



CREATIVE
LEADERSHIP
SOLUTIONS

EVIDENCE. PASSION. RESULTS.

Coaching: Evidence & Impact

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FROM A COACHING CLIENT

I appreciate the
honesty, clarity,
being listened to.
You validate me.



About Coaching

We specialize in two types of coaching: Leadership Performance Coaching and Team Coaching.

These two broad categories cover many different focuses and areas of expertise depending on the needs of individual schools and districts.

Leadership Performance Coaching focuses on individual and organizational improvement. Our certified coaches provide private one-to-one support for leaders at every level, including superintendents, central office leaders, building leaders, and teacher leaders. During confidential coaching engagements, coaches help leaders in setting and meeting both personal and organizational goals. We know that goals aren't met overnight-- we consider progress toward goals, barriers to achievement, and commitments to next steps. Coaches are trained in responding to immediate organizational concerns and support leaders in relationships with colleagues, project managements, and organizational effectiveness. A CLS coach empowers leaders to solve their own problems, maximize their strengths, and determine for themselves what action to take to lead to change within their organization.

Team Coaching provides immediate feedback and support for Professional Learning Communities. Team coaches have a wide variety of expertise from implementing results from data analysis to effective and equitable scheduling to effective grading practices. Coaches provide school- and system-wide support and feedback all with the goal of increasing student achievement. Teams receive actionable items to refine the school culture, resources for continued improvement, and thorough written reflections from their coaches. Coaches are committed to uplifting the work already being done in daily teacher work and aiding the creation of positive change.

What Our Clients Are Saying



"The conversation goes where it needs to go. It's very helpful to talk about what I need to do next and about issues and situations that have come up, some of which I have not shared with anyone else. I value the summary toward the end of each call. The notes are helpful too. I review them again before we talk to see how things have changed and if I'm still on track. "

"I like that I'm being held accountable. By that I mean that you have me provide my reasons and why I think those reasons will support my next move. You're very curious. Inquisitive."

"I really can't get over how you've been able to coach me without ever stepping in my classroom. Every time I get off a call with you, my wife says I'm energized."

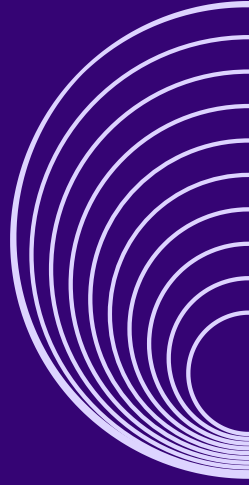
"You know, just talking through some of these things, and listening to myself, I think I know what's most important and where I need to spend my energy. Your questions really helped me frame my thinking."

"My conversation with you is different than any I have with my peers."

Case Study

The evidence for this case study comes from a district in Ohio with over 11,500 students.

Creative Leadership Solutions Associates worked across the district as coaches for a school year. By collaborating with principals, they examined the goals, actions, and results from the school year and reflected on their conclusions. Below are some of the goals, actions, results, and reflections that demonstrate the impact the year of coaching had.



Focused Conversation

As a coach and principal worked to increase equity and cultural responsiveness to ensure that all stakeholders are working in cohesion to address students' needs, specifically underrepresented students, the depth and authenticity of coaching conversations increased. Conversations evolved to zero in on individual stakeholders, giving us the opportunity to discuss mission for that group. The conversations continued to cultivate personal mental health and balance.

Student Ownership of Learning

A principal identified a goal of ensuring that 80% of students will state they are in control of their learning as indicated by the year-end survey, which was achieved by the end of the school year. In the classroom, students were given time each week to share their goals and progress toward their goals with each other in small groups or pairs. Teacher discussions included giving students options to show their learning.

Reading and Math Improvement

A goal that K-4 students will show an overall median progress of 80% in reading and math results was far exceeded. The overall median reading progress in meeting their goals for K-4 students from the Fall scores to the Winter scores was 119% and the overall median math progress in meeting their goals for K-4 students from the Fall scores to the Winter scores was 103%. The principal focused on meeting the needs of students' social emotional learning and academic progress through small-group learning.

Quality Feedback

One of the principals was a first year principal, so the coaching focused on providing 100% of teachers with actionable and timely feedback from observations. Actions taken included a curriculum deep dive and coaching specifically focusing on effective observation and feedback. Both the principal and the coach noticed an improvement in the quality of feedback over the year and made a plan for the following year to continue growth.



Selected Areas of Expertise

Feedback and Grading Coaching

Teachers participating in feedback and grading coaching report significant reductions in the D/F rate, fewer repeaters, fewer tardies, better classroom culture and climate, and improved school discipline. In addition, high-performing students benefit as a result of greater elective opportunities and a “grading for learning” environment that is closer to the contemporary college experience.

