

Coach:

Classroom:

Teacher(s):

Date:

Tier(s): 1 2 3

Action Plan Progress and Summary

<p>a. Current action plan goal:</p>	<p>b. Was the goal met in this session? <input type="checkbox"/> Yes <input type="checkbox"/> No c. If yes, what is the new goal?</p>
<p>d. Current action plan steps (<i>What is being worked on?</i>):</p>	<p>e. Were any steps completed in this session? <input type="checkbox"/> Yes <input type="checkbox"/> No f. If yes, list below:</p>
<p>g. Action plan steps to target (<i>What should be worked on next?</i>):</p>	<p>h. Follow-up needed/comments:</p>

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

- Knowledge
- Disability or health issues
- Language issues
- Fiscal issues
- Existing job demands
- Teaming/staffing issues
- New students
- Conflicting demands
- Resistance to change
- Other:

Notes:

Focused Observation

Participating Teachers Observed (list all IDs): _____ Tier(s): 1 2 3

Observation date: ___/___/_____ Start time: _____ End Time: _____ Total minutes (minus breaks): _____

Number of other teachers present: _____ Number of children present: _____

All Tiers	Yes	No	N/A
Before Observation			
1. I contacted the teacher(s) to schedule the observation/meeting.			
2. I reviewed the action plan and observation notes/data from the last session.			
3. I prepared documents and gathered materials needed for observation/meeting: <input type="checkbox"/> Teacher Action Plan <input type="checkbox"/> Targeted or Individualized Support Plan(s) <input type="checkbox"/> Focused Observation Notes <input type="checkbox"/> Visuals and/or classroom materials <input type="checkbox"/> Teacher and/or child data forms <input type="checkbox"/> Other:			
During Observation			
4. I arrived for the observation punctually, on the day the teacher(s) was/were expecting me, and entered room respectfully.			
5. I took the action plan, TPITOS (running or formal), and/or targeted support plan with me			
6. I observed the activity and/or the targeted child(ren) identified in the meeting with the teacher(s) as the time he/she/they would implement his/her/their action plan practices.			
7. I used in-classroom support strategies with the teacher(s) to support implementation of practices.			
8. I interacted with children or assisted with activities when needed [e.g., to assist or model for teacher(s), greeting children].			
9. I collected data on the action plan goal related to practice implementation.			
10. I wrote notes using the running TPITOS or focused notes observation form, including things I would discuss with the teacher(s) in our debriefing meeting.			
Tiers 2 & 3 Only – Targeted & Individualized Support			
11. I collected teacher data on the support plan strategies related to practice implementation.			
12. I collected child data related to the support plan(s).			

**Coaching Strategies Used
(check all that apply)**

- Observing
- Modeling
- Side by side verbal support
- Side by side gestural support
- Supportive verbal feedback
- Constructive verbal feedback
- Problem solving discussion
- Reflective conversation
- Environmental arrangement
- Other:

Debriefing Meeting

Participating Teachers Present (list all IDs): _____ Tier(s): 1 2 3

Meeting date: ___/___/_____ Start time: ____:____ End Time: ____:____ Total minutes _____

Audio Recording: Yes No Number of non-participants present: _____

All Tiers	Yes	No	Notes
Reflection			
13. I referred to the Action Plan and/or targeted support plan by reviewing the teacher goals and prompted reflection.			
14. I prompted the teacher(s) to reflect on his/her/their implementation of practices in the classroom related to action plan goals and/or targeted support plans			
15. I summarized the teacher reflections and made connections to what I observed.			
16. If a goal was accomplished, I asked the teacher(s) to reflect on what might be a new target goal.			<input type="checkbox"/> N/A
Supportive and Constructive Feedback			
17. I presented performance feedback based on the running TPITOS observation and/or teacher individual goals. The feedback was positive, highlighted strengths on TPITOS items and/or progress on goals, and linked the practice to child behavior when applicable.			
18. I gave the teacher(s) descriptive feedback on how to improve implementation of a practice, or provided suggestions for strategies that may improve fidelity of practice related to an action plan goal. The constructive feedback included describing what the teacher(s) did, how the practice might be improved.			<input type="checkbox"/> N/A only for session 1
19. I linked the teacher implementation of practices to child development, behavior, and/or outcomes.			
20. I showed the teacher(s) a graph of the TPITOS data (including interview items from the running TPITOS and excluding red flags).			<input type="checkbox"/> N/A

Tiers 2 & 3 Only - Targeted & Individualized Supports	Yes	No	Notes
21. I reviewed mode of teacher implementation data collection with the teacher and together we discussed the collected data			<input type="checkbox"/> N/A
22. I reviewed mode of progress monitoring data collection with the teacher and together we discussed the collected data			<input type="checkbox"/> N/A
23. I provided suggestions to further implement supports based on teacher feedback			<input type="checkbox"/> N/A
24. <i>If</i> all steps of support plan(s) were met, I discussed next steps with the teacher.			<input type="checkbox"/> N/A
All Tiers: Closing / Scheduling			
25. The teacher(s) and I identified what the teacher(s) would like me to observe next time and what action steps to target.			
26. I scheduled the next coaching session with the teacher(s).			

**Coaching Strategies Used
(check all that apply)**

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