



Coaching-Based Supervision for Principal Supervisors

Development Resource for
Principal Supervisors

Gary Bloom
Jackie Wilson

On behalf of the Principal
Supervisor Training and
Development Project Group

Wallace Foundation
New Teacher Center

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For additional copies of this publication contact:

New Teacher Center
 110 Cooper Street, Suite 500
 Santa Cruz, CA 95060
 Phone: 831-600-2200
 Fax: 831-427-9017
 email: info@newteachercenter.org
newteachercenter.org

PREFACE

ONGOING PROFESSIONAL DEVELOPMENT FOR PRINCIPAL SUPERVISORS

With the widely acknowledged finding that “leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school” (Leithwood, Louis, Anderson, & Wahlstrom, 2004, p. 5), a great deal of energy has been focused upon the preparation, support and evaluation of school principals. As this understanding has emerged, it has become clear that those who prepare, select, support and evaluate principals are also in need of attention. A number of organizations, including the Wallace Foundation, the Council of Chief State School Officers and the Center for Educational Leadership, have produced documents addressing the role of principal supervisors and the need to nurture their development.

Preparation and licensure for school administrators is largely focused upon preparing individuals to serve as principals. In most regions of the United States, there are a multitude of professional development opportunities available for principals and middle-managers in similar roles. This is not true for principal supervisors, who are typically successful principals promoted to the supervisor role with no particular preparation or ongoing professional development specific to their jobs.

The vast majority of principal supervisors have not had any formal preparation for the position, and most carry out their positions in relative isolation. This has to change if the reform of principal supervision as called for in documents such as the Model Principal Supervisor Professional Standards (MPSPS) is to become a reality.

The transformation of the role of principal supervisors, from operational managers, compliance officers and conflict resolvers to one centered on teaching and learning and the development of principal leadership, is a tremendous challenge. Institutional inertia and the daily operational and political demands and crises, large and small, that come with district leadership conspire against attempts to re-frame the job of principal supervisor.

This toolkit is intended to help those who supervise and support principal supervisors as well as principal supervisors themselves. The goal is to develop

professional practice in a manner consistent with the MPSPS. These materials do not constitute a “turn key” comprehensive package; they are presented as resources to be adapted to local contexts. Further, they do not address important elements of the broad spectrum of professional development topics important to principal supervisors in areas such as pedagogy, curriculum and assessment.

It is assumed that these resources will be utilized in ongoing communities of practice of principal supervisors. It should be noted that most principal supervisors around the country work in small- to medium-sized districts and either work alone or with very small job-alike groups. Knowing that the synergy created in professional learning communities is essential to professional development, smaller districts should consider forming cross-district, regional communities of practice for principal supervisors.

We now understand that powerful teacher professional development must be grounded in ongoing communities of practice—professional learning communities, or PLCs, where teachers come together to openly and honestly share their successes and challenges, collaboratively take initiatives around pedagogy and curriculum and review outcomes with one another. Genuine teacher PLCs engage colleagues in observing one another, providing one another with feedback and owning problems of practice as a community. Principals and principal supervisors need to participate in similar learning communities of practice.

When principal supervisors participate in genuine communities of practice, they not only model professional development for the rest of the system, they demonstrate their commitment to their own continuous improvement.

This toolkit includes materials that are designed for use primarily in professional development contexts, with some additional resources that are designed for use in actual field supervision work. Some tools may be useful in both applications. The toolkit is organized thematically, and tools are labeled with their primary purpose, professional development (PD) or implementation (I).

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Special thanks to:

Gary Bloom, writer

Jacquelyn Wilson, project group facilitator

Fred Brown, Learning Forward

And the members of the Principal Supervisor Training and Development Project Group:

Joe Ahrens, Gwinnett County Public Schools

Amanda Alexander, DC Public Schools

Kelly An, Long Beach Unified School District

Linda Anderson, Gwinnett County Public Schools

Nicole Cathey, Charlotte-Mecklenburg Schools

Irene Cejka, Broward County Public Schools

Sean Conley, Baltimore City Public Schools

Dolores Esposito, New York City Department of Education

Brian Eyer, Baltimore City Public Schools

Peggy Goodman, Gwinnett County Public Schools

Errick Greene, Tulsa Public Schools

Jennifer Gripado, Tulsa Public Schools

Jessica Haight, Tulsa Public Schools

Corey Harris, Des Moines Public Schools

Jacque Hayden, Baltimore City Public Schools

Janise Lane, Baltimore City Public Schools

Kelli McCain, Gwinnett County Public Schools

Warren Morgan, Cleveland Metropolitan School District

Mollie Rubin, Vanderbilt University

Dawn Shirey, Baltimore City Public Schools

Michael Thomas, Minneapolis Public Schools

Pamela Tucker, UCEA

INDUCTION OF NEW PRINCIPAL SUPERVISORS

Principal supervisors do not typically receive any preparation or formal support as they transition into the position. They often work in relative isolation under the assumption that as effective leaders in other organizational roles such as principalships they can successfully step up as principal supervisors. Many individuals who supervise principals do so almost as an afterthought, as an add-on responsibility on top of other management tasks. In small- to medium-sized school districts, there may be only one or a small handful of principal supervisors, contributing to the isolation of the role.

As we redefine the role of principal supervisor as a position dedicated to supporting the growth of principals as instructional leaders, we must take deliberate action to prepare them to step into those positions and to support them in an ongoing way once they get there.

What follows are some ideas for districts seeking to prepare and provide induction support for new principal supervisors.

1. Create District Leadership and Mentoring Opportunities for Effective Principals.

While being sensitive to the need for principals to be present at their sites, expose strong principals to district-wide needs and concerns by offering them leadership and mentoring roles, particularly related to issues of teaching and learning.

2. Develop a Principal Supervisor Pipeline. A year before a vacancy is likely to occur, identify a pool of potential supervisor candidates (typically highly effective principals) and invite them to shadow principal supervisors, participate in some professional development with the principal supervisor group, and assign them to coaching roles in support of new and/or struggling school leaders.

3. Deliver a Deliberately Designed Induction Curriculum to New Principal Supervisors. Even insiders new to the position will benefit from a review of topics such as personnel practices, the role of the principal supervisor in relation to operational issues, or the role of the principal supervisor in the context of central office, board and community relationships and politics.

4. Train New Principal Supervisors in Coaching-Based Supervision. Even former principals who have been exceptionally successful supervising teachers may find it challenging to supervise former administrative colleagues. Training in Coaching-Based Supervision, typically offered by external providers, may be of value to new principal supervisors.

5. Assign a Mentor to New Principal Supervisors. A more experienced colleague can be an invaluable support. Establish explicit expectations in relation to that mentoring relationship, such as weekly meetings.

6. Support the New Principal in Developing and Implementing a 90-Day Entry Plan. The plan should emphasize listening, learning and relationship building in the new role.

7. Immediately Provide New Principal Supervisors with the Opportunity to Shadow More Experienced Colleagues. This can be an important way of building skill and collegiality and perhaps, most importantly, of calibrating expectations and practice between principal supervisors.

8. Support New Principal Supervisors in Communication and the Design and Facilitation of Principal Meetings and Professional Development. A new principal supervisor will be judged very quickly by his/her subordinates on the quality of his/her communications and the value and efficiency of his/her meetings and professional development planning.

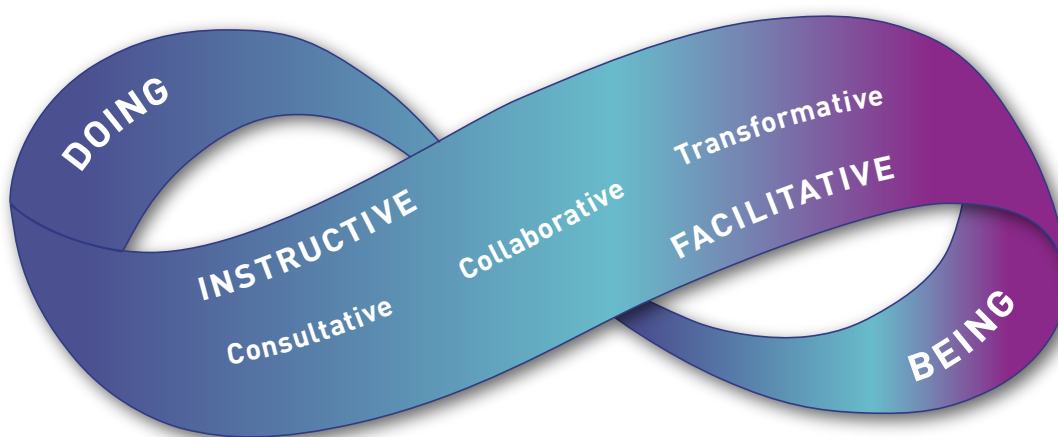
9. Build a Strong Professional Learning Community for Principal Supervisors. As addressed in the preface of this toolkit, participation in a vibrant PLC is probably the most important support and professional development that a principal supervisor can receive. Smaller districts with limited numbers of principal supervisors should build regional partnerships with neighboring districts in order to increase participant numbers.

