

## Coaching Checklist

**Note: The Checklist contains all of the steps in each part (1-6) of the book. It is designed to help you keep track of and complete all steps within each part. After going through the book one time, you may need to use only certain parts of the checklist, depending on what you decide after completing Part 6. You can also copy and laminate it to use over and over, or download it on the website.**

Check off as steps are completed	Notes	Part 1: Coaching Binder	
		I have a little time for coaching	Step 1, 2, and 3 on the checklist
		I have some time for coaching	Steps 1, 2, and 3 on the checklist
		I will make the time for coaching	Step 1, 2, 3, and 4 on the checklist
		<b>Step 1: Review resources</b> <input type="checkbox"/> In the Resources tab <input type="checkbox"/> Checklist copied	
		<b>Step 2: Create binder</b> <input type="checkbox"/> Cover put on front of binder <input type="checkbox"/> Tabs added for each part (Plans, Group, Focused, Effectiveness, Successes and Next Steps) of the coaching binder <input type="checkbox"/> Pouch added that includes small blue, green, yellow, and pink sticky notes and possibly highlighters and pencils	
		<b>Step 3: Complete coaching basics</b> <input type="checkbox"/> Job description and coaching schedule in Coaching Binder <input type="checkbox"/> Calendar in Coaching Binder <input type="checkbox"/> Notebook in Coaching Binder <input type="checkbox"/> Filing system is ready to go <input type="checkbox"/> Coaching environment designed	
		<b>Step 4: Download stickers</b> <input type="checkbox"/> Downloaded from <a href="http://howdoiplanandteachreadinggroups.com/">howdoiplanandteachreadinggroups.com/</a> <input type="checkbox"/> Cut up and put in pouch or placed in pocket in binder	
		<b>Outcomes:</b> <input type="checkbox"/> <b>Binder and basics are complete and you are ready to move onto Part 2</b> <input type="checkbox"/> <b>Sharing and involvement with teachers and administration has been determined</b>	

Check off as steps are completed	Notes	Part 2: Implementation Plan	
		I have a little time for coaching	Step 1 on the checklist
		I have some time for coaching	Steps 1 and 2 on the checklist
		I will make the time for coaching	Steps 1 and 2 READ and complete step 3 on the checklist
		<b>Step 1: Use a ready to go Implementation Plan</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implementation Plan chosen and critical turning points identified and marked (i.e. bolded, highlighted)</li> <li><input type="checkbox"/> Implementation Plan printed or laid out with sticky notes and placed in binder or a picture included</li> <li><input type="checkbox"/> Plan shared or reviewed with administration and/or teachers</li> </ul>	
		<b>Step 2: Adjust a ready to go Implementation Plan</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implementation Plan adjusted and critical turning points identified and marked (i.e. bolded, highlighted)</li> <li><input type="checkbox"/> Implementation Plan printed or laid out with sticky notes and placed in binder or a picture included</li> <li><input type="checkbox"/> Plan shared or reviewed with administration and/or teachers</li> </ul>	
		<b>Step 3: Create your own Implementation Plan</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implementation Plan created and critical turning points identified and marked (i.e. bolded, highlighted)</li> <li><input type="checkbox"/> Implementation Plan is printed or laid out with sticky notes and placed in binder or a picture included</li> <li><input type="checkbox"/> Plan shared or reviewed with administration and/or teachers</li> </ul>	
		<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Outcomes:</b></li> <li><input type="checkbox"/> <b>Implementation Plan is complete and you are ready to move onto Part 3</b></li> <li><input type="checkbox"/> <b>Sharing and involvement with teachers and administration has been determined</b></li> </ul>	

