Executive Coaching

COMPONENT #: 7-507-315   **POINTS TO BE EARNED:** 120 MPP

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to provide the participant with skills to recruit, select, prepare, and coach candidates to serve in administrative roles/positions and to perform at a highly effective level.

Upon successful completion of this component, the participant will be able to incorporate into his/her work assignment the principles presented in these professional development sessions.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

☐ Learning Communities   ☐ Learning Designs
X Leadership   ☐ Implementation
☐ Resources   ☐ Outcomes
☐ Data

Florida Educator Accomplished Practices (check all that apply)

☐ Instructional Design and Lesson Planning   ☐ Assessment
☐ The Learning Environment   X Continuous Professional Improvement
☐ Instructional Delivery and Facilitation   ☐ Professional Responsibility and Ethical Conduct

Florida Leadership Standards (check all that apply)

X Student Learning Results   X Decision Making
X Student Learning as a Priority   X Leadership Development
X Instructional Plan Implementation X School Management
X Faculty Development   X Communication
X Learning Environment   X Professional and Ethical Behaviors

IPEGS Standards (check all that apply)

☐ PS 2 – Knowledge of Learners   ☐ PS 6 – Communication
☐ PS 3 – Instructional Planning   ☐ PS 7 – Professionalism
☐ PS 4 – Instructional Delivery and Engagement   ☐ PS 8 – Learning Environment
☐ PS 5 – Assessment

IMPACT FOCUS AREA(S): Select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

☐ Educator knowledge/skill (content)   ☐ Student learning
X Educator (professional growth)   X Organizational support and change

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SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Describe the research findings on the executive coaching process and effective leadership development.
2. Identify personnel issues and needs for growth, both individually and at the small-group level.
3. Link executive coaching to personal, professional, and organizational goals.
4. Analyze relevant data and apply to current issues.
5. Develop skills in analyzing and assessing leadership materials.
6. Utilize technology to facilitate communication, to complete relevant research, and to assist in the implementation of the coaching process.
7. Follow the steps in the coaching cycle from pre-observation conference, observation and data collection, data analysis and strategy session, conference with feedback and correctives, to post-observation feedback for the purpose of developing a high-performing workforce.
8. Use guiding principles of building and maintaining self-esteem, giving feedback in behavioral terms, seeking cooperation, and coaching for learning while employing effective communication.
9. Plan strategically and respond to community needs.
10. Analyze issues related to diversity and use diversity as a resource.
11. Direct and complete financial and strategic planning requirements.
12. Develop a system for ongoing self-assessment/peer assessment of performance, focusing on continuous improvement.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the "what") and formats/methods (the "how") that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Attend lectures/presentations/demonstrations and participate actively in discussions and activities on innovative strategies/techniques, technology integration and/or materials to develop and enhance critical effective executive leadership skills (SLO 1-12).
2. Discuss how the innovative strategies, techniques, technology integration, and/or materials can be used to support specific objectives focused on the development and enhancement of critical effective executive leadership skills (SLO 1-12).
3. Implement specific strategies and activities that will address the needs of diverse leaders, personnel, and learners (SLO 1-12).
4. Design and implement professional development within a competency-based training model, including professional learning sessions augmented with action learning opportunities (SLO 1-12).
5. Identify, discuss, and implement financial and strategic planning requirements for specific leadership roles/responsibilities (SLO 1-12).
6. Provide and participate in a customized on-the-job program to improve and enhance leadership skills (SLO 1-12).
7. Develop and implement appropriate tools for self-assessment/peer assessment of executive leadership skills (SLO 1-12).

8. Provide a product related to the training (e.g. lesson plans, written reflection, audio/video tape, case study) verifying that the professional development impacted their professional behavior (SLO 1-12).
9. Provide evidence (e.g. student work, pre and post assessments, surveys, reports, interviews) verifying that the content impacted student achievement, the school and/or the community (SLO 1-12).
10. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings (SLO 1-12).
11. Develop an action research study related to the training and provide evidence of implementation (SLO 1-12).
12. Provide evidence of collaborative planning related to the training (SLO 1-12).
13. Engage in mentor/coaching activities which may include but not be limited to direct observation, conferencing, oral reflection, lesson demonstration and/or follow-up session(s) (SLO 1-12).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.

☐ Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.

☐ Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled "Impact Focus Areas"). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator (Professional Growth): Will consist of observation of participants using the identified skills, techniques, methods, specified in the component objectives during the learning events.
2. Organizational support and change: Will include evidence of implementation through documented recruitment, selection, preparedness and coaching of candidates to serve in administrative roles/positions and to perform at a highly effective level.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

X Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer

visits, and/or professional portfolios.

☐ Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

☐ Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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