AN INTRODUCTION TO COACHING-BASED SUPERVISION

Standard 1 of the Model Principal Supervisor Professional Standards (MPSPS) states: *Principal Supervisors dedicate their time to helping principals grow as instructional leaders.* Standard 2 states: *Principal Supervisors coach and support principals and engage in effective professional learning strategies to help principals grow as instructional leaders.* Among the “actions” included in the standards is the statement that *Principal Supervisors shift from being a coach to being a supervisor as necessary to push the learning of the principal.* So, while the MPSPS do not define coaching or supervision, they do imply that there is a distinction between the two.

In the book *Blended Coaching* (Bloom, Castagna, Moir, & Warren, 2005), coaching is defined as “the practice of providing deliberate support to another individual to help him/her to clarify and/or to achieve goals” (pg. 5). It further states that “coaching is not supervision, but effective supervisors coach a lot” (pg. 10).

Lipton and Wellman (2013) suggest a model (in relation to teacher supervision and coaching) built upon a Continuum of Interaction that begins with supervisor-centered “calibrating” and becomes increasingly teacher-driven as interaction progresses through consulting and collaborating to coaching.¹ Blended Coaching includes the same essential elements but suggests that movement between these approaches is fluid; in addressing any one issue, a supervisor may provide supervisorial direction, instruction and facilitative coaching.

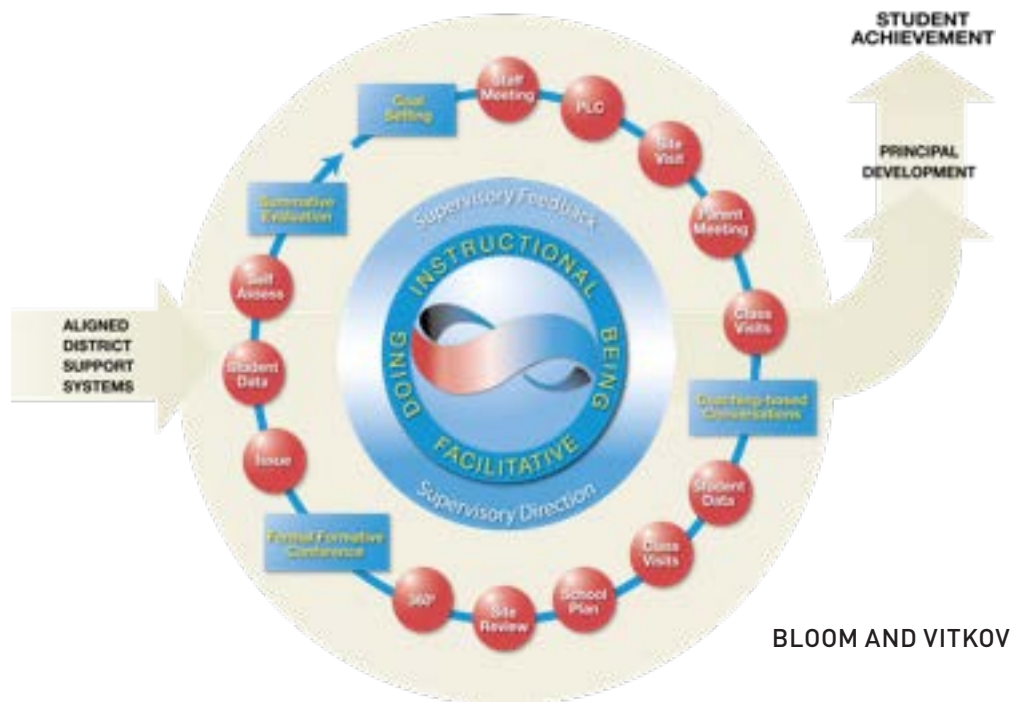


FROM BLENDED COACHING

Both of these models (and others) teach that effective supervisors must be prepared to utilize a repertoire of approaches as they support the daily professional practice and ongoing professional development of those that they supervise. We suggest that principal supervisors familiarize themselves with one or more of these models (this publication is not meant to substitute for training and practice in professional coaching). This toolkit

¹ For more information, see Learning-focused Supervision (Learning-focused Conversations: The Continuum of Interaction) at http://www.miravia.com/resources_supervision.html

primarily references the Blended Coaching model because it is the model used by the majority of contributors. That being said, the various approaches to coaching found in school districts around the country have much more in common than not, and these materials should be applicable in most any context.



This graphic represents a theory of action for principal supervision that might be summarized like this:

- Effective principal supervision is grounded in district systems that are aligned to support sites in achieving a shared vision for student achievement.
- Principal supervision is an ongoing and iterative process driven by goal-setting and informed by multiple conversations, visits and data sources.
- At the heart of the process is coaching-based support, using both Instructional and Facilitative techniques to support principal development of knowledge, skills and dispositions.
- Supervisors may provide supervisory feedback and direction as part of the supervision process.
- All of this is for the purpose of supporting principal development, which will in turn result in increased student achievement.

The Blended Coaching model suggests that supervisors need to be prepared to utilize the coaching process to help principals develop both their “ways of doing” and their “ways of being.” “Ways of doing” are the technical, knowledge-based elements of the job, such as

knowing how to design a professional development plan or analyze student achievement data. “Ways of being” are the dispositional, affective, emotional intelligence elements of leadership. Examples might include the ability to maintain positive relationships with staff and community and the passion and commitment to increase student achievement in the face of difficult obstacles.

The Blended Coaching model suggests that coaches move between Instructional and Facilitative strategies. Instructional strategies tend to support the development of “ways of doing” such as, for example, when a supervisor conducts classroom observations side by side with a principal, developing his/her ability to observe for effective teaching strategies. Facilitative strategies tend to support the development of “ways of being,” building the principal’s internal capacity by stimulating reflection and the development of habits of mind by questioning and providing feedback.

Supervisors bring two tools to the table that external coaches cannot—they are able to provide supervisorial feedback and direction. Feedback from a supervisor carries more weight than feedback provided by a coach. And, at the end of the day, supervisors are able to provide direction. If the goal of the supervision process is to develop the principal’s internal capacity, supervisorial feedback and direction are to be used with discretion.

Principal supervisors need to be thoughtful as they draw upon a variety of coaching strategies in their work. As “bosses” and successful former principals, they may be inclined to tell their supervisees what to do rather than work to develop their internal capacity by taking more facilitative approaches. They may avoid taking on the more difficult challenges of confronting a principal’s core dispositions through a Transformational coaching stance. Or, they may err on the side of being in a safe coaching stance when supervisorial feedback and direction are in order.

A PERSONAL REFLECTION GUIDE AND DISCUSSION STARTER FOR PRINCIPAL SUPERVISORS (PD)

Principal supervisors are typically highly experienced individuals, and it is this wealth of experience that is their greatest asset. All or part of this Personal Reflection Guide can be used as follows:

- As a screening tool in reviewing principal supervisor candidates
- As an individual assignment that is part of the principal supervisor goal-setting process
- As the basis for discussion in a principal supervisor PLC

KEY QUESTIONS

- What were your most difficult challenges as a principal?
- What were your most valuable sources of support as a principal?
- Describe your relationships with your supervisors when you served as a principal.
- Did your supervisor(s) help you to improve your practice as principal and instructional leader? If so, how?
- Did the formal evaluation process help you to improve your practice as principal and instructional leader? If so, how?
- What do you wish your supervisor had known and/or done to help you to improve your practice as principal and instructional leader?
- As you reflect upon your experience being supervised as a principal, what are three commitments you want to make as a principal supervisor?
- The Council of Chief State School Officers (CCSSO) states: *"If principal supervisors shift from focusing on compliance to shaping instructional leadership capabilities...then the principals with whom they work will improve, resulting in effective instruction and the highest levels of student learning and achievement."* Do you agree with this statement? What does implementation of this vision look like in your personal practice?
- How, as a principal supervisor, do you balance your responsibilities to ensure that those you supervise meet district and professional standards against your responsibility to ensure that the individuals you supervise grow professionally? How do you balance your responsibility to hold those you supervise accountable against your responsibility to build nurturing and supportive relationships with them?

