

Study Questions

Effective School Leadership: Developing Principals through Cognitive Coaching

Chapter 1: The Evolving Principalship

- What are the most critical issues facing principals today?
- What should systems consider in their hiring and development of principals?
- What might be some key concepts that systems should be thinking about in developing school-based leadership?

Chapter 2: Cognitive Coaching for Principals

- What are the facets of Cognitive CoachingSM that best serve principal development?
- What is it about Cognitive CoachingSM that serves principals in addressing teaching and learning issues?
- What are some key indicators of adult development that might be enhanced through Cognitive CoachingSM?
- How do the States of Mind inform our thinking about principal development?
- What are some things about the support functions that are most critical in thinking about developing principals?

Chapter 3: The Effect of Supporting Principals

- What might be some issues in systems that keep districts from providing coaching to principals? How might those issues be true for your system?
- What does this action research study tell you that is most important in understanding how to best support principals?
- Given the data from this study, how does this inform your work with principals?

Chapter 4: Who Should Provide Cognitive Coaching to Principals?

- What aspects of the trust research are most important to you in developing a coaching program for principals?
- How might coaching principals increase trust in the system? How might it jeopardize trust in the system?
- How does the role of evaluator inform the work of a coach?
- What are the key elements a Cognitive Coach should attend to in truly becoming a mediator of thinking?

Chapter 5: The Thinking of a Principal's Cognitive Coach

- What does it mean to have an identity of a mediator of thinking in working with a principal?
- Under what conditions might a coach of principals decide not to coach?
- In examining a coach's metacognition on pages 141-153, what stands out as most important?

Chapter 6: Options and Structures for Providing Cognitive Coaching to Principals

- What current structures in your system are already in place to support the coaching of principals?
- What criteria might be used to decide how to best support coaching principals?
- Who are the right people to coach principals?
- Which questions on page 162 are most important to consider in designing a coaching model for principals?