Check off as steps are completed	Notes	Part 3: Group Coaching	
		I have a little time for coaching	Step 1, 2, and 3 on the checklist
		I have some time for coaching	Steps 1, 2, and 4 on the checklist
		I will make the time for coaching	Steps 1, 2, and 5 on the checklist
		<p><b>Step 1: Use the Implementation Plan from part 2</b></p> <p><input type="checkbox"/> <b>Identified group of teachers for Group Coaching</b> Group:</p> <p>Names:</p> <p><input type="checkbox"/> <b>Identified place to begin on Implementation Plan</b> Place on Plan:</p> <p><input type="checkbox"/> <b>Placed marker for group Implementation Plan</b> Sticky note Write group's name and date Magnetic board Game type pieces</p>	

**Step 2: Understand PD that works and the Guided Practice Components**

Guided Practice Components	
<p><b>1. Teach:</b> Provide explicit professional development. What is it? What is it not? Why do we need to use it?</p>	<p><b>2. Model:</b> Provide explicit modeling of the activity or strategy. Walk through the activity step by step. Provide modeling of the activity that is grade level and content specific.</p>
<p><b>3. Practice:</b> Follow up with coaching support including clear communication, conversations, peer coaching, resources, observations, and demonstration lessons.</p>	<p><b>4. Apply:</b> Once teachers have practiced and coaching support has been provided, follow up with a longer observation with feedback to support teachers in consistently applying the activity.</p>

**Step 3: Gather data**

Listed each teacher's name in one of the four categories using the data you gathered, and if you choose, I have a little time for coaching, skip steps 4 and 5 and move onto Part 4: Focused Coaching

<p>If a teacher had mostly + (getting it and collaborative)</p>	<p>✓ If a teacher had mostly ✓ (mostly getting it and cautious)</p>	<p>If a teacher had mostly - (not getting it but trying and hesitant)</p>	<p>If a teacher had mostly ! (not trying to get it and reluctant)</p>
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		<b>Step 4: Complete Simple Coaching Cycle and collect data</b>			
		<input type="checkbox"/> Listed each teacher's name in one of the four categories using the data you collected			
		If a teacher had mostly + (getting it and collaborative)	<input checked="" type="checkbox"/> If a teacher had mostly checks (mostly getting it and cautious)	If a teacher had mostly - (not getting it but trying and hesitant)	If a teacher had mostly ! (not trying to get it and reluctant)
		<b>Step 5: Complete PDSA Cycle and collect data</b>			
		<input type="checkbox"/> Listed each teacher's name in one of the four categories using the data you collected			
		If a teacher had mostly + (getting it and collaborative)	<input checked="" type="checkbox"/> If a teacher had mostly checks (mostly getting it and cautious)	If a teacher had mostly - (not getting it but trying and hesitant)	If a teacher had mostly ! (not trying to get it and reluctant)
		<input type="checkbox"/> Group Coaching Cycle in Coaching Binder			
		<b>Outcomes:</b> <input type="checkbox"/> <b>Gathering data or coaching cycle complete and you are ready to move onto Part 4: Focused Coaching</b> <input type="checkbox"/> <b>Sharing and involvement with teachers and administration determined</b>			

Check off as steps are completed	Notes	Part 4: Focused Coaching	
		I have a little time for coaching	Step 1, 2, and 3 on the checklist
		I have some time for coaching	Steps 1, 2, and 3 on the checklist
		I will make the time for coaching	Steps 1, 2, and 4 on the checklist
		<b>Step 1: Complete Focus Folder</b>	
		<input type="checkbox"/> Focus Groups for the Stages of Implementation on file folder, either copied and pasted or downloaded from <a href="http://howdoiplanandteachreadinggroups.com/">howdoiplanandteachreadinggroups.com/</a>	
		<b>Step 2: Group teachers using Coaching Flowchart</b>	
		<input type="checkbox"/> Sticky notes placed for individual teachers and/or groups on Coaching Focus Folder	
		<b>Step 3: Complete regrouping with simple coaching cycles and develop new simple coaching cycles</b>	
		<input type="checkbox"/> List Group Coaching:	
		<input type="checkbox"/> List Individual Coaching:	
		<b>Step 4: Complete regrouping with PDSA cycles and develop new PDSA cycles</b>	
		<input type="checkbox"/> List Group Coaching:	
		<input type="checkbox"/> List Individual Coaching:	
		<input type="checkbox"/> New Group and/or Individual Focused Coaching Cycles in Coaching Binder	
		<b>Outcomes:</b>	
		<input type="checkbox"/> New coaching cycles complete and you are ready to move onto Part 5: Coaching Effectiveness	
		<input type="checkbox"/> Sharing and involvement with teachers and administration determined	