PRINCIPAL SUPERVISOR SELF-ASSESSMENT (PD)

This Principal Supervisor Self-Assessment is aligned with the Model Principal Supervisor Professional Standards (MPSPS) developed by the Council of Chief State School Officers (CCSSO). It is intended for use as a simple tool for reflection, goal-setting and professional development for principal supervisors.

The MPSPS are grounded in the understanding that principal leadership is essential to school improvement and the primary responsibilities of principal supervisors should be to nurture and support principal effectiveness. The focus of principal supervision shifts from guiding principals in managing operational issues, day-to-day problem-solving and ensuring accountability and compliance to one of facilitating the professional development of principals as instructional leaders.

In drafting the MPSPS, the CCSSO recognized that the role of the principal supervisor is evolving and that the responsibilities of the principal supervisor will vary from district to district due to a variety of factors, including district size, organizational structure and history. That being the case, the vision and theory of action remain the same: *If principal supervisors shift from focusing on compliance to shaping principals' instructional leadership capabilities, and if they are provided with the right training, support and number of principals to supervise, then the instructional leadership capacity of the principals with whom they work will improve, resulting in effective instruction and the highest levels of student learning and achievement.*

USES OF THE SELF-ASSESSMENT

- Personal self-reflection prior to development of annual personal professional development goals
- Focus for discussion in a PLC setting with colleagues and/or with the supervisor of the principal supervisor
- In a group of district principal supervisors to collect shared goals and areas for growth and use the information to inform an annual professional development plan for principal supervisors
- As a 360° instrument, asking subordinates, supervisors and colleagues to complete "evidence of my effective practice" and "areas for my growth"

STANDARD 1: Principal Supervisors dedicate their time to helping principals grow as instructional leaders.

<p>Questions to reflect upon:</p> <ul style="list-style-type: none">• How often am I visiting school sites and, when there, do I observe principals doing real work, such as facilitating meetings and conferencing with teachers?• Do I review formative and summative evidence of student achievement with principals on a regular basis?• Do we regularly visit classrooms together for both announced and unannounced observations? How do I use my coaching skills in debriefs?• Are my conversations and visits with individual principals special occasions or regular, ongoing and routine?• How do I run interference for principals and align resources so they can focus their time and energy on instructional leadership at their sites?• To what degree do I see myself, and am I seen, as an educator rather than as a manager?	
<p>Evidence of my effective practice:</p>	
<p>Areas for my growth:</p>	
<p>Goal(s):</p>	<p>Next step(s):</p>

STANDARD 2: Principal Supervisors coach and support individual principals and engage in effective professional learning strategies to help principals grow as instructional leaders.

<p>Questions to reflect upon:</p> <ul style="list-style-type: none"> • Do I see myself as “the boss” or as a facilitator and coach? How do others see me? • How do I build capacity by coaching rather than by directing and telling? • When appropriate, have I given supervisorial feedback and direction? • Are we having difficult conversations and working from a sense of urgency in relation to student achievement? • How do I balance the need to support principals with day-to-day and operational problems against the need to focus upon ongoing instructional improvement? • Do I manage my supervisorial relationships by maintaining a focus upon shared goals and holding myself and my principals accountable for follow-through from meeting to meeting? • How well is our principal team functioning as a professional learning community? Do we spend our time together focused upon teaching and learning? 	
<p>Evidence of my effective practice:</p>	
<p>Areas for my growth:</p>	
<p>Goal(s):</p>	<p>Next step(s):</p>

STANDARD 3: Principal Supervisors use evidence of principals’ effectiveness to determine necessary improvements in principals’ practice to foster a positive educational environment that supports the diverse cultural and learning needs of students.

<p>Questions to reflect upon:</p> <ul style="list-style-type: none">• To what degree are my assessments of principal practice informed by evidence from multiple sources?• Are we reviewing evidence of principal effectiveness on an ongoing basis rather than only once or twice a year?• How do school, community and district relationships and politics factor into our ongoing focus upon instructional improvement?• In gathering data and other evidence, is my priority to substantiate ratings or to support principal and instructional growth?• Given the dozens of possible focus areas for any particular principal or site, how have we narrowed our focus to achievable short-term and long-term growth areas?	
<p>Evidence of my effective practice:</p>	
<p>Areas for my growth:</p>	
<p>Goal(s):</p>	<p>Next step(s):</p>

STANDARD 4: Principal Supervisors engage in the formal district principal evaluation process in ways that help them grow as instructional leaders.

Questions to reflect upon:

- How have I communicated that the primary purpose of the evaluation process is to support professional growth, not to rate and rank?
- How have I managed the evaluation process to ensure that it is ongoing and iterative from year to year and from month to month?
- How do principals “own” their own evaluations by engaging in self-assessment, reflection and goal-setting?
- How have I differentiated my evaluation practice to meet principals’ individual needs and developmental levels?
- Can I articulate ways in which principals have grown as instructional leaders with the support of the formal evaluation process?

Evidence of my effective practice:

Areas for my growth:

Goal(s):

Next step(s):

STANDARD 5: Principal Supervisors advocate for and inform the coherence of organizational vision, policies and strategies to support schools and student learning.

Questions to reflect upon: <ul style="list-style-type: none">• How do I ensure that principal and site goals and priorities are consistent with district vision, strategies and policies?• How do I maintain a focus on teaching and learning as I serve as a liaison between school sites and the central office?• Do I appropriately advocate for principals and sites at the district level, and do I own and support the translation of district initiatives to the site level?• How do I encourage and nurture distributed leadership and develop classified and certificated leaders in support of leadership pipelines?• How are the principals I supervise buffered and supported so that they may maintain their focus upon instructional leadership?	
Evidence of my effective practice:	
Areas for my growth:	
Goal(s):	Next step(s):

STANDARD 6: Principal Supervisors assist the district in ensuring the community of schools with which they engage are culturally/ socially responsive and have equitable access to resources necessary for the success of each student.

<p>Questions to reflect upon:</p> <ul style="list-style-type: none"> • Do I make equitable access, cultural/social responsiveness and equitable outcomes a focus of all my site visits and classroom observations? • Do I convey a sense of urgency about equity issues, and do I ensure that the principals I supervise do the same? • How have I advocated for equitable access, cultural/social responsiveness and equitable outcomes at the district level? • Am I engaging in difficult conversations with principals and others around topics of equitable access, cultural/ social responsiveness and equitable outcomes and social class, race and gender? • In the course of principal coaching and formal evaluation, are we explicitly addressing equitable access, cultural/social responsiveness and equitable outcomes? 	
<p>Evidence of my effective practice:</p>	
<p>Areas for my growth:</p>	
<p>Goal(s):</p>	<p>Next step(s):</p>

STANDARD 7: Principal Supervisors engage in their own development and continuous improvement to help principals grow as instructional leaders.

<p>Questions to reflect upon:</p> <ul style="list-style-type: none">• Have I set and held myself accountable for professional goals, including, and in particular, growth goals for the principals and sites I supervise?• Have I implemented an annual plan for my own professional development as a principal supervisor?• Do I participate with full vulnerability in a professional learning community of fellow principal supervisors where I share my real work and problem-solve genuine challenges?• How do I model my own stance as a learner and as a facilitator of communities of practice for the principals I supervise?	
<p>Evidence of my effective practice:</p>	
<p>Areas for my growth:</p>	
<p>Goal(s):</p>	<p>Next step(s):</p>

STANDARD 8: Principal Supervisors lead strategic change that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the district.

<p>Questions to reflect upon:</p> <ul style="list-style-type: none">• As a central office leader, how do I own and inform the district vision, priorities and operations?• As a liaison between sites, union leadership, superintendent and board, how do I maintain a focus upon doing what is best for our students, continuous improvement and teaching and learning?• How do I contribute to a committed, collaborative culture that bridges across all roles and levels in the district?• How do I inform and rally district legal, operational, human resources, curriculum and other policies, departments and resources to support principals and instructional improvement?	
<p>Evidence of my effective practice:</p>	
<p>Areas for my growth:</p>	
<p>Goal(s):</p>	<p>Next step(s):</p>

FOUNDATIONAL COACHING SKILLS (PD)

These are basic coaching moves that, in one form or another, will be found in most any coaching model.

OPENING

An effective coach creates the context in which powerful coaching can take place. A coaching conversation is grounded in trust and has the purpose of helping a coachee to define and achieve his/her goals. Effective coaches begin each coaching conversation in a deliberate manner, with outcomes and a coaching plan in mind, building a context that supports a rigorous conversation to produce results.

