Coaching Meeting Checklist

Use this checklist and accompanying questions as a guide to make sure you cover important content over the course of the meeting. You can adapt this document to meet the needs of the teacher.

STEP 1: GENERAL CHECK-IN AND REVIEW OF GOALS FROM PREVIOUS SESSION

☐ Find out what curricular activities were implemented in the past week and what went well or was difficult.

☐ Ask teachers where they want to focus the session.

☐ Look over the agreed-upon goals and action steps from the previous meeting.

What do you want to make sure we talk about today based on your experience with the new curriculum this week?

What were you able to accomplish and where do you want support?

STEP 2: REFLECTION ON OBSERVATION AND COACH COMMENTS

☐ Focus on one goal at a time and prompt teachers to (1) describe how they applied (or did not apply) the action steps and (2) how children responded.

☐ Review objectives for the activities observed during in-classroom coaching.

☐ Discuss observation notes about whether goals, action steps, and activity objectives were achieved.

☐ Ask reflective questions and offer constructive comments to support teachers’ growth.

What evidence did you see that the goal(s) were met?

What evidence did you see that the children understood and were able to meet the objective of the activity(ies) implemented during the coaching session?

Was there anything about the children’s reactions to the activities that you had not anticipated? How did you handle these surprises?

How did you feel about your instruction compared with the description of the activity in the curricular materials?

What motivated you to adjust the activity, if applicable?
STEP 3: TARGETED, IN-DEPTH PLANNING FOR INSTRUCTION

- Preview activities for the next five days and review the developmental levels targeted by the curriculum.
- Determine instructional modifications based on the needs of individual children.
- Develop classroom-management strategies, if applicable.
- Determine modifications to class themes, if applicable.

What are the objectives for the activity(ies) for next week?

What is your plan for making sure children are able to follow directions and complete activities?

How can you tie the activities to your class theme?

What do you already know about the children in your class when it comes to this topic (using data from the previous week’s small-group record sheets, if applicable)?

What modifications do you need to make for specific children? Will you use different materials for certain children? Why?

STEP 4: SETTING GOALS FOR CHILDREN’S LEARNING AND TEACHER PRACTICE

- Develop goals for children and action steps for both teachers and coach.
- Determine what evidence teachers (and the coach) need to assess goals.
- Determine the focus of in-classroom coaching for the following week.

Given what we’ve discussed, what specific developments do you want to see in the children? What do you want to work on?

How will we know when the goals have been met?

How can you support the children in attaining the goals through instruction, classroom management, or other interactions?

What do you need to do to prepare to carry out these steps?

What information or resources do I, as a coach, need to provide for you?

Based on the goals, what would you like me to focus on when I coach you next week, and why?

What can I do to help keep track of progress on goals and action steps during the next session?