

INSTRUCTIONAL LEADERSHIP COACHING

With **QTL Leadership Coaching**, principals work one-on-one with a **QTL™ Instructional Specialist** to build their own instructional leadership skills and support the implementation of **QTL™** in their school. Sessions focus on the specific needs of the school, including the challenges of adapting to the QTL model. Coaching supports principals in developing a clear vision for change and evaluating options to support change efforts.

Outcome:

Principals have the opportunity to address challenges as they take on the change effort.

Outcome:

Principals develop awareness, skill, and deeper capacity to lead the change process.

Outcome:

Principals take the lead and delegate fewer instructional support responsibilities, thus improving the overall support of the faculty to significantly engage the process.

Outcome:

Principals develop a clear plan that demonstrates leadership and support for others.

Outcome:

Principals exhibit leadership that stimulates and encourages faculty buy-in to the QTL program.

Outcome:

Principals build awareness and understanding of QTL practices, ways to support teachers as they participate in the program, and their roles and responsibilities in developing a supportive environment in their school.

Outcome:

Principals recognize, support and encourage successful, effective teaching and learning strategies.

FISH-BOWL COACHING

QTL Fish-Bowl Coaching engages principals in a coaching process that models classroom observation and results in stronger observation and conferencing skills. The observation experience provides opportunity to practice identifying and reinforcing the implementation of the strategies and principles of learning teachers experienced in the QTL training. Conferencing skills coupled with reflection on best practices, positive reinforcement, and instructional improvement are modeled and coached to support teacher growth and development.



Outcome:

Principals exert a positive influence on the culture of the instructional environment of the school.

Outcome:

Principals develop expertise as Instructional Leaders.

Outcome:

Principals increase their capability to recognize and encourage teacher use of the comprehensive instructional skills essential to positive student outcomes.

Outcome:

Principals develop the skills and confidence to conduct effective conferences with teachers.