**Coaching Meeting Pre-work and Protocol with L&D Focus**

*This work is an amalgam of great practices from across our Principal Cohort.*

**Dean Pre-Work for Coaching Meeting**

(To be sent 24 hours ahead of coaching meeting)

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| **Priority** | **Data Update/Progress Toward Goal**  (code green-yellow-red) | **What worked/didn’t work and how do you know?**  (tactics, teacher moves, dean moves) | **What questions do you have? Where are you stuck?**  (dean tactics, leadership moves) |
| **Title**  Measurable goal | *Latest Data* |  |  |
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| **Coachees and actionable L&D step** | **What did you do?** (Dean coaching support) | **Did it work and how do you know?**  (evidence of impact) | **What questions do you have? Where are you stuck?** |
| *Teacher: what they’re working on (coaching action step)* | *Dean tactics* | *Observable outcomes and data.* |  |
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| **Dean L&D Focus**  **Area**  (with CFS) | **Actions taken**  (tactics and moves) | **What worked/didn’t work and how do you know?** (reflection + evidence of impact) | **What questions do you have? Where are you stuck?** |
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| **Key Updates on Projects I Own** | | | |
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| **People Box Items** | | | |
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| **Principal and Dean Coaching Agenda for (date)** | |
| **Current L&D Focus: XX** | |
| **Time** | **Topic** |
| :00-:02 | Personal Check-in/How Are You |
| :02-:05 | Follow up on action items from last meeting (narrate overall completion, quick note of what was missed and why) |
| :05-:17 | **Goal Dashboard Review**   * Celebrations … and what leader actions led to these wins? * Quick clarifying questions from principal * Quick advice/next steps from principal based on areas where stuck * Prioritization check … have we chosen the right deep dive? |
| :17-:32 | **Priority Area Deep Dive (One of the key areas that’s off-track)**   * + What have you done so far? (Decisions/actions)   + What progress has been made? Why? What have you done that has driven the progress?   + Why do you think this outcome is off-track? (Ask why multiple times if necessary and focus on tactics and Dean leadership moves)   + What is your proposed action plan? (Potential tactics and potential leader moves)     - Do you have any transferrable skills or successes from other initiatives/contexts? |
| :32-:50 | **Learning and Development Deep Dive**   * Discuss reflection on last week – validate/challenge (re-do quickly if appropriate) * Reaffirm or revise L&D goal for this week; as needed, clarify what excellence looks like (CFS for specific L&D focus area … what would it look like to do X really well?) * Practice and Coaching (will vary depending on L&D goal)   + What’s the specific challenge we want to apply this L&D goal to? (aligned to key goals)   + Practice, feedback, re-do * Based on our coaching, confirm:   + What are you going to do? (actions, what, who, when)   + If appropriate, revise CFS with lessons learned from practice   + What evidence of impact will you point to when you report next week?   + Where else can you apply this L&D focus across your roles and responsibilities? * What support do you need from me? Let’s shape the time we are schedule to do-co/co-observe in the next week so that I can really help you push in this area |
| :50-:58 | **People box**   * Time to discuss other issues (raised by either Dean or principal) |
| :58-:60 | **Review next steps, calendar implications for next 7 days** |

