



PRISM Tier 1 Orientation Log

Coach: _____ Classroom: _____ Teacher: _____ Audio Recording: Yes No
 Observation date: ___/___/_____ Start time: ____:____ End Time: ____:____ Total minutes (minus breaks): _____
 Number of non-participants present & role: _____

| Before the Meeting | Yes | No | Notes | | | | | | | | | | |
|--|---|--|--|--|--|---|--|--|--|--|--|--|--|
| I contacted the teacher to schedule the meeting. | | | | | | | | | | | | | |
| I graphed and reviewed the teacher's TPITOS data. | | | | | | | | | | | | | |
| I prepared documents and gathered materials needed for the meeting. <table border="0" style="width: 100%; margin-top: 5px;"> <tr> <td><input type="checkbox"/> TPITOS graph</td> <td><input type="checkbox"/> Coaching Overview</td> </tr> <tr> <td><input type="checkbox"/> Observation notes</td> <td><input type="checkbox"/> Teacher/Coach Agreement</td> </tr> <tr> <td><input type="checkbox"/> Coach Planning Form</td> <td><input type="checkbox"/> Practice Implementation Checklists</td> </tr> <tr> <td><input type="checkbox"/> Teacher Planning Form</td> <td><input type="checkbox"/> Teacher Action Plan</td> </tr> <tr> <td><input type="checkbox"/> Coaching Strategies Checklist</td> <td><input type="checkbox"/> TPITOS Graph Sample</td> </tr> </table> | <input type="checkbox"/> TPITOS graph | <input type="checkbox"/> Coaching Overview | <input type="checkbox"/> Observation notes | <input type="checkbox"/> Teacher/Coach Agreement | <input type="checkbox"/> Coach Planning Form | <input type="checkbox"/> Practice Implementation Checklists | <input type="checkbox"/> Teacher Planning Form | <input type="checkbox"/> Teacher Action Plan | <input type="checkbox"/> Coaching Strategies Checklist | <input type="checkbox"/> TPITOS Graph Sample | | | |
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| <input type="checkbox"/> Teacher Planning Form | <input type="checkbox"/> Teacher Action Plan | | | | | | | | | | | | |
| <input type="checkbox"/> Coaching Strategies Checklist | <input type="checkbox"/> TPITOS Graph Sample | | | | | | | | | | | | |
| Sharing Information about the Classroom | | | | | | | | | | | | | |
| I gathered preliminary information about the teacher's classroom. | | | Schedule: Curriculum: Program Specifics/Other: | | | | | | | | | | |
| I gathered preliminary information about individual children's support. | | | | | | | | | | | | | |
| Sharing Information about the Coaching Process | Yes | No | Notes | | | | | | | | | | |
| I shared information about my role as a coach. | | | | | | | | | | | | | |
| I explained the rationale for the coaching process. | | | | | | | | | | | | | |

| | | | |
|--|--|--|--|
| I shared general information about the components of the coaching process and feedback procedures. | | | |
| I explained what would happen throughout the study cycle. <input type="checkbox"/> Weekly coaching sessions with observation & debrief <input type="checkbox"/> Trainings | | | |
| The teacher and I discussed and completed the Teacher/Coach Agreement and Coach Strategies Checklist . | | | |
| Planning for Coaching | | | |
| I showed the teacher documents we will use for coaching and briefly explained the process of goal setting for these forms. <input type="checkbox"/> Teacher Action Plan <input type="checkbox"/> Teacher Planning Form <input type="checkbox"/> TPITOS Graph Sample <input type="checkbox"/> Practice Implementation Checklists | | | |
| The teacher filled out Practice Implementation Checklists I selected based on TPITOS. | | | |
| I worked with the teacher to complete the Teacher Planning Form after hearing my feedback and completing Practice Implementation Checklists. | | | |
| I shared strengths and TPITOS practices I identified as potential goals using the Coach Planning Form . | | | |
| The teacher and I discussed similarities and differences between our planning forms and came to a consensus on three possible goals. | | | |
| Goal Setting & Action Planning | | | |
| Together, we determined the order in which we would work on the goals. | | | |
| We wrote a goal achievement statement based on the first goal identified. | | | |
| We identified action steps and resources for completing the first goal. | | | |
| I provided examples or suggested materials that might help the teacher achieve the goal. | | | |
| I facilitated discussion about teacher's planned actions related to practice implementation between this coaching visit and the next. | | | |

Closing/Scheduling

I facilitated discussion with the teacher about our plans for the following week by identifying what the teacher would like me to observe next time.

At the next coaching session, I will observe...

I scheduled the next coaching session with the teacher.

Date:
Time:
Other:

Coaching Strategies Used
(Check all that apply)

- | | | |
|---|---|--|
| <input type="checkbox"/> Reflective conversation | <input type="checkbox"/> Constructive verbal feedback | <input type="checkbox"/> Video demonstration |
| <input type="checkbox"/> Problem solving discussion | <input type="checkbox"/> Role Play | <input type="checkbox"/> Environmental Arrangement |
| <input type="checkbox"/> Supportive verbal feedback | <input type="checkbox"/> Goal setting/planning | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Graphical feedback | <input type="checkbox"/> Providing materials | |
| | <input type="checkbox"/> Live demonstration | |

Challenges Present
(Check all that apply and please explain in notes section)

- | | | |
|--|--|---|
| <input type="checkbox"/> Knowledge | <input type="checkbox"/> Existing job demands | <input type="checkbox"/> Resistance to change |
| <input type="checkbox"/> Disability or health issues | <input type="checkbox"/> Teaming/staffing issues | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Language issues | <input type="checkbox"/> New students | |
| <input type="checkbox"/> Fiscal issues | <input type="checkbox"/> Conflicting demands | |

Notes: