REORIENTING THE ROLES OF DISTRICT LEADERS:

How Do Principal Supervisors Coach Principals to Lead Improvement?

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WORKING PAPER

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CONTEXT AND BACKGROUND

Numerous central offices in mid-sized and large urban districts around the nation are reshaping the role of principal supervisors to focus less on business and compliance, and to instead provide intensive, job-embedded coaching to principals to strengthen principals' instructional leadership (Honig, 2012; Corcoran, Casserly, Price-Bough, Walston, Hall & Simon, 2013; Jerald, 2012). Central office supervisors visit schools more often than in the past and now have instructionally-focused meetings with principals (Honig, 2012). The central office's direct support of principals' professional development has evolved from a focus on supervision to one focused on coaching, mentoring, and partnering with the specific goal of improving student achievement (Browne-Ferrigno, 2006; Clarke & Wildy, 2011; Johnson & Chrispeels, 2010; Leithwood, 2010).

Principal supervisors serve as a promising lever for supporting and developing principals' instructional leadership (Goldring, Grissom, Rubin, Rogers, Neel, & Clark, 2018). Yet, this shift in role for the principal supervisor, from being "hands-on solvers of administrative problems to coaches strengthening instructional leadership" (Turnbull, Riley, MacFarlane, 2015, p. 56) is significant and requires further exploration. Honig's (2012) research, conducted as this change in role first evolved, captured practices of principal supervisors that provided support for principals' instructional leadership: engaging in joint work, differentiating, modeling, developing and using tools, brokering, and creating and sustaining social engagement. However, additional aspects of the principal supervisor/principal partnership affect and determine the degree to which the principal grows as an instructional leader who can facilitate instructional improvement.

As districts commit to reshape the principal supervisor role on a national level, it is critical to understand how to encourage a productive partnership between principal supervisors and principals to facilitate principals' instructional leadership growth. To address this need, this paper reports on initial findings from a 16-month study that examined the work of 12 principal and principal supervisor pairs in a large Mid-Atlantic school district, to be called Cityline Schools[1]. The research questions that guided our initial review of the data are as follows:

1. What are the coaching practices that principal supervisors use to facilitate changes in principals' instructional leadership practice?
2. How do principal supervisors and principals interact to strengthen principals' instructional leadership?
3. What contributions do principals and principal supervisors each bring to their partnership to facilitate change in principals' instructional leadership practices?

[1] Cityline Schools is the pseudonym for the school district in which this research was conducted. Pseudonyms have been used for all names referenced throughout this paper to maintain anonymity.

Initial findings reveal that the types of changes principals made in their instructional leadership practice through the support of the principal supervisor varied from robust, to simple, to no change at all, with these degrees of change being influenced by the qualities of the partnership.

METHODOLOGY

Study Setting

Cityline Schools was an early adopter of the new model of principal supervision focused on developing principals' instructional leadership. In 2011, the district's superintendent dismantled a regional system of five assistant superintendents and created 13 instructional director (ID), or principal supervisor, positions. Each principal supervisor was assigned to approximately 15 principals each. Between 2011 and 2017 (when the study began) principal supervisors participated in professional development offerings that included topics such as learning-focused supervision, Gallup Strengthfinders, Data Wise, culture-building from the Arbinger Institute, SAMS, the Model Principal Supervisor Evaluation Standards, and others. The foci of principal supervisors' professional development opportunities differed from year to year. This district's key criterion for the selection of principal supervisors was a track record as a successful principal.

Study Design and Sample

We utilized multiple case study methodology to understand the partnership between the principal supervisor and the principal as a bounded system, to identify the particular characteristics of the partnership, to provide rich descriptions of the pair, and to utilize longevity in the field by following each pair's collaborative work for between 7 and 14 months[2] (Yin, 2013). All study procedures were reviewed and approved by GW's Institutional Review Board and by Cityline Schools' Office of Research.

Participants were purposefully selected based on their position as, or supervision of, a principal at a "high needs school" as designated by this district's Office of the Deputy Superintendent. To invite participation, the researcher made a presentation about the study and subsequently sent an email invitation to eleven of the district's principal supervisors, all of whom were assigned to supervise at least one of the district's identified 32 high needs schools. Following the receipt of consent to participate from five principal supervisors, principals at high needs schools that they supervised were invited to participate.

