

Executive Coaching Professional Learning

**Texas Strategic Leadership
December 13, 2024**

***Coaching through the
Intentional Determination of Strategic Priorities & Initiatives***
Strategic Planning (SP) Pathway



Materials Site:

r16.us/TSLEC

Dropdown:

Dec 13, 2024 - Coaching through the Intentional Determination of Strategic Priorities and Initiatives

Executive Coaching is...

the manifestation of ***servant leadership*** as one seeks to draw out, inspire, and develop the best and highest within people from the ***inside out*** .



The purposes of a person's heart are deep waters, but one who has insight draws them out.

Learning Objectives

By the end of this session, I will:

- **Be able to consider possible coaching strategies to coach district leaders through the intentional determination of strategic priorities and initiatives.**

in order to...

KNOW

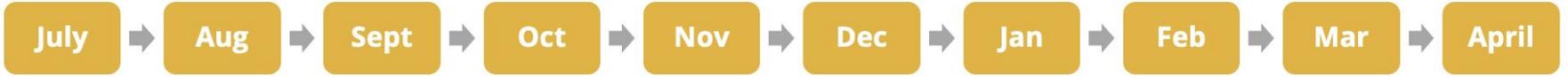
- The qualities, characteristics, and skillset of effective Executive Coaches

DO

- Executive Coaching at the most effective level possible

BE

- Servant Leader
- Avid Learner
- High Expectations Standard Bearer
- Connector and Partner



← Stakeholder Engagement + Change Management occurs throughout →



"Let's gather stakeholder input"

"Let's walk classrooms and campuses"

"Let's utilize insights to determine envisioned student experience"

"Let's gather stakeholder feedback on the plan"

"What are key milestones and benchmarks along the way"

"Tell me about your district"

"What does the landscape analysis data show"

"Let's see other districts together"

"Let's set our student outcomes goals, strategic priorities, aligned initiatives"

"What are leading metrics and indicators to measure progress"

"Let's bridge to capacity builder supports to begin implementation"

← Who We are to BE: An Executive Coach →

WHY the “Intentional Determination” of Strategic Priorities and Initiatives



**Drop your
response in chat:**

Why is it essential we
coach district leaders
through the
**intentional
determination**
of strategic priorities
and initiatives?

NOT Coaching through Intentional Determination of Strategic Priorities and Initiatives



What might occur if we
DON'T
coach through this?

Your Feedback

Nice job on this training today - loved the model Jeff and Christine did.

Fishbowl of a coaching conversation!

I liked the role play of the coaching.

The modeling of coaching was awesome!

Loved the coaching connection and how Christine and Jeff modeled an exemplar coaching conversation. Extremely helpful!

This was one of the best sessions provided! I particularly love how Christine and Jeff modeled the coaching conversation. This was very impactful! Thank you for all you do to grow our capacity!

Coaching through the Intentional Determination of Strategic Priorities and Initiatives

Coaching Model

Scenario Context:

Kelly Gabrysch, R3 – *Executive Coach*
Christine Scroggs – *Superintendent*

Ms. Gabrysch and Ms. Scroggs have developed a strong, trusting relationship as a result of weekly executive coaching sessions focused on the completion of the TSL milestones..

The Steering Committee has previously been coached through the Landscape Analysis Review and the development of the Envisioned Student Experience, ensuring stakeholder input and feedback. They also, previously received coaching on the alignment of the “picture of their current state” with the Effective District Framework (EDF), including consideration of prioritizing EDF Key Practices.

Let's step into their next executive coaching session, occurring prior to the next Steering Committee meeting.

Watch Fors:

- **Effective coaching strategies** Kelly employs to guide Christine toward **intentionally identifying and prioritizing strategic goals and initiatives.**
 - *We invite you to use the ECF as a guide.*
- **Key questions** and **paraphrases** used
- **Other effective coaching techniques** used
- Additional ideas



Be prepared to share out during the whole group debrief.



