

**High-quality Feedback and Coaching Support Protocol.** For the residency, Angelo State has outlined a new [Coaching Protocol](#) directly from the TEA-approved training and a new & improved [Ongoing Coaching & Communication Log](#) to be implemented in the fall. Additionally, candidates are able to reflect on experiences and feedback through a [weekly reflection journal](#), which provides a structured platform for support, feedback, and coaching opportunities.

The screenshots show the Coaching Protocol, a journal entry from a candidate, and a snapshot of a completed Field Supervisor's Ongoing Coaching Log for documentation.

### Angelo State University Ongoing Coaching & Observation Log

Candidate:		Start and End Dates of Practicum/Internship:	
Field Supervisor:		Site Supervisor:	
School District:		School Campus:	

  

Date	Time	Person Contacted	Type of Communication <small>(In person, phone, email, Zoom, text)</small>	Topic of Communication <small>(Initial Co Sending f</small>
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			email	Clarificat
			email	First obse
			Email	Pre-observe

#### Angelo State University Principal Practicum Ongoing Coaching & Observation Log

Principal Candidate:		Start and End Dates of Practicum:	Fall August 22, 2022 - December 9, 2022
Field Supervisor:		Master Principal (Site Supervisor):	
School District:		School Campus:	

  

Date	Time	Person Contacted <small>(Person, phone, Zoom, text)</small>	Method <small>(Person, phone, Zoom, text)</small>	Brief Description of Communication	Powerful Questions Asked	Indicate Tie to the Effective Schools Framework <small>1. Strong Leadership &amp; Planning 2. Effective, well-supported teachers 3. Positive School Leaders 4. High-quality Curriculum 5. Effective Instruction</small>	Indicate Tie to the Pillars <small>1. Communication with Stakeholders 2. Diversity &amp; Equity 3. Professional Development 4. Curriculum Alignment 5. Hiring, Selection, and Retention 6. School Vision &amp; Culture 7. Data-Driven Instruction 8. Observation &amp; Feedback 9. Strategic Problem Solving</small>

**§241.15 Principal as Instructional Leader Standards**

- Begin with conversation to build rapport, trust, respect, and relationships.
- Ask the candidate to reflect on their authentic learning experiences for the past week.
- Actively listen. Take notes.
- Paraphrase what the candidate stated.
- Ask a powerful question(s) based on the principal standards and integrated pillars. Review principal standards and pillars. Select a domain and specific descriptor. Create a question using the language of the standards. (see \*example below)
- Actively listen. Take notes.
- Paraphrase and summarize.

**Angelo State University Coaching Protocol**  
\* Field Supervisor Coaching Training Participant Guide (2022)

**Identified Integrated Pillars**

- Communication with Stakeholders;
- Diversity & Equity;
- Professional Development;
- Curriculum Alignment;
- Hiring, Selection, and Retention;
- School Vision & Culture;
- Data-Driven Instruction;
- Observation & Feedback;
- Strategic Problem-Solving.

**Effective Schools Framework**

**Reframing & Shifting**  
If the candidate asks for advice, remember to ask probing questions to get the candidate to reflect and consider new ways to meet challenges.

**COACHING/COMMUNICATION PATTERN**

Active Listening → Paraphrasing/Summarizing → Powerful Questions

What was the message? → What is the best way to paraphrase or summarize what was communicated? → What questions might I ask to facilitate thinking, reflection, or change in action/behavior?

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**Elements of Powerful Questions:**

- Open-ended
- Non-judgmental
- Positive
- Elicit Ideas
- Evoke more questions
- Generate energy and forward movement
- Foster self-directed learning
- Explore creativity, new ideas
- Invite complex thinking

**Powerful Question Types:**

- Reflection
- Clarification
- Elaboration
- Probing
- Hypothetical
- Implementation
- Summarizing
- Shift perspective
- Lead to solutions

**\*Example:**

Principal Standard:  
Dedicate a part of each day to monitoring and improving instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

Question Type: Clarification

Questions: How is your time structured to monitor classrooms and provide feedback to teachers?  
In what ways do you collect data regarding classroom instruction, and how is the data used to provide feedback to teachers?

**SKATES FORM: Weekly Journal**

Name: \_\_\_\_\_ Date: April 19-23

S=Skills, K=Knowledge, A=Attitude, T=Thoughts, E=Ethics, S=Supervision

Please provide a specific example in each category.

<b>S</b>	<b>What did you learn to DO this week? (Tie this to a Ch. 241.15 standard.)</b> This week I focused on reflecting on the campus progress throughout the year through summative evaluations. This allowed me to focus on the standard 241.15 E (1). The campus could not have collectively improved if each individual staff member worked to improve themselves as well. Thus, I was able to reflect on how each staff member has grown as well.
<b>K</b>	<b>What did you learn ABOUT this week?</b> The best teachers are those who work diligently to improve their practice everyday. Teachers that engage in self reflection are more likely to make better decisions and foster student learning. Self-reflection is key to any field, especially those in education. It is imperative that every educator understands the importance of self-reflection as they are molding the future and modeling these sound acts to students.
<b>A</b>	<b>How has your experience this week ADDED to your view of being a principal as an instructional leader?</b> For a campus to value lifelong learning, the campus principal must establish this as a core value. There cannot be any exceptions to this core value. It must be stated within the campus vision and executed within the campus mission. In every action that campus personnel makes, this value should be communicated. Considering this, campus leaders must constantly encourage every member of the learning community to participate in the art of self-reflection. This starts with the learning community understanding its importance and buying into the vision. They will do so if they play an active role in the formation of this campus vision.
<b>T</b>	<b>What is your PLAN for next week in terms of skills, knowledge, and attitude?</b> This week we are having the incoming 2nd and 3rd graders come to tour the campus. Next year, the district will be restructuring so that 3rd grade students will be housed at SIS, instead of just 4th and 5th grade students. This can be a tedious task for the campus administrators but in time will allow for more opportunities to vertically align and be structured so that students have the most optimal success in their learning and development.
<b>E</b>	<b>What ETHICAL ISSUES did you encounter this week and how were they handled?</b> This week we also met with the classroom teachers and RtI teachers about students and their interventions. The STAAR test is just a couple of weeks away so every second of every day is more important than ever at this time. Considering this, we discussed each student of concern and developed plans to grow them where they need to be by the time of the assessment. Hopefully, this will ensure that there are no learning gaps and instruction is delivered ethically and equitably.
<b>S</b>	<b>What would you like to receive SUPERVISION on this week?</b> This week I would like to develop my knowledge in how administrators handle restructuring of districts. Being a campus principal is daunting enough as it is. It would be even more intimidating when dealing with this kind of circumstance. However, this is a task that needs to be done to better opportunities for our students. Through having this unique supervision, I have the chance to see how a campus principal strategically plans for the upcoming year.