



## Consulting Teacher Coaching Log

**Consulting Teacher Name:** \_\_\_\_\_

**Mentee Name:** \_\_\_\_\_

### Introduction

This Checklist is designed to capture various characteristics of each Coaching session including the time allotted to the session, coaching goals, the coaching strategies used, and the content covered. Please complete the checklist after each coaching session. The results will be collapsed so that you can see what your coaching looks like over time. Additionally, these data will help to shape the evaluation of the Pilot PAC project. All information will be confidential and used only in aggregate form.

**Date: MM/YY**

**Duration of Coaching Session: (Number of Minutes)**

\_\_\_\_\_ 1-30 minutes

\_\_\_\_\_ 30-45 minutes

\_\_\_\_\_ 45-60 minutes

\_\_\_\_\_ 60-90 minutes

**Meeting Venue (Check One)**

\_\_\_\_\_ On-line OR PHONE

\_\_\_\_\_ In person after work

\_\_\_\_\_ On site observation and feedback

\_\_\_\_\_ Video viewing/feedback

**Goal(s) for this Session (list)**

1. \_\_\_\_\_

\_\_\_\_\_



## Goal Status (check one)

I = In progress

A= Achieved

N=Not Achieved

2. \_\_\_\_\_

\_\_\_\_\_

## Goal Status (check one)

I = In progress

A= Achieved

N=Not Achieved

3. \_\_\_\_\_

\_\_\_\_\_

## Goal Status (check one)

I = In progress

A= Achieved

N=Not Achieved

## Coaching Strategies (check all that apply and rank order from the most to least amount of time the strategy was used in this Coaching session)

\_\_\_\_\_ Assists Mentee to identify major strengths and major areas for learning and growth

\_\_\_\_\_ Helps Mentee analyze, interpret and use assessment data to determine children needs and how to plan instruction.

\_\_\_\_\_ Creates in collaboration with the Mentee an Action Plan with goals that are attainable, measurable, specific and have target dates.

\_\_\_\_\_ Shares information and resources (such as preschool early learning guidelines and the MA Common Core) and demonstrates ways to integrate developmental domains into appropriate and engaging learning experiences.

## Early Childhood Associates



- \_\_\_\_\_ Works with Mentee to use instructional strategies and materials intentionally to support positive child outcomes.
- \_\_\_\_\_ Sets up opportunities to jointly examine and reflect on the variation in children’s growth and development and strategies for responding appropriately to children with disabilities, DLL or other unique characteristics.
- \_\_\_\_\_ Helps Mentee target specific routines and activities for collecting and recording information about children’s learning and reviews the ways these data collection activities are used in the classroom.
- \_\_\_\_\_ Works with Mentee to jointly examine, reflect on and use assessment data to inform instructional practices and experiences.
- \_\_\_\_\_ Sets up opportunities for Mentee to understand the interrelationship between environment, curriculum, evidence-based practices and child outcomes.
- \_\_\_\_\_ Observes and gives feedback on: (check all that apply)
  - Use of physical space, classroom routines and resources facilitate children’s learning and independence
  - Frequency of teacher talk and child to child interactions
  - Extent to which what the children are actually doing help them achieve the desired outcome
  - Evidence of children’s learning
- \_\_\_\_\_ Works with Mentee to identify and use different kinds of language and physical supports that all children, including dual language learners many need to successfully participate and engage in classroom routines and activities.
- \_\_\_\_\_ Engages in conversations with Mentee to enhance knowledge or understanding of a targeted skill or practice (for example, language modeling).
- \_\_\_\_\_ Discusses specific strategies that are in place to ensure access to activities and to facilitate participation and meaning making by all children.
- \_\_\_\_\_ Models a targeted skill or practice for the Mentee.
- \_\_\_\_\_ Co-Teaches a lesson or activity.
- \_\_\_\_\_ Watches and discusses videos of best practice.
- \_\_\_\_\_ Sets up opportunities for Mentee to visit/observe in other classroom settings.
- \_\_\_\_\_ Jointly attends professional development sessions or conferences.



- \_\_\_\_\_ Reviews Videos of Mentee using a targeted skill or practice.
- \_\_\_\_\_ Provides feedback about Mentee’s knowledge and use of a targeted skill or practice.
- \_\_\_\_\_ Offers feedback on the level of children’s engagement and quality of work in which children are engaged.
- \_\_\_\_\_ Accesses and shares new information and resources to support Mentee’s knowledge and use of a skill or practice.
- \_\_\_\_\_ Engages in coaching conversations with Mentee to reflect on his/her use of targeted skills and evidence based practices.
- \_\_\_\_\_ Supports ongoing reflection with the Mentee to determine progress on goals and whether adjustments to the plan are necessary.
- \_\_\_\_\_ Engages Mentee in reflection on the usefulness and effectiveness of the Coaching session.

## **Content Covered (check all that apply for this Coaching session)**

- \_\_\_\_\_ Interacting with children to promote positive social and emotional functioning
- \_\_\_\_\_ Utilizing instructional processes that support cognitive and language development as defined by CLASS (e.g., concept development, quality of feedback and language modeling)
- \_\_\_\_\_ Content areas: Mathematics, Science, History and Social Science, Health, English Language Areas. (circle all that apply to this specific coaching session)
- \_\_\_\_\_ Classroom organization strategies: transitions, setting up environment, or developing processes for supporting productivity or children’s independence.

## **Comments about the Coaching Session**