Five principal supervisors and twelve principals elected to participate in the study; two or three principals who were supervised by each principal supervisor agreed to enroll

[2] While enrollment in the study began in the spring of 2017, four participants left their positions in the summer of 2017; data from their interviews were not utilized for reporting. Additional principals and principal supervisors were recruited to participate in the summer and fall of 2017 to maintain consistent enrollment of 12 principal/principal supervisor pairs in the study.

(please see Appendix A for additional information on the participants). Some participants were serving in their first year as a principal when the study began, with the years of experience for principal participants ranging from 0-7. Principal supervisors had between 1.5 and 7 years of experience in their positions. In all, twelve principal supervisor/principal pairs were followed from March 2017 to June of 2018, during which time all data gathering took place.

Data Sources and Data Analysis

The findings reported in this paper were based on the following data sources: two interviews with each principal supervisor (N = 5); two interviews with each principal at a high needs school (N = 23, as one principal elected not to complete the second interview); 86 observations of principals and principal supervisors working together and of the principal leading his/her leadership team (totaling nearly 150 observational hours, as shown in Appendix B) with observations ranging in length from one hour to a full day; and documents provided by participants in the study, including rolling meeting agendas, feedback summaries, protocols and tools used during observations. Data gathered were triangulated to ensure consistency and validity of findings.

Descriptive coding was appropriate for this analysis due to the numerous types of data being coded and the time period of the study (Saldana, 2013). All interview transcriptions were coded using AtlasTI software and reflective memos were recorded following each observation conducted by a member of the research team, in addition to after coding each interview. As team members initiated data analysis, we engaged in regular discussions during which we shared findings and discussed emerging themes from the data we had gathered. We utilized codes we derived from research focused on leadership coaching from the education and business fields and from research on self-regulated learners (Zimmerman 1990, 2000). We paid particular attention to themes that emerged for the identification of inductive codes and instances in which codes overlapped. Additionally, we strove to achieve intercoder agreement by having each member of the research team independently code, and then compare and revise the code definitions we had identified and individually defined, in order to ensure we utilized the codes for the same purposes (Saldana, 2013).

FINDINGS

Through an analysis of the multitude of qualitative data sources gathered, we found that the types of changes principals made in their instructional leadership practice through the support of their principal supervisors varied. We utilized a preponderance-of-evidence strategy (Anderson and Scott, 2012; Donmoyer *et al.*, 2012) to categorize the types of impacts observed in principal supervisors' work with principals in three categories: *robust changes, simple changes, and no change at all*. We categorized *robust* changes as changes to the way the school principal leads and builds instructional capacity in others (e.g., how the principal designs and leads professional learning, or how the principal develops the

capacity of administrative team members to lead learning walks). *Simple changes* to instructional leadership practice are those changes that impact teaching and learning in the school, but do not necessarily represent a change in principal practice (e.g. the principal's decision to extend the reading block or to require use of a progress monitoring tool by grade level teams). In other schools, *no changes* known to the researchers were made to instruction, though principals may have made changes to human resource management, facilities or the school budget as a result of the principal supervisors' support. Table 1 provides an overview of the principals who made changes in each of these categories.

Table 1. Degrees of Change by Principals to their Instructional Leadership Practice*

No Change at All	Simple Changes	Robust Changes
Jennifer Terri Samantha Reagan Rory	Paul Tim Mark Kara	Yora Carson Nancy

* Pseudonyms are used for all participants in the study.

Findings for each of the research questions that guided the study will be discussed in turn in the sections that follow. Each section will first discuss our findings for partnerships in which principals made at least *simple* changes to their instructional leadership practice. Next, additional distinctions will be discussed for those partnerships in which principals made *robust* changes to their practice.

RQ1: What are the coaching practices that principal supervisors use to facilitate changes in principals' instructional leadership practice?