Essential Action	Key Practice	Descriptors (priority if checked)	Status	Notes
5.1 Instructional Leadership & Development Enabling Conditions Establish expectations and foundational systems for instructional leadership and development.	5.1.1 Staff Job-Embedded Coaching & Capacity Building Vision & Expectations	<input checked="" type="checkbox"/> District communicates a clear vision for high quality and ongoing, job-embedded coaching and development inclusive of instructional leadership roles.	Need to Implem... -	JH doing MIA pilot (TIL), Elem has done principal coaching, Could use additional Principal coaching
	5.1.2 Distributed Leadership	<input type="checkbox"/> District sets expectations for shared ownership of teacher coaching and development structures with school and district leaders and coaches, creating systems for distributing support assignments, calibration, prioritization of teachers to support, and accountability.	Work in Progress -	Does a good job supporting new teachers; New employee orientation, paraprofessional training
	5.1.3 Yearlong Development & Coaching Plan	<input checked="" type="checkbox"/> District develops a yearlong plan for professional development and ongoing coaching with targeted approaches for each critical role, aligned to the intended student experience.	Need to Implem... -	Need a year-long calendar for upcoming PD & initiatives Targeted PD does not exist
5.2 Instructional Planning & Delivery Establish role-aligned job-embedded capacity building supports to support instructional leaders and teachers in effectively internalizing, preparing for, and delivering instruction effectively.	5.2.1 Culture & Behavior Training	<input type="checkbox"/> District provides upfront and ongoing training to ensure teachers and instructional leaders have a role-aligned understanding of culture routines and behavior supports, and practice opportunities for delivery (supportive of Essential Action 3.1).	Need to Implem... -	No written district procedures Elem has PACs, procedures & training/refresher; Updates to procedures during meetings, reminders over announcements JH - Need to have discipline Tiers Have Behavior Interventionists- 6-12 Drew Cox PK-5 Eli Boxell
	5.2.2 Curriculum-based Training	<input checked="" type="checkbox"/> District provides training to ensure teachers, instructional leaders, and coaches have a role-aligned understanding of how to effectively implement or support the implementation of the curriculum.	Work in Progress -	Product training beginning soon; HQIM at secondary for the 3rd year (summer training; 2-day); LASO K-5 ELA & Math; R3 made agreement for implementation support for JH
	5.2.3 Instructional Delivery Training	<input checked="" type="checkbox"/> District provides upfront and ongoing training to ensure teachers, instructional leaders, and coaches have a role-aligned understanding of executing strong instruction, inclusive of content-aligned classroom management, intervention, additional and personalized learning time, and special populations support (supportive of Essential Action 4.1).	Need to Implem... -	Intervention help is needed SPED coop, but have some inexperienced SpED teachers Need more formal processes for MTSS



Overall Prioritization

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1		2.2.2 Recruiting Systems	3.1.1 School-wide Culture	4.2.3 Quality Tier 1 Materials Access & Use	5.1.1 Staff Job-Embedded Coaching & Capacity Building Vision & Expectations	6.4.1 Infrastructure & Networks
2		2.1.1 Role Definition	3.1.3 Universal Behavior & Discipline Strategies	4.1.2 Tier 1 Instructional Strategies & Supports for All Learners	5.2.2 Curriculum-based Training	6.1.2 School Day Master Schedule
3		2.2.3 Internal Recruitment	3.3.1 Early Childhood Programming	4.2.4 Quality, Aligned Tier 2 & 3 Materials Access & Use	5.2.3 Instructional Delivery Training	
4		2.2.1 Staffing Projections		4.1.1 Coherent Multi-tiered Systems of Support Design	5.2.4 Instructional Planning Supports	
5	1 2 3	2.2.4 Educator Pipelines & Partnerships		4.2.2 Materials Use Expectation-setting & Communication	5.2.5 Observation & Feedback	
6	4 5			4.2.5 Implementation Monitoring for Alignment to District Curriculum & Instruction Approach	5.3.1 Data-driven Instruction w/Curriculum-embedded Assessments	
7				4.3.1 College, Career, & Military Prep Course Access	5.1.3 Yearlong Development & Coaching Plan	

Coaching through the Intentional Determination of Strategic Priorities and Initiatives