LISTENING

Exceptional leaders, supervisors and coaches possess exceptional listening skills. Yet, being a good listener can be particularly hard for principal supervisors for a variety of reasons, including perceptions and challenges such as:

- Being the boss can mean you are expected to be listened to, not to listen so much to your subordinates.
- You are incredibly busy with dozens of plates in the air. Can't people just get to the point?
- You have your own stories you want to tell; you have been there and done that.
- You know how to solve the problem, and the person you are talking to would probably appreciate it if you would just tell them what to do.
- You didn't get to where you are by not having an ego; it feels good to share your expertise.
- Your phone just vibrated, and you have a meeting to get to in 15 minutes.

Listening is never a neutral action. All of us listen through our own prejudices, filters and experiences. Great listeners are aware of this; they monitor their own listening for what it reveals about themselves and those who they are listening to. They understand that even seemingly simple and neutral listening techniques such as paraphrasing reflect and transmit the perspective of the listener.

PARAPHRASING

Effective paraphrasing isn't about "what I hear you saying is...." It is a way of demonstrating your listening, a way of helping the speaker to test and clarify his/her own thinking and communication and a way of testing and building your understanding of what is being expressed to you.

A paraphrase can be relatively neutral.

- You are saying that...
- In other words...
- You think that...

A paraphrase can test an interpretation or probe for more specificity.

- So are you saying that...?
- It sounds like the two challenges are...
- You believe that Joseph wants...

ASKING CLARIFYING QUESTIONS

Clarifying questions are at the heart of a listener's attempt to understand what is being communicated. They are particularly powerful as they help a listener to become more precise in their own thought processes. The generalizations that we typically make become embedded in the stories we tell ourselves, and those stories often distort reality and inhibit our ability to take effective action.

Clarifying questions can be simple queries that ask for more specificity or information.

- You said that your teachers are resisting this change. How many teachers are resistant, and what is your evidence of this?
- What specific feedback have you provided to Mr. Jones?
- What were your desired outcomes, and what evidence do you have about their possible achievement?

Clarifying questions can also add an element of interpretation—interpretations that you are asking the coachee to test out.

- Is it possible that it is your more veteran teachers who are resisting this initiative?

- It sounds like Mr. Jones did not appreciate your feedback. If that is true, how did he communicate that to you?
- Is it possible that your intended outcomes were not clearly communicated to your staff?

LISTENING FOR NARRATIVES

Narratives are the stories that we tell ourselves in order to explain the world and our actions in the world. Politicians and advertisers are very deliberate in their design and promotion of narratives (“immigrants take our jobs,” “this new car will make you more attractive”). Principals may latch onto narratives that limit possibilities and/or that are not accurate descriptors of reality. For example, principals may tell themselves that their teachers are sending students to the office too often because they aren’t willing to deal with discipline problems. An alternative and more helpful narrative might be to interpret the referrals as a reflection of their teachers’ commitment to rigor and a need for a common strategy around student discipline. A coach can listen for dysfunctional narratives, challenge them and suggest more productive ones.

MEDIATIONAL QUESTIONS

Mediational questions are at the heart of Facilitative coaching. These are questions that are designed to challenge the coachee to think in new ways, to test new interpretations and to imagine solutions and consequences.

Here are a few examples of mediational questions:

- What would it look like if this initiative were fully implemented?
- What do you think Jones is telling himself about this situation?
- What are some arguments against your ideas?

SUMMARIZING

A simple but often neglected element of any effective coaching conversation is the simple act of reviewing and summarizing the conversation and then clearly noting the next steps and due dates for the coachee and coach. It’s not coaching if there isn’t accountability.

SOME COACHING-BASED SUPERVISION LANGUAGE STEMS (PD & I)

OPENING

- What do we hope to achieve in our meeting today?
- In following up from last week, this is what we agreed to work on...
- Tell me about your progress in relation to...

PARAPHRASING

- So you are saying that...
- I am hearing that...
- You are noticing that...

PROBING PARAPHRASE

- You are telling me that (with added specificity)...
- I hear that you have two concerns...
- In other words, (with added clarity)...

CLARIFYING QUESTIONS

- Tell me more about...
- What do you mean by "my teachers"?
- What does low achievement mean to you?

MEDIATIONAL QUESTIONS

- What would it look like if...?
- What would be the arguments against...?
- Can you imagine another way to...?

INSTRUCTIONAL COACHING

- Can I share some information about...?
- What I saw in classrooms is...
- Research on best practice indicates...

CONSULTATIVE COACHING

- Here are two options you might consider...
- I can bring these resources to you...
- The data tell me that...

COLLABORATIVE COACHING

- Let's look at the data together...
- We can work together to...
- Can I play a supportive role by...?

SUPERVISORIAL FEEDBACK

- I have rated you as "developing" based on this evidence...
- This is how I and others experience your communication style...
- I have total confidence in your ability to...

SUPERVISORIAL DIRECTION

- I expect you to...by...
- Please share your plan to...
- You'll need to...in order to...

TRANSFORMATIONAL COACHING

- Let's role-play...
- Practice doing...
- What might be another narrative you could tell yourself?

SUMMARIZING

- Let's review our next steps...
- We'll know that we have achieved our goals when...

APPLYING BLENDED COACHING TO A PRINCIPAL SUPERVISION SCENARIO (PD)

Coaching-based supervision is a fluid process. At times, a supervisor may take a facilitative role, questioning, prompting and maintaining a low profile as an authority figure. At other times, a supervisor may be more instructional, taking a didactic stance, serving as a teacher and even as a partner as a supervisee develops his/her knowledge and skills. And, sometimes, even a coaching-based supervisor must put on the “boss hat,” sharing his/her judgments with the supervisee and providing explicit direction and expectations. What follows is an example of how these various approaches to supervision might play out in the real world.

Joseph is a first-year middle school principal at Tubman Middle School. His background is as a fifth-grade teacher and as a teacher on special assignment providing technology support. He served for two years as an assistant principal in another middle school and was primarily responsible for student activities and student discipline. English/Language Arts scores at Tubman are very low. One of Joseph’s priorities is to work with science and social science teachers to help them integrate Common Core-based literacy strategies into their daily practice.

How might Joseph’s supervisor, Alana, proceed?

- Alana provides Joseph with *supervisory feedback and direction* in relation to ELA achievement at Tubman, telling him that she expects him to develop goals and an action plan to improve ELA outcomes and the integration of district-adopted literacy strategies into science and social science instruction.
- Taking a *facilitative* approach, she questions Joseph to get a sense of his perception of the situation at the site, using *paraphrasing* and *clarifying questions* to deepen both Joseph’s and her own understanding of teacher and site needs.
- Alana and Joseph make a series of unannounced classroom visits to science and social science classrooms. Alana again takes a *facilitative* approach as she assesses Joseph’s understanding of teaching and learning and helps him to clarify his own

perspective on what they have observed. She provides *supervisory feedback* as she shares her expectations of classroom teachers.

- Alana uses *instructional approaches* as she helps Joseph to develop goals and an action plan. In a *consultative* role, she helps Joseph to interpret test scores. She refers him to a variety of resources, including district curriculum specialists, model programs and materials. In a *collaborative* role, she helps him to develop a professional development plan to share with the Tubman leadership team. She continues to use *facilitative* questioning to help Joseph to develop his internal capacity as he works through these tasks.
- Wearing her supervisor hat, Alana takes *instructional* steps for Joseph and his colleagues, focusing the principal PLC on literacy strategies and arranging for collegial site visits.
- As the school year progresses, Alana observes that Joseph is hesitating to provide frank feedback and direction to several teachers who take the position that “it is my job to teach science, not reading.” Alana provides Joseph with *supervisory feedback and direction* about this situation, making it clear that she expects Joseph to work with these teachers, using *facilitative* coaching to help him develop a plan to do so. Sensing that insecurity related to his age and inexperience and fear of confrontation have kept Joseph from expressing his high expectations to these teachers, Alana uses *facilitative and transformational coaching* techniques. She engages Joseph in repeated role-plays in preparation for meeting with these teachers and observes Joseph in a conference with one of these teachers, providing him with feedback and engaging in additional role-playing.

DEVELOPING A COACHING SUPERVISION STRATEGY (PD & I)

This worksheet is designed as a tool to help supervisors plan an overall, medium-term approach to supervision. In reviewing a supervisee's prior evaluations, current need and goals, how will you proceed?

DEVELOPING A COACHING SUPERVISION STRATEGY
Key desired outcomes:
Relevant background factors:
What do you hope to learn, and what capacity do you hope to develop through facilitative coaching?
Key mediational questions:
What supervisorial feedback and direction might you need to provide?
What technical knowledge and capacity does the principal need? What instructional, collaborative and consultative coaching and support might you provide?
Does the principal need to develop core dispositions, leadership style, emotional intelligence, relationship skills, or other ways of being in order to meet the outcomes? If so, how will you support this growth through transformational coaching?

