

# Principal360

## Leadership Insight Report

### LEADERSHIP REMEDY

EMPOWERING LEADERS, TRANSFORMING SCHOOLS, SHAPING THE FUTURE

MARIA SMITH  
MAY 1, 2025

## Overview

Dear Maria Smith,

It is with great pride that we present you with your Principal360 Leadership Insights Report. A comprehensive document that is derived from various perspectives, including supervisors, staff, colleagues, and other stakeholders. This Principal360 report provides a practical view of your strengths and areas for development by gathering feedback from diverse perspectives. In turn, you are presented with an exceptional opportunity to enhance your leadership based on true-to-life information.

This report celebrates your achievements and unique strengths while identifying growth opportunities. It serves as a roadmap for your professional development, helping you leverage your strengths and focus on areas for improvement to enhance your leadership effectiveness and success.

We encourage you to approach this feedback with an open mind and a willingness to learn. Whether the feedback is positive or constructive, it is intended to support your growth and enhance your professional effectiveness. Embracing this feedback as an opportunity for self-reflection and improvement will pave the way for your personal, professional, and career development.

Best regards,

Eddie Damian, Ed.D.  
Leadership Remedy, CEO

## Report Summary

**Leader Name:** Maria Smith

**Participants:**

- Supervisors.....3
- Peers.....5
- Staff.....6
- Students.....4
- Customers (Community/Parents/Students).....3
- 
- Self .....1

Total number of participants, excluding self.....21

**Leader Score:** 6.4

**Percentile Rank:**

After conducting extensive research on the performance of numerous campus leaders, the following percentile cutoffs have been established. These percentiles are inclusive of all Principal360° reports within our system

| 10 <sup>th</sup> Percentile | 25 <sup>th</sup> Percentile | 50 <sup>th</sup> Percentile | 75 <sup>th</sup> Percentile | 90 <sup>th</sup> Percentile |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 3.8                         | 4.1                         | 4.8                         | 5.9                         | 6.4                         |

**Scoring:** To ensure a structured and objective evaluation process, the following scoring system has been developed for the Principal360° report. Each category is rated on a scale of one to seven (1 to 7), with one (1) being the lowest and seven (7) being the highest rating. The scoring criteria are as follows:

**7: Significantly above expectations**

(Perfectly aligns with the individual's characteristics or performance in the given area, representing exceptional competence and outstanding performance.)

**6: Above expectations**

(Strongly aligns with the individual's characteristics or performance in the given area, indicating high proficiency and effectiveness.)

**5: Somewhat above expectations**

(Aligns reasonably well with the individual's characteristics or performance in the given area, reflecting solid competence.)

**4: Meets expectations**

(Moderately aligns with the individual's characteristics or performance in the given area, but with some room for improvement.)

**3: Somewhat below expectations**

(Somewhat aligns with the individual's characteristics or performance in the given area but with notable gaps or inconsistencies.)

**2: Below expectations**

(Minimally aligns with the individual's characteristics or performance in the given area.)

**1: Significantly below expectations**

(Does not reflect the individual's characteristics or performance in the given area.)

This quantitative scoring system represents your performance across various school-related criteria. It is essential to review the qualitative feedback provided, alongside the scores for a comprehensive understanding of your strengths and areas for improvement. Most importantly, this scoring system serves as a tool to facilitate meaningful discussions and reflections to support your growth and development as a professional.

## Campus Leader 360° Model

The Principal360 is built upon extensive research, including national educational leadership standards that guide the work of all educators. This research serves as the framework and foundation for your report. All questions within this model are directly linked to one of the three key areas of campus leadership. The following model serves as a framework for campus leaders, offering a comprehensive approach to guide improvement using specific educational leadership dimensions.

### Components of Campus Leadership 360



**Leading the Organization** is comprised of four fundamental elements that contribute to effective leadership: visionary leadership, organizational culture, leadership development, and strategic planning. By excelling in these areas, leaders can effectively guide their campus toward success and create a thriving work environment that supports the growth and development of individuals and the organization.

**Leading the Work** encompasses five key components: communication, relationships, inspiration, courage, and equity. Leaders who excel in these areas create an inclusive and motivating work environment where individuals feel valued, empowered, and inspired to contribute their best.

