

FIGURE 5.4 Principal and Coach Self-Assessment

AS THE PRINCIPAL, I . . .		
BEHAVIOR	SCALE 1 = LEAST OFTEN, 10 = MOST OFTEN	WHEN AND HOW CAN I DO MORE OF THIS?
Keep student learning at the forefront of every conversation.	1 3 5 7 10	
Continually reinforce the purpose and practices for Student-Centered Coaching.	1 3 5 7 10	
Model and maintain a learning stance.	1 3 5 7 10	
Clearly articulate expectations regarding instructional practice.	1 3 5 7 10	
Create time in the schedule for teachers to engage in meaningful collaboration.	1 3 5 7 10	
Regularly and wholeheartedly participate in teacher collaboration.	1 3 5 7 10	
Share my own learning with others.	1 3 5 7 10	
Listen and respond to the ideas and concerns of others.	1 3 5 7 10	
Set the tone that “we are all learners” and no one has it all figured out.	1 3 5 7 10	

(Continued)

FIGURE 5.4 (Continued)

AS THE COACH, I . . .		
BEHAVIOR	SCALE 1 = LEAST OFTEN, 10 = MOST OFTEN	WHEN AND HOW CAN I DO MORE OF THIS?
Keep student learning at the forefront of every conversation.	1 3 5 7 10	
Consistently use the practices for Student-Centered Coaching so that teachers understand what it means to engage with a coach.	1 3 5 7 10	
Build trusting and respectful relationships with all teachers.	1 3 5 7 10	
Model and maintain a learning stance.	1 3 5 7 10	
Create a system where teachers can engage in coaching cycles in the way that best suits their needs.	1 3 5 7 10	
Avoid the trap of negativity when working with teachers. Stay focused on the positive.	1 3 5 7 10	
Actively listen and respond to teachers.	1 3 5 7 10	
Celebrate student and teacher growth by documenting coaching cycles.	1 3 5 7 10	