PLANNING FOR A COACHING/SUPERVISION SESSION (PD & I)

Coaching-based supervision is really no different than effective teaching in that it is:

- Grounded in clear standards and expectations
- Linked to performance and growth goals and objectives
- Differentiated to meet the needs of participants
- Ongoing, with each interaction building upon prior interactions
- Deliberate, planned but flexible

Every coaching interaction between a principal supervisor and principal should begin with what is essentially a lesson plan. The supervisor should take the time to review the history of work with the principal, the identified goals, relevant formative and summative data and potential outcomes for the upcoming session. The supervisor should also be prepared to review the outcomes of commitments that were made in prior meetings.

In the same way that effective teachers are mindful of “teachable moments” and the immediate needs and interests of their students, effective supervisors are also flexible in addressing the immediate concerns of their supervisees. Make time in your conversations for “current

events”—venting and problem-solving—while bringing the conversation back to ongoing, strategic issues tied to teaching and learning. Recognize also that sometimes a problem or issue will arise that will require you to defer your goal-based coaching plan because of the issue’s learning potential or importance and urgency.

What follows is a guide for planning a coaching/supervision session. This form is a useful tool in developing competence and essential habits of mind as a principal supervisor.

Also included is a simple template to guide reflection after completion of the session. This tool is valuable for individual reflection and can also be the object of discussion among principal supervisor colleagues.

COACHING/SUPERVISION SESSION PLAN

Supervisor: _____ Principal: _____

Date: _____ Site: _____

Your top four goals in working with this principal/site linked to school and principal evaluation goals and data points:	
1.	
2.	
3.	
4.	
Progress to date	Concerns

Check in on prior commitments/follow up

Supervisor	Principal
If observing classrooms or other activity this visit, what are you looking for?	
Goals/outcomes for today's session	
Potential coaching strategies/questions <ul style="list-style-type: none"> • Facilitative • Instructional • Transformational 	
Potential supervisorial feedback	
Potential supervisorial direction	

Possible next steps

Supervisor	Principal
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Post-Supervision/Coaching Reflection

To what extent did I achieve my planned outcomes?

How did I apply coaching strategies, and what worked? What didn't?

Did I provide supervisorial feedback and/or direction? If so, was it appropriate and well-received?

What did I learn about the principal and/or the site through conversation and/or observation?

What impact did this session have upon the principal?

What will serve as evidence of principal growth in response to this and related sessions?

How will our experience with this session shape my planning for and conduct of our next session?

COACHING/SUPERVISION LOG (I)

Effective principal supervision is a coherent, ongoing and iterative process aligned with district, site and principal goals. This is often easier said than done given the daily demands presented to us in our school site and district jobs.

In districts that have made a commitment to quality principal supervision, principal supervisors prioritize building principal instructional leadership capacity, supervising 12 principals or fewer. In these districts, supervisors maintain binders or electronic folders for each principal at their site. Included in these ongoing records are coaching/supervision logs, which guide and track progress from one supervision meeting to the next.

Record-keeping of this sort is essential to effective principal supervision practice. To drive continuous improvement and accountability, every meeting should be aligned with stated goals and build upon prior meetings and commitments. A log such as the one that follows can

be used to document and support this sort of approach to coaching and supervision. It is designed to be completed collaboratively, with a copy given to the principal.

It is worth noting here that the focus of the supervision process should be upon engaging in meaningful conversations and actions, not on completing forms. Make tools like the log an accessory to your work, not the focus of your conversations. These forms are for your own use; it is OK for them to be rough and schematic, as long as they provide an informative record of and guidance to your supervision work.

COACHING/SUPERVISION LOG

Supervisor: _____ Principal: _____

Date: _____ Site: _____

Planned focus and outcomes for this session	
What's working	Opportunities for growth

Follow-up from prior meetings

Supervisor	Principal
Through observations and/or other data gathering, what did you learn today?	
What are the implications of today's session and linkages to site and personal goals?	

Next Steps and Due Dates

Supervisor	Principal
Next Meeting	

CRAFTING AND DELIVERING EFFECTIVE SUPERVISORIAL FEEDBACK AND DIRECTION

Effective principal supervisors use coaching to help the principals they work with to grow. As coaches, they develop skills, habits of mind and dispositions in those they supervise through thoughtful Facilitative and Instructional coaching techniques. When a supervisor takes a coaching stance, the locus of control leans toward the principal. The goal of these interactions is for the principal to fully own his/her learning and actions.

The single most powerful thing that coaches do to support those they coach is to provide them with feedback. Think about the value of a swimming coach, standing outside of the pool with the stopwatch, able to provide the swimmers with feedback about their times and technique—data that the swimmers, fully immersed, are unable to access on their own.

Principal supervisors, however, are not simply coaches. They are the boss, and, particularly in the high stakes, highly political domain of school leadership, their feedback carries a lot of weight (and may be misinterpreted as direction).

Feedback from a coaching stance is invitational, prefaced by questions such as “Can I share some observations with you?” or “Do you think that these data could be interpreted this way?” A supervisor taking a coaching stance may provide “actionable feedback,” helping the coachee decide what action to take but being careful to avoid dictating the action.

Sometimes, however, supervisors must step out of a coaching stance and into a directive role, providing explicit feedback and giving direction. Supervisors must be willing to engage in difficult conversations that move from providing the principal with feedback and direction to facilitating how that principal is going to move forward.

It is worth noting that there is a delicate, potentially powerful, relationship between developing trust and providing feedback and direction. The supervisor who provides bold, uncomfortable but good-willed feedback can open a supervisee’s eyes and help him/her to improve performance, which builds trust. The supervisor who provides ego-based judgment and direction can undermine trust and the supervisee’s agency and efficacy.

CHARACTERISTICS OF EFFECTIVE FEEDBACK

- It is specific and grounded in evidence.
- It is tied to explicit goals, expectations and/or standards.
- It is linked to impact on teaching and learning.
- It communicates that the supervisor has the principal’s best interests at heart and believes that growth can occur.
- It is bold but never mean-spirited.
- It provides an opportunity, where appropriate, for the supervisor to speak about issues of personal style, equity, dispositions and relationships.
- It is delivered, when possible, in an invitational manner and in a time and place in which the principal is open to a possibly difficult conversation.
- It is not personalized; it focuses on practices, behaviors, data and/or evidence.
- It is offered with the opportunity to reflect, and the supervisor asks for reciprocal feedback from the principal.

CHARACTERISTICS OF EFFECTIVE SUPERVISORIAL DIRECTION

- It is tied to explicit goals, expectations and/or standards.
- Where possible, the principal develops the plan of action based upon supervisorial feedback and general direction.
- It is time-specific, and monitoring and accountability plans are explicit.
- The supervisor offers and follows through with any support the principal may need to implement the direction.
- The direction is documented in the coaching log and revisited until completed.
- Upon completion of the directive, the supervisor and principal reflect upon the issue and share what they have learned.

FEEDBACK AND DIRECTION SCENARIOS FOR DISCUSSION AND ROLE-PLAYING (PD)

- The union conducts an annual survey of its members regarding the performance of principals. The survey is not conducted in collaboration with the district and is not considered to be legitimate by the superintendent or the middle manager's association. Nonetheless, you have received a copy of the survey results for **Jeff**. Forty-eight percent of teachers who responded to the survey (45% response rate) indicate that **Jeff** is not trusted, and there are a number of comments indicating that **Jeff** "plays favorites."
- You are supervising **Tony**, a new, young, male middle school principal. You have heard rumors that some students are calling him "creepy." You notice that he may, in conversation, subconsciously focus his eyes upon female staff members' and students' breasts.
- **Tai** arrives late to meetings, often misses deadlines, and apparently does not read your emails in a consistent and timely manner.
- During your meetings with **Kaleem**, he is frequently interrupted by radio calls and by his office manager.
- **Alejandro** is a new principal who has high expectations of his teaching staff. He has placed a veteran teacher on an assistance plan. The union has pushed back against **Alejandro's** action through a board member. The superintendent has asked you to ask **Alejandro** to back off from holding the veteran teacher accountable and believes that she will retire within a year or two.
- **Clarissa** is a long-term principal at a school that serves a middle class community. Scores for the school are good, and the school and its staff are well regarded in the community. **Clarissa** knows that the school is not embracing new curricular initiatives, nor is it serving its special education students well. **Clarissa** has not been willing to challenge complacency on the part of her staff. She has always received "meets" or "exceeds" ratings on her evaluations. You have rated her as "developing" in the area of instructional leadership.
- **Kiara** is principal of a large comprehensive high school. **Kiara** seems to be committed to increasing student college readiness and has had success in some areas, such as in increasing student participation in Advanced Placement classes. However, approximately 40% of students are failing Algebra 1, and teachers in **Kiara's** math department say that they are doing all they can about the situation. **Kiara** does not know what to do about the situation.

