



CESA #4 Principal Coaching Program

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Building principals are the primary agents of change to improve student achievement in their schools. Their leadership is tightly woven to school improvement and student performance. Principal coaching is designed to support these individuals in their journey to become the difference makers that they need to become, especially our first and second-year principals.

Level 2
Principals

Level 2 - Customized Service

The Coach's Role in the Principal Coaching Program:

- Coaching is primarily facilitative; coaches create an environment in which the principal engages in critical and targeted reflection on his/her practice, with the goal of facilitating the paradigm or behavioral shifts necessary for the principal to develop his/her leadership capacity.
- Coaching is based on clear leadership competencies intended to build the leadership practice, skills, and behaviors of school leaders, ultimately in the service of changing outcomes for students.
- Coaching is providing principals with a critical thought partner who can create a space for the principal to be reflective about his/her own behaviors and decision-making and can push the principal's thinking.
- Coaching is an iterative process—as principals grow in capacity, engaging with their coach continues to move their leadership practice forward in order to move the school where it needs to go.

The Principal Coaching Program complements other supports offered by CESA #4 including the Leading for Learning Series, Principal Networking sessions, TANI (Technical Assistance Network for Improvement) Team for school improvement, and PLC Leadership Team Coaching series. Coaching will be used to connect the important learning from these professional development opportunities to the school improvement efforts that principals are leading within their schools.

How often would a coach meet with a principal?

2.5 Days - This is flexible and would be determined by the needs of the principal, but at minimum:

- Two face-to-face visits at the principal's school
- Initial visit at the beginning of the year to assess climate/culture, set initial goals, and review school improvement plan
- Mid- to late-year visit to assess progress and reassess climate/culture
- Monthly online or telephone conferences for reflective conversations and engagement of the principal in the PDSA (Plan, Do, Study, Act) process
- Small-group meetings with cohort of new principals at CESA #4 prior to or after Principal Networking sessions to connect, share, and collaborate around experiences and celebrations

District Contract:

Signature/Date: _____

School District of: _____