



# Coaching Cycle Kit Checklist

Pre-conference Date: \_\_\_\_\_

Pre-conference Location: \_\_\_\_\_

Email Reminder Date: \_\_\_\_\_

Email Reminder Sent

Pre-conference completed

## Goal



*Scheduling*

**Observation**

Date:  
Time:  
Location:

**Debrief**

Date:  
Time:  
Location:

Observation and debrief reminders sent

Data Tracker selected/created

Observation Completed

Data Delivered to Teacher

Debrief questions planned and prepped

Debrief completed

Next Observation Scheduled

Post-Cycle surveys completed

 **Steps to Take Next:  
Learn Phase**

## New Goal





# Coaching Cycle Kit

## Planning & Scheduling

Let's schedule a date where I can come chat with you about your coaching goal and we can set up a plan. What day and time works for you?

**Pre-conference Date:**

\_\_\_\_\_

**Pre-conference Location:**

\_\_\_\_\_



**Include your pre-conference questions in your reminder.**



**Make sure the location is somewhere with low traffic that creates a focused environment.**

**Email Reminder Date:**

New Message

To

Subject

Just a reminder- I will be coming to your room on \_\_\_\_\_ for a pre-conference to discuss your goals for this coaching cycle. Below is a list of questions I will be asking. See you soon!

Send

A pre-conference is just a quick sit-down with me to discuss your goals and to plan out what you'd like me to look for during your observation.



**Keep this process easy and low stress. Reassure teachers that you are a safe place and that they are in control of the cycle and it's impact. You are there as a guide and support as they work through the process.**



# Coaching Cycle Kit

## Pre-Conference Script & Recording Sheet



### Goal

What would make the observation meaningful for you? Would you like baseline data, data on a specific goal, or to just get a clear picture of the current reality in your classroom?

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### Learn Objectives

Tell me about the lesson I will be observing. What do you want students to know and do? What will you be doing to support that? How will you know that they learned it? What activities will students be doing during the lesson? Do you foresee any issues? Is there anything I should know about your class?

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### Observation Data Focus

What data would you like me to collect while I am observing? How do you want the data organized?

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# Coaching Cycle Kit

## Pre-Conference Script & Recording Sheet



### Verify Logistics

Let's get this scheduled! When is the observation? Where is the best place for me to sit? How long should I stay to get the best data?

Let's set a date for debrief!

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*Scheduling*

**Observation**

Date:  
Time:  
Location:

**Debrief**

Date:  
Time:  
Location:

Send calendar invite or email reminder with details to teacher.

#### Select Data tracker that will be used.

- Observation & Data Collection Tool 1
- Observation & Data Collection Tool 2
- Observation & Data Collection Tool 3
- Self-Created Tool
- Other

As you go through the pre-conference process, make sure that the teacher is the decision maker and the driver of the conversation. This will reassure them that you are there to support their goals and their growth, not to evaluate.





# Management Observation & Data Collection Tool 1

**Observation Focus** (hand raising, calling out, disruptions, equity of participation, students on-task, teacher awareness, positive/negative comments, questioning techniques, student interactions, transitions between activities, teacher movement patterns, other: \_\_\_\_\_)

### Front of Classroom


#### **STUDENT BEHAVIORS**

? = blurts appropriate question  
= inappropriate question/response  
/ = hand raised  
↔ = interaction between students  
V = verbal disruption - calling out  
D = non verbal disruption  
W = wandering-out of seat w/o permission  
OT = off task

#### **EQUITY**

B = Boy G= Girl

#### **TEACHER BEHAVIORS**

+ = positive behavior comment  
-- = negative comment  
R = responds to inappropriate behavior  
X = calls on student w/hand raised  
o = invites student w/o hand raised to respond

#### **TEACHER MOVEMENT PATTERNS**

C = Comment about conduct  
A = Academic support  
I = Direct Instruction to entire class

#### **COMMENTS**

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# Management Observation & Data Collection Tool 2

## Classroom Management Observation Tool (CMOT)

(Simonsen et al., 2020)

**Overview.** The CMOT includes two components: (a) **observation items**, which have been validated for informing decisions about relative strengths/needs with positive and proactive classroom management, and (b) a **checklist** of empirically-supported practices to “look for” periodically.

**Instructions.** Complete observation items routinely to inform decisions about professional development, and complete checklist periodically to check presence/absence of empirically-supported practices.

