



Preface to the Second Edition

“Oh Yes You Can!”

—Bolder Boulder race motto

As I was in the midst of writing the second edition, I received an email from a client I coached six years earlier. “Just wanted to pass this on to you. Thank you for your coaching that got me here in the first place. I am exactly where I need to be.” Doris Candelarie, principal of Sanchez International Elementary School in Lafayette, Colorado, had just been informed that she was named 2014 Colorado National Distinguished Principal of the Year by the Colorado Association of Elementary School Principals. I am proud to be part of her success. You will find her unique story in Chapter 7.

In 2006, when I set out to write the original edition of *Leadership Coaching for Educators*, I was uncertain how the concept of leadership coaching would be received in the education field. At the time, it was a little-used strategy. Yet as an experienced professional coach, my hunch was this type of coaching should be more prevalent in schools. I knew it would make a difference for individual leaders and the districts they served. So I swallowed my fears and persisted, wishing and hoping it would be accepted as valid and valuable. Little did I know then the book would win the prestigious 2007 Book of the Year Award from Learning Forward. Much has evolved in coaching in education since then.

High-quality professional coaching is still far from mainstream, although its use is consistently growing. Coaching is beginning to be perceived as a perk, rather than as a punishment for poor performance.

Executive coaching is now more likely to be accepted, sought after, and seen as a unique professional growth opportunity.

I have been a professional coach for twelve years and witnessed remarkable results with leaders, teachers, and students. I have trained countless people to coach others and never cease to be amazed at how much value they discover and enthusiasm they have to bring coaching to their organization, staff, or their own coaching practice. I find that once people open themselves up to the coaching process, they discover its potential for successful change.

It would be an understatement to say that coaching has totally transformed my work and my perception of what is possible for myself and others. It has shifted my outlook on every aspect of my life and relationships with others. Coaching is a courageous approach to achieving what you want, and I encourage readers to explore its enormous potential. In 2003, I made a major life change and relocated to Boulder, Colorado, after spending a lifetime in New York. I had become crystal clear—thanks solely to engaging in a six-month coaching process—about my life’s work and personal mission to bring the benefits and power of executive and leadership coaching to school systems.

The first week I arrived, I discovered a training program to prepare for the annual 10K Memorial Day race. The Boulder Boulder attracts 50,000 people to this stunning town each year. “Oh Yes You Can!” is the motto for the race and the training program. I never ran as far as a block, but I was struck by the motto, so I took the leap and signed myself up.

“Oh Yes You Can!” is a great example of the mindset and message our inner voices need to adopt to create the changes we want in our schools and in our professional and personal lives. It’s the heart of the coaching process. Making the internal shift from “No way!” to “Yes!” I’ve run the 10K four times now. I could *never* have accomplished it without the constant support, encouragement, and inspiration of the coaches and the supportive system of learning, training, and community that enabled me to accomplish what would have been difficult, challenging, or impossible alone. Much of what I learned and experienced can be applied to professional school-leadership coaching and can be useful in understanding and making organizational change in complex school systems.

Purpose

This book is intended to serve multiple purposes. My hope is for it to educate school leaders about the potential of coaching and to

share my knowledge and experiences as a professional leadership coach and coach trainer. There are so many ways for school leaders to think about and utilize a coaching strategy in schools that I believe we are still at the early stages of seeing the impact it can have. I am still convinced that every school leader will benefit from being coached, whether by an external coach or a well-trained internal coach. I am also convinced that every leader and teacher will achieve greater results when they implement coaching skills with staff and students.

The purpose of the first edition was to inform educators what coaching is and define a specific set of coaching competencies that all educators should be aware of, as coaching was just beginning to emerge as an important strategy. The book also provided a rationale for leaders (primarily superintendents) to receive executive coaching because of their ever-changing and demanding role.

This book will provide school system leaders and those responsible for designing and developing school improvement programs with a basis for (1) deeply understanding what coaching is and what coaching isn't, (2) defining and clarifying the role of a coach, (3) differentiating instructional and leadership coaching, and (4) establishing an awareness of a common set of core competencies adopted by the rapidly growing coaching profession. It provides a depth of knowledge about coaching and tips for understanding and developing a good coaching relationship in the hopes of preventing and avoiding coaching as yet another new thing that comes and goes. Coaching, done well, holds enormous potential for creating lasting change—something school systems have struggled with for so long.

This book is about coaching—not mentoring or a combination of roles but intentional, purely professional coaching knowledge. While there are numerous helping roles, for coaching to be successful, it requires a thorough understanding of what it is and how it differs from mentoring, consulting, and other combined roles. Coaching is a process and a relationship that empowers individuals to explore their innermost thoughts, strengths, beliefs, and goals to create results. It holds enormous potential for creating inside-out change in individuals and school systems.

Leadership Coaching for Educators, Second Edition provides a common core of knowledge and understanding about coaching to help educators design and develop effective coaching programs. The book can help educators create uniform coaching programs across buildings, districts, and states. It can help educators know that obtaining

external results for their organizations is often about changing the internal thoughts and beliefs people hold that have prevented change from happening.

