

Pre-Goal Setting:

ACTIVITIES/DATA TO BE CONSIDERED BY COACH AND COACHEE:

- Know the coachee’s “story”. What are his/her leadership experiences, values, needs, and leadership aspirations?
- Have enough coaching conversations to begin to unearth dispositions, biases, assessments that might be obstacles to effective leadership.
- Is there a clear, school-wide, shared sense of purpose and vision expressing values, priorities, and direction?
- Through classroom observations, are there consistent high quality instructional practices in place? What does the coachee “see”?
- To what degree are differentiated and tiered instructional supports in place?
- What issues emerge from examination of student learning data?
- Are formative and summative assessment policies, structures, and practices in place? Is data being used to guide instruction?
- From the coach-coachee-supervisor meeting, what are district goals? Supervisor hopes and goals for the coachee? Supervisor awareness and support?
- From faculty meeting observation, is there a consistent focus upon instruction and learning in an atmosphere of collaborative practice?
- What is the level of parent/community engagement and support?
- How well does the coachee really know his/her staff—their stories, values, needs, aspirations?