PLANNING FOR SUPERVISORIAL FEEDBACK AND DIRECTION (PD & I)

This tool is designed to help a supervisor think through the process of providing feedback and/or direction to a supervisee.

PLANNING FOR SUPERVISORIAL FEEDBACK AND DIRECTION
What is your concern?
What evidence do you have to support that concern?
How does this link to explicit goals, standards, expectations and teaching and learning?
What relevant history or other factors are related to this concern?
When and how can you provide this feedback in a way that it is likely to be received productively?
What do you want as the outcome(s) of this conversation?
Outline the statements you will make in sharing this feedback with the principal.
How will you provide specific direction to the principal and/or coach him/her to commit to an action plan and next steps?
What feedback do you hope to get from the principal on your role in the conversation?
What do you expect to be your next steps coming out of the conversation?

PROTOCOLS FOR CLASSROOM OBSERVATIONS AND DEBRIEFS (I)

Classroom observations conducted by principal supervisors with their supervisees are probably the most powerful activity available for developing instructional leaders. Well-implemented classroom observations offer opportunities for:

- The supervisor and principal to gather qualitative and quantitative data about school culture and the quality of teaching and learning at the site
- The supervisor to assess the principal's ability to analyze teacher practice and its impact upon students
- The supervisor to assess the principal's expectations and ability to strategize at the classroom level to improve teaching and learning
- The supervisor to gather data to inform district efforts to support site- and classroom-level improvement
- The supervisor to coach the principal in classroom observation and teacher supervision
- The principal to share perceptions and needs and seek advice and support

There are many frameworks and protocols available for guiding the implementation of classroom observations and debriefs, some of which are shared below. In choosing and implementing a model, take the following considerations into account:

- The goal and purpose of classroom observations should be continuous improvement, not completing rating sheets.
- Classroom observations by a principal supervisor and principal should be linked to the principal's and school's goals.

- Classroom observations by a principal supervisor and principal should be regular and ongoing so that coaching can be focused on continuing priorities and progress can be monitored.
- Classroom observations should not be "dog and pony shows" but mostly unannounced and intended to capture the daily norms at a site.
- Classroom observations are a prime opportunity for true coaching interactions; supervisors should generally not dominate debriefs, but rather should use facilitative techniques to elicit the principal's perceptions and plans for next steps.

CLASSROOM OBSERVATION TEMPLATE

School/Principal: _____ Date: _____

Today's "look-fors"

Teacher		Subject	
Teacher Actions		Student Actions	
Evidence of Learning	Wonderings	Next Steps	

Teacher		Subject	
Teacher Actions		Student Actions	
Evidence of Learning	Wonderings	Next Steps	

Teacher		Subject	
Teacher Actions		Student Actions	
Evidence of Learning	Wonderings	Next Steps	

Our "big picture" Take-Aways, Next Steps, and Actionable Feedback

COACHING-BASED SUPERVISION AROUND THE “TOUGH STUFF” (PD)

The National Policy Board for Educational Administration's Professional Standards for Educational Leaders 2015 include 10 standards and 94 supporting elements. Only a handful of those elements are about technical knowledge and skill. Examples include the following:

- Develop student policies and address student misconduct in a positive, fair and unbiased manner.
- Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy and the needs of each student.
- Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.
- Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills and practice.

Most of the elements call for something much deeper and more complex than what one might learn in a graduate school classroom. Here are a few examples:

- Model and pursue the school's mission, vision and core values in all aspects of leadership.
- Place children at the center of education and accept responsibility for each student's academic success and well-being.
- Act with cultural competence and responsiveness in their interactions, decision-making and practice.
- Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

It is one thing to develop policies; it is quite another to model a school's core values in all aspects of leadership. It doesn't take a whole lot of life experience to learn how to observe instruction and to formulate actionable feedback. Empowering and motivating teachers to the highest levels of professional practice is a bit more of a challenge.

Principal supervisors know that issues of emotional intelligence, core values, beliefs and dispositions are at the heart of effective school leadership. Effective principal supervisors recognize that these attributes are mutable, that through experience, reflection, professional development and effective supervision, principals can grow at the most fundamental levels. In order to nurture this sort of growth, principal supervisors must be prepared to discuss issues of moral purpose, equity, gender and race and to coach in bold and creative ways.

How does one go about addressing these sorts of difficult issues as a supervisor and coach? To start, you have to be willing to provide supervisorial feedback and direction and to engage in difficult conversations, and there are dozens of books and publications intended to help supervisors do this. Commonalities include advice to:

- Enter into the conversation with a plan and with clear outcomes in mind
- Choose the right time and place for the conversation
- Ground the conversation in your appreciation of the individual you are sharing feedback with and your commitment to that individual's best interests
- Come from a place of empathy and compassion
- Ground your concern in data and evidence, not in personal judgment
- Provide an opportunity for reaction but do not allow the conversation to be sidetracked
- Be clear about your expectations
- Get and make commitments to next steps
- Ask for feedback about the conversation

A note here about trust-building: one of the best ways of building trust with those principals who are committed to their own personal and professional growth is to give them frank and honest feedback and to be willing to coach them around tough issues. Your willingness to take risks in support of your principals' growth is a clear demonstration of your commitment to their success.

The obligation of a principal supervisor to support the growth of his/her subordinates does not end with difficult conversations. What must come next is the creation and implementation of a plan that will result in changes in behaviors and, ultimately, in habits of mind and ways of being. Here are a few examples:

Robert is a veteran high school principal and former basketball coach. He is not seen as an instructional leader and has not owned the professional development in teaching strategies that your district has committed to. He agrees to teach a section of U.S. History this next semester with you serving as his teacher supervisor.

Marie is a generally effective elementary school principal. However, her school is struggling to meet the needs of recent Syrian immigrants to the school, and she admits that she does not understand these new families. Marie agrees to meet with the local imam and to attend mosque on a few Saturdays and ends up inviting several families to her home for a barbeque.

Dorrie is perceived by you and others as conflict averse. Her school has made very little progress over the past few years because of her hesitation to hold people accountable and her tendency to agree with whomever she is speaking with at the moment. Despite major investments in professional development on the conduct of professional learning communities at her school, PLC meetings are not substantive. She agrees to raise the bar by appointing, training and paying departmental PLC facilitators and collecting agendas and minutes from the meetings. She schedules her classroom visits with the intent of observing teaching connected to the PLC work. You agree to consult with and observe her.

Adam is a second-year principal at Carver Middle School. While he is an effective manager and knows what effective teaching looks like, he is not perceived as a strong leader by his staff and community, perhaps because he is a bit of an introvert. You coach him to develop a statement of his vision and passion for the school and to refine it into an “elevator speech.” You take him to service club meetings and observe him and provide him with feedback as he talks up Carver. You role-play with him in preparation for staff meetings and again observe him and provide him with feedback.

Alexa is principal at Washington High School. About eight percent of Washington’s students are English learners. While they do receive a period or two of ELD, the balance of their days are spent in traditional English-only classrooms where teachers are expected to differentiate in order to meet their needs. Generally speaking, these students are doing very poorly and have not been a priority for Alexa. You have told her that she must make them a priority and have asked that over the next month she shadow several of these students for a full day each.

CASE STUDY (PD)

Participants in powerful professional learning communities share authentic work and challenges and are vulnerable with their colleagues about their needs. Principal supervisors need these kinds of opportunities to come together on a regular basis to talk in concrete and specific terms about their supervision work. These sessions can serve to hone supervision skills and to calibrate expectations and processes. It probably goes without saying that these conversations require an atmosphere of trust, mutual support and confidentiality.

Ongoing discussion of case studies can serve as the foundation of principal supervisor communities of practice. Principal supervisors can be asked to identify two or three principals to serve as case studies over the balance of the year. On a monthly or quarterly basis, those case studies can be reviewed with colleagues.

In selecting subjects for case studies, principal supervisors should be encouraged to choose principals and sites that present genuine challenges and opportunities for growth, not those that reflect the lowest or highest ends of the performance spectrum.

The following Problem-Posing/Problem-Solving Protocol is one model for discussing case studies.