The knowledge base that comprises the information provided is based on recommendations from the International Coach Federation (ICF), my intensive professional-coach training, and my years of experience as a professional coach. To become effective, educator-coaches need an abundance of training with guided feedback. They need to learn and practice numerous skills, processes, know-how, and techniques. Successful, effective coaching is a whole lot more than asking some reflective questions. It goes much deeper and creates a relationship unlike most others.

This book is best used as a learning and planning guide and a discussion and resource tool. It is not intended as a training manual, nor should it be used as one. It provides a knowledge base, awareness of necessary skills, and a handful of helpful tools that coaches use, as well as tips for implementing coaching. Ideally, educator-coaches should be no less trained and skilled than professional coaches are. Becoming so requires a depth of understanding of the coaching skills and processes that lead to personal change and, in turn, organizational change. Acquiring coaching expertise requires many months of skill development and guided practice supported by experienced, credentialed coaches.

Coaching Defined

The term “coach” is broadly used in society to mean many things. We have athletic coaches, instructional coaches, parent coaches, student coaches, financial coaches, and more. Everyone seems to call him- or herself a coach. The common interpretation of the word and work of coach means, “I am here to help you.” The use of the term *coach* in this book is specific. I refer to coaching as a solid, professional skill set based on the International Coach Federation’s Professional Coaching Core Competencies. Coaching is a profession as well as a skill set, leadership style, and way of communicating. The coaching projects, examples, and success stories shared throughout the book are those in which coaches have had professional-coach training.

I have been receiving many more requests for internal-coach training. Five years ago, it was typically for individual leaders who saw the value in coaching to attend our coach certification training. They had a personal desire to improve how they lead. Now the trend is more

toward internal training of central office leaders, principals, and others who wish to learn to adopt a coaching style of leadership. That trend, I believe, is aligned with the growth of new evaluation systems, thus an increased need for expanded coach-training opportunities.

Because most people do not receive training in coaching in their university undergraduate, graduate, or leadership programs, there will be significant investment of time (more than most people realize) and money to sufficiently train and support staff. It is important that coaching programs are developed around commonly accepted standards and competencies so there is uniformity of coaching skill across districts. Most professional coaches engage in a minimum of sixty hours to often more than 300 hours of training. This amount of training is not random. It has been found to be important and effective. Part of any quality coach training should include not only coaching skills but also guided support combined with experience coaching multiple people with ongoing feedback.

A coaching style of leadership is different from a top-down, do-this model. All leaders now need coaching skills to enable them to partner with staff, create individualized plans for change, and manage resistance that may arise.

About the Contents

I invite readers to either start or continue their journeys into coaching with this book, using it to review or revise their current programs. I invite you to join me as you explore and consider coaching as a methodology for improving schools; improving who we are as adult learners; becoming more of who we are; sharing our best selves with others; and creating deep, lasting change. It's best to think of this book as a Coaching 101 resource and guidebook, like a travel guide filled with information about the place called *coaching*.

This book will benefit those responsible for creating an effective coaching program within their school systems. They will learn the essential elements of coaching and what should be incorporated into a successful program. While this book contains an enormous amount of information to guide the work of a coach and the development of a credible coaching program, it is *not* to be considered a training manual. It is to be considered a guide for building a great program as well as what to look for when seeking coaches for leaders and other staff.

There are three main parts: Part I focuses on background information, a rationale for coaching as a school system improvement strategy

and updated research; Part II defines coaching skills and knowledge; and Part III contains practical implementation techniques, processes, and concerns. I have developed a unique coaching model, the POWERful Coaching Framework™, that offers guidance for new and experienced coaches to address key factors during coaching sessions.

We have a long way to go until schools fully integrate coaching well and results are known. I invite you to share your stories, your challenges, and your successes. You are welcome to contact me or visit my website for ways of connecting with fellow educators around the world who are as passionate as I am about coaching, who are learning and growing in their roles as coaches, and who are excited and enthused about the results they are creating.

What's New in the Second Edition

Expanded Audience

This revised edition is intended to expand the audience from superintendents to also include principals and other central office leaders, who are now required to observe staff on a more systematic, frequent schedule. The expansion of more effective teacher- and principal-evaluation systems has sparked increased interest in coaching as a means to foster change as they seek skills and strategies to bring out the best in staff and students. With this trend and the growth of new evaluation systems for both teachers and principals in many areas of the United States, there is now a more urgent need for leaders to obtain coaching know-how. They need to work with each teacher and student and coach him or her to success versus top-down supervision. They need to know how to accomplish the growth and changes in practice to obtain the results they are seeking. Telling others what to do and how to do it is not as effective as coaching them toward a goal or change in practice. No longer can principals rely solely on their knowledge of subject matter or best practices as the only way to guide change in the classroom. They must obtain the insight, knowledge, and skills to coach. Unfortunately, these skills are not yet broadly taught in leader preparation programs. The second edition intends to encourage *all educators* to both receive coaching and develop coaching know-how so they can successfully coach staff and students to make needed changes in leadership or classroom practice, becoming all they can be. All leaders can benefit: superintendents, other central office leaders, principals, assistant principals, instructional coaches, teacher leaders, and classroom teachers. This book will

