

5Essentials School Leadership Coach Blueprint

Leadership Coach Framework

Through leadership coaching using the 5Essentials, UChicago Impact supports school leaders to build the critical skills, knowledge, and capacity to be effective leaders of school improvement. Our coaching model is unique in its use of the 5Essentials school improvement framework as a lens to establish and organize improvement priorities and actions. The 5Essentials framework and survey gives schools and districts diagnostic data and insights into what matters most for student success. Coaches leverage this information to contextualize their support of leadership teams.

Because UChicago Impact's coaching is grounded in the 5Essentials, coaches focus their support on the leadership practices that drive school improvement. Coaching sessions with school leaders prompt reflection on the themes from "Organizing Schools for Improvement:"

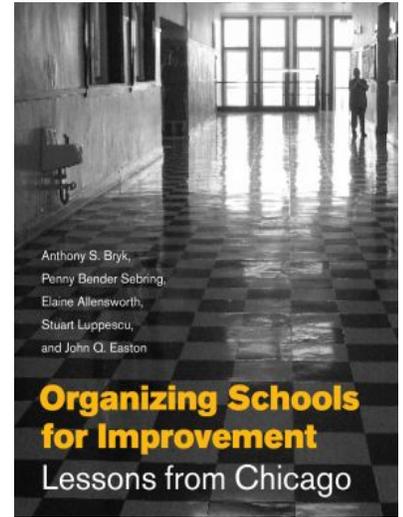
- *How do I incorporate teacher influence in decisions?*
- *How do I grow trust between teachers, students, families, & adults?*
- *How do I align my improvement efforts to ensure coherence?*

During the summer, coaches meet with leadership teams and use the 5Essentials framework and survey to develop a coaching plan that highlights prioritized areas of focus, specifically 2-3 5Essentials Measures, for the partnership throughout the school year. These plans establish a narrow focus and set of improvement goals and coaches help leaders align these plans with other school improvement priorities. Coaches then collaboratively craft a vision of success for these priority areas in order to ensure coaches and partner schools can articulate the desired changes at the student, teacher, and leader level. Each coaching plan also identifies the leader competencies aligned to the priority areas so that coaches and school leaders are clear on the targeted skills they will develop.

Additionally, while some leadership coaching focuses solely on the principal, our model supports multiple school leaders (assistant principals, deans, and teacher leaders) in order to build a broader capacity of leadership across the school. The 5Essentials leadership coaching model is not formulaic or abstract but rather customized to meet the specific needs of the school leadership team and broader school community.

Leadership Coach Actions

5Essentials school leadership coaches develops the capacity of the school principal and school leadership team through a **tailored, consistent, embedded, and data-driven** approach to creating sustainable school improvement. Although the nature of our



support depends on the particular context of each school, our coaches support leadership teams through four ongoing actions:

- Providing feedback to leadership teams on key priorities and focus areas during coaching sessions,
- Design, planning, and facilitation support for school structures, school improvement plans, protocols, agendas and professional development,
- Co-observing classrooms, team meetings, and common spaces to support the development of key school improvement practices, and
- Analyzing and creating progress monitoring data and tools.

Leadership coaches use the coaching plan and the four ongoing actions detailed above to foster the development of key school improvement practices. Aligned to each of the 5Essentials is a set of practices that adults must adopt to produce tangible changes in school culture and climate.

Leadership Coach Model & Mindsets

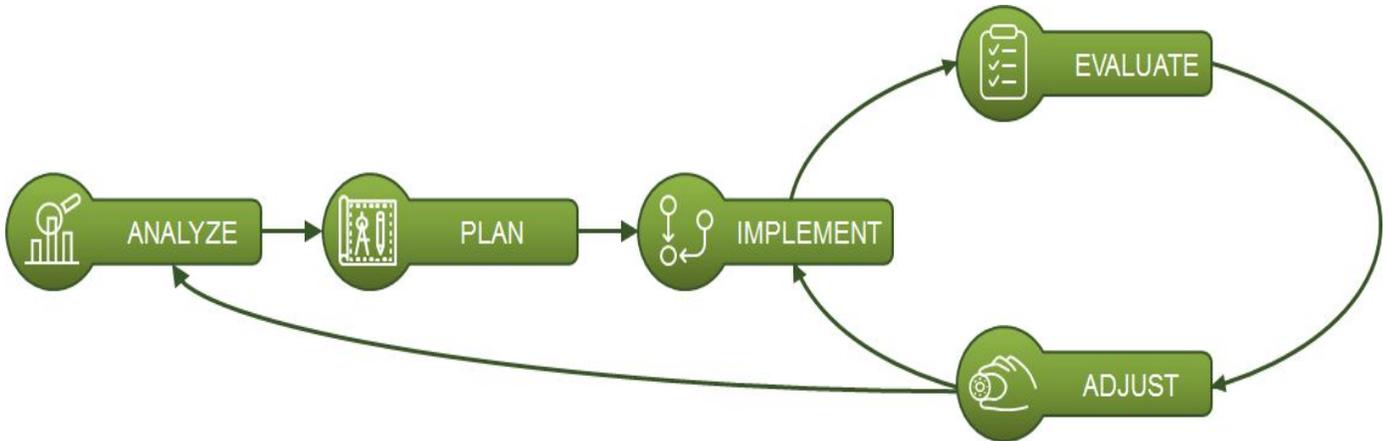
The 5Essentials leadership coach model utilizes a blended and transformational coaching lens. Coaches approach their work with a theory of adult learning that recognizes that adults thrive on a problem-centered approach and that all adults come to learning experiences with unique stories. Our coaches acknowledge that adults need intentional experiences to apply what they have learned to their particular role and also recognize the systems, structures, and organizational elements that affect individual adult actions. Most significantly, 5Essentials leadership coaches apply a range of coaching strategies appropriate to the culture of each school. This includes guiding school leaders to learning through a facilitative approach, modeling for school leaders through a directive approach, or providing school leaders with resources and tools through an instructive approach.