In understanding and categorizing the observed practices of the principal supervisors in this study, we relied on the research of Honig (2012) and Cosner, Walker, Swanson, and Hebert (under review). As Honig's (2012) work did not adequately capture all of the practices we observed, we also utilized the learning-focused coaching activities identified by Cosner et al. (under review) in studying leadership coaching experienced by aspiring school leaders. Among principal supervisor/principal pairs in which *robust* or *simple* changes were made in principals' instructional leadership practice, five coaching practices were most commonly observed: providing feedback, modeling, providing direct instruction, brokering resources, engaging school leaders in critical reflection, and engaging school leaders in inquiry (please see Table 2). Additionally, as we found that principal supervisors often differentiated their work with their principals without the principals' explicit knowledge, we did not consider this practice in our own discussion of the findings.

Table 2: Coaching Practices and Activities Observed*

Honig (2012)	Cosner, Walker, Swanson, and Hebert (under review)
Engaging in Joint Work (7)	Facilitating Learning through Experience (2)
Differentiating (10)	**Providing Feedback (12)**
Modeling (10)	**Modeling/Providing Direct Instruction (10)**
Developing and Using Tools (7)	**Engaging School Leaders in Critical Reflection (9)**
Brokering Resources (9)	Helping Leaders Face Conditions of Challenge and Pressure (5)
Creating and Sustaining Social Engagement (8)	Providing Support and Guidance (8)
	Observing Others (8)
	Interacting with Others as Knowledge/Learning Resources (2)
	Making Leadership Practice Public (7)
	Engaging Leaders in Inquiry Approaches to Evoke Inquiry (9)
	Engaging in Self-Regulated Learning Approaches (6)

* The number in parentheses following each practice designates how often the practice was observed. The definitions of coaching practices and activities listed in this chart, as utilized by this research team, are provided in Appendix B.

Robust Changes in Principal Practice

Among productive principal supervisor/principal pairs in which *robust* changes in instructional leadership practice took place, in distinction from other pairs, the principal supervisor and principal engaged as joint partners in the work. Engagement in joint work (Honig, 2012) largely distinguished those partnerships in which robust changes were made to principal practice from those partnerships in which simple, or no changes, were made in principals' instructional leadership practice. The principal supervisor approached his/her work as an equal partner, rather than as a supervisor. One principal supervisor described this intent of partnership in stating, "Do they actually view me as being helpful or are they like, 'oh my god, here comes the big boss,' because certainly I don't think I present myself that way, but it's important for me to be received as a partner in the work and not as an evaluator." Engagement in joint work included planning meetings together, designing and/or providing professional development to school staff and teams, reflecting on and planning next steps together, and at times, divvying up the work to get it done.

Principals who made robust changes in their instructional leadership practices spoke to how their supervisors specifically demonstrated support by their willingness to actually do the difficult work of improvement with them. One principal explained, "Anything that I need her to do, she is more than willing to be hands on with it." This principal also reported that her supervisor established an atmosphere of support and collegiality not only with her, but also with members of her administrative team. In this instance, the principal supervisor worked directly with members of the administrative team in leading improvement work focused on addressing ninth grade failures:

> They [administrative team members] are able to not only get feedback and support from me as the building leader, but then from my boss. When I talk about her creating this collegial relationship, where it doesn't always feel like [I'm] subordinate, she's been able to establish that also with members of my administrative team, which I think is really powerful.

Another principal explained that he sometimes requested his supervisor's support in working with one of his teams or in providing professional development. But oftentimes, he said,

> ". . . they [the supervisor] volunteered to do it. We would brainstorm, we'd just be having a conversation like this, and next thing you know, 'Why don't we try this? Okay. Who should facilitate that? I think maybe you can because you've got more expertise in that area and I'll just kind of co-facilitate with you.'"

In these productive partnerships, it is also consequential to note that joint work involved not just the principal and the principal supervisor, but school-based teams and staff critical to the work of school improvement as well. One principal described, "We worked with teachers, we worked with leadership team, we worked with admin [team], probably not quite equally the same, but in a fair proportion for each of those."

A further unique quality of productive partnerships was not just how the pairs engaged in joint work, but also the establishment of a feeling of joint commitment to and ownership of the work. One principal who made robust changes in his practice had been assigned to three different principal supervisors in the previous three years. Yet, he explained that the change in his supervisor didn't make a difference in how he collaboratively approached the work. He said, ". . . we just join arms, hands, and just start walking together in this work. We know that there's a hierarchy of supervision, but I don't think that we really look at it that way; we look at is as, 'We're a team,' and that we're here to do this work together." Another principal added, "There are times when I'm overwhelmed and I'm frustrated, and she literally will jump in and be of assistance just like anyone else would, my assistant principal. It's supportive but it's also very equitable. I don't feel this top down pressure. I don't feel that with her." The clear approach to team leadership of improvement was distinct to productive partnerships in which principals made robust changes in their instructional leadership practice.

