

Arkansas Leader Excellence and Development System

Coaching Protocol

The purpose of this guide is to provide a process for supervisors to use as they encourage the professional growth of Arkansas principals. All questions are based on competencies and are to be used as a guide for evaluators to stimulate principals to reflect on their leadership skills and help principals grow professionally. The following capture targeted areas of the principal's practices. The outcomes yield improved principal performance and student achievement.

Practices for Effective Coaching

Active Listening

Focus on listening with eye contact and no distractions. Take notes and be prepared to restate the principal's statements later.

Wait Time

Allow time for the principal to reflect, restate, or elaborate on responses to the superintendent's questions. Time lapse does not equate to lack of knowledge.

Rephrasing

Use rephrasing to acknowledge comprehension of statements made by the principal. Rephrasing is a tool for clarifying or making a statement logical.

Rephrasing is a tool to help the principal organize his/her thoughts and bring them to a point of summarization.

Reflective comments with suggestions or implications can take the principal's thinking and responses to a higher level.

Use non-verbal communication in a positive way to reinforce statements made by the principal. Such non-verbal statements could include the nodding of the head in agreement, sitting up straight to imply total interest, smiling with approval, and writing notes.

Probing

Probe for meaning to make sure both the superintendent and the principal agree on the use of terms, concepts, programs, acronyms, ideas, and other points to clarify.

Implications and assumptions require probing to reach agreeable understanding.

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Reflection on Professional Growth Plan

After completing your self-assessment using the rubric, what are some areas you recognized as points for growth?

If you choose this certain target area, what do you see as your goal for achieving this target?

What steps do you anticipate are needed to achieve or fully meet the target area?

Recognizing Success

What points of success do you plan to see along the way as you achieve your goal?

What will be the evidence that you have achieved your goal?

Will the success of your goal be evident and be manifested in improved student achievement?

Strategies and Resources

As we discuss your professional growth plan, your goal achievement and student learning, what are some action strategies you plan to use and what indicators will you look for that will inform you to either change strategies or alter a used strategy?

Obstacles

While working on your professional growth plan, what obstacles or barriers did you anticipate?

How do you plan to approach these obstacles and successfully meet your goal?