**Leading the People** contains six key elements: instructional Leadership, pedagogy, feedback, school improvement, operations, and life-long learner. Leaders who excel in these areas create an environment that supports and empowers educators, fosters student success, and continuously strives for improvement in all aspects of the educational experience.

NOTES:

## Strengths

Raters were requested to select the five most significant strengths from the provided list. Each strength was then assigned a weight, with the top strength receiving a weight of 5, the second strength receiving a 4, the third strength receiving a 3, the fourth strength receiving a 2, and the fifth strength receiving a 1. The score in the left column represents the sum of the scores assigned by the raters for each strength. If a strength is not listed, it means that no raters chose that particular item from the list. Leader self-scores are not included in the calculation process.

| Score | Strengths                                                            |
|-------|----------------------------------------------------------------------|
| 18    | Ability to guide others towards a common goal                        |
| 14    | Possesses excellent oral communication skills                        |
| 9     | Possesses effective written communication skills                     |
| 9     | Great listener                                                       |
| 2     | Expresses ideas clearly                                              |
| 2     | Supports teacher professional development                            |
|       | Supports teachers in implementing effective instructional strategies |
|       | Ability to build positive relationships with others                  |
|       | Supports collaboration among all school stakeholders                 |
| 5     | Ability to analyze challenges and implement solutions                |
|       | Creates a positive school culture                                    |
|       | Promotes and encourages innovation                                   |
|       | Supports and encourages continuous improvement                       |
|       | Makes timely decisions aligned with school mission and goals         |
|       | Decisions encompass the needs of all stakeholders                    |
|       | Uses data to inform major decisions                                  |
|       | Effectively manages emotions                                         |
|       | Resilient in effectively navigating change                           |
|       | Able to navigate challenges and obstacles                            |

|   |                                                         |
|---|---------------------------------------------------------|
|   | Has a clear vision for the school                       |
|   | Able to motivate others to work towards shared goals    |
|   | Maintains a high level of integrity                     |
| 6 | Create a positive school environment                    |
| 7 | Committed to learning and growing professionally        |
| 3 | Is up to date on the latest research and best practices |

NOTES:

## Opportunities

Raters were requested to select the five most significant opportunities for growth from the provided list. Each opportunity was then assigned a weight, with the top opportunity receiving a weight of 5, the second opportunity receiving a 4, the third opportunity receiving a 3, the fourth opportunity receiving a 2, and the fifth opportunity receiving a 1. The score in the left column represents the sum of the scores assigned by the raters for each opportunity. If an opportunity is not listed, it means that no raters chose that particular item from the list. Leader self-scores are not included in the calculation process.

| Score | Opportunities                                                                       |
|-------|-------------------------------------------------------------------------------------|
| 3     | Lacks a clear vision for the school                                                 |
| 9     | Struggles to verbally communicate ideas                                             |
| 8     | Struggles to communicate in written formats                                         |
| 2     | Leadership contributes to low morale                                                |
| 1     | Resistant to change                                                                 |
| 5     | Struggles to foster collaboration                                                   |
|       | Leadership promotes a lack of trust among others                                    |
| 2     | Struggles to address issues effectively                                             |
|       | Micromanages others                                                                 |
|       | Inhibits autonomy and creativity                                                    |
| 5     | Does not provide sufficient PD opportunities for all staff                          |
|       | Struggles to create a positive school culture                                       |
|       | Does not effectively engage parents or the community                                |
| 3     | Needs to improve listening skills                                                   |
|       | Difficulty expressing ideas                                                         |
| 2     | Does not delegate effectively (distribution of tasks)                               |
| 12    | Could improve the feedback processes                                                |
|       | Lacks innovative problem-solving skills/Could improve their problem-solving skills. |

|    |                                              |
|----|----------------------------------------------|
| 11 | Does not follow through                      |
|    | Lacks appreciation for diverse perspectives  |
| 5  | Does not recognize others                    |
|    | Someone I work for, not someone I work with. |

NOTES:

## Leading the Organization

| Key Area & Related Questions                                                             | Self | Supervisors | Staff | Colleagues | Stakeholders (Parents/Community) | Students | Average |
|------------------------------------------------------------------------------------------|------|-------------|-------|------------|----------------------------------|----------|---------|
| <b>Visionary</b><br>(Strategic vision, core values, cultural responsiveness)             |      |             |       |            |                                  |          |         |
| This leader communicates a clear vision for the school's future.                         | 7.0  | 6.0         | 6.1   | 5.2        | 5.3                              | 5.5      |         |
| This leader allocates resources (financial, human, time) to support the school's vision. | 6.0  | 5.2         | 6.0   | 5.4        | 4.2                              | 5.1      |         |
| This leader integrates the school's core values into the daily operations of the campus. | 7.0  | 5.1         | 5.2   | 5.4        | 5.6                              | 5.3      |         |
| This leader ensures diverse stakeholders are respected and represented                   | 7.0  | 4.5         | 5.3   | 5.0        | 6.1                              | 5.2      |         |

|                                                                                              |     |     |     |     |     |     |  |
|----------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|-----|--|
| within the school environment.                                                               |     |     |     |     |     |     |  |
| This leader supports the recruitment of a diverse staff that mirrors the student population. | 7.0 | 6.0 | 5.5 | 5.4 | 4.3 | 5.2 |  |
| This leader models the school's core values in all aspects of leadership.                    | 6.0 | 5.3 | 5.5 | 5.2 | 4.5 | 5.3 |  |
| <b>Culture</b><br>(School culture, safety)                                                   |     |     |     |     |     |     |  |
| This leader fosters open communication among others.                                         | 7.0 | 4.5 | 5.3 | 5.0 | 5.3 | 5.9 |  |
| This leader cultivates an inclusive school culture where everyone feels valued.              | 7.0 | 6.1 | 4.5 | 5.3 | 4.8 | 5.5 |  |
| This leader implements and evaluates a                                                       | 6.0 | 4.5 | 5.7 | 5.6 | 4.8 | 6.4 |  |

|                                                                                                                                                            |     |     |     |     |     |     |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|-----|--|
| comprehensive safety and security plan.                                                                                                                    |     |     |     |     |     |     |  |
| This leader provides training or resources to recognize and respond effectively to potential safety threats, including bullying, harassment, and violence. | 6.0 | 5.5 | 5.6 | 5.4 | 4.5 | 3.3 |  |
| <b>Growing Leaders</b><br>(District knowledge)                                                                                                             |     |     |     |     |     |     |  |
| This leader promotes a sense of ownership and responsibility among others.                                                                                 | 7.0 | 4.8 | 4.5 | 5.5 | 5.4 | 5.3 |  |
| This leader promotes the development of leadership in others.                                                                                              | 7.0 | 4.3 | 4.5 | 5.3 | 6.2 | 5.6 |  |
| This leader is supportive of                                                                                                                               | 7.0 | 4.5 | 5.5 | 4.9 | 6.6 | 5.4 |  |

|                                                                                                                 |     |     |     |     |     |     |  |
|-----------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|-----|--|
| district priorities<br>and/or<br>initiatives.                                                                   |     |     |     |     |     |     |  |
| <b>Teaching and Learning</b><br>(Professional development of staff)                                             |     |     |     |     |     |     |  |
| This leader uses<br>research and/or<br>best practices to<br>improve<br>curriculum and<br>instruction.           | 6.0 | 4.3 | 5.6 | 5.8 | 6.8 | 5.2 |  |
| This leader<br>ensures<br>professional<br>development<br>experiences<br>translate into<br>improved<br>practice. | 7.0 | 4.5 | 4.9 | 5.4 | 5.6 | 5.8 |  |
| This leader<br>promotes a<br>culture of<br>continuous<br>learning and<br>growth.                                | 6.0 | 4.5 | 4.1 | 5.2 | 4.3 | 5.5 |  |

NOTES:

## Leading the Work

This resource denotes categories to consider when selecting equitable participants for stakeholder feedback.