PROBLEM-POSING/PROBLEM-SOLVING PROTOCOL

1. **A** presents Case Study (monologue, 8 minutes)
 - **B & C** listen silently as **A** provides a history of the principal, successes and challenges, and what he/she hopes to get out of today's conversation
2. **B & C** ask clarifying questions (only questions, no discussion, 5 minutes)
3. **B & C** engage in a speculative conversation about what they have heard (5 minutes)
 - **A** turns chair sideways and listens but does not participate
4. Open discussion **A, B & C** (5 minutes)
5. **C** summarizes what he/she has heard and next steps

CASE STUDY PREPARATION

Principal: _____ Site: _____

Current goals and challenges
Relationship of goals and challenges to evaluations and history of supervision
Other relevant background factors
Recent coaching/supervision successes
Recent coaching/supervision challenges
Your possible next steps
What do you hope to gain from your discussion of this case study with your colleagues?

LABORATORY DAY PROTOCOL (PD)

Supervisors in the Long Beach Unified School District participate in a monthly Laboratory Day. Lab Days engage principal supervisors as a professional learning community in an intensive case study review at a school site. Sites rotate. Variations in the protocol have included engaging the site principal and his/her principal supervisor in an actual coaching conversation observed by the group in a fishbowl setting, and the inclusion of district curriculum leaders with the principal supervisor group.

Principal Supervisor Lab Day—2016–2017

The LBUUSD Principal Supervisor Lab Day has been designed to provide principal supervisors with an authentic opportunity to share their work, to practice and build their coaching skills in service to principals, and to contribute to a consistent approach to principal supervision across the district. Each component of the Lab Day has been designed to grow the group at an individual or group level.

HOST SITE FOCUS

Opening

The purpose of this component of the Lab Day is for principal supervisors to gain an understanding of the principal's level of performance and current goals and the host principal supervisor's approach to working with the principal in Teaching & Learning + Strategy & Planning and/or Supervision, Evaluation & Employee Development. This opening session is designed to create a context for the Lab Day and encourage principal supervisors to consider for the day a principal with whom he/she works with similar strengths/challenges.

School Walk-Through and Coaching Practice

The purpose of this component of the Lab Day is for principal supervisors to practice coaching a principal following each classroom visit and throughout the visits as patterns and trends in teaching and learning emerge. This component is designed to emulate the time spent in classrooms during principal supervisors' monthly site visits and to increase the impact of those visits through practice and calibration. Whenever possible, level teams (e.g., elementary, high school) will remain together to build small-group calibration across a level.

Debrief—Principal Supervisor's Next Steps

The purpose of this component is to assist the host principal supervisor in considering how to best support the school. With guiding questions, all principal supervisors will have the opportunity to reflect and engage in a collaborative discussion on potential next steps for the school/principal.

APPLICATION OF LEARNING

Debrief—Learning for All Principal Supervisors

The purpose of this component is for all participants to individually reflect on new learning or new thinking and to connect it to their own supervision cohort.

Case Study or Problem of Practice

The case study or problem of practice component of the Lab Day engages all principal supervisors in using one another as resources. Through dialogue, principal supervisors build trust and consistent approaches/practice and help one another to prepare for impactful coaching conversations with principals.

Closure

The purpose of this component is to collect feedback from principal supervisors on the Lab Day's impact (process and practice) on individuals and the group.



LBUSD PRINCIPAL SUPERVISOR LAB DAY

COMPONENT	DESCRIPTION
Opening 7:40–8:10	<p>The host principal supervisor describes the problem of practice (T/L and either S/P or S/E/E) related to supporting the principal and school in improving instruction.</p> <p>The presentation will end with two guiding questions—one that addresses Teaching & Learning and another that addresses Strategy & Planning and/or Supervision, Evaluation & Employee Development.</p> <p>“How might I better support this principal/school with _____?”</p> <ul style="list-style-type: none"> • Example: How might I better support this school in improving literacy instruction? • Example: How might I better support the principal in creating a monitoring system for supervision practices? • Example: How might I support this school in implementing the professional development that is the learning focus for teachers? • Example: How might I support this principal in monitoring and adjusting their action plans based on classroom data? <p>Principal will provide a brief summary document (one-page template) of the work at the school and their current PD plan to establish context for the classroom walk-through. The host principal supervisor will lead a discussion about what principal supervisors should expect to see during the classroom walk-through as indicators of the district’s expectations related to the problem of practice.</p>
School Walk- Through and Coaching Practice 8:15–9:45	<p>Principal supervisors and the host principal walk through classrooms as small teams to observe instruction and take notes related to the instructional focus and the featured domain as was discussed in the problem of practice. The notes should support a conversation about the problem of practice.</p> <p>Observation teams participate in or observe conversations between the principal and supervisor between classroom visits, focusing on improving the problem of practice.</p> <ul style="list-style-type: none"> • The host principal supervisor and principal should emulate their regular walk-through routine. • The participating principal supervisors should take turns in the role of principal supervisor with a site leader (e.g., assistant principal, aspiring administrator, pathway coordinator) in order to practice coaching skills and explore potential solutions to the problem of practice.
Break 9:45–10:00	

COMPONENT	DESCRIPTION
Debrief — Principal Supervisor's Next Steps 10:00–10:45	<p>List and prioritize recommendations for the Host Principal Supervisor.</p> <ul style="list-style-type: none"> Individually, each participant will list the recommendations they would make to the host principal if they were the principal supervisor. (5–10 minutes) <p>Each principal supervisor will use the reflection sheet to write about:</p> <ol style="list-style-type: none"> What is going well at this site? What next steps are suggested? What support might be arranged to support the principal or school team? What questions might be asked to stimulate further problem-solving at the site? <ul style="list-style-type: none"> In small groups, the principal supervisors will share their list of recommendations and collectively decide on the one suggestion they will give the host principal supervisor to help the school solve its problem of practice. Each group will share its next steps with the host principal supervisor. The host principal supervisor will share his/her initial thoughts about the feedback received during the debrief session.
Debrief— Learning for All Principal Supervisors 10:45–11:00	<p>Individual Reflection shared on Google Drive/Form</p> <p>Each principal supervisor will individually:</p> <ol style="list-style-type: none"> List schools in his/her cohort with a similar problem of practice. Reflect upon the question, “What new idea, strategy, or coaching technique can I implement in the schools I supervise based on my learning or thinking today?”
Case Study or Problems of Practice Discussion and Closure 11:00–12:00	<p>Case Study: In Level Office Teams, principal supervisors will discuss a principal who they are challenged in supporting to gather insights from colleagues. This time will also be an opportunity for principal supervisors to share successes/challenges from a previous case study presentation/discussion.</p> <p>Problem of Practice: Teams will share problems of practice related to principal supervision, using one another as resources for potential solutions.</p>

Follow-Up Activity for Host Principal Supervisor:

Shared Learning— Within a Month (maximum of 10 minutes)	<p>Principal Supervisor Progress Report</p> <p>Host principal supervisor will informally share progress with principal supervisor colleagues by presenting:</p> <ol style="list-style-type: none"> What next steps were discussed with the principal? And, which steps were selected for implementation? How will the principal approach the next steps in order to integrate the new ideas with existing systems, structures?
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LBUSD LAB DAY NOTES

Problem of practice notes:

School focus area notes:

What should participants expect to see today as indicators of the district's expectations related to the problem of practice (look-fors)?

Noticings**Wonderings**

LBUSD LAB DAY SUMMARY DEBRIEF & NEXT STEPS (FOR USE BY SMALL GROUPS)

What is going well at this site?

What next steps are suggested based upon today's problem of practice?

What support might be arranged to support the principal or school team?

What questions might be asked to stimulate further problem-solving?

Recommendations shared with the principal supervisor:

OBSERVING COACHING-BASED SUPERVISION (PD)

Coaching-based supervision as called for in the Model Principal Supervisor Professional Standards does not come automatically or easily for most principal supervisors. Principal supervisors should be provided with training in coaching-based supervision and with opportunities to practice coaching.

That practice can take many forms, including role-playing (the various vignettes and scenarios included in this toolkit may be the basis of role-plays), video analysis and through observing and being observed in real-world interactions either in a “fish bowl” or more intimate settings.

The following template can be used in observing and debriefing coaching-based supervision interactions.

BEFORE THE SESSION
Relevant background information
Supervisor's intended outcomes going into the session
Supervisor's intended strategies going into the session
Feedback supervisor wants from observers
SESSION OBSERVATION
Feeling, tone, trust, relationship
Linkage to prior sessions, commitments and annual goals
Examples of facilitative moves (paraphrasing, clarifying, mediational questions)
Examples of instructional moves (consultative, collaborative)
Examples of supervisorial direction or feedback
Examples of transformational moves (focus on emotional intelligence, dispositions, etc.)

