



Leadership Development

Anywhere, Anytime

Practical Tips for School Leaders – #34

July 24, 2020

“Highly Effective Leaders”

A few years ago, the Florida Department of Education sent the following to districts regarding skills highly effective instructional leaders, coaches, and clinical educators needed to possess. As you review and reflect on the skills, I encourage you to recognize your areas of strength and those that may present a challenge. Identify a couple of the attributes which may be a challenge for you and plan for developing your capacity in that area during 2020-2021.

1. **Apply a growth mindset to your work with developing professionals.** What methods do you use to recognize the talent of others, help them take risks and grow from different opportunities?
2. **Use a range of interpersonal communication skills to provide feedback, coaching, and support to improve teaching.** How do you create trusting relationships with all teachers, staff, and other leaders? Do you speak candidly citing specific evidence which you have observed? Do you use inquiry to invite the teacher into the conversation?
3. **Conduct lesson planning conferences that result in the developing professional having a standards-based objective, an end of lesson formative assessment and aligned activities/tasks designed to assure mastery on the task/learning.** Why is it important for teachers to align all of their lessons while they scaffold the learning to assure critical content is mastered? Do teachers use formative assessments to inform their instruction?
4. **Are expert observers and diagnosticians of teaching and learning issues.** Are you able to script lessons? Do you begin the follow-up conference with the items you noticed while observing?
5. **Have evidence based non evaluative conversations about teaching and learning.** Do teachers know your goal is to help them build their capacity as an educator?
6. **Use real time/active coaching skills to improve teaching in the moment.** Do you make it a habit to conference with the teacher soon after you have observed the lesson?

7. **Use reflective/inquiry coaching skills grounded in student data to debrief an observation and plan next steps.** How do you invite the teacher into the conversation regarding the lesson you observed? How do PLCs assist with coaching young professionals?

8. **Follow-up on agreed upon next steps to support their implementation and identify next level of work issues.** What strategies do you use to inspect what you expect to promote the growth of teachers and identify future instructional goals?