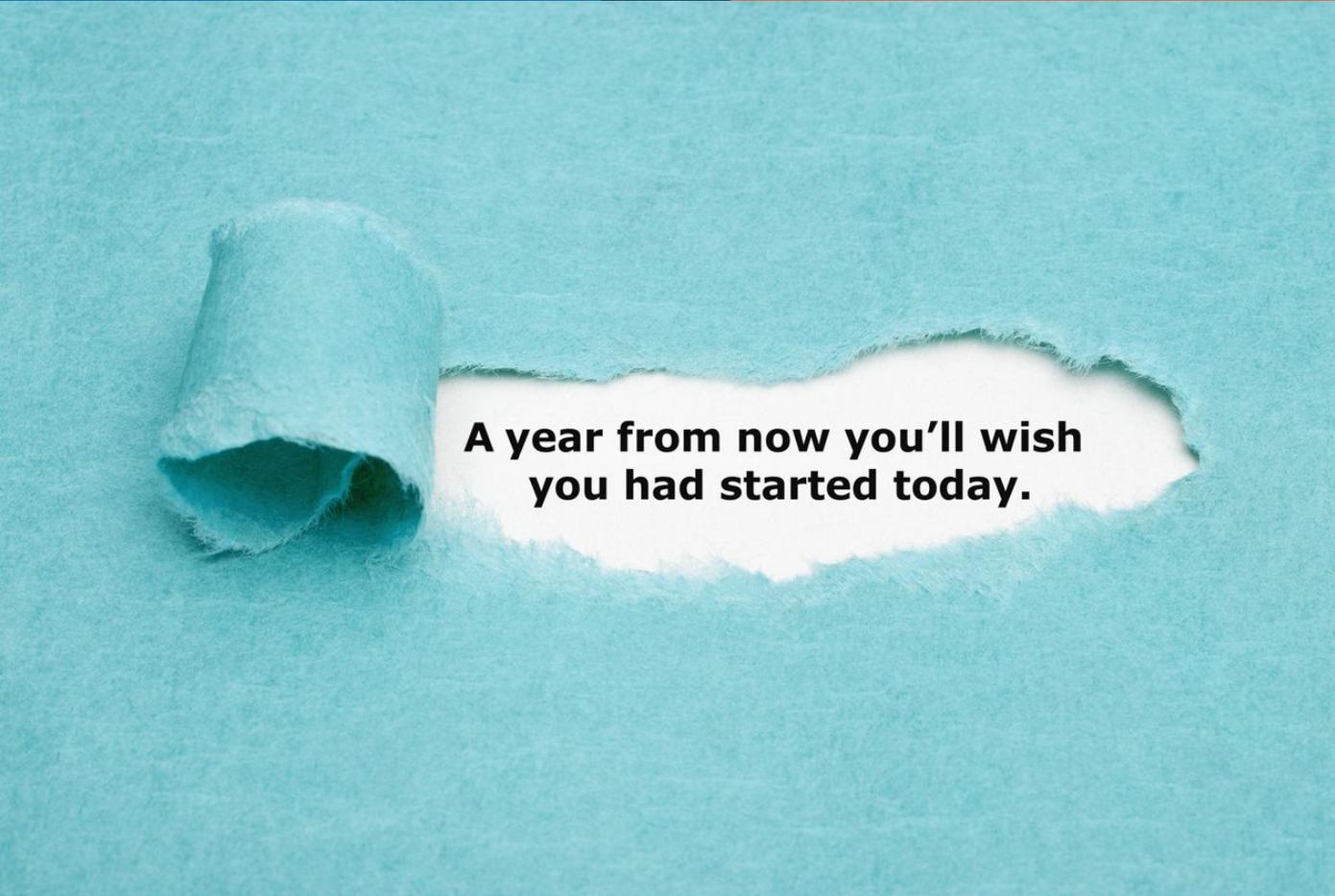
Coaching Model

Whole Group Debrief



Watch Fors:

- **Effective coaching strategies** Kelly employs to guide Christine toward **intentionally identifying and prioritizing strategic goals and initiatives.**
 - *We invite you to use the ECF as a guide.*
- **Key questions** and **paraphrases** used
- **Other effective coaching techniques** used
- Additional ideas



**A year from now you'll wish
you had started today.**



Thank you!

And, Now Back to Our Friends...



**TEXAS
STRATEGIC
LEADERSHIP**

TEXAS STRATEGIC LEADERSHIP