- Encourage coaching services to be available to all school leaders
- Encourage all leaders to develop a coaching style of leadership
- Encourage instructional coaches and classroom teachers to learn effective coaching skills and techniques to boost student achievement results

Updated Research

This revised edition will update readers on research on the effectiveness of coaching, trends in the field of coaching, and its impact on education. It will add numerous and more lengthy success stories. For example, this edition contains important research findings about coaching that were unavailable when the book was initially published, including

- The International Coach Federation 2013 Organizational Coaching Study
- Sherpa 2013 Executive Coaching Survey
- International Coach Federation 2009 Global Coaching Client Study
- Coaching: A Global Study of Successful Practices, American Management Association, 2008
- Leadership coaching projects that have been implemented in Colorado, Wisconsin, Georgia, and Ohio
- Descriptions of the ICF's first International Prism Awards that were given to two schools. The Prism Award is an honor bestowed on an organization that has made the most effective use of coaching in an organization. In 2013, both first place and honorable mention were given to a K–12 school and a university.
- Revised ICF subcompetency descriptions—expanded and more detailed descriptions of the International Coach Federation's Professional Coaching Core Competencies
- A new resource describing the differences between coach and mentor roles

Features and Benefits

In addition to clearly defining coaching and essential coaching competencies recommended for skilled coaching, in this book, readers will find

- Award-winning examples of education-coaching implementations
- A comparison of sports psychology and professional coaching
- How to get started as a coach
- How to create a coaching mindset
- Insights into dealing with resistance
- An easy-to-use POWERful Coaching Framework™ for conducting coaching sessions
- Discussions of issues for implementing coaching in school systems
- How instructional and leadership coaching differ
- Tools and templates

How I Came to Coaching

I don't remember much about my grandfather, who died when I was a teenager. What I do recall is a saying I often heard him repeat: "Every day, and in every way, I'm getting better and better." I've since learned it was originated by Émile Coué, a French pharmacist. As a veteran staff developer, I've often thought about that saying and how it related to my professional work, to the ongoing challenges educators face and their common goals helping students achieve their full potential. *Everyone* involved in the continuous improvement of school systems needs to be constantly improving; not only students but also every staff member and leader needs to be engaged in ongoing learning about themselves and how they can contribute to the improvement of their schools, systems, and communities. Coaching has tremendous potential as a school improvement strategy for achieving greater results for students, improving and strengthening leadership, and creating the lasting change that has eluded school systems.

I came to coaching via a unique path. As coordinator of staff development for a regional educational service center, I, with my colleague Jane Lombardo, launched a large, regional professional-development project that included peer coaching as a process preferable to delivering staff development in workshop mode. I quickly became a believer in its potential. I was also somewhat perplexed. I wondered how this useful process could be utilized in a more effective manner, how it could be expanded so that principals, superintendents, teacher leaders, and others in leadership roles could benefit.

I saw its value and sensed that it was exactly what was missing from the multitude of school improvement efforts I had witnessed for more than twenty years. I'd worked with and facilitated numerous

school improvement efforts, developed planning processes, and set up and conducted hundreds of workshops and conferences with more than fifty districts. Yet I still felt there was a void, especially in the area of leadership development. I saw what I'll call a broken system—new demands to meet higher learning standards, new accountability systems placing enormous pressure on school leaders, and fewer and less qualified administrative candidates taking the leap from the classroom without meaningful support to deal with everyday challenges they faced. All of this led to a growing crisis in recruiting and retaining strong, effective school leaders. I saw a huge need for leaders to have access to executive coaching, just as leaders of business and nonprofit organizations have. I set out to develop this work and fill in the missing piece.

Sounds ordinary so far, doesn't it? At just the right time, opportunity knocked. As I sought more information about coaching, I applied for and was selected to participate in a television documentary with well-known life coach and author Cheryl Richardson. Suddenly, I had a chance of a lifetime—to learn firsthand about and receive coaching from one of the nation's most well-known coaches. For six months, six other participants and I worked with Cheryl to create *The Life Makeover Project*, a five-week television series for Oxygen TV. I was hungry to learn more about coaching and interested in finding ways to bring coaching to school leaders. On the personal side, I'd just become an empty-nester, a change I found to be more challenging than I expected. I was puzzled about how to create a life without the role of mom and the demands of parenthood.

The experience was personally transformational. I became convinced then (and still am now) that coaching has a much larger place in schools. I made the decision in 2001 to obtain my professional-coach credential and dedicate myself to bringing professional-coaching knowledge and skill to educators and school systems. I have since developed numerous training programs to help educators acquire coaching skills, techniques, confidence, and competence. Among them are the following:

- POWERful Coaching for Powerful Results™, a sixty-plus hour coaching certification program
- POWERful Coaching for Education Leaders™, a two-day coach training program
- You Can Be a Master of Change™, a one- to two-day coaching strategies training (based on my book *Be a CHANGEMASTER*)
- CKEY; Coaching Kids; Empowering Youth™ teacher training