Coach Planning Form

Directions: Use the data from your observations, including data from the formal TPITOS, to identify strengths, needs, and potential focal areas for coaching. Use this form to help you lead a discussion during the second coaching session.

Teacher: **Coach:**   **Date:**

Identify 3 Pyramid Model practices the/these teacher(s) is/are implementing well:

Identify 3 practice implementation needs identified on the TPITOS, including Red Flags:

Identify 2-3 goals you think would be appropriate and relevant for this/these teacher(s):

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TPITOS Item	TPITOS Item Description
CBR	Provide opportunities for **C**ommunication and **B**uilding **R**elationships
DWR	**D**emonstrating **W**armth and **R**esponsivity to individual children
PPI	Promoting **P**ositive **P**eer **I**nteractions
CAE	Promoting **C**hildren's **A**ctive **E**ngagement
REF	Being **R**esponsive to children's expression of **E**motions and teaching about **F**eelings
CBE	**C**ommunicating and providing feedback about developmentally appropriate **B**ehavioral **E**xpectations
RDC	**R**esponding to children in **D**istress and managing **C**hallenging behaviors
SMD	Using specific **S**trategies or **M**odifications for children with **D**isabilities/delays, or who are dual-language learners
SRT	Conveying predictability through carefully planned **S**chedules, **R**outines, and **T**ransitions
EA	**E**nvironment is **A**rranged to foster social-emotional development
TCP	**T**eacher **C**ollaborates with his/her **P**eers to support children's social emotional development (e.g., other teachers, mental health practitioners, allied health service providers)
EEP	Using **E**ffective strategies for **E**ngaging **P**arents in supporting their child's social-emotional development and addressing challenging behaviors
CWF	Using effective strategies for **C**ommunicating **W**ith **F**amilies and promoting family involvement in the classroom

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