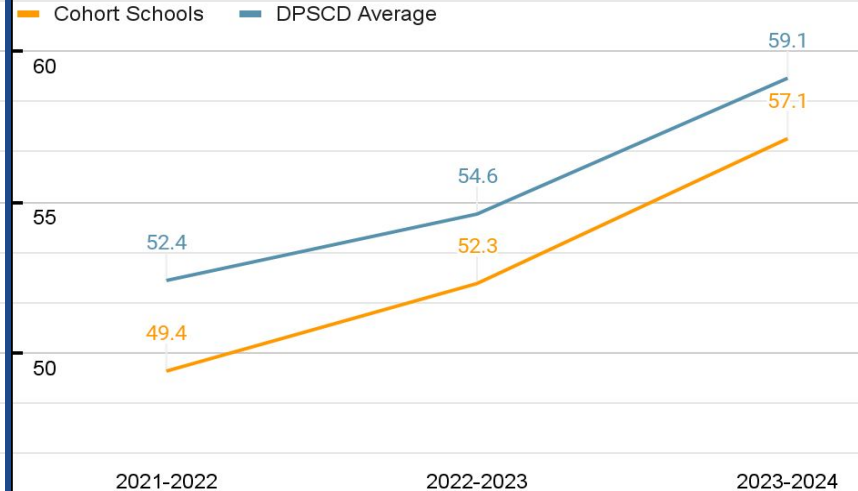


**Student Growth Goals:** By June 2024, student stretch growth will have improved by 10% on the iReady in ELA & Math, and student typical growth will have improved by 10% on the iReady in ELA & Math.

Percent of Students Meeting Typical & Stretch - iReady Reading



Percent of Students Meeting Typical & Stretch - iReady Math



Previous Year End of Year Data

EOY Data Only



# What is the role of a coach?



# COACHING



Motivation



Inspiration



Coach



Support



Development



Advice



Skill



Knowledge

# Coaching is...

- ★ support through goal aligned, precise feedback.
- ★ progress monitoring and adjusting in real-time.
- ★ a responsibility and commitment to the growth and success of one another.
- ★ pushing someone beyond their comfort zone.
- ★ never settling and keeping a belief in what is possible.
- ★ development through strategic improvement cycles.

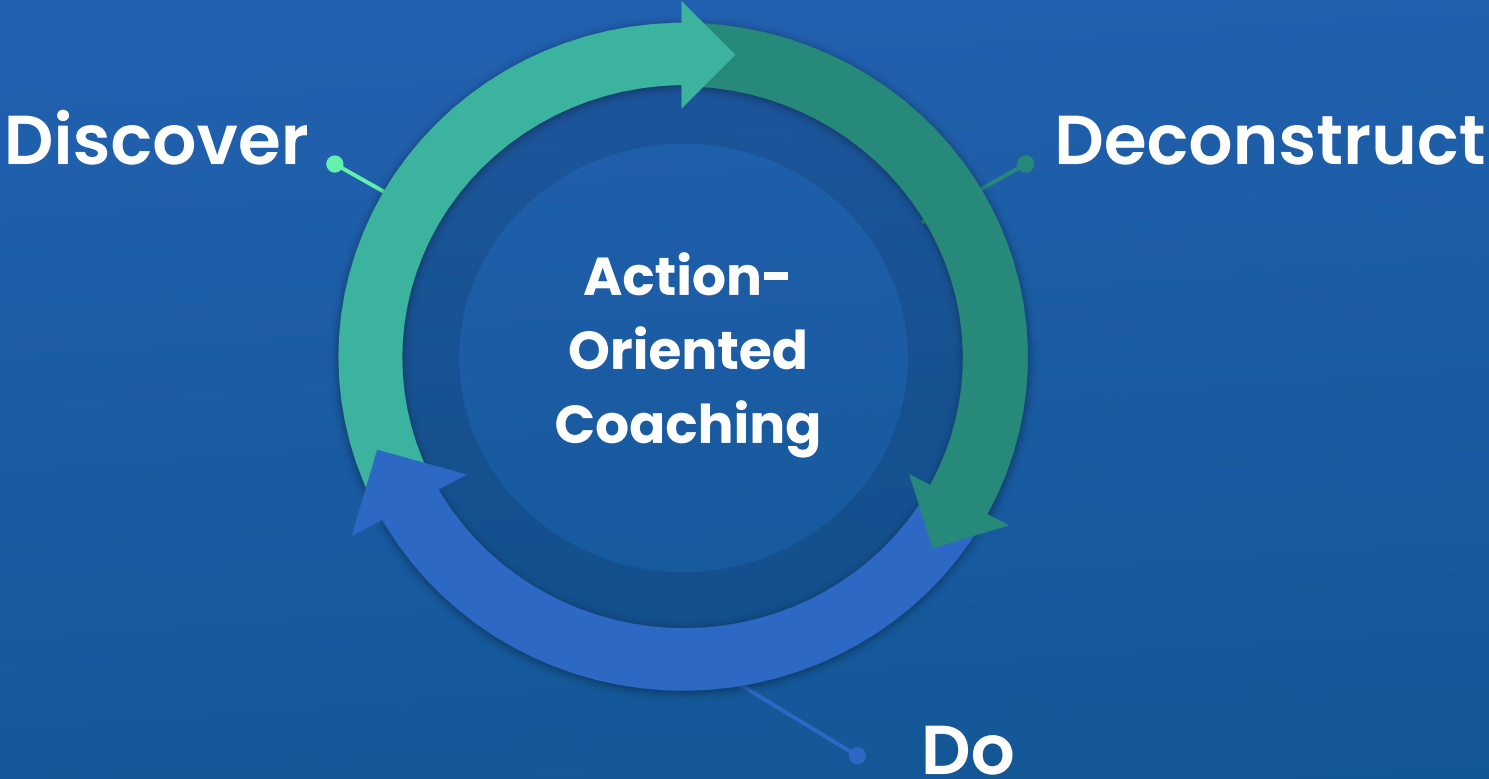
# Coaching is not...

