

## Observation Checklist for High-Quality Professional Development Coaching (Coaching Support Team Observation Tool)

The *Observation Checklist for High Quality Professional Development Coaching* (HQPD-Coaching) is designed to be completed by an observer to determine the quality of implementation coaching. This checklist can also be used for self-assessment of fidelity to coaching practices.

Context Information	
<b>Name of observer:</b>	<b>Date:</b>
Coaching Participants	
<b>RPDC:</b>	<b>District/Building:</b>
<b>CST Member(s)</b> <i>(please list):</i>	<b>Recipient(s) of Coaching</b> <i>(circle all that apply):</i>  <i>Classroom teacher</i> <i>Collaborative team</i> <i>Building administrator</i>
Location & Duration	
<b>Coaching Location</b> <i>(circle one):</i> Regional / On-site	<b>Duration</b> <i>(circle one):</i> <1 hour      1-2 hours      > 2 hours
Topic	
<b>List Primary Focus:</b>	

	Observed Yes or No
Preparation	
<p><b>1. Clarifies purpose and scope of the coaching session.</b></p> <p>Example 1: There is evidence that advanced discussion has occurred and both parties are aware and were involved in determining the purpose for the meeting. Example 2: Consultant says, "Here is what I see as our purpose for today's conversations, what are your thoughts?"</p> <p>Evidence or example for rating:</p>	
<p><b>2. Builds and maintains rapport, collegiality and confidentiality with participants.</b></p> <p>Example 1: Consultant uses friendly language and warm and open body language. Example 2: Coaching appears to be a collaborative, reciprocal relationship. Example 3: Consultant's interactions with participants throughout the session connect through positive feedback, humor, etc.</p> <p>Evidence or example for rating:</p>	

	Observed Yes or No
<b>Feedback &amp; Solution Dialogue</b>	
<p><b>3. Facilitates conversation about what has gone well and where more support is needed.</b></p> <p><b>Note: This is a two-part item and both parts must be present to rate as observed: conversation about what went well and conversation about where more support is needed.</b></p> <p>Example 1: Consultant asks, "What went well? Is there an area in which you need more support?"</p> <p>Example 2: Consultant states, "Teachers appear to be skilled in writing CFAs that require students to process thoughts on a higher level, what is your next step and how can I help support you?"</p>	
Evidence or example for rating:	
<p><b>4. Facilitates conversation about relevant student data.</b></p> <p>Example 1: Observer sees or hears reference to student data and its use by the coaching recipient(s).</p> <p>Example 2: Consultant references the data in the coaching conversation around what the teacher may have done to facilitate learning.</p> <p>Example 3: Consultant asks, "What is the data telling you?"</p>	
Evidence or example for rating:	
<p><b>5. Responds to ideas for improvement by validating and/or adding suggestions for changes in practice.</b></p> <p><b>Note: Observers should hear evidence of both indicators.</b></p> <p>Example 1: Consultant says, "This is what I saw happening...What would happen if you tried...?"</p> <p>Example 2: Consultant says, "You said you were looking at fidelity in your use of instructional practices and whether lack of fidelity may be a direct result of a decrease seen in your student scores, how can we know whether this is the case?"</p> <p>Example 3: Consultant says, "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."</p>	
Evidence or example for rating:	
<p><b>6. Provides rationale(s) for why changes are important and how change(s) will improve outcomes.</b></p> <p>Example 1: Coaching conversation embodies a solution-orientation.</p> <p>Example 2: Consultant provides opportunities for coaching recipient(s) to brainstorm and identify possible solutions.</p> <p>Example 3: Consultant says, "You've selected an evidence-based practice, let's take a look into the research to determine what fidelity to the practice looks like."</p>	
Evidence or example for rating:	

	Observed Yes or No
<p><b>7. Provides opportunity for reflection and clarification of recommendations.</b></p> <p>Example 1: Consultant asks, "What is your understanding of our plan?"</p> <p>Example 2: Consultant asks, "How do you feel the plan we have developed will work? Do you have further questions?"</p> <p>Example 3: Consultant says, "I hope it is clear that 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?"</p>	
Evidence or example for rating:	
<p><b>8. Supports suggestions for change in practice with examples of the content/practice in use.</b></p> <p>Example 1: Examples of content/practice in use may be from consultant or participant.</p> <p>Example 2: Consultant says, "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."</p> <p>Example 3: Consultant says, "You plan to increase the fidelity of the (instructional practice). How will it look if fidelity is increased?"</p>	
Evidence or example for rating:	
<p><b>9. Offers opportunity or resources for guided practice.</b></p> <p>Example 1: Consultant works with participant to complete a sample or initial document (i.e. an agenda, protocol, etc.) during the session.</p> <p>Example 2: Consultant reviews an example with teachers. Then has teacher write an example of their own.</p> <p>Example 3: Consultant suggests additional resources with examples for supporting new learning.</p>	
Evidence or example for rating:	
<p><b>10. Facilitates identifying next steps from the coaching session.</b></p> <p>Example 1: Consultant 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?"</p> <p>Example 2: Consultant says, "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?"</p> <p>Example 3: A written plan for next steps is completed.</p>	
Evidence or example for rating:	

	Observed Yes or No
<b>Structure</b>	
<p><b>11. Paces the conversation to allow time for questioning and processing of information.</b></p> <p>Example 1: Coaching participants had time to complete designed tasks.            Example 2: Coaching conversations pace flowed well versus feeling rushed.            Example 3: Consultant pauses intermittently throughout the coaching conversation to check in and ask if there are questions.</p> <p>Evidence or example for rating:</p>	
<p><b>12. Adheres to established plan of coaching (e.g., frequency, schedule, and duration).</b></p> <p>Example 1: Both parties are aware of the plan for support and the time between coaching sessions.            Example 2: Consultant says, ““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.”            Example 3: Coaching conversations begin and end on time and follow a logical sequence for coaching.</p> <p>Evidence or example for rating:</p>	
<b>Total</b>	

Adapted from: Jenson, R., Noonan, P.& Gaumer Erickson, A. (2013). *Observation checklist for high-quality professional development regional implementation coaching*. UMKC Institute for Human Development, Kansas City, MO.

**Additional Notes:**