| Key Area & Related Questions                                                                        | Self | Supervisors | Staff | Colleagues | Stakeholders (Parents/Community) | Students | Average |
|-----------------------------------------------------------------------------------------------------|------|-------------|-------|------------|----------------------------------|----------|---------|
| <b>Instructional Leadership</b><br>(Instruction, curriculum design)                                 |      |             |       |            |                                  |          |         |
| This leader communicates instructional goals to staff, students, and parents.                       | 6.0  | 4.9         | 4.5   | 5.7        | 4.5                              | 5.3      |         |
| This leader ensures alignment between curriculum, instruction, and assessment within the school.    | 7.0  | 4.5         | 4.3   | 5.7        | 4.9                              | 5.4      |         |
| This leader promotes a culture of differentiated instruction to meet the diverse needs of students. | 7.0  | 6.1         | 5.5   | 5.5        | 6.7                              | 5.9      |         |

|                                                                                                                      |     |     |     |     |     |     |  |
|----------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|-----|--|
| This leader provides opportunities for teachers to enhance their understanding and implementation of the curriculum. | 7.0 | 5.5 | 5.7 | 5.3 | 5.1 | 5.2 |  |
| This leader monitors curriculum implementation and student outcomes to ensure continuous improvement.                | 7.0 | 4.8 | 4.5 | 5.2 | 5.4 | 5.8 |  |
| <b>Feedback</b><br>(Support of teachers)                                                                             |     |     |     |     |     |     |  |
| This leader views feedback as an opportunity for improvement.                                                        | 7.0 | 5.5 | 5.4 | 5.5 | 4.4 | 5.2 |  |
| This leader helps teachers improve instruction.                                                                      | 7.0 | 4.4 | 5.9 | 5.7 | 5.5 | 5.7 |  |

|                                                                                         |     |     |     |     |     |     |  |
|-----------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|-----|--|
| This leader uses feedback mechanisms (surveys, focus groups, etc.) to improve.          | 6.0 | 6.5 | 5.5 | 5.3 | 4.9 | 5.6 |  |
| <b>School Improvement</b><br>(Continuous improvement)                                   |     |     |     |     |     |     |  |
| This leader collaborates with others to identify priority areas for school improvement. | 6.0 | 4.5 | 4.5 | 5.8 | 6.2 | 5.8 |  |
| This leader communicates updates and successes regarding school improvement efforts.    | 6.0 | 5.7 | 3.9 | 5.2 | 5.8 | 5.2 |  |
| This leader works with others to establish and accomplish school goals.                 | 6.0 | 3.5 | 5.5 | 5.3 | 5.3 | 5.4 |  |
| <b>Pedagogy</b><br>(Assessments, data use)                                              |     |     |     |     |     |     |  |
| This leader supports using a                                                            | 4.3 | 6.3 | 5.3 | 5.5 | 4.7 | 5.9 |  |

|                                                                                                                |     |     |     |     |     |     |  |
|----------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|-----|--|
| variety of assessment methods to measure student progress and learning.                                        |     |     |     |     |     |     |  |
| This leader uses assessment data to improve student achievement.                                               | 6.0 | 6.4 | 5.5 | 5.5 | 5.4 | 5.9 |  |
| This leader fosters a culture of collaboration among teachers to share teaching strategies and best practices. | 6.0 | 6.4 | 5.5 | 5.5 | 4.9 | 5.6 |  |
| <b>Operations</b><br>(HR, resource management, finance)                                                        |     |     |     |     |     |     |  |
| This leader fosters a work environment that values the contributions of all staff members.                     | 5.0 | 6.1 | 3.5 | 5.0 | 3.3 | 5.2 |  |
| This leader seeks out and                                                                                      | 6.0 | 5.2 | 4.5 | 5.4 | 4.6 | 5.8 |  |

|                                                                                          |     |     |     |     |     |     |  |
|------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|-----|--|
| secures additional funding to enhance programs and services.                             |     |     |     |     |     |     |  |
| This leader provides effective resources to support campus instructional needs.          | 6.0 | 5.5 | 5.2 | 5.2 | 5.5 | 5.8 |  |
| This leader aligns the school budget with campus goals.                                  | 5.0 | 5.5 | 4.6 | 5.7 | 4.9 | 5.8 |  |
| <b>Life-Long Learner</b><br>(Technology, growth and development)                         |     |     |     |     |     |     |  |
| This leader supports the integration of technology into teaching and learning practices. | 6.0 | 5.5 | 5.5 | 5.8 | 4.9 | 5.5 |  |
| This leader inspires and empowers others to pursue                                       | 6.0 | 5.5 | 3.5 | 5.7 | 4.5 | 5.5 |  |

|                                                                              |     |     |     |     |     |     |  |
|------------------------------------------------------------------------------|-----|-----|-----|-----|-----|-----|--|
| lifelong learning.                                                           |     |     |     |     |     |     |  |
| This leader supports ongoing learning and professional growth opportunities. | 6.0 | 5.5 | 5.4 | 5.4 | 4.9 | 5.5 |  |