- ★ an evaluation or judgment
- ★ management
- ★ accountability, or
- ★ just resource sharing

Coaching is about amplifying what is working and setting a clear pathway to improve.

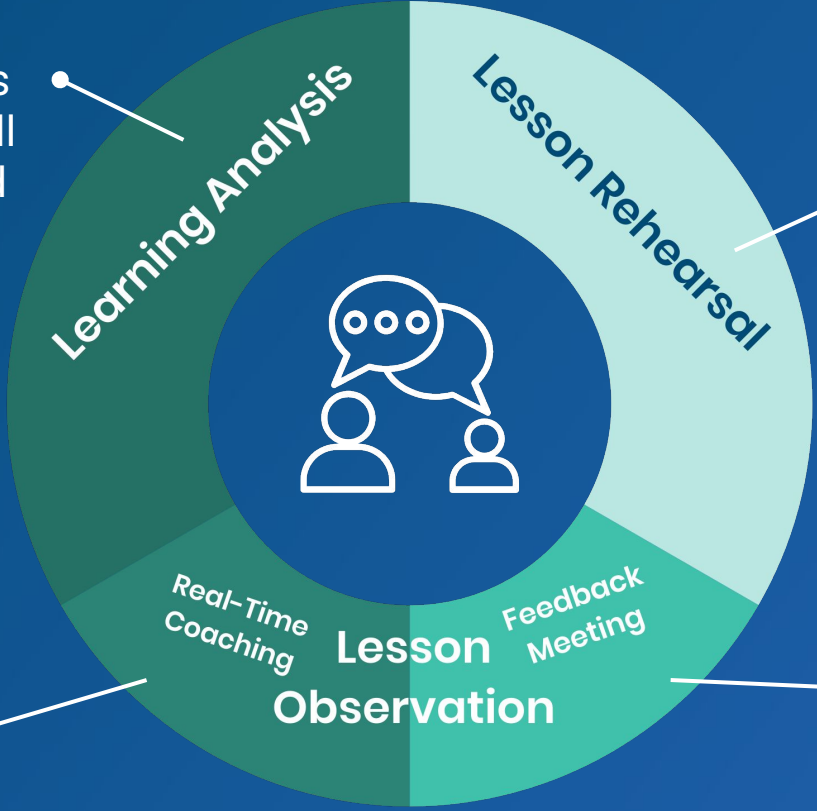


# Our Approach: Action-Oriented Coaching



# Key Coaching Moves When Coaching Teachers

Develop data-driven instructional practices of differentiation, small group instruction, and targeted reteach.



Build content or curricular knowledge

Hone teacher radar, prove what is possible, amplify what was rehearsed 1:1.

Build pedagogical knowledge and skill

**We want to hear  
from you!**

# Q&A



# Stay connected!

- Subscribe to our email list for free resources and news about other events: [leadingeducators.org](https://www.leadingeducators.org)
- Follow us on **LinkedIn** for new content every day.

Find more coaching resources and case studies in the **News & Resources** section of our website. If you want to talk about potential support, click on the “Let’s talk” button.