Check off as steps are completed	Notes	Part 5: Coaching Effectiveness														
		I have a little time for coaching		Step 1 on the checklist												
		I have some time for coaching		Steps 1, 2, and 3 on the checklist												
		I will make the time for coaching		Step 4 on the checklist												
		<p><b>Step 1: Review Coaching Cycles</b> (Use your coaching notebook for reflection OR download the checklist and create extra space after each set of questions)</p> <p><input type="checkbox"/> Cycles analyzed</p> <p>*Which teachers or groups/teams have made strong progress? What evidence do you have? How can you celebrate with the teachers?</p> <p>*Which teachers or groups/teams have not made strong progress? What evidence do you have? How can you better support those teachers? What are your next steps?</p> <p>*Which teachers or groups/teams have not made progress? What evidence do you have? How can you involve other people for help including administration, fellow teachers, and district personnel? What are your next steps?</p> <p><input type="checkbox"/> Next steps identified (List group and or individual teachers)</p> <table border="1"> <thead> <tr> <th colspan="5">Next Steps</th> </tr> </thead> <tbody> <tr> <td>Continue working on a current cycle with group or individual teachers</td> <td>Modify current cycle for group or individual teachers</td> <td>Begin new cycle with group or individual teachers</td> <td>Revisit past cycle that may need to be strengthened with a group or individual teachers</td> <td>Other</td> </tr> </tbody> </table> <p>Notes/Ideas:</p> <p><b>Coaching Effectiveness:</b> On a scale from 1 to 10, 10 being the most effective and 1 being the least, rate your coaching effectiveness in using coaching cycles. What is the evidence?</p>					Next Steps					Continue working on a current cycle with group or individual teachers	Modify current cycle for group or individual teachers	Begin new cycle with group or individual teachers	Revisit past cycle that may need to be strengthened with a group or individual teachers	Other
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		<input type="checkbox"/> Data Form filled out and analyzed														

Data Form																											
Documents	1 Baseline Data	2	3																								
Coaching Cycles	End of cycle 1	End of cycle 2	End of cycle 3																								
Group:	<table border="1"> <tr><td>+</td><td></td></tr> <tr><td>✓</td><td></td></tr> <tr><td>--</td><td></td></tr> <tr><td>!</td><td></td></tr> </table>	+		✓		--		!		<table border="1"> <tr><td>+</td><td></td></tr> <tr><td>✓</td><td></td></tr> <tr><td>--</td><td></td></tr> <tr><td>!</td><td></td></tr> </table>	+		✓		--		!		<table border="1"> <tr><td>+</td><td></td></tr> <tr><td>✓</td><td></td></tr> <tr><td>--</td><td></td></tr> <tr><td>!</td><td></td></tr> </table>	+		✓		--		!	
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**Step 2: Complete moving the markers** (Use your coaching notebook for reflection OR download the



checklist and create extra space after each set of questions)

- Movement of markers analyzed
  - \*Which teachers or groups/teams have made strong progress with the Implementation Plan? What evidence do you have? How can you celebrate with the teachers?
  - \*Which teachers or groups/teams have not made strong progress with the Implementation Plan? What evidence do you have? How can you better support those teachers? What are your next steps?
  - \*Which teachers or groups/teams have not made progress with the Implementation Plan? What evidence do you have? How can you involve other people for help including administration, fellow teachers, and district personnel? What are your next steps for improving the Implementation Plan?
  