In order to effectively develop leadership team members through school leadership coaching, coaches operate with the following mindsets:

- **Leader Growth Leads to Teacher Growth. Teacher Growth Leads to Student Growth.** As leaders expand their mindset, knowledge, and skills, school organization, culture, and teacher effectiveness improves. These improvements drive student outcomes.
- **Coaching is Collaborative.** The most effective coaching incorporates principles and elements of reflection, dialogue, and voice.
- **Start from Strength.** Starting from a leader's strengths (rather than his/her deficits) allows them to leverage strengths to address setbacks, which improves performance.
- **Inquire and Question.** A school improvement coach must be willing to set aside beliefs in solutions that worked well in previous settings in favor of a search for options suited to the current school environment.

- **Context Matters.** Coaches need to recognize the context of a particular school and individual and determine the appropriate coaching model: directive, facilitative, transformational
- **Practice Accelerates Growth.** School leaders grow swiftly when they practice their craft in real time with the guidance of a coach.

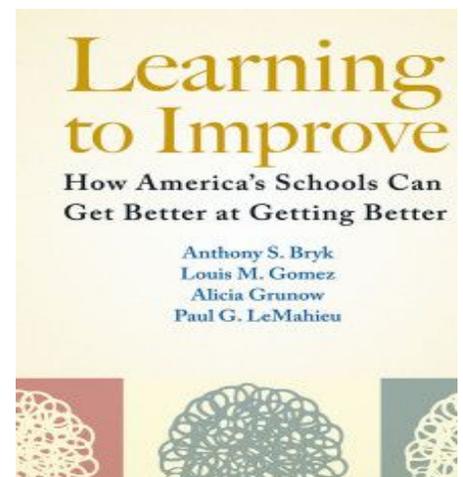
Leadership Coach Processes



Coaches use the key actions detailed above to engage leadership teams in a continuous improvement cycle. This cycle reinforces a short-term and long-term process of analysis, planning, implementation, evaluation, and adjustment for all school improvement priorities and action steps. Coaches ground their support in helping school leaders use multiple sources of data to triangulate a clear and specific gap and unpack root causes in order to fully understand the exact problem to be solved. This process includes two or three clear progress monitoring checkpoints throughout the year. During these benchmarks, coaches help leadership teams collect and analyze formative data on 5Essentials priorities through the use of open-surveys and focus groups of teachers and students as well as 360 assessments of leadership practices.

Furthermore, adopted from *Learning to Improve*, leadership coaches operate with a commitment to six principles of improvement science:

- 1) Make the work problem-specific and user centered
- 2) Focus on variation in performance
- 3) See the system that produces the current outcomes
- 4) We cannot improve what we cannot measure
- 5) Use disciplined inquiry to drive improvement
- 6) Accelerate learning through networked communities



Leadership Coach Outcomes

Our coaching model prioritizes four key goals with school partners that we seek to positively influence:

- Increased school leader retention
- Improved school culture, climate, and organization as measured by the 5Essentials
- Improved student outcomes metrics aligned to improvement priorities
- Developed school leader competencies and practices

Network Leadership Collaboratives

In addition to embedded leadership coaching, our coaches facilitate a series of network leadership collaboratives with partner schools. These collaboratives help educators analyze 5Essentials data within a continuous improvement process and apply the data to coherent school improvement plans. Below is a scope and sequence of the collaboratives:

Session 1: (Early Summer): Analyzing 5Essentials Data & Root Cause Analysis

Session 2: (Late Summer): School Improvement and Implementation Planning

Session 3: (Fall): 5Essentials Measure Professional Learning

Session 4: (Early Winter): Evaluating and Adjusting Improvement Goals & Plans

Session 5: (Late Winter): 5Essentials Measure Professional Learning

Session 6: (Early Summer): Continuing the Improvement Process

Based on the outcomes of the initial 5Essentials data analysis session in the summer, UChicago Impact identifies common areas for growth within the 5Essentials across the entire cohort of schools. Session 3 and Session 5 engages schools in a shared problem-of-practice and professional learning related to these area(s). With a shared working theory of improvement established in the initial summer sessions, the fall and winter sessions will help schools leverage a networked community to accelerate improvement.