RQ2: How do principal supervisors and principals interact to strengthen principals' instructional leadership?

We examined how principal supervisors and principals interacted by looking at both coaching structure and dosage and by examining the focus of the pair's collaborative work. In order for principals to make simple changes to their instructional leadership practice, we found that specific coaching structures, dosages, and foci were in place. Among partnerships in which principals made robust changes in their instructional leadership practice, additional commitments were made by both members of the partnership.

Among partnerships in which at least *simple* changes in principals' instructional leadership practice were made, the principal supervisor visited the school on a consistent basis and was available for support via multiple modes of communication in between school visits. Specifically, the principal supervisor visited the school in person at least once a month, with additional communication occurring in between meetings by text or phone. Often, during our observations, principal supervisors would receive text messages with questions from other principals participating in the study to which they would immediately respond.

Further, while some of the principal supervisor's visits to schools focused on meeting just with the principal, often the structure and focus of principal supervisor/principal meetings included other school-based teams. We found that the work of changing principal practice did not occur in meetings held between the principal supervisor and the principal behind the principal's closed office door. The pair's joint work included building the instructional leadership capacity of the school leadership team or administrative team, in addition to supporting the principal's growth. This finding suggests that in order for even a *simple* change to occur in principals' leadership practice, the collaborative work of the principal and the principal supervisor must include some additional interaction with school-based teams.

Finally, in partnerships in which *simple* changes were made to principal's instructional leadership practice, the focus of the pair's collaborative work was determined jointly, or at least minimally influenced by the principal's needs. Visits by the principal supervisor had a clear purpose and were aligned to this ongoing school improvement work in which the principal and principal supervisor were engaged. Each visit had a focus, and in some pairs, intended outcomes were identified for each visit (among many pairs, goals and outcomes for collaborative work were only discussed during evaluation meetings). This joint determination of focus likely contributed to the investment by both members of the partnership in the school's work of improvement.

Robust Changes in Principal Practice

In pairs in which *robust* changes in principals' instructional leadership practice were made, principal supervisors generally met with their principals at least every two weeks (more frequently than in those pairs in which simple changes took place), with additional communications taking place in between these times. Consistent meeting schedules were established. Oftentimes, days and times for upcoming meetings were set prior to departing from the previous meeting. One principal supervisor noted, "Frequency of visits is, I believe, a key factor in the type of relationship that that person and I will have. . ."

Among these partnerships, the structure and format of principal supervisor/ principal meetings included dedicated time for three types of collaboration: (1) joint work in administrative team meetings, central office meetings, leadership team meetings, and sometimes collaborative teams or grade level teams; (2) district- required evaluation meetings, and (3) one-on-one coaching sessions. In pairs in which robust changes in principal practice took place, the partners not only fulfilled the requirements of the principal evaluation process, but they also engaged in additional work together to propel the school's performance forward. In contrast, in partnerships in which no changes took place, few, if any, meetings, were held beyond the required formal evaluation meetings.

Additionally, in partnerships in which the principal made robust changes in his/her practice, a key focus of the pair's collaborative work was on developing the principal's capacity to develop others. In contrast, in some relationships, the principal supervisor stepped in to build the capacity of other leaders or staff at the school level him/herself, but then did not follow-up with the principal to ensure that he/she acquired needed skills to continue providing leadership in this area. In one instance, the principal supervisor provided coaching and modeling of effective collaborative work for grade level teams with the principal present, but steps were not taken to ensure the principal could lead this same work upon the principal supervisor's departure. Instead, in partnerships in which robust changes took place, the principal transferred the information and guidance acquired in coaching sessions with the principal supervisor to assume responsibility for the next level of work. As one example, following the principal supervisor's coaching and suggestion to dig deeper into available data to understand why specific ninth grade students were struggling, the principal

established a monitoring tool to use to track ninth graders' progress with the school's administrative team.