- Next steps identified (List group and or individual teachers)

Next Steps				
Continue working on current plan with all or some teachers	Modify current plan for all or some teachers	Begin new plan with all teachers	Begin new plan with some teachers	Other
Notes/Ideas:				
<p><b>Coaching Effectiveness:</b> On a scale from 1 to 10, 10 being the most effective and 1 being the least, rate your coaching effectiveness supporting teachers as they advance through an Implementation Plan. What is the evidence?</p>				

- Data Form filled out and analyzed

		<table border="1"> <tr> <td data-bbox="653 272 903 310"><b>Documents</b></td> <td colspan="2" data-bbox="903 272 1814 310"></td> </tr> <tr> <td data-bbox="653 310 903 380"><b>Implementation Plans</b></td> <td colspan="2" data-bbox="903 310 1814 380"><b>Levels of implementation</b></td> </tr> <tr> <td data-bbox="653 380 903 721">Group:</td> <td colspan="2" data-bbox="903 380 1814 721"> <table border="1"> <tr> <td data-bbox="913 412 1155 483"><b>Fully</b></td> <td data-bbox="1155 412 1709 483"></td> </tr> <tr> <td data-bbox="913 483 1155 555"><b>Mostly</b></td> <td data-bbox="1155 483 1709 555"></td> </tr> <tr> <td data-bbox="913 555 1155 626"><b>Partially</b></td> <td data-bbox="1155 555 1709 626"></td> </tr> <tr> <td data-bbox="913 626 1155 698"><b>Sparsely</b></td> <td data-bbox="1155 626 1709 698"></td> </tr> </table> </td> </tr> <tr> <td colspan="3" data-bbox="653 721 1814 821">Notes:</td> </tr> </table>	<b>Documents</b>			<b>Implementation Plans</b>	<b>Levels of implementation</b>		Group:	<table border="1"> <tr> <td data-bbox="913 412 1155 483"><b>Fully</b></td> <td data-bbox="1155 412 1709 483"></td> </tr> <tr> <td data-bbox="913 483 1155 555"><b>Mostly</b></td> <td data-bbox="1155 483 1709 555"></td> </tr> <tr> <td data-bbox="913 555 1155 626"><b>Partially</b></td> <td data-bbox="1155 555 1709 626"></td> </tr> <tr> <td data-bbox="913 626 1155 698"><b>Sparsely</b></td> <td data-bbox="1155 626 1709 698"></td> </tr> </table>		<b>Fully</b>		<b>Mostly</b>		<b>Partially</b>		<b>Sparsely</b>		Notes:		
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Next steps identified (List group and or individual teachers)

Next Steps				
Continue working on current stages with all or some teachers	Modify current approach with stages for all or some teachers	Begin new stages focus with all teachers	Begin new stages focus with some teachers	Other
Notes/Ideas:				
<p><b>Coaching Effectiveness:</b> On a scale from 1 to 10, 10 being the most effective and 1 being the least, rate your coaching effectiveness supporting teachers through the Stages of Implementation. What is the evidence?</p>				

Data Form filled out and analyzed

Documents	Choose one of the two options		
Stages of Implementation (Focus Folder)	1- Beginning of Implementation Plan to end of Implementation Plan		
		Sticky note	Stage of Implementation
	+	blue	Collaborative
	✓	green	Cautious
	--	yellow	Hesitant
	!	pink	Reluctant

		Group:	<table border="1"> <thead> <tr> <th></th> <th>Beginning</th> <th>Ending</th> </tr> </thead> <tbody> <tr> <td>+</td> <td></td> <td></td> </tr> <tr> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>--</td> <td></td> <td></td> </tr> <tr> <td>!</td> <td></td> <td></td> </tr> </tbody> </table>		Beginning	Ending	+			✓			--			!		
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