

**PRINCIPAL ONE-ON-ONE Coaching  
INQUIRY CYCLE**

**STUDENT LEARNING PROBLEM (facilitated by ILT)**

**Phase I Step 1: Analyze evidence to develop problems of practice.**

1. Based on observations and analysis of data, what are some concerns about student learning?
2. What evidence supports these concerns?
3. What strengths are there to build upon?
4. Of these concerns, what is the specific student-learning problem to be addressed?

**TEACHER LEARNING PROBLEM (facilitated by principal)**

**Phase I Step 2: Analyze evidence of instruction to identify a contributing teacher problem of practice.**

1. What area of teaching practice might make a difference with the identified problem of student learning?
2. What current teaching practices support student learning in the identified area of need?
3. What current teaching practices hinder student learning in the identified area of need?
4. Of these concerns, what is the specific problem of teaching practice to be addressed?

**PRINCIPAL PROBLEM OF PRACTICE (facilitated by principal supervisor)**

**Phase II Step 1: Analyze evidence of principal leadership and determine an area of instructional leadership focus.**

1. What area(s) of instructional leadership practice might make a difference with the identified problem of teaching practice and the problem of student learning?
2. What current leadership practices support teaching practice and student learning in the identified area of need?

3. What current leadership practices hinder student learning in the identified area of need?
4. Of these concerns, what is the specific problem of leadership practice to be addressed?

**THEORY OF ACTION**

**Phase II Step 2: Generate a theory of action.**

1. Using the responses to the problems of practice in Phases I-II, generate a theory of action that explains the specific changes the principal intends to make to improve teaching and learning in the school.

**If the principal.....**

**Then teachers will...**

**So that students will....**

**IMPLEMENTATION AND SUPPORT**

**Phase III Step 1: Co-create a learning plan for principal implementation and principal supervisor support.**

Learning Session	Possible Actions	Why do you think these actions are likely to improve principal performance?
Learning Session 1  Topic:  Date: Time:	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Learning Session 1  Topic:  Date: Time:		<ul style="list-style-type: none"> <li>•</li> </ul>
Learning Session 1  Topic:  Date:		<ul style="list-style-type: none"> <li>•</li> </ul>

Learning Session	Possible Actions	Why do you think these actions are likely to improve principal performance?
Time:		

**ANALYZE IMPACT**

**Phase IV, Step 1: Analyze student and teacher evidence.**

1. What has changed with student learning since the beginning of this cycle? What is the evidence?
2. What has changed with teaching practice since the beginning of this cycle? What is the evidence?

**Phase IV Step 2: Analyze principal leadership practice evidence.**

3. What has changed with the instructional leadership practice since the beginning of this cycle? What is the evidence?

**Phase IV Step 3: Determine whether to continue with the same area of focus and inquiry cycle or to adjust.**