

Attributes of Effective Principal Supervisor Coaching Sessions

Research indicates that particular coaching and teaching moves by principal supervisors increase the likelihood of strengthening principal and/or leadership team capacity for engaging in instructional leadership. These moves can occur during school visits and network sessions.

Each Coaching Session Should Be Based Upon:

Learning Goals – Determined as part of the evaluation and school improvement planning process and based upon student, teaching, and principal performance data.

Learning Plan – Co-constructed with the principal and/or leadership team and based upon learning goals.

Reflection on Previous Coaching Sessions – Utilized to revise plans, ensure continuity of coaching session, and ensure connection to learning goals.

Each Coaching Session Should Include:

Purpose – Overarching reason for the coaching session connected to the learning plan as well as principal and school progress towards goals.

Examples:

- Increase principal content knowledge.
- Improve how principal uses data to provide feedback to teachers.

Outcomes – Specific goals you want to attain in the coaching session.

Examples:

- Principal can identify Common Core standards in three different math classrooms.
- Principal can connect observation and student learning data in feedback to a teacher.

Learning Activities – What you will engage in to support the session outcomes and further the principal's learning.

Examples:

- Observe and analyze classroom instruction.
- Review student work.
- Data analysis.

Teaching/Coaching Practices – The “moves” the principal supervisor will make to help achieve the outcomes and support principal learning.

Examples:

- Modeling.
- Challenging conversation.
- Using tools.

Joint Work – The idea that both the principal supervisor and principal own and share the work in the meeting.

Examples:

- Co-constructing session outcomes.
- Co-constructing next steps.

Evidence Gathering – Ongoing data collection of principal and school performance aligned to principal and school goals to measure progress and plan for future work.

Examples:

- Scripting principal feedback to a teacher.
- Walkthrough data.
- Artifacts from meetings.
- Student achievement data.

Reflection – To ensure agreement on principal progress, how the session went, and for planning next steps for principal and principal supervisor.

Examples:

- Principal summarizes learning and identifies growth from previous sessions.
- Principal supervisor shares observational data to confirm or challenge principal reflection.

Next Steps – A plan that outlines the next steps for both the principal and the principal supervisor as well as the date of the next coaching session.

Examples:

- Principal agrees to provide written feedback to 3 teachers and send to principal supervisor for feedback.
- Principal supervisor agrees to provide feedback and send an article on teacher observation.
- Principal supervisor agrees to send a meeting summary and additional questions for reflection.

Attributes of Effective Feedback

Throughout the visit, the principal supervisor will be providing various forms of feedback to the principal. When providing feedback, research indicates that it should be:

- Timely and Differentiated - aligned to school goals and/or the principal learning plan.
- Clear and Specific - based on specific data that corroborates or contrasts with goals.
- Strength Based - strength based and focused on promising practices observed.
- Actionable - actionable and within a principal's zone of proximal development ("on the verge of").
- Future Specific - includes clear next steps/commitments that can be revisited and assessed.