Example

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| **Priority** | **Data Update/Progress Toward Goal**  (green-yellow-red) | **What worked/didn’t work and how do you know?** | **What questions do you have? Where are you stuck?**  (dean tactics, moves) |
| **Attendance**  Quarter 3 attendance is 97.5% or better | Last Week: 98.3%  YTD: 97.3 | Hyped students during morning meeting about importance of IAs, showing up and doing their best  Meet with Flores family last Thurs and got commitment to have BF and YF to school on time; changed bus stop (and they have been on time every day since then!)  7 scholars with > 10 absences | Need to have more general attendance hype message next week … can use success from this week with “keep it up” message. Do we have $$ for an attendance incentive? We are very close to our goal, and I want to hit it. ☺ |
| **Suspensions**  8% or fewer scholars suspended (OSS + ISS) | Last Week: 1 suspension (KG for hands on)  YTD: 5% | Worked with TG (behavior team) to practice removal room procedures; no removal room escalations to suspension this week! | Feeling good about this one. ☺ |
| **6th grade Culture: 95% on task** | Observed:  BK: 92  LM: 90  JJ: 85  DT: 95  HG and FR: Did not observe  90.5% (up from last week but still bad ☹) | Named this as an explicit goal for GLT; practiced narrate, narrate, correct (demerit) in GLT mtg  RTC and follow-up practice with LM and JJ | I am having trouble finding the time to observe HG and FR  See below for notes on JJ. |
| **Coachees and actionable L&D step** | **What did you do?** (Dean coaching move) | **Did it work and how do you know?**  (evidence of impact) | **What questions do you have? Where are you stuck?** |
| Rafael (behavior interventionist)  Tone with and connection to KWLMs | Role-played conversation with scholar who has been removed (frustration over demerit + logical consequence) | Raf, in our check ins has expressed having good conversations with scholars when they are sent out. However, there are times when I check in with the teacher or scholar after, and they seem still upset and have not had the follow up conversations. Raf needs more role play, practice, but also come kind of accountability piece. | How do I measure whether Raf is effectively de-escalating scholars before sending them back to class without lots of anecdotal follow-up with teachers? |
| LM | RTC teacher once a week and give feedback on behavior system usage (narrate, narrate, correct with demerit) | Lynn got to 90% on task | Lynn confidence and effective use of the system is growing, but her eye (her radar) is lagging behind. What specifically can I do to help her see what she’s not seeing? |
| JJ | RTC teacher once a week and give feedback on behavior system usage (narrate, narrate, correct with demerit) | 85% on task ☹ | JJ’s strong voice is still pretty weak despite modeling and practice. Not sure how to effectively coach on this. |
| **Dean L&D Focus**  **Area**  (with CFS) | **Actions taken**  (tactics and moves) | **What worked/didn’t work and how do you know?** (reflection + evidence of impact) | **What questions do you have? Where are you stuck?** |
| Landing the plane   * Plan FB delivery – name clear action step in one sentence. “It would have been more effective if you …” * Be able to state 2 evidence statements clearly * Plan probe Qs (before); plan impact Q (after) * Ask teacher to restate | Practiced on my own in front of the mirror. ☺  Delivered feedback we practiced to Baca. | I got nervous and didn’t stick to the script (talked too much) on initial delivery and realized we were then having a conversation that wasn’t totally on message. I think I saved it by shifting to impact and restating, because when I asked Baca to restate she was able to do so. | It’s better, but I still don’t feel like I’m in the driver’s seat still as much as I should be. What am I doing/not doing that leads to the slightly off task conversation? |
| **Key Updated on Projects I Own** | | | |
| Scholar Dollar trip on March 4 is on track … permission slips out. Hyping it next week during morning advisories.  Detention skips – called KH, YT, and JH parents. The calls went well, but we will see … | | | |
| **People Box Items** | | | |
| 7th grade adult culture: As we discussed, I sent the team a team effectiveness survey based on 5 Dysfunctions. Results are back – link here. I need to plan the debrief. Can I write up my plan and send it to you for feedback?  Uniform violations – we have effectively stopped sweating belts at entry. Every day I see 4 or 5 kids without them and even I am not being as relentless as I need to be; when/how should we do a reset? | | | |

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| **Principal and Dean Coaching Agenda for 3.2.16** | |
| **Current L&D Focus: Landing the Plane** | |
| **Time** | **Topic** |
| :00-:02 | Personal Check-in/How Are You |
| :02-:05 | Follow up on action items from last meeting (narrate overall completion, quick note of what was missed and why) |
| :05-:17 | **Goal Dashboard Review**   * Celebrations … and what leader actions led to these wins? * Quick clarifying questions from principal * Quick advice/next steps from principal based on areas where stuck * Prioritization check … have we chosen the right deep dive? |
| :17-:32 | **Priority Deep Dive: 6th grade culture – Goal: 95%, Currently: 90.5%; off-track**   * + What have you done so far? (Decisions/actions)   + What progress has been made? Why? What have you done that has driven the progress?   + Why do you think this outcome is off-track?   + What is your proposed action plan?   + Do you have any transferrable skills or successes from other initiatives/contexts? |
| :32-:50 | **Learning and Development Deep Dive – Observation Debrief: Landing the Plane**   * Discuss reflection on L&D last week – validate/challenge (re-do quickly if appropriate) * Reaffirm or revise L&D goal for this week; as needed, clarify what excellence looks like (CFS for specific L&D focus area … what would it look like to do X really well?) – keep as is * Practice and Coaching (will vary depending on L&D goal)   + What’s the specific challenge we want to apply this L&D goal to? (aligned to key goals)   + Practice, feedback, re-do * Based on our coaching, confirm:   + What are you going to do? (actions, what, who, when)   + If appropriate, revise CFS with lessons learned from practice   + What evidence of impact will you point to when you report next week?   + Where else can you apply this L&D focus across your roles and responsibilities? * What support do you need from me? Let’s shape the time we are schedule to do-co/co-observe in the next week so that I can really help you push in this area |
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