RQ3: What contributions do principals and principal supervisors each bring to their partnership to facilitate change in principals' instructional leadership practice?

In answering this question, we considered the antecedents to the partnerships (e.g., qualities each member of the partnership brought to the relationship) and the relational contributions of both the principal supervisor and the principal that led to a productive partnership in which joint work could occur.

In partnerships in which principals made *simple* or *robust* changes in instructional leadership practice, the principal supervisor demonstrated some level of skillfulness and credibility as a coach and a former school leader to the principal in establishing the partnership (Baron and Morin, 2009; de Haan, Bertie, Day, & Sills, 2010; de Haan, Culpin, & Curd, 2011). Most principal supervisors had participated in professional development on asking learning-focused coaching questions, evidence of which was demonstrated in the questions principal supervisors asked to facilitate principal engagement and reflection immediately following an observation. Uniformly, across pairs in which simple changes took place in principal practice, the principal supervisor would begin a debriefing session after an observation with the question, "How do you think that went?" or "In light of your goals for today's meeting, what went well and what did you achieve?" Principal supervisors began their coaching sessions with principals by asking questions, as opposed to consulting/directing.

The principal also brought specific goals for school improvement to the partnership and some desire, motivation, and readiness to lead and work toward achievement of these goals. Further, many of these principals displayed a willingness to engage in reflection on their practice in response to feedback.

Robust Changes in Principal Practice

In pairs in which *robust* changes in principals' instructional leadership practice were made, specific antecedent characteristics to the partnership could be identified. Not surprisingly, principals who made robust changes in instructional leadership practice described having a "great" or "fabulous" relationship with their principal supervisors. Most importantly, among these pairs, we found that the establishment of a working relationship preceded principals' changes in instructional leadership practice. Figure 1 provides a brief illustration of our development of a new conceptual framework to display the components of productive principal supervisor/principal partnerships in which principals made robust changes in instructional leadership practice as identified through this study.

Among the three productive partnerships in which principals made robust changes in practice, the principal supervisor demonstrated additional credibility and willingness to

specifically do the difficult work of improvement. This demonstration of skill, both in prior positions and at their assigned principals' schools, led principals to be receptive to suggestions and recommendations made by the principal supervisor and was a critical antecedent to engaging in joint work. One principal explained how her supervisor's credibility contributed to their partnership:

> . . . We knew each other before. We definitely didn't have this relationship, but I think I already had a respect for her work and knew that she understood the work. I think that was helpful for me. . . Because she had her own platform [her prior school], where she was successful, it made it way more palatable for me to take direction from her.

Another principal explained how her supervisor established her credibility to lead very early in the relationship by collaboratively studying and implementing a new guided reading program with her. In this situation, in which the principal supervisor had formerly been a secondary school principal but was supervising an elementary school principal, the supervisor's willingness to immediately engage in new work together with the principal overcame a potential barrier to the development of a productive partnership.

On the other side, principals in productive partnerships demonstrated the traits not only of a leader, but also of an expert learner. Zimmerman (1990, 2002) describes this quality as one of a self-regulated learner. Self-regulated learners "approach educational tasks with confidence, diligence and resourcefulness" (Zimmerman, 1990, p. 4). They are aware when they have a skill and when they do not, and they are proactive in their learning efforts. One principal explained, "I would consider myself being always open to learning. Learner is one of my top strengths, and so I'm always going to be open to receiving whatever it is." By bringing a desire to *learn* to the partnership, these principals were ready to make changes to their practice with the provision of guidance and support by the principal supervisor.

Further, in partnerships in which robust changes were made in principal practice, both the principal supervisor and the principal also made key contributions to their partnership. First, the principal supervisors in productive principal supervisor/principal partnerships specifically focused on establishing rapport with the principal. Robertson (2008) describes this key principle of coaching as a provision of support, or a commitment to an "ethic of care" demonstrated through a general sense of collegiality and friendship (p. 46). This focus on establishing rapport was discussed by one principal supervisor:

> Getting to know them as a person instead of as a principal was very important . . . I have to see you as, not as a vehicle, but actually as a person. So, getting to know, do you have kids, there are going to be some people I can call at 9:00 at night and we can have this conversation and in other ones be like, that's rude . . . So establishing the relationship so that one, they trusted me, and some of which are still establishing.

