

# **Leadership Matters LLC**

**Michael Chirichello, Ed.D.**

**PO Box 105**

**Swartswood, NJ 07877**

June 26, 2018

Randy Poe, Ed.D., Superintendent  
Boone County Schools  
8330 US Highway 42  
Florence, KY 41042

Dear Dr. Poe:

Pursuant to my conversations with your leadership team, I am submitting this proposal for my consulting services for August 2019 through May 2020 as a coach for Boone County's principals.

My consulting fee for coaching is based on an initial visit for a half-day with each of the recommended six Tier II and III principals during the first months of the school year. A second onsite visit for the six principals will be scheduled sometime in early 2020, resulting in two visits to your district during this contract. Each visit would be conducted during 4 consecutive days or a total of eight days (an extra day is allotted for site visits to non-Tier II and III principals and will be included only if needed).

Outside the site visit months, each Tier II and III principal would agree to engage in a voice/Skype video call once or twice a month with the coach and have access to the coach as needed in between scheduled calls. During May, there would be only one scheduled summative call. I estimate the scheduled and as needed calls will not exceed 25 hours.

In addition, five other principals in the first and/or second cohorts have indicated they would like to be on a schedule call once a month. Two principals from years one and two of the coaching process would like to be on an on-call as needed basis. I estimate this will total approximately 20 hours of conversations.

The total number of principals in the coaching process is thirteen. The consultant's billable calls will not exceed 45 hours during this contract.

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My consulting fee is based on coaching twelve principals during the months of August 2019 through May 2020.

- I will schedule two site visits for up to a maximum of 4 days each, allowing for principals who may request a site visit during the two scheduled times and who are not in the Tier II or III group but continuing with coaching:
  - @\$750 daily not to exceed eight days \$6,000
- Phone call conversations with 13 principals once or twice a month invoiced for actual minutes used:
  - @\$100 per hour anticipated for a total not to exceed 45 hours \$4,500
- Travel allowance for each of two site visits
  - @ \$1,300 per trip \$2,600
- Total cost of the principal coaching process \$13,100

Should any of the scheduled calls or site visits not take place, the invoices will be adjusted accordingly.

Either party may terminate this agreement with two-weeks' notice to the other party for any reason. If there are forms that are needed for my vendor/consulting status, please send them to me by file attachment. My consulting fee should be made payable to *Leadership Matters LLC* and sent to the address on this letterhead.

This contract is an independent contractor agreement with Leadership Matters LLC. This LLC is registered by the state of NJ as a business entity and the consultant has professional insurance. All required taxes will be paid by the consultant as an independent contractor in accordance with IRS guidelines. The consultant has an identification number with Boone County for paying the occupational tax as required for consultants who are onsite more than three days per calendar year.

Should you have any questions, please call me. If you agree to this proposal, please return a confirming email to me at [Michael@leadershipmatters.us](mailto:Michael@leadershipmatters.us). I am looking forward to consulting with your principals and staff during this innovative initiative.

Sincerely,



Michael Chirichello, Ed.D.  
EIN- 20-4157789

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## Why Coaching for Principals?

Research confirms that authentic, job-embedded individual support is the most effective way to help school leaders strengthen their practice. The coach can provide that support to help the 21<sup>st</sup> Century principal. Principals are being stressed out and leaving the profession because of initiative fatigue. Schools continue to be subject to relentless increases in expectations, regulations, and testing.<sup>1</sup> If we truly want to attract, retain, and support the best and brightest principals, we must give them time to pursue these complex challenges by providing them with a supportive culture through continuous professional coaching during the life-cycle of the career principal. But coaching for principals is often lacking, especially after completing the first year or two in the position. If principals have a direct impact on teacher effectiveness and teacher effectiveness has a direct effect on student learning outcomes, principals need ongoing support to continue to be highly effective. Coaching is a way to provide that support and can result in improving the quality of our schools.

Principals know well that their role demands that they blend the management of daily routines with the unexpected. At the same time, they must make time to build their leadership capacity and work toward long-range goals that will positively impact student learning outcomes. The challenge then is to create a balance between the roles of principal as leader and manager. To achieve this goal, principal leadership for the 21<sup>st</sup> Century requires bold actions for challenging times! Principals who have the opportunity to collaborate with a coach can become the lead learner for their schools.

My coaching sessions will center on building a culture of focused collaborative and creative work around vision, knowledge, skills, and dispositions. We know that coaching will matter because principal leadership matters! A principal's commitment to a personal coach will trump compliance and result in building individual leadership capacity toward collegial strategies in the context of her/his professional practice. The context of the individual coaching sessions will focus on national<sup>2</sup> and state standards ([PPGES](#))<sup>3</sup> that will align coaching to results. Coaching effectiveness can be measured

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<sup>1</sup> Evans, R. (March 30, 2016). Principals, Get Your Irish On, *Ed Week*, 20-21.

<sup>2</sup> National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: Author (<http://www.npbea.org/wp/wp-content/uploads/2014/11/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL-2.pdf>).