Evidence of impact on supervisee
Commitment to next steps by supervisee
Commitment to next steps by supervisor
DEBRIEF
To what degree were intended outcomes achieved?
What moves appeared to be most impactful?
Feedback for supervisor on areas he/she requested
Possible next steps for the supervisor
What did we learn from this observation about the principal, the supervisor, the district and coaching-based supervision?
How will I apply this to my own practice?

DEVELOPING COACHING-BASED SUPERVISION SKILLS THROUGH ROLE-PLAYING (PD)

Role-playing can be a highly effective tool for developing coaching-based supervision skills. Principal supervisors may role-play real and active scenarios that they are dealing with in their own supervision practices, or they may practice their skills by role-playing vignettes. Here is a simple protocol that provides a structure for role-playing coaching conversations.

1. Form groups of three to five persons.
2. Determine who is to role-play the supervisor (**A**) and who is to play the principal (**B**). The balance of the group shall serve as observer(s) (**C**).
3. Determine if **A** is going to present a real situation from his/her supervision practice or if the role-play will be determined by a provided vignette. If a vignette is to be used, take a few minutes to read and discuss the vignette. Four minutes.
4. **B** leaves the group. **A** presents his/her perspective on the situation—its history, what he/she hopes to get out of the coaching conversation, strategies to be utilized, and feedback he/she is looking for from the observers. Observers ask clarifying questions. Four minutes.
5. **A** leaves the group. **B** presents his/her perspective on the situation—its history, what he/she hopes to get out of the conversation with his/her supervisor. Observers (**C**) ask clarifying questions. Four minutes.
6. **A & B** engage in their role-played meeting. **C** observes silently, using a coaching observation tool to collect data. Twelve minutes.
7. **B** shares his/her experience of the conversation. **A & C** may not comment and may only ask clarifying questions. Four minutes.
8. **A** shares his/her experience of the conversation. **B & C** may not comment and may only ask clarifying questions. Four minutes.
9. **C** shares his/her/their observation data and insights. **A & B** may not comment and may only ask clarifying questions. Four minutes.
10. Open discussion. Four minutes

COACHING VIGNETTES (PD)

MANUEL

Manuel was a successful bilingual fourth-grade teacher in the district for five years when he applied for and was hired as a middle school assistant principal. In that role, he had outstanding relationships with students and the community due to his easygoing manner, sense of humor, and exemplary interpersonal skills. Fully bilingual/bicultural, he was an asset to the school site, particularly in dealing with student discipline issues. Not a curriculum leader, he was a perceptive observer of classroom instruction and was able to provide valuable feedback to the teachers he supervised.

During Manuel's tenure as assistant principal, a number of concerns were raised about his organization and follow-through. Deadlines were often not met, and, on several occasions, parent leaders complained to the principal about his follow-through on parent-led activities. Manuel received direct feedback and coaching around these issues.

After three years in the assistant principal role, Manuel was tapped to step into the principalship of an elementary school serving a primarily white, middle class community and a smaller population of Latinos and English Language Learners living in a low-income housing development located in the school attendance area.

During his first year on the job, Manuel was successful in building relationships with students—he is often on the playground playing with students, coaches soccer after school, and participates in a school Mexican dance group. He is well-regarded in the Latino community but viewed with skepticism by PTA leadership and some veteran teachers on the staff. The staff has participated in district-sponsored professional development on Common Core implementation, but you see little evidence of innovation on the part of his staff, and student achievement appears to be mediocre and stagnant at the site.

Classroom visitations reveal a failure of most teachers to differentiate instruction to meet the needs of ELL and SPED students. Only a few teachers are consistently utilizing teaching strategies being promoted through district professional development. Manuel knows that he needs to step-up in setting and supporting higher expectations of his teachers, but he fears that what he currently experiences as passive resistance will escalate to active resistance. He has rated himself as “developing” in the areas of Teaching and Learning, Communication and Engagement, and Employee Development.

JOAN

Joan is in her second year as principal of Western High School. She is bright, articulate and generally highly regarded at the school. Joan attended Western and after graduating from college, returned there to be hired as a counselor. After serving as a counselor for six years, she applied for and was hired in the position of Assistant Principal for Student Services. When the principal resigned unexpectedly and mid-year, Joan served as Interim Principal for the balance of the year. She did not apply for the principalship because she did not feel ready for the position. However, when no acceptable candidates applied for the position, the superintendent convinced her to apply, and she was appointed.

Both of Joan's assistant principals are also in their second years. One is a former principal, demoted to the assistant principal position. He is a weak instructional leader who focuses his energy upon student discipline, athletics and facilities issues. The second assistant principal is new to the district and is charged with leading student services and student activities. She is African-American and is seen as an advocate for special education, low-income and minority students.

Joan and her team have been successful in increasing the percentage of low-income and minority students enrolled in Advanced Placement and other college preparatory courses. However, once enrolled, many of these students have had problems completing the courses successfully.

A particular area of concern at Western High School is the math department, which is chaired by her former math teacher. The failure rate in Algebra 1 classes is 22% and is twice as high for African-American and Latino students. Enrollment of low-income and minority students in higher level math classes is almost non-existent. Veteran math teachers blame their students and feeder schools for this poor record of achievement. Some newer teachers say that they are committed to producing better results but are struggling to do so.

Joan, who has never been a classroom teacher, let alone a math teacher, is at a loss as to what to do with her math department. She has arranged for teachers to visit classrooms at other sites producing better results. She has brought a consultant in to work with her teachers on a monthly basis. She has asked the district math specialist to recommend supplemental algebra materials.

You have conducted numerous classroom observations of math instruction with Joan. Most classrooms are taught traditionally, with the teacher at the front of the room demonstrating problems with a projector and with mixed levels of student engagement. Joan hesitates to provide feedback and direction to her teachers because of her own lack of teaching and math experience and perhaps because of her youth and long-time relationships at the site.

ROBERTA

Roberta is in her fourth year as principal of Rosedale High School, a medium-sized comprehensive high school that serves a diverse working-class community. She has been in the district for 22 years, serving as a very well-regarded English teacher and assistant principal before moving to Rosedale.

Rosedale has made great strides under Roberta's leadership. She has expanded the school's AVID program, and the percentage of students eligible for admission to four-year colleges and universities has doubled.

Roberta ruffled feathers in her first few years as she focused on instruction in this otherwise conservative high school. She also was accused of undermining the school's athletic program as she fired several popular coaches who were not complying with district rules. At this point, though, she is highly regarded and supported by most of her staff and community.

You consider Roberta to be one of the district's strongest principals, and her summative evaluations reflect this assessment. Your challenge is to keep her engaged in professional growth and to help her to contribute to the growth of her colleagues and of the district.

Roberta is sometimes impatient with you and her colleagues. She feels that her school is ahead of the other comprehensive high schools in the district, and you get the sense that she feels a bit smarter, faster and more successful than her colleagues. You have drafted her to serve in district leadership roles such as the certificated negotiations team and the curriculum council, and she takes these roles on willingly but is concerned about time away from her site.

Roberta has two assistant principals. Joe is in his first year. Tina is in her third year and is seen as Roberta's potential successor.

SYLVIA

Sylvia is a first-year principal at Highline Elementary School, an urban school that serves a diverse community. Sylvia did her student teaching at Highline and six years later, after a rapid progression from third-grade teacher to curriculum specialist, she has been assigned to her first principalship at the age of 29.

Sylvia is following in the footsteps of a retiring principal who served at Highline for 16 years. Mr. Jones was a well-loved patriarchal principal in the school and community. Jones was known in the district as an active advocate for his school, sometimes directly lobbying school board members. He buffered his school from district initiatives, taking pride in building a family climate at his school and supporting teachers in “doing their own thing.”

Student achievement at Highline is stagnant, and the staff is divided between veteran teachers who are accustomed to their independence (with the support of a couple adversarial union leaders) and recent hires who are open to collaboration and to embracing district pedagogical and curricular initiatives.

Sylvia is a bright, ambitious leader with high expectations. She has bumped up against the veteran staff at Highline, particularly Mrs. Klein, who was Sylvia’s master teacher and is the union building representative at Highline. Her relationship with Klein has always been very positive, but strains are beginning to show as Sylvia monitors grade-level meetings for the first time in the school’s history and provides teachers, including Klein, with regular feedback in the course of her daily walk-throughs.

Sylvia is experiencing push-back as she asks grade-level teams to provide agendas of their meetings and evidence that they are using their time to examine student work and develop common lessons and assessments. None of her veteran teachers have signed up for a voluntary round of peer observations.

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