NOTES:

## Leading the People

This resource denotes categories to consider when selecting equitable participants for stakeholder feedback.

| Key Area & Related Questions                                                | Self | Supervisors | Staff | Colleagues | Stakeholders (Parents/Community) | Students | Average |
|-----------------------------------------------------------------------------|------|-------------|-------|------------|----------------------------------|----------|---------|
| <b>Ethics</b><br>Professionalism, integrity, ethical behavior & leadership) |      |             |       |            |                                  |          |         |
| This leader advocates for school resources and support.                     | 5.0  | 4.5         | 5.8   | 5.9        | 5.7                              | 5.8      |         |
| This leader is transparent with pertinent information.                      | 6.0  | 4.5         | 4.5   | 5.9        | 4.8                              | 5.5      |         |
| This leader models ethical behavior.                                        | 6.0  | 5.5         | 4.5   | 5.7        | 4.9                              | 5.6      |         |
| This leader places students at the center of educational decisions.         | 6.0  | 5.9         | 4.5   | 5.8        | 5.6                              | 5.9      |         |
| <b>Communication</b><br>(Internal communications)                           |      |             |       |            |                                  |          |         |
| This leader seeks to                                                        | 6.0  | 5.2         | 5.8   | 5.5        | 4.9                              | 5.7      |         |

|                                                                                            |     |     |     |     |     |     |  |
|--------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|-----|--|
| understand others.                                                                         |     |     |     |     |     |     |  |
| This leader proactively communicates information.                                          | 6.0 | 4.5 | 5.9 | 5.7 | 6.6 | 5.7 |  |
| This leader is positive in their demeanor.                                                 | 6.0 | 5.4 | 5.7 | 5.8 | 5.0 | 5.1 |  |
| <b>Relationships</b><br>(Relationship building, interpersonal skills)                      |     |     |     |     |     |     |  |
| This leader builds positive relationships with all members of the school community.        | 6.0 | 4.6 | 5.6 | 5.2 | 4.1 | 5.5 |  |
| This leader effectively resolves conflicts in a manner that promotes mutual understanding. | 6.0 | 6.5 | 4.5 | 5.4 | 4.1 | 5.2 |  |
| This leader builds consensus to achieve common goals.                                      | 6.0 | 5.4 | 4.1 | 5.8 | 5.6 | 5.4 |  |

|                                                                                           |     |     |     |     |     |     |  |
|-------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|-----|--|
| This leader navigates challenging situations while maintaining positive relationships.    | 6.0 | 4.9 | 5.5 | 5.7 | 4.5 | 5.4 |  |
| <b>Courageous</b><br>(community care and support for students)                            |     |     |     |     |     |     |  |
| This leader advocates for students' needs and rights, even in the face of resistance.     | 6.0 | 5.5 | 4.5 | 5.9 | 4.7 | 5.6 |  |
| This leader takes personal responsibility to advance student success.                     | 6.0 | 6.1 | 4.6 | 5.2 | 5.7 | 5.1 |  |
| This leader seeks ways to include families and community members in the school community. | 5.0 | 6.0 | 4.6 | 5.0 | 5.2 | 5.3 |  |
| This leader collaborates with local organizations to                                      | 5.0 | 5.5 | 5.5 | 5.0 | 5.4 | 5.1 |  |

|                                                                                                        |     |     |     |     |     |     |  |
|--------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|-----|--|
| address the broader needs of students and families.                                                    |     |     |     |     |     |     |  |
| <b>Equity</b><br>(Inclusive efforts)                                                                   |     |     |     |     |     |     |  |
| This leader ensures school policies, practices, and programs are inclusive and equitable for everyone. | 4.0 | 5.5 | 5.9 | 5.7 | 4.9 | 5.6 |  |
| This leader advocates for marginalized or underrepresented groups within the school community.         | 5.0 | 5.0 | 4.5 | 5.6 | 6.5 | 5.2 |  |
| This leader fosters a culture of inclusivity and diversity within the school community.                | 6.0 | 5.8 | 5.5 | 5.9 | 6.0 | 6.5 |  |