<sup>3</sup> Kentucky Department of Education,  
<http://education.ky.gov/teachers/PGES/prinpges/Pages/default.aspx>

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indirectly through observations by the principal's supervisors, improvement in the school's culture, feedback on the TELL Survey, and parent and student climate surveys. The district in concert with the consultant will determine the measures of success for this program.

This series of coaching experiences is designed to strengthen each principal's capacity to respond to the daily challenges s/he faces to "lead a culture of growth, infuse growth into the bloodstream of educators at all levels, and act boldly" (Carter, p. 8).<sup>4</sup> Bold actions for challenging times demand that principals hone their leadership skills! Coaching can hone those skills for both new and experienced principals.

## **The Role of the Coach**

The role of coach is unique and separate from evaluator. The coach does not evaluate but rather establishes a relationship that is nonjudgmental, affording a safe space to promote open communication for a professional transformation to occur over time. The coach's goal is to actualize the principal's leadership potential by cultivating a growth mindset. Through that lens, the coach distances her/himself from any evaluative processes.

The coach, through authentic listening and communication skills, personalizes and differentiates the support that each principal needs. Effective coaches ask guiding and reflective questions throughout the dialogue and become a thought partner through collaborative and self-initiated conversations with the principal. Reflective dialogue results in deep dives to get at the very soul of the principal's values and beliefs. By nurturing those values and beliefs, principals come to realize who they are, and they discover that the person they are is the leader they become.

The coach and the principal reflect positively, hoping to improve productivity and performance, generating personal fulfillment and possibility, and gaining momentum toward larger circles of influence over all the shareholders in the school's community.<sup>5</sup>

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<sup>4</sup> Carter, G. (October 2012). The ASCD Revolution in Motion, *Education Update* 54, 8.

<sup>5</sup> Achor, S. (2010). *The Happiness Advantage*, UK: Virgin Books.

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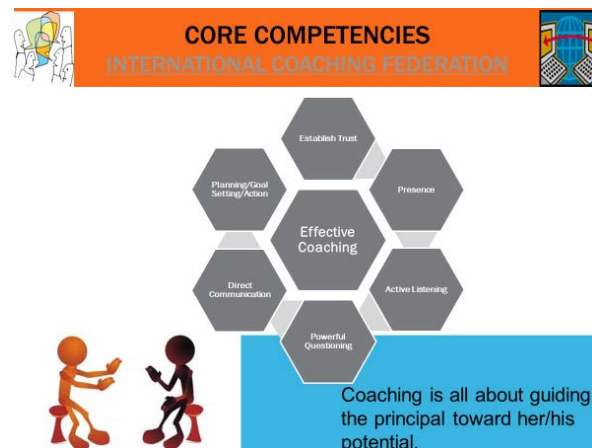
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Over time, reflective strategies become internalized and serve as the lens through which principals perceive the culture in which they serve.

Coaches share best practices and strategies but are cautious not to impose *their way*. The coach becomes a resource, knowing when to lead, when to follow, and when to get out of the principal's way. Coaching is a continuous process that promotes a principal's growth over time. The depth that one can gain from an ongoing, trusting relationship can move a principal from good to great, and from great to exemplary, knowing well that excellence is always in a state of becoming. Like the mountain climber who reaches the pinnacle and then looks for a higher mountain to conquer, the coach supports the principal during the journey toward excellence and, when reached, the coach and principal will set a higher goal.<sup>6</sup>

The International Coaching Federation<sup>7</sup> established the core competencies for coaches to support greater understandings about the skills and approaches used within the coaching profession. The graphic below highlights these competencies that will be imbedded in this coaching process for Boone County's principals.



<sup>6</sup> Adapted from 10 Tips for Coaches, <http://www.edweek.org/tm/articles/2017/01/10/the-10-key-elements-of-transformational-coaching.html?r=325186587>.

<sup>7</sup> International Coaching Federation, <https://www.coachfederation.org/credential/landing.cfm?ItemNumber=2206&navItemNumber=576>

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The consultant/coach, Michael Chirichello, Ed.D. has demonstrated each of these competencies in his fifty years in the educational profession as teacher, principal, superintendent and college professor. His career spans Pre-K through graduate learning in both urban and suburban districts. His consulting work with principals in KY includes OVEC and KASA, as well as Fayette and Boone Counties.

As an effective coach, Dr. Chirichello will resolve to be present and flexible, be comfortable with ambiguity, not knowing but rather guiding, be willing to take risks, see many ways to work with a client, create lightness and uplifting energy during dialogues, and be constantly focused on the client's agenda and goals. Feedback to the principal will be goal-referenced, transparent, actionable, user-friendly, timely, ongoing, consistent, positive, and connected to practice.<sup>8</sup>

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<sup>8</sup> Wiggins, G. (September, 2012). 7 Keys to Effective Feedback, *EL 70* (1), 11-16, ASCD; Brookhart, S. M. (September, 2012). Preventing Feedback Fizzle, *EL 70* (1), 25-29, ASCD; and Scannella, A. & McCarthy, S. (January 2014). *Teacher Evaluation: Adversity or Opportunity*. PL 14 (5), 52-55. NASSP.