

FLORIDA ATLANTIC UNIVERSITY



***BUILDing Momentum for
Instructional Excellence through
Coaching-Based Leadership***

FEPLN Convening 2026

Tuesday, June 16, 2026



Breakout Session Agenda

Time	What	Why	How
1:45 PM	Opening/Introductions	To get to know the facilitator	Personal Narrative
1:50 PM	Welcoming Ritual	Activate Learning	Guiding Question
2:00 PM	B.U.I.L.D.	Common Language	Notetaker
2:20 PM	“Ways of Knowing”	Increase Self-Awareness	Reflection and Discussion
2:45 PM	Session Feedback	Continuous Improvement	Survey
2:50 PM	Optimistic Closure	Encouragement and Affirmation	<i>Name the Spark</i>



Cynthia B. Bauman, Ph.D.

Florida Atlantic University

College of Education

Educational Leadership and Research Methodology

School Leaders Program

Office of Educational Leadership Learning

Florida Atlantic University
2020 - Present

Associate Director, Learning Programs

Instructor, School Leaders Program
Instructional Leadership
Law and Policy

Pasco County Schools

2003-2020

Principal

Assistant Principal

Teacher Leader

The Office of Educational Leadership Learning

FAU School Leaders
Program's Professional
Learning

Vision

We envision a healthy, democratic, and just society that promotes human dignity and fulfillment through education.

Mission

In order to promote excellence in education dedicated to meeting the needs of all students, our mission is to identify needs and engage in the construction and implementation of innovative and dynamic professional learning experiences and services for K-12 educators, institutions, districts, policy makers, and any other interested parties.

Who are we?

We are a diverse team of consultants, researchers, administrators, and educational practitioners dedicated to educational research, practice, and professional learning.

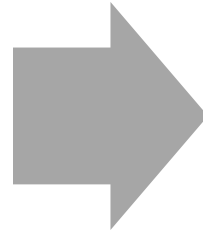


Welcoming Ritual

At your tables: In 1 minute or less, share your name, role, and a brief coaching connection inspired by the image you see on your card.

Theory of Action

If a school leader builds relationships, utilizes resources, integrates data insightfully, effectively listens, observes, questions, and develops others through feedback,



then they will more effectively implement instructional coaching strategies and improve the educational outcomes for all students.

BUILD: The Keys to Coaching

B



Build Relationships

U



Utimize Resources

I



Integrate Data Insightfully

L



Listen, Observe, and Question

D



Develop through Feedback



**Collective
Efficacy for
Teaching
and
Learning**



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Build Relationships

What is one way that you build relationships for coaching in your context?

Intrapersonal – Build self-awareness to better understand and manage your emotional and professional responses.

Interpersonal – Adapt coaching methods to meet the specific needs of each educator.

Nurturing Adults - Invest in the personal and professional growth of educators through trust, empathy, and support.





Utilize Resources

What is one way that you intentionally utilize resources for coaching?

Coaching for educational excellence involves leveraging resources strategically (Grissom et al., 2021).

Examples include:

- **Human Capital** – Teacher Development and Staff Support
- **Social Capital** – Developing and Using Professional Networks
- **Time Management** – Strategic Scheduling to Prioritize Learning
- **Facilities** – Spaces that Support Instructional Needs
- **Budget/Financial** – Allocating Funds to Support Learning Goals



Integrate Data Insightfully

- Data isn't just numbers—it's anything that helps us understand practice more clearly: student work, observations, teacher voice, and engagement patterns.
- In coaching, the goal is to use data more intentionally, collaboratively, and supportively.
- Be data-informed, not data-driven: use evidence as a compass, not a verdict.
- Balance quantitative data (scores, trends) with qualitative insights (student thinking, classroom observations) to understand context and root causes.
- Ask reflective questions that help teachers build their own understanding and confidence.

What is one way that you integrate data into your coaching conversations?



Listen, Observe & Question

Process Oriented Coaching Skills (Knowles, 2021)

- Include active **listening** and powerful **questioning** that can result in effective coaching (Barnes et al., 2017; Wang, 2013).

Observation skills – More than Evaluations

- Observing emotion and mood (Bloom & Owens-Wilson, 2022)
- Classroom Observations (Froelich & Puig, 2007).
- Multiple Sources of Data (Desimone & Pak, 2017)

*How do you
plan for
powerful
questioning?*

Together these skills allow coaches to prepare to provide timely, relevant, and effective feedback in a way that can be best received.

Develop through



Feedback

- Cherasaro et al. (2016) found four characteristics of feedback that teachers perceive as effective. The feedback should be **useful**, **accurate**, from a **credible** source, and paired with **access** to resources.
- According to Bloom and Owens-Wilson (2023), feedback is:
 - Specific and grounded in evidence.
 - Tied to explicit goals, expectations, or standards.
 - Linked to impact on teaching and learning.
 - Bold but never mean-spirited.



In what ways do you frame feedback for coaching conversations??

Providing Effective Feedback

1

Evidence

What was observed?

I noticed the success criteria were displayed but not referred to during the lesson.

2

Impact

How did it impact student learning?

Students did not clearly demonstrate their learning aligned with the success criteria.

