**Shared Understandings: HQPD Coaching Observation Checklist**

**(State Implementation Specialist Calibration Tool)\***

**Below please find an updated Shared Understandings Document to align with the Checklist for High Quality Professional Development Coaching.**

**This document is designed to help ~~e~~stablish consistency in ratings as well as to assist in clarifying the prompts for the Regional Implementation Coach. Please become familiar with the examples provided. It is extremely important each prompt is interpreted in a similar manner by all observers.**

***\**** *Shared Understanding is an ever-changing document. This document will be revised as needed through an on-going collaboration with UMKC/KU/MT and State Implementation Specialists*.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***THE REGIONAL IMPLEMENTATION COACH:***

**Preparation**

**Item #1: Clarifies purpose and scope of the coaching session**.

The expectation of this prompt is grounded in the act of coaching being a collaborative reciprocal relationship.

EXAMPLES: To meet this expectation you might hear language such as

“We are meeting today to…. What would you think we should focus on during our work today? Here is what I see as our purpose for today’s conversation, what are your thoughts?”

“In your e-mail, phone call or when we talked during last week’s meeting, you said you wanted me to look at a CFA that you developed.”

Language to infer the participant is knowledgeable and will be an active participant in the process.

**Item #2: Builds and maintains rapport, collegiality and confidentiality with participants.**

This is the relationship prompt. You might hear “friendly language, topics not specifically related to the work, warm and open body language (smiling, joking etc.)

*In consideration of a group not liking what the consultant has to say to them and pushing-back or being confrontational: Data recorders (SISs) will watch and listen to the interaction, and if the consultant tries to establish or build rapport, it will be documented in the evidence section on the checklist. Although the group may not like everything they hear from a consultant, it will be rare that rapport will not be established.*

**Feedback and Solution Dialogue**

**The prompts in this section of the checklist are listed in a sequential manner, suggesting that a coaching session has a somewhat formal structure and essential elements to be addressed.**

**A skilled coach will address the intent of the prompts without specifically restating the prompt or allowing the sequential nature of the prompts to set the tone as one of interrogation or that the coaching conversation is merely one of going down a checklist.**

**Item #3: Facilitates conversation about what has gone well and where more support is needed.**

Our caution with this two-part item is to ensure both elements of the items are evidenced.

Example: “What went well: “Teachers were positive and re-wrote CFA items that require higher order thinking skills from students.”

“Is there an area in which you need more support?” Teachers: “…having time issues when teaching conceptual understandings.”

“Teachers appear to be skilled at writing CFAs that require students to process thoughts at higher levels. So my next session will focus on….”

**Item #4: Facilitates conversation about relevant student data.**

Did you see or hear references to student data and its use by the coaching recipient(s). Did the coach then reference the data in the coaching conversation around what the teacher may have done to facilitate learning, e.g., use of specific practice. (Did you hear “The students did ….along with “I/we did statements” It is not just about adult behavior, but the adult behavior being viewed as an antecedent to change/influence on student learning/behavior.)

Example: “What is the data telling you?” “In looking at the student CFA data what conclusions do you draw as to what you need to do next?” “I see the post-test data on the unit of instruction shows a decrease as opposed to an increase in the scores of the students. What do you think might be influencing the data?” “I noticed you indicated (instructional method) was employed in the teaching of XXYZ skills. How did the students respond to this practice?”

 “Can you think of anything regarding your instructional method that might help us better understand these scores (outcomes)” “I noticed that the Data Team was receiving CFA data when the team meeting started. What is getting in the way of the data being submitted in time to allow it to be copied and distributed to all Data Team members? What did you notice about how the team worked that you think supports quality Data Team practices? Did you notice anything that may be impeding the work of the team, and If so, what might help?”

“Remember when we looked at the team functioning survey, we found that we were weaker in team member communication than in other areas.  How can we use that data to problem solve further some strategies to strengthen our collaborative team work?”

“What was your movement on the practice profile for the CFA package when your team assessed current status? What strategies or practices contribute to that movement? Let’s talk further about how to close the gap between where we are and where we want to go.”

“As you reviewed your SMART goal for this quarter, how did you utilize that data to pinpoint your focus with this practice?”

