Attachment 4

Executive Leadership Coaching Model

AIR's approach to supporting school leaders is grounded in a blended coaching model to provide job-embedded, differentiated support for identifying and developing the leader's change competencies needed to address current issues. The executive leadership coaches are experienced and successful building-level leaders with years of experience leading successful schools and coaching sitting principals. AIR has worked with the district to intentionally match our coaches with ACPS school leaders.

AIR's coaching model consists of two tiers of support: shoulder-to-shoulder coaching and participation in a Community of Practice (CoP) to deepen application and implementation. Executive coaching provides the support to bridge the content delivered through the Professional Learning sessions and CoP in school leaders' specific School Improvement Plans and day-to-day activities. This research-based model will provide differentiated, ongoing support, and feedback that school leaders need to bring new content and strategies back to their buildings. The approach provides responsive, needs-based support that challenges school leaders to develop leader competencies; deepen instructional leadership skills; implement best practices in decision making; build distributive leadership skills; leverage knowledge and experience; and become disciplined strategic planners and communicators, implementers, and monitors.

Shoulder-to-Shoulder Coaching
Each school leader will receive 16 virtual coaching sessions (60 minutes every other week) during the span of the academic school year. AIR coaches will work with each school leader to schedule sessions during or outside the traditional school day based on their specific availability and preferences. Given the coaching's customizable nature, sessions will provide a valuable opportunity for the school leader and AIR coach to interact one on one. During coaching sessions, the school leader and AIR leadership coach may participate in the following activities based on the differentiated needs of each school leader:

- Use data tools to identify building-level inequities and their root causes.
- Develop leadership competencies and strategies to address inequities and close building-level gaps.
- Co-observe and or review videos of classroom instruction and debrief on components of effective instruction.
- Review and improve the type of feedback provided to teachers, as well as how feedback is delivered.
- Analyze school/grade/classroom-level data related to areas of the School Improvement Plan.
- Use data tools to monitor teacher improvement and determine additional professional needs for individual teachers and grade levels throughout the school.

Executive leadership coaching sessions will be designed to follow the GROW model for coaching sessions (Whitmore, 2009). This professional coaching model focuses on the coached individual setting a personal or professional goal for which they are ultimately responsible. The coach's

role in each coaching session is to support the coached individual in examining progress toward his or her goals and identifying relevant action steps to overcome existing obstacles.

Monitoring Progress

AIR will monitor, collect, and report an array of integrated, evidence-based progress metrics to assess executive leadership coaching's impact on school leaders' success in achieving individual goals. In the first phase of implementation (October-early November), leadership coaches will guide school leaders through a comprehensive goal-setting process that triangulates qualitative and quantitative school data, data from the Organizational Change Competencies Assessment, and school level-teacher perception data. These data will provide critical leadership insights and serve as a baseline to assess progress.

Dr. Mozingo, Dr. Mann, and Dr. Sims will meet weekly with the AIR lead team to collaboratively discuss implementation actions as well as, relevant participation and progress monitoring indicators.

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