

# Empowering People Within: Building Culture and Centering Humanity with an Internal Coaching Program

Increasing Retention, Engagement, Performance, and Culture



# **NYC Public Schools Educational Leadership Executive Coaching Team**







**Empowering People Centering Humanity** 



# Purpose:

Build a Coaching Culture
Center Humanity
Empower People





#### **Vision & Mission**

Vision: Foster a sustainable coaching culture that empowers individuals to think, dream, act, and reflect—benefiting every student, family, and community.

Mission: Provide ICF-accredited, equity-centered coaching that strengthens leadership across schools and districts.



# Why an internal coach education program?



- Retention
- Engagement
- Performance
- Positive Work Culture
- Cost effective

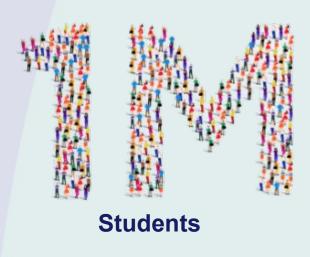
### **Background & Context**

## **Our Organization's Leadership Landscape**

- 75,000 total staff members.
- 6,000+ identified leaders.



X 1000



**The Challenge:** Early-career leaders often leave before their third year (Chang & Pinkard, 2023). Reasons: isolation and feelings of being overwhelmed (Cone, 2014; Finnigan & Daly, 2017).

Our Solution: Coach education and coaching is a core strategy to support leaders and meet organizational priorities.

# **Getting to "Yes"**



Anticipate Obstacles: Proactively surface potential objections and barriers.

Strategic Preparation: Clarify value, define success, and outline needs.

Stakeholder Mapping: Identify key decision-makers, champions, and influences.

**Structured Development**: Comprehensive, systematic, core competency-based approach to coach development.

Coach Choice: Clients select their coach, enhancing the relationship and engagement.

**Selective Hiring**: A rigorous multi-step process aligned to ICF standards and internal expectations.

# **Establishing and Sustaining the Program**

### Accreditation Journey with ICF:

- 2014-2018: Pilots and study
- 2019: ACSTH Accreditation
- 2021: ACTP Accreditation
- 2022: Level 1 & Level 2 Accreditation
- 2023 (Ongoing): 34 CCEUs
- 2025 Level 1 & Level 2 Renewal



ICF Accreditation = Credibility, Sustainability, Equity, and Access.

ThePhoto by PhotoAuthor is licensed under CCYYSA

#### **Impact**

200+ experienced leaders are credentialed or working towards ACC, PCC, or MCC.

Since July 1, 2018:

Internal coaches have served an average of 390 clients annually.

Averaged 2,293 interactions annually. Statistically significant increases in

- Retention
- Student achievement
- Instructional Self-efficacy

# **Perspectives**

"The... coaching skills and racial equity training...prepared me for my work during the past two years coaching new [leaders]. It really sharpened my own leadership skills and...motivated me."

"While I've only had a few sessions with my coach, I've enjoyed each one. I learned something new each time, and [I]left the session feeling more empowered."



Client

Coach

# **Call to Action**



What's Possible for Your Organization?

How could an internal coaching program transform your leadership development?

#### References

Chang, C. & Pinkard, E. (2022) "Rethinking the role of the principal" Education & Society. Aspen Institute. (June 24, 2022). <a href="https://www.aspeninstitute.org/publications/rethinking-the-role-of-the-principal/">https://www.aspeninstitute.org/publications/rethinking-the-role-of-the-principal/</a> July 17, 2023.

Cone, M. (2014). "Churn: The high cost of principal turnover (pp. 1–22)." School Leaders Network.

Finnigan, K. S., & Daly, A. J. (2017). The trust gap: Understanding the effects of leadership churn in school districts. *American Educator, Summer*, 24–29.

Pearson, M. I. (2023). Principal coaching in large urban district: A correlational study examining the relationship between coaching and early career principals' self-efficacy (Doctoral dissertation, St. John's University (New York).

Pearson, M. I. & Birringer-Haig, J. (2024). "Transformational coaching: heightening early-career principals' self-efficacy in a large urban district. *Leading and Managing. 30*(3), 42-59.

Pearson, M. I. & Birringer-Haig, J. (2024). "Transformational coaching: A holistic approach to building principals' self-efficacy and promoting equity in educational leadership." (under review)