**Comments****Describe a positive behavior, action, or practice that this leader demonstrates that they should continue to do.**

- The leader should continue fostering opportunities for teams to collaborate. Also, continue to allow job-embedded time for planning and implementation of new action items.
- You are great at inviting others into your school and using their input to make positive change in your school. Continue to share your story and allow these people to advocate for you and your students within their community.
- I appreciate you taking time to ask us for input and to share school information
- Defend us when parents question our teaching practices.
- Continue to allow us to teach and be creative in lessons. Not all principals allow teacher this freedom to teach.
- Great listener and coach. You are able to help others without being intimidating.

**Describe a behavior, action, or practice this leader should stop doing because it may hinder their leadership impact.**

- The leader should stop selecting professional development that does not benefit the entire staff.
- You seem to take on too much at times. Look for ways to delegate. Principals cant do it all. Delegating to others will also allow you to develop more leaders and build a strong leadership bench that can take the less important tasks off your plate.
- The information you share requires more background. Take time to explain your process and the outcome. Sell it to us instead of forcing it on us.
- Micromanaging. At time it seems you wan tto control what occurs in our ckassroom.
- Stop letting the leadership team decide our professional development. They do a good job, but we would like to give our input before being asked to select our choices. We have some good ideas that could benefit the school and teachers would love to give their input.
- Quit playing favorites. You seem to allow certain people or groups more opportunities to be in charge.

**Describe a behavior, action, or leadership practice you believe this leader should start doing to improve their leadership impact.**

- The leader should proactively share information from the district, regarding upcoming changes, that could have a significant impact on the campus. The leader should be more inclusive with decision-making and stakeholder feedback.
- Search for ways to improve teacher instructional delivery based on your feedback. You do a good job of visiting classrooms not link student improvement to what you are observing.
- Send us meeting information a week before the meeting so we may review the documents. This will help us to be better prepared.
- Build trust with all your teachers. We are here to help and we want to do a good job for you.
- Start a newsletter or monthly calendar to keep us all informed on what is going on in the school. Sometimes we hear things last minute and it is hard to plan.
- You seem very busy. Take time to spend time with you staff and let us get to know you better.

## Principal360 Action Planning

**Purpose:** To support individual growth and leadership development by translating 360° feedback into clear, actionable steps.

**Client Name:**

**Date of plan Creation:**

**Development Goal:**

**Desired Outcomes:** (What will success look like? What shifts in behavior, perception, or performance are expected?):

**Evidence of Progress** (What indicators or benchmarks will show that progress is being made? How will behavior changes be tracked or observed (e.g., journaling, feedback loops, self-assessments, etc.))

**Evaluation and Reflection** (How and when will we assess whether the development goal has been achieved? What data or feedback will be collected (e.g., follow-up 360, stakeholder interviews, performance data))

| <b>Process</b> | <b>Action</b> | <b>Owner</b><br><i>(Client/Coach/Other)</i> | <b>Time</b><br><i>By When?</i><br><i>(Day/Month)</i> | <b>Resources</b> | <b>Derailers &amp; Mitigation</b> |
|----------------|---------------|---------------------------------------------|------------------------------------------------------|------------------|-----------------------------------|
| <b>Step 1:</b> |               |                                             |                                                      |                  |                                   |
| <b>Step 2:</b> |               |                                             |                                                      |                  |                                   |
| <b>Step 3:</b> |               |                                             |                                                      |                  |                                   |
| <b>Step 4:</b> |               |                                             |                                                      |                  |                                   |
| <b>Step 5:</b> |               |                                             |                                                      |                  |                                   |

**Notes / Reflections (Optional)** *Insights, observations, or things to revisit in future coaching sessions.*