



New Teacher Center & Association of California School Administrators

Leadership Coaching Program *Roles and Responsibilities*

RESPONSIBILITIES OF NEW TEACHER CENTER (NTC)

- Support the success, effectiveness, and professional growth of local network coordinators, coaches, and coaches as the primary focus and purpose of C.L.A.S.S.
- Provide training and certification of leadership coaches through C.L.A.S.S.
- Provide ongoing training and support of leadership coaches through C.L.A.S.S. Coaches Networks (4 meetings/yr. for Year One coaches; 3 meetings/yr. for Year Two coaches)
- Partner with ACSA in provision and review of professional clear administrative services certification
- Provide and maintain online portfolios for professional clear administrative services certification
- Respond to participants in a timely manner via telephone, email, or in person
- Provide suggestions and curriculum samples for New Administrator Institutes and second year workshops for participants in coaching-based professional clear certification programs
- NTC contact: Nathan Cross, 1-831-600-2236, ncross@newteachercenter.org

RESPONSIBILITIES OF ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS (ACSA)

- Aggressively implement ACSA's Five Year Plan to provide leadership coaching services to any principal, co-administrator, superintendent, central office administrator, or classified manager who requests such services
- Provide support, guidance, and resources in the formation, maintenance, and growth of local leadership coaching programs
- Market and promote ACSA/NTC leadership coaching programs through ACSA publications
- Provide all logistical support for C.L.A.S.S. workshops (registration, billing, workshop setting, equipment, catering)
- Contribute to the training and certification of leadership coaches through C.L.A.S.S. workshops and C.L.A.S.S. networks
- Respond to participants in a timely manner via telephone, email, or in person
- ACSA contact: Michael Bossi, 1-916-329-3842, mbossi@acsa.org

RESPONSIBILITIES OF THE LOCAL PROGRAM

- Provide a “Local Program Coordinator” who
 - will complete C.L.A.S.S. training in preparation for local program advocacy and promotion, coordination, and inquiries
 - will maintain contact with ACSA and NTC
 - represent the local program at Local Program Coordinator meetings 4 times/year
- Recruit leadership coaches
- Interview and hire leadership coaches in a manner consistent with ACSA/NTC guidelines
- Work with NTC and ACSA to provide ongoing support for coaches by building and maintaining a local program professional learning community for leadership coaches
- Work with NTC and ACSA to provide staff development (Year One New Administrator Institute (NAI), and Year Two NAI) supplemental to coaching (required for credential candidates)
 - NTC and ACSA may be able to assist with curriculum, resources, and/or presenters
- Communicate with participating districts, coaches, and coaches regarding ACSA/NTC leadership coaching program requirements, procedures, policies, timelines, and forms
- Provide ACSA/NTC with all requested local program data, events schedules, and contact information for district coordinators, coaches, and coaches
- Hold regular meetings and maintain communications with District Coordinators re:
 - Leadership Coaching Program requirements and timelines
 - Local Program issues and coordination
 - Local Program staff development
 - Participation projections
 - Coach recruitment and training

RESPONSIBILITIES OF PARTICIPATING DISTRICTS WITHIN A LOCAL PROGRAM

- Provide a “District Coordinator” who is
 - C.L.A.S.S. trained (recommended), and, thus, is able to support, promote, answer questions
 - Not necessarily an HR person, but who understands the alternative professional clear administrative services credential process and requirements
 - Committed to participate as district representative at Local Program meetings
- Actively support and promote (in some districts even require) participation in coaching-based induction and/or alternative credentialing by all new administrators (new to positions from outside hiring or from promotion within)
- Ensure that all supervisors of coachees participate in surveys, meetings, e-coach assessments, and maintain contact with coaches
- Ensure that participants in leadership coaching can fully participate in all elements of the program
- Ensure that adequate opportunities are provided within the job experience for credential candidates to fulfill required CPSEL elements
- Provide funding support for the leadership coaching program. (District funding quoted is an “average” of funding requested by local programs across the state and should be used as a general guideline. These figures may be effected by local circumstances within each local program) : \$4,000 annually for each coachee
 - \$3,500 for coach stipend
 - \$500 for local program administrative costs and to support staff development for the coachee

RESPONSIBILITIES OF COACH

- Complete C.L.A.S.S. training and acquire understanding of blended coaching concepts and practices and proficiency in application of blended coaching tools and resources
- Complete all certification requirements of the C.L.A.S.S. program
- Participate in C.L.A.S.S. network meetings (4 year one; 3 per year thereafter)
- Participate in local program trainings and coach's professional learning community meetings sponsored by the local program
- Build the coachee's capacity for continuous independent and collaborative professional growth
- Enhance the coachee's anticipation, perception, decision-making, and behaviors
- Focus the coaching upon development of the coachee's ability to foster the very best instructional practices, professional collaboration, ongoing professional growth and improvement, and high student achievement
- Provide six to eight hours per month of service to coaches (on site, email, phone)
- Assist the coachee in gathering pre-assessment data, in setting individual development goals, in monitoring growth, and in mid-year and end-year progress assessments
- Ensure that ACSA/NTC and local program requirements are completed in a timely fashion
- Make every effort to keep "up-to-date" with relevant research; state/local programs, policies and requirements; and "in touch" with the job demands of the coaches served

RESPONSIBILITIES OF THE COACHEE

- Fully avail oneself of the support offered by ACSA, NTC, local program, and district
- Make every effort to develop self-awareness, job-based knowledge and skills, relationship and communication practices, emotional awareness and management, support of collaboration, focus upon student achievement, sincere reflective practice, and habits of continuous professional growth encouraged by the leadership coaching program
- Meet program timelines for data gathering, goal-setting, and self-assessment
- Participation in the coaching relationship with openness and honesty
- Work with the coach to arrange for observations of "real work situations" relevant to one's individual development plan
- Participation in all staff development programs offered through the coaching-based alternative administrative services clear credentialing program as required by the local program
- Participate in the evaluation of the program and contribute ideas to improve the design and services of the leadership coaching program
- Take full advantage of written materials and other resources made available by the program
- Submit payments to ACSA of \$1,000/yr., for two years, to provide support for credentialing, if one is participating in the professional clear administrative services credential program