Professional Learning Community Coaching

Over the course of the PLC coaching, participants noticed increased efficiency and effectiveness of teams that take action using relevant evidence, increased student learning and intervention, effective use of data and evidence to make instructional decisions, balance of use of cause (adult behaviors) and effect data (student learning outcomes), and direct connections between leadership monitoring and team actions.

Classroom Observation Coaching

Support for Classroom Observations allows leaders to focus on instruction and feedback to teachers and students while receiving coaching and feedback from a CLS Associate. Through the coaching, participants will determine success criteria for delivering high-quality, differentiated instruction and intervention across school and classroom environments, identify effective instructional and intervention practices for all students including students who require additional, explicit, and more focused support to meet their academic and social-emotional/behavioral needs, and receive coaching on how to provide strategic feedback to teachers.

Creative Leadership Performance Coaching

The purpose of Creative Leadership Performance Coaching is to provide a consistent and confidential coaching session focused on goal attainment. This is a process of one-to-one conversations in which leaders identify specific personal and professional goals with a coach and, in a confidential atmosphere, provide regular check-ins about goals, successes, and struggles facing each school and leader.

Executive and Cabinet Coaching

Executive coaches meet with individual leaders and with the cabinet once a month. Their focus is on support and feedback, keeping the conversation focused on the short and long-term goals of leaders and the entire organization. We analyze the many demands on the time of leaders and cabinets and help each client focus on what matters most to achieve their goals.

FROM A CLASSROOM TEACHER

The questions [during a coaching session] really help for clarification. You have me dig in. When you give me a summary, I sometimes say, yes, that's what I meant or actually what I really meant was [this].



Impact Snapshot

We have noticed three areas of significant impact throughout our coaching work. Instructional practices, quality of efficacy, and data analysis are positively impacted by coaching across the country in districts, schools, grades, and classrooms. Below is a snapshot of the themes that we notice in our impact.

Instruction

- Increased student learning and intervention
 - Increase effective instructional strategy usage
 - Identify and communicate steps that are replicable instructional practices and that transcend multiple content areas and grade levels
-

Efficacy

- Use norms and roles to build team efficacy
 - Increased efficiency and effectiveness of teams that take action using relevant evidence
 - Create a repository of replicable practices
 - Direct connections between leadership monitoring and team actions
-

Data

- Build replicable practices and use evidence from formative data to change instruction
- Effective use of data and evidence to make instructional decisions
- Balance of use of cause (adult behaviors) and effect data (student learning outcomes)
- Evaluate triangulated qualitative and quantitative data that support district curriculum and instruction goals

Frequently Asked Questions

[Watch a video of Dr. Douglas Reeves talking about the impact effective coaching can have.](#)

What can I expect from a coach?

As coaches, CLS Associates are not supervisors or mentors. The Associate's primary goal is to listen, ask reflective questions, and support the coaching client to achieving specific goals. A consultant will assess a situation and tell you what you should do and how. A mentor will offer advice based on his experience and knowledge of a situation. A coach will empower you to solve your own problems, maximize your strengths, and determine, for yourself, what action to take that will lead to change within your organization.

Following each coaching session, your coach will send you an executive summary-- a report on what they noticed during their visit, including celebrations, challenges, and goals for future visits. [You can read sample reports here.](#)

Are the coaching sessions confidential?

Yes, with two exceptions. First, if the coach has reason to believe someone is in danger, then the coach has an obligation to report it to the appropriate authorities. Second, Creative Leadership Coaches meet periodically to synthesize common trends in organizational successes and challenges in an effort to support the entire system. While no individual participant's data will be displayed or reported, the overall success of leadership development in the district will be synthesized and reported.

What sets Creative Leadership Solutions apart?

Creative Leadership Solutions focuses on causes - not just effects. As a pioneer in the field of holistic accountability systems, we help educational systems identify the key variables in teaching, leadership, and policy that are associated with student results. It's possible for two schools or school systems to have identical test scores, but to have radically different causes for the same results. We help leaders and policy makers discern the difference between leaders, lucky, losers, and learners.

Why Us?

Creative Leadership Solutions empowers students, teachers, and leaders with evidence, passion, and results. We help build the knowledge and skills of educators with the goal of improving student achievement. The schools we work with become more equitable and define excellence for themselves.

Our team includes world-class experts, best-selling authors, and internationally recognized authorities in leadership, teaching, assessment, and organizational culture.

We emphasize people over products. We don't believe in one size fits all solutions. Each school is unique, so we believe in unique, flexible, ongoing solutions driven by school leaders and teachers and supported by our team.

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