3

Next Steps

What are actionable next steps connected to the observed behavior?

Refer to the success criteria during instruction and ask students to reflect on their progress.



BUILD: The Keys to Coaching

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**Collective
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“Ways of Knowing”

Drago-Severson & Blum-DeStefano, 2014

- Lenses through which adults interpret experiences, relationships, and feedback.
- Influence what we notice, value, and “hear” when receiving feedback, much like tuning into different audio frequencies.
- Understanding our own Way of Knowing helps us recognize how our perspectives shape our coaching, leadership, and communication.
- Understanding others’ Way of Knowing allows us to provide more effective, differentiated feedback that supports growth and development.

Four Types of Knowers

Drago-Severson & Blum-DeStefano, 2014



Ways of Knowing Self-Assessment

- This short self-assessment will help you reflect on your dominant Way of Knowing—how you tend to take in information, make decisions, and engage with others.
- Instructions:
 - Take 5 minutes to complete the handout.
 - Tally your scores and identify your dominant WOK.
 - At the bottom of the handout, complete the brief reflection
- We'll use this to guide our next activity, so take your time and be honest with yourself.



05:00

Four Corners Activity

10:00

- Go to the corner of the room labeled with your dominant WOK.
- Introduce yourself and briefly share what resonated most from your self-assessment.
- As a group, discuss:
 - How might this way of seeing the world impact your coaching conversations as a provider or receiver of feedback?



Questions for Discussion:

- Which BUILD component appears to be most developed in your context?
- What specific practices, structures, or habits have helped make that possible?
- Which BUILD component represents the next frontier for growth in your school, district, or program?

Be prepared to share one effective practice and one growth opportunity with the whole group.



Momentum: Coaching-Based Leadership

Creating thriving schools through coaching.

- *BUILDing Momentum* Podcast
 - New episodes available 2nd Wednesday of each month.
- *Momentum* Coaching PLN Sessions
 - Sessions held the 3rd Wednesday of each month.



Contact me with any questions...

Cynthia Bauman, Ph.D.
baumanc@fau.edu

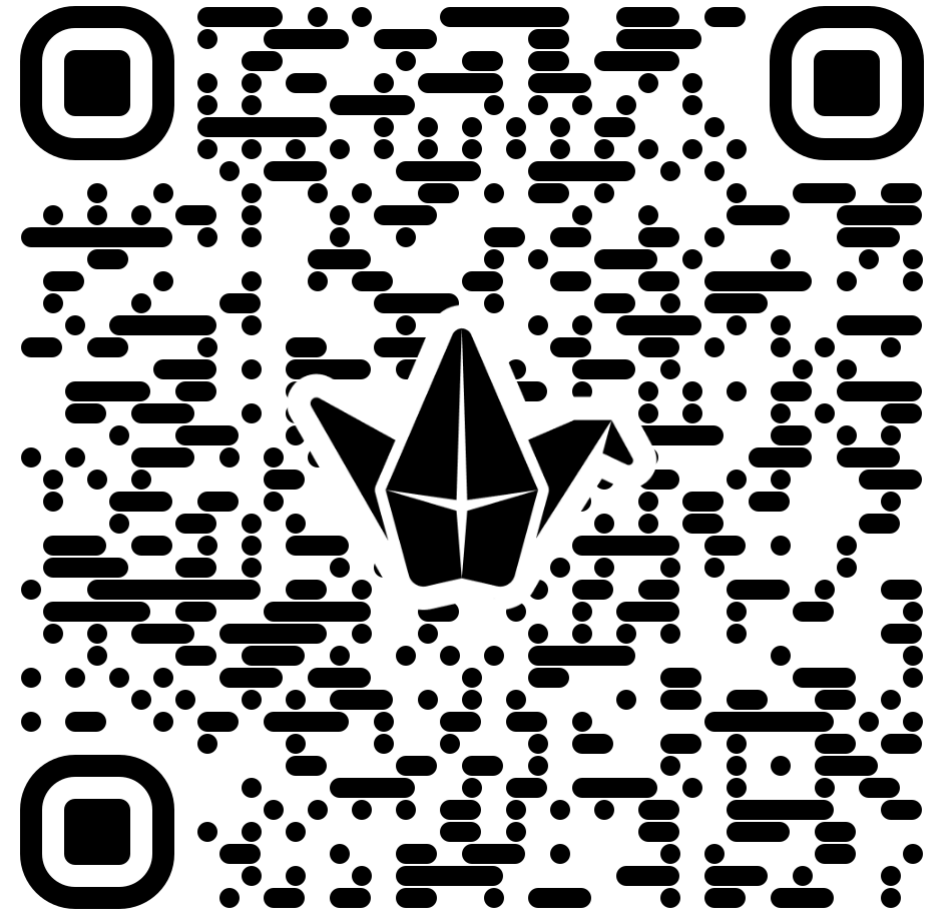
The BUILD framework for coaching-based leadership.
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Momentum:
COACHING-BASED LEADERSHIP

Creating thriving schools through coaching.



Resources for Coaching-Based Leaders



Optimistic Closure

Name the Spark

What sparked your thinking
today?