Educator _____	Observer _____	Date _____
Grade Level _____	Content Area: _____	Time Start _____ Time End _____
Instructional Activity:		Setting notes:
Group size: <input type="checkbox"/> whole class <input type="checkbox"/> small group		

### CMOT Observation Items

Assess implementation of positive and proactive classroom management practices.

Positive and Proactive Classroom Management Practices <i>Please complete this portion of the CMA after observing an educator for a minimum of 15 minutes of instruction.</i>	1 = Disagree strongly	2 = Disagree Somewhat	3 = Agree Somewhat	4 = Agree strongly
1. The educator effectively engaged in <b>active supervision</b> of students in the classroom (i.e., moving, scanning, interacting). <sup>a</sup>	1	2	3	4
2. The educator effectively provided most/all students with <b>opportunities to respond</b> and participate during instruction. <sup>b</sup>	1	2	3	4
3. The educator effectively provided <b>specific praise</b> to acknowledge appropriate student academic and social behavior. <sup>c</sup>	1	2	3	4
4. The educator provided <b>more frequent acknowledgement</b> for appropriate behaviors than inappropriate behaviors (+ to - ratio).	1	2	3	4

<sup>a</sup> Effective **active supervision** includes systematic scanning, unpredictable movement, and interactions spread across students.

<sup>b</sup> Effective **OTRs** provide opportunities to various numbers of students using various opportunity and response modalities.)

<sup>c</sup> Effective **specific praise** names the behavior and is contingent, genuine, and contextually/culturally appropriate.

### CMOT Checklist

Periodically, check for evidence of the following effective classroom management practices.

Check for Evidence of Classroom Structure and Expectations	
1. The educator <b>posted schedule</b> for the day and/or class activity.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. The educator <b>posted 3-5</b> positively stated behavioral <b>expectations</b> in the classroom.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. The <b>physical arrangement</b> of the room was appropriate for the activity. <sup>d</sup>	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. The educator developed <b>routines</b> for the day and/or class activity. <sup>e</sup>	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. The educator <b>taught<sup>f</sup></b> and <b>prompted<sup>g</sup></b> 3-5 positively stated behavioral <b>expectations</b> .	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. The educator selected and implemented additional <b>consequence strategies</b> , if appropriate, to support student behavior. <sup>h</sup>	<input type="checkbox"/> Yes <input type="checkbox"/> No

<sup>d</sup> **Physical arrangement** (seating assignments, furniture arrangement, etc.) is designed to maximize structure and minimize distraction.

<sup>e</sup> Students demonstrate fluency with **routines**, educator provides lesson plans, and/or educator references previously taught routines.

<sup>f</sup> Students demonstrate fluency with **expectations**, educator provides lesson plans, and/or educator references previously taught expectations.

<sup>g</sup> Effective **prompts** are delivered before a behavior is expected and make it more likely for students to engage in appropriate behavior for the given activity/environment.

<sup>h</sup> **Additional consequence strategies** may include classroom systems to acknowledge appropriate behavior or consequences to respond to inappropriate behavior; effective implementation is consistent, systematic, and accompanied by behavior-specific feedback.



# Management Observation & Data Collection Tool 3

### Terms

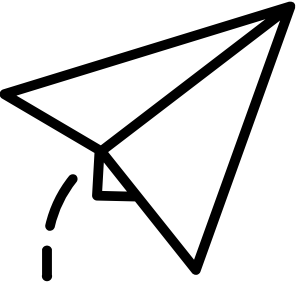
- Social Cue (SC)** Teacher prompts and reminds students, with praise as well as correction.
- Proximity (P)** Teacher's physical movement throughout the classroom
- Attention Signals (AS)** Teacher lets the students know s/he is ready to teach (signal, wait time, eye contact, etc.)
- Response Signal (RS)** Teacher lets students know when and how to respond
- Time Limits (TL)** Teacher tells students how long they have to get started or to work on a task
- Expectations (Ex)** Teacher tells students know what they should be doing at any give time, includes procedures as well as instructions
- Engagement (En)** Teachers actively involve all students in thinking and learning
- Voice (V)** Teachers use the appropriate tone and voice (credible, approachable, quiet)
- Withitness (W)** Teacher corrects misbehavior before it intensifies/spreads; also, teacher corrects the students involved
- Overlapping (O)** Teacher attends to two or more simultaneous events, minimizing interruptions to teaching

Time	Data	Percent Engaged	Observed Skill(s)	Poss. Help



# Coaching Cycle Kit

## Examine Data & Crafting Questions



Method of Data Delivery

Email

Other

Box



Giving the data to the teacher after the observation and before the debrief gives the teacher a chance to reflect, making the debrief more productive.