**Item #5: Responds to ideas for improvement by validating and/or adding suggestions for changes in practice.**

Observers may often hear evidence of both indicators somewhat simultaneously, although the implementation query could happen independently. It may be reflective in nature guiding the participants to a conclusion or may be more directive depending on the context, consultant, etc. Does the coach connect results to implementation?

­­­­­­­­­­­­­­­­­­Example: “This is what I saw happening……” “What if you tried…?”

“You said that you are looking at fidelity in your use of (instructional practice) and whether fidelity may be a direct result of a decrease seen in your students’ scores.”

“You stated that \_\_\_\_\_\_ has been a cause for data being submitted late and \_\_\_\_ will be done to assist teachers in having data prepared in advance in order for all team members to have the opportunity to examine prior to the meeting.”

**Item #6: Provides rationales for why changes are important and how changes will improve outcomes.**

Indicators in Feedback and Solution Dialogue section embody the solution-orientation of the coaching work. It isn’t only about identifying the issue/challenge, but about providing opportunities for the coaching recipient(s) to brainstorm and identify possible solutions, followed by the reinforcing support of the coach in honoring their possible solutions and expanding on the ideas as appropriate.

Example: “Lack of fidelity in the use of (instructional practice) can certainly be a contributor to lack of student progress. Your plan to improve your fidelity of instruction using (instructional practice) sounds like a good start. Research indicates that (instructional practice) will improve student learning, however, the practice will not show the improvement you are looking for without focusing on fidelity of the instruction.”

**Item # 7: Provides opportunity for reflection and clarification of recommendations.**

Evidence of this coaching practice may be embedded in the conversational stream. Again the expectation is not that each prompt be a stand-alone discrete action or item.

Example: “I hope I have been clear in that you understand I am not suggesting additional work, just that the work to be done prior to team meetings becomes intentional through the use of reminders, calendar prompts…however you think would work best knowing ….. What do you think? “

**Item #8: Supports suggestions for change in practice with examples of content/practice in use.**

Examples of content/practice in use may be from consultant or participant.

Example: “So it has been suggested to improve student learning as measured by our CFA. You will not change the number of practice activities, so no additional prep is needed. You will have students complete a practice activity every other day for two weeks. You said, “…had success with this spacing out of the practice opportunities when you were working with the stages of a butterfly …..”

 “Having an agenda with time limits set for each item for your team meetings was suggested to keep the meeting on track. Having an agenda is identified as a critical component of effective team functioning, and using the agenda to manage your time sounds great. I will be anxious to hear how it worked for you.”

“You will increase the fidelity of the (instructional practice) which research indicates is an effective practice to improve student learning.”

**Item # 9: Offers opportunity or resources for guided practice.**

Examples: “Let’s think about what the agenda might look like.” “Let’s outline your next agenda.”

~~­~~Consultant reviews a “tuning protocol” with teachers. The protocol outlines steps to writing quality CFAs. Teachers then use tuning protocol with CFA they have written. Consultant suggests additional resources with example tuning protocols to assist teachers in writing quality CFAs.

**Item #10:  Facilitates identifying next steps from the coaching session.**

Examples:  Coach says…, “What are reasonable next steps?  We’ve scheduled time to touch-base every other week.  So over the next 2 weeks, what are some ideas you’d like to try out in your classroom?”

 “Let’s write down the plan for next steps.  This will help us both remember.  Are there ways I can support you before our next meeting/feedback session?  Sometimes it is helpful to get an email reminder about next steps.  Would that be helpful for you?”

**Structure**

**This section assists the coach in time management and in organizing events through goal oriented planning.**

**Item #11: Paces the conversation to allow time for questioning and processing of information**

Did coaching participants have time to complete designed tasks? Did coach refer to time as an obstacle? Did coaching session exhibit most if not all of the elements on the checklist?

**Item # 12: Adheres to established plan of coaching (e.g., frequency, schedule, and duration.)**

It is important for both parties to be aware of the plan for supporting performance and conscious of the time delay between feedback sessions.  Some of the script below touches on this.

Example: At the end of the session, the coach may say, “It is a pleasure to work with you.  Please feel free to email or call with questions that come up before our next meeting.  As we work together, it is helpful to look at our calendar of feedback sessions, just to make sure the dates and times still work, but also to make sure I’m observing the teaching you want me to observe.  I know often classroom schedules need to be flexible, so with each session, I want to be sure we touch base on the schedule.  Our next date and time is [insert date/time].  Does this still work for you?”