In some cases, principal supervisors and principals shared pictures of recent family events before or after meetings together and asked one another about family relatives. This establishment of both support and collegiality led to the development of a trusting

relationship between the principal supervisor and the principal in which joint work could occur.

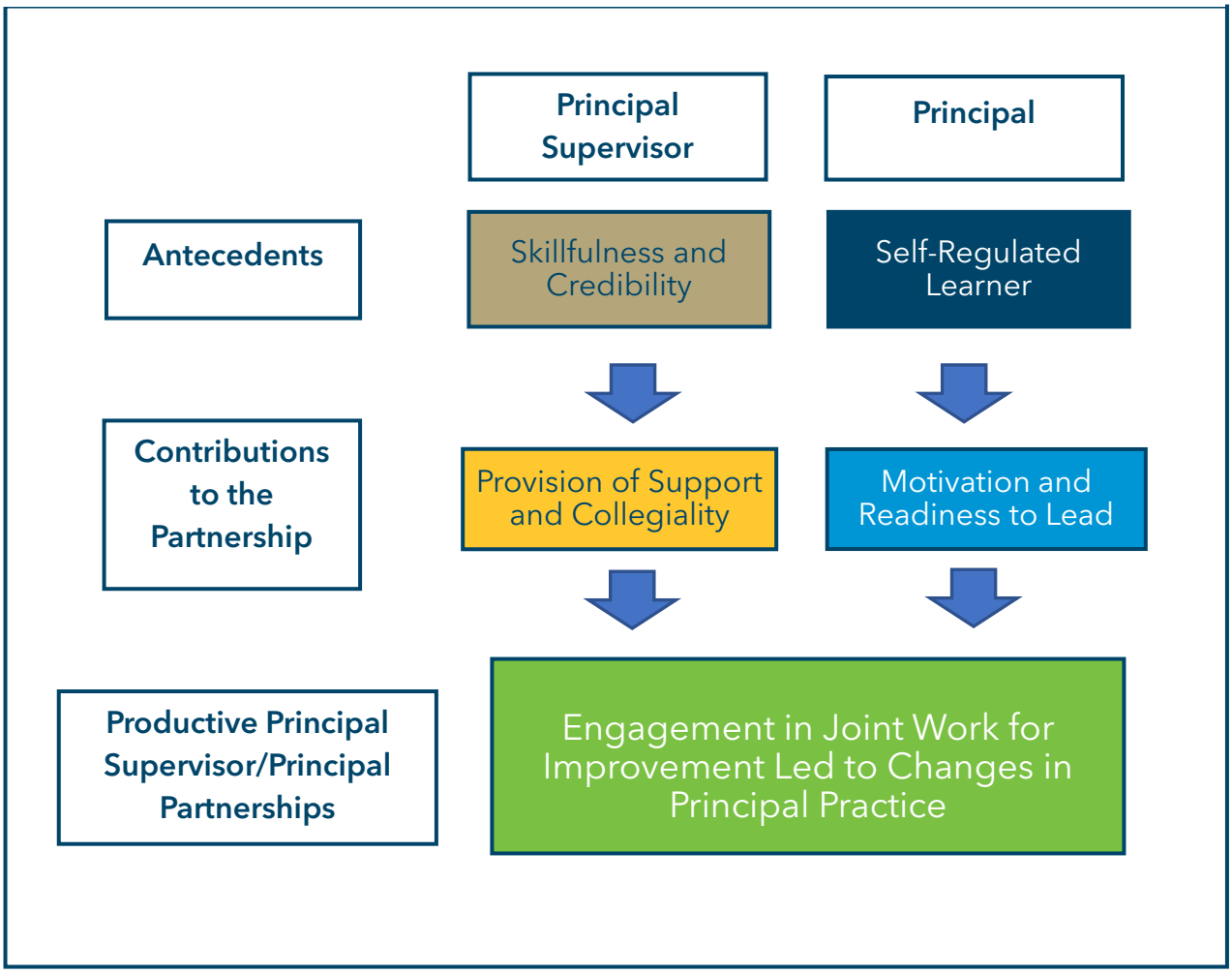
Principals also made essential contributions to their partnerships with their supervisors that led to robust changes in practice. First, each principal brought specific goals for school improvement to the partnership and the desire, motivation, and readiness to lead the work toward achievement of these goals with the supervisor's guidance. The principal supervisors honored these goals and included them in their planning process for improvement work. One principal explained how her principal supervisor, with her direct supervisor, collaboratively worked with her to prioritize goals for the year:

> I just had too many balls in the air, too much going on. It was very direct. She asked me to sit down and think about, and use my data to look at and prioritize first things first. After I did that . . . we had a brainstorming session. We took a whole afternoon and they grilled me back and forth about why is this important, or why are you doing this first, where do we need to put this . . .

The members of this partnership revisited these goals monthly and determined where to move ahead and where to make adjustments. Another principal explained that her supervisor supported her development as an instructional leader ". . . through questioning around what I do based on the goals that I've set for the school at large. . . She really causes me to be reflective."

In productive principal/principal supervisor pairs, each principal followed through on suggested action steps from his/her supervisor after meetings and came prepared to share accomplishments and challenges at subsequent meetings. Here again, a commitment to learning was evident among principals who made robust changes in their practice. As an example, one principal explained, "I think when you get to a certain level, you realize that the work that you do is professional, not personal, and that what we're trying to do is build each other's' capacity, we're trying to learn from each other, and we're trying to do what is right for students and the school as a whole." In his description of their partnership, this principal also alluded to his commitment, with his supervisor, to improve outcomes for students and for the school overall. This joint contribution of motivation to improve to the partnership, when preceded by the antecedents described, contributed to the development of partnerships in which robust changes could be made to principal practice.

Figure 1. Establishment of Productive Principal Supervisor/Principal Partnerships



CONCLUSION

As the role and responsibilities of the principal have changed significantly since the enactment of No Child Left Behind, school district central offices have assumed responsibility for providing critical support to principals and to schools in improving classroom instruction. As this shift has taken place, the principal supervisor has emerged as a key lever in districts' attempts to facilitate changes in principals' instructional leadership practices. Yet, we found that the degree to which principal supervisors were effectively able to support changes in principal practice resulted in a range of changes in principals' instructional leadership practice - from robust, to simple, to no change at all.

We found that numerous aspects of the principal/principal supervisor partnership contributed to this variation in outcomes, including: (1) the coaching practices used by the principal supervisor and the degree to which he/she engaged in joint work with the principal; (2) the coaching structure, dosage, and focus; and (3) the antecedents that the principal supervisor and principal brought to the relationship and the contributions that each made to their partnership. Overall, principal supervisors and principals in productive partnerships engaged collaboratively in joint work to facilitate changes in principal practice that would lead to improved student learning outcomes. These partners jointly owned the school's work of improvement; they approached the work as a team and as equal partners who had a stake in the school's progress and in each student's success.

Districts reorienting the principal supervisor's role to facilitate changes in principals' instructional leadership practice must carefully consider how to select principal supervisors with the prior experiences and skills we described, and how to prepare them to contribute to the partnership's development by building supportive and collegial relationships with principals. Further, principals must be ready and willing to not only lead learning for their own staff to build their capacity for improvement, but to also serve as learners themselves. Principals who do not identify themselves as learners may not be likely to benefit from the type of coaching support that principal supervisors are now expected to provide to develop principals' instructional leadership capacity for improvement.

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APPENDIX A: STUDY PARTICIPANTS OVERVIEW*

Principal Supervisor and Principal Names (all are pseudonyms)	Principal Supervisor to Whom Principal was Assigned	Principal's School Level	Years of Experience in Education	Years of Experience in Administration
Bill	Principal Supervisor		33 years	17
Carmen	Principal Supervisor		20 years	15
Carson	Tammy	Elementary	22 years	6
Jennifer	Carmen	Secondary	19 years	6
Jim	Principal Supervisor		28.5 years	16
Kara	Tammy	Elementary	21 years	10
Mark	Jim	Secondary	14 years	8
Nancy	Carmen	Secondary	24 years	16
Paul	Sara	Elementary	21 years	22
Reagan	Sara	Elementary	28 years	18
Rory	Bill	Elementary	25 years	11
Samantha	Sara	Elementary	19 years	9
Sara	Principal Supervisor		24 years	20
Tammy	Principal Supervisor		27 years	18
Terri	Jim	Elementary	20 years	11
Tim	Bill	Elementary	14 years	5
Yora	Carmen	Elementary	20 years	13

*Note: All names are pseudonyms.