## Examine Data & Craft Debrief Questions



Begin by using Validating Questions to highlight positive things that you observed. Avoid general statements like “You did amazing!”, and keep to data focused positivity.

Positive Aspect of Observation	Possible Validation Questions: I noticed...
Students entered the classroom and immediately know what to do.	I noticed that students knew exactly what to do when they entered the classroom. What did you do to cause this to happen?

### Bank of Validation Questions

What did you notice the students were doing when you \_\_\_\_\_? What is something that you've already done? How did you establish \_\_\_\_\_?

What structures/scaffolds do you have you place that contributed to this success? How did you teach or reinforce \_\_\_\_\_? What did you do to support \_\_\_\_\_? What did you do to prepare for \_\_\_\_\_? What effect did your actions have on \_\_\_\_\_? How did you support your students to \_\_\_\_\_? How did you structure maintain \_\_\_\_\_?





# Coaching Cycle Kit

## Examine Data & Crafting Questions



### Examine Data & Craft Debrief Questions



Use the trends in data to guide the discussion Ask growth questions associated with what the data shows. Help the teacher stay focused on their goal and the data related to that goal.

Examine Trends of Data	Possible Growth Questions: I noticed...
The data shows clear trends that the teacher had few higher-order thinking questions.	What are your thoughts as you look at this data? Insights? What patterns do you see in the data?

#### Bank of Growth Questions

In regards to \_\_\_\_\_(chosen focus), how closely did this lesson meet your expectations/ideal? What data stands out to you? Surprises you? Pleases you? Concerns you? What story does this data tell? What can you gather from this data? What evidence can we tease out that indicates successes or breakdowns in student learning? What did you notice about the relationship between \_\_\_\_\_ and \_\_\_\_\_?

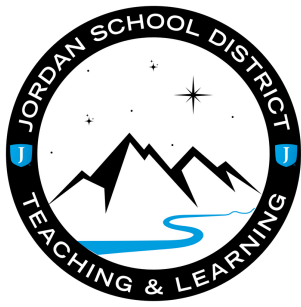


**Jim Knight:**  
Improve

**Aguilar**  
Listening Stems

**Lisa Lawrence**  
Reflection Protocol

**JSD**  
Reflection & Change




# Post-Conference/Debrief & Steps to Take Next



What went well? What are some celebrations from that lesson? Rate this lesson from 1-10, why did you give it that rating?

Ask planned Validation questions.

 **Limit feedback & provide space for teacher reflection.**

Ask planned Growth questions.

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As you look at the data, what are your thoughts? What are your insights? What surprised you? What story is the data telling?

Record insights & discussion.


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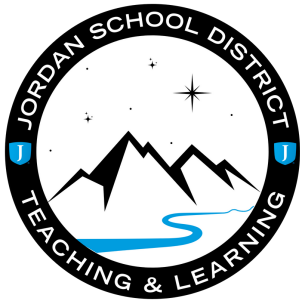
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What could have moved your lesson rating closer to a 10? What do you wish had gone differently? What things can be done to improve the data? Is there a strategy or idea you would like to try? How can we build upon your previous goal?

 **Encourage the teacher to choose a goal that they are excited and energized by.**



# Coaching Cycle Kit

## Post-Conference/Debrief & Steps to Take Next



Customize the Learn/Change phase based on the needs of each teacher. Use your best judgement as to when the Learn phase will be most helpful.

What can we do to set you up for success in your next observation? What support do you need to implement this goal?

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- Coach Modeled Lesson
- Peer Observation
- Watching Video Observations
- Co-Planning the Lesson
- Other

## Begin a New Pre-conference Script & Recording Sheet with New Goal

- Coach filled out post-cycle survey
- Sent post-cycle survey link to teacher

The district coaching team would like us both to complete a quick post-cycle survey to help support coaching in the district. I will send you a link in your email!

## Coach Reflection

What went well with this cycle? Celebrations? What could be better? What adjustments can you make as the cycle continues?