APPENDIX B: OBSERVATIONS SUMMARY TABLE

Principal	Total Number of Observations	Total Number of Hours of Observations
Yora	6	7.5
Nancy	8	12.5
Jennifer	6	7.25
Kara	8	13.5
Carson	10	17.25
Mark	7	11.5
Terri	5	13.5
Rory	8	11.75
Tim	7	15
Paul	8	18.25
Samantha	8	11.25
Reagan	5	8.5
TOTALS	**86**	**147.75**

APPENDIX C: COACHING PRACTICES AND ACTIVITIES DEFINITIONS

Practices	Definitions
A. Differentiating *(Honig)*	• Providing strategically, individualized supports for principals, depending on principals' needs and strengths as instructional leaders
B. Creating and Sustaining Social Engagement	• Stressing the value of formal, facilitated, ongoing meetings among central office administrators and school and community leaders • Focuses central office administrators on specific problems of practice at individual schools and engages them in implementing promising school-community improvement strategies • Creating opportunities for principals to be learning resources
C. Developing and Using Tools	• Examples include: handbooks, rubrics, evaluation protocols, school planning templates, and externally developed curricular materials for use within district reforms • Creation and revision of such tools fostered an assistance relationship between schools and central office
D. Brokering/Boundary Spanning	• Working between communities of practice and serving as a bridge to connect new ideas and understandings • Used as a means to advance participation and buffer against potentially unproductive ideas and understandings
E. Supporting Engagement in Joint Work	• Valued activities of community members in the present time and over time
F. Modeling or Providing Direct Instruction[3] *(Honig and Cosner et al.)*	• Providing job-embedded professional learning • Use of metacognitive strategies *According to Cosner et al.:* • Demonstration of leadership practice • Explicit teaching of a practice or skill (direct instruction)
G. Facilitating Learning through Experience *(Cosner et al.)*	• Providing access to developmentally consequential work during clinical experiences
H. Providing Feedback	• Coaches use various sources of feedback (i.e., "information provided by an agent regarding aspects of one's performance or understanding according to Hattie & Timperley, 2007, p. 81; cited in Cosner)
I. Engaging School Leaders in Reflection/Critical Reflection	• The prompting of reflection defined as a meaning making process involving "thinking back" on past experiences and the consequences of the experience (as noted by Schon in Cosner)
J. Helping School Leaders Face Conditions of Challenge and Pressure	• The creation of useful conditions of challenge to facilitate learning (i.e., motivating development and providing the opportunity to develop); these experiences force learners out of their comfort zones.
K. Providing Support and Guidance	• Inclusive of any support from the coach or others that may be relational to knowledge or material. Support and guidance, for example, can benefit learning by encouraging feelings of safety. Guidance and support takes many forms and is provided according to the needs of the learner (P) and is precipitated by the requests or actions of the coachee. Support and guidance can be executed through coaching or mentorship work; being a liaison to or provider of resources; or serving as a thought partner. Predicated on a strong relational foundation.
L. Observing others	• Making learning possible through vicarious learning experiences (according to Bandura's social learning theory); observation and access to "successful models"
M. Promoting Interactions with Others Who are Knowledge/Learning Resources	• Helping coachees better leverage social contexts by helping them gain access to models that are of importance to their development and motivations to learn
N. Making Leadership Practice Public	• Deprivitizing practice by allowing practice to become a learning resource. Can be made public through observation, oral accountings of practice, and the sharing of artifacts of practice.
O. Engaging School Leaders in Inquiry Approaches to Provoke Inquiry	• The use of "Socratic" questioning to evoke the learning process with coachees; facilitation of inductive learning through the posing and/or exploring of questions to stimulate learning
P. Engagement in Self-Regulated Learning	• Goal setting/monitoring and ongoing learning and performance assessment

[3] Cosner et al. extends Honig's "modeling" category to include "or providing direct instruction."

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