



Teacher Group Leader Fidelity Checklist for Workshops

This rating scale is designed for researchers or certified mentors to evaluate following a live or video recorded observation of a workshop. It needs to be used in conjunction with the workshop checklist, which lists the key content and vignettes covered for that workshop (found in leader’s manual or on website). A teacher group leader may also complete this checklist for their own self-evaluation and to identify specific goals for progress.

Leader Self-Evaluation (name): _____

Co-leader Evaluation: _____

Certified Trainer/Mentor Evaluation: _____

Date: _____

Workshop Number: (Circle one) 1 2 3 4 5 6

SET UP

Did the Leaders:

- | | | |
|--|----|-----|
| 1. Set up the chairs in a semicircle that allowed everyone to see each other and the TV or screen? (Avoid tables.) | No | Yes |
| 2. If 2 leaders, sit at separate places in the circle, rather than both at the front? | No | Yes |
| 3. Agenda for workshop is displayed? | No | Yes |
| 4. Have handouts and practice activities ready for the teachers to pick up? | No | Yes |

REVIEW TEACHERS’ PRACTICE OR HOMEWORK ASSIGNMENTS

Did the leaders:

- | | Not applicable/
not able to observe | Never/Not well | Seldom | Sometimes | Frequently | Very Frequently/
Extremely Well |
|--|--|----------------|--------|-----------|------------|------------------------------------|
| 5. Begin the discussion by asking teachers to share their experiences doing the assigned activities since the last training workshop? (Some example open-ended questions the leader can ask are included in the manual at the beginning of each workshop.) | N/A | 1 | 2 | 3 | 4 | 5 |
| 6. Give every teacher the chance to talk about practice assignments, reading assignments, and success with implementing behavior plans? | N/A | 1 | 2 | 3 | 4 | 5 |
| 7. Ask about and encourage parent involvement in the strategies implemented? | N/A | 1 | 2 | 3 | 4 | 5 |

	Not applicable/ not able to observe	Never/Not well	Seldom	Sometimes	Frequently	Very Frequently/ Extremely Well
8. Praise and encourage efforts teachers made to try out new strategies, implement behavior plans and involve parents?	N/A	1	2	3	4	5
9. Highlight key “principles” that their examples illustrate? (E.g. “That sounds great! You focused on his positive behavior. You described his calming feelings and patience with the task so clearly. How do you think he responded to that?”)	N/A	1	2	3	4	5
10. Explore with teachers who didn’t complete the practice assignments what made it difficult, and learn how practice assignments can be made more meaningful or practical? (E.g., “What made it difficult to get time to do the readings?” or, “What made it hard to follow through on your behavior plan?” or, “What made it difficult to contact parents?”)	N/A	1	2	3	4	5
11. If a teacher’s description of how they applied the skills makes it clear that he/she misunderstood or found it difficult, did the leaders accept responsibility for the misunderstanding or normalize the difficulty, rather than leave the teacher feeling responsible for the failure? (E.g., “I’m really glad you shared that, because I see I completely forgot to tell you a really important point last week. You couldn’t possibly have known, but when you do that, it’s important to...” or, “I agree emotion coaching is really difficult and like learning a new language. It takes a lot of practice to learn.”)	N/A	1	2	3	4	5
12. Allow for some discussion of issues beyond the immediate topic at hand? (E.g., Other concerns with students not related to today’s topic, or non-teaching issues that are of concern such as time constraints, how to deal with other teachers’ responses, personal stressors.)	N/A	1	2	3	4	5
13. Make sure that the discussion is brought back to the specific topic at hand after a reasonable time, without letting off task discussion of other issues dominate?	N/A	1	2	3	4	5

WHEN BEGINNING THE TOPIC FOR THE DAY

Did the leaders:

14. Begin the discussion of the topic with open-ended questions to get teachers to think about the importance of the topic? (Some example open-ended questions the leader can ask are included in the manual at the beginning of each workshop.)	N/A	1	2	3	4	5
15. Do the benefits and barriers exercise regarding the new topic?	N/A	1	2	3	4	5
16. Paraphrase and highlight the points made by teachers - writing key points or principles on the board?	N/A	1	2	3	4	5
17. Identify how new strategy fits within the pyramid?	N/A	1	2	3	4	5

WHEN SHOWING THE VIGNETTES

Did the leaders:

	Not applicable/ not able to observe	Never/Not well	Seldom	Sometimes	Frequently	Very Frequently/ Extremely Well
18. Before showing the vignette, focus teachers by telling them what they will see (e.g., age of child, situation) and what you want them to watch for (e.g., "In the next vignette we will see a little girl who has ADHD and wanders around the room. Think about how you would respond to this situation in your classroom.")?	N/A	1	2	3	4	5
19. When showing vignette, pause scene periodically to discuss skills used by teacher, or how student or teacher is feeling, or predict what teachers would do next in their classroom?	N/A	1	2	3	4	5
20. When vignette ends, ask open-ended questions to teachers about what they thought was effective/ineffective in the vignette? (Some example open-ended questions the leader can ask are included in the manual after each vignette.)	N/A	1	2	3	4	5
21. Acknowledge responses one or more teachers have to a vignette? (For example, if a teacher laughs during a vignette, as soon as the video stops the leader may say, "Sue, you laughed at that one." Then pause and let the teacher share her impressions.)	N/A	1	2	3	4	5
22. Paraphrase and highlight the points made by teachers - writing key points or "principles" on the board?	N/A	1	2	3	4	5
23. Help teachers see how principles learned from vignettes apply to their classroom or specific students?	N/A	1	2	3	4	5
24. Move on to the next vignettes after key points have been discussed, rather than let discussion go on at length?	N/A	1	2	3	4	5
25. Allow for discussion following every vignette? (If vignettes are played one after another, teachers may not catch the key points illustrated. Additionally, they won't have an opportunity to process emotional reactions they may have to vignettes or pull out key principles.) IF group is clearly behind schedule, it is okay for such discussions to be brief, getting one or two teachers to highlight key points and moving on.	N/A	1	2	3	4	5
26. Use vignettes to promote alternative ideas for responding to situations and to replay practice role plays using their ideas?	N/A	1	2	3	4	5
27. Help group see "principles" from a developmental perspective (i.e., how the teacher's strategy on the vignette would be adapted for a toddler, preschool child, or older school-age child)?	N/A	1	2	3	4	5
28. Help teachers understand how the concepts/principles they are learning are related to their own goals for themselves and their students?	N/A	1	2	3	4	5

PRACTICE AND DIRECTING ROLE PLAYS

Did the leaders:

	Not applicable/ not able to observe	Never/Not well	Seldom	Sometimes	Frequently	Very Frequently/ Extremely Well
29. Ensure that the skill to be practiced has been covered in the vignettes or discussion prior to asking someone to role play and act out ideas? (This ensures the likelihood of a successful role play practice.)	N/A	1	2	3	4	5
30. Do several spontaneous role play practices that are derived from teachers' descriptions of what happened in their classroom? ("Show me what that looks like.")	N/A	1	2	3	4	5
31. Do frequent planned role plays, practices, or buzzes over the course of the workshop day?	N/A	1	2	3	4	5
32. Do one or more role plays in pairs or small groups that allow multiple teachers to practice simultaneously?	N/A	1	2	3	4	5
33. Use all of the following skills when directing role plays:						
a. Select teachers strategically to be teacher or student?	N/A	1	2	3	4	5
b. Skillfully get teachers engaged in role plays which address their goals and questions?	N/A	1	2	3	4	5
c. Provide each teacher or student (in role) with a script of his/her role (age of child, teacher skill to be practiced, student level of misbehavior)?	N/A	1	2	3	4	5
d. Provide enough "scaffolding" so that teachers are successful in role as "teacher" (e.g., get other teachers to generate ideas for how to handle the situation before practice begins)?	N/A	1	2	3	4	5
e. Invite other workshop members to be "coaches" (to call out ideas if the actor is stuck)?	N/A	1	2	3	4	5
f. Pause/freeze role play periodically to redirect, give clarification, get other ideas, or reinforce and encourage participants?	N/A	1	2	3	4	5
g. Take responsibility for having given poor instructions if role play is not successful and allow actor to rewind and replay?	N/A	1	2	3	4	5
34. Debrief with each participant afterwards ("How did that feel?" "as teacher?" and "as student?")? Praise and reward participants with a sticker?	N/A	1	2	3	4	5
35. Solicit feedback from group about strengths of teacher in role?	N/A	1	2	3	4	5
36. Re-run role play, changing roles or involving different teachers (not always needed, but helpful to do for teachers who need modeling by someone else first because they find the skill difficult)?	N/A	1	2	3	4	5

	Not applicable/ not able to observe	Never/Not well	Seldom	Sometimes	Frequently	Very Frequently/ Extremely Well
37. Number of role plays/practices done? _____						
38. Offer detailed descriptive praise of the practice and what was learned?	N/A	1	2	3	4	5
39. Practice using IY materials (e.g., Show me Five, Calm Down Thermometer, IY stickers)	N/A	1	2	3	4	5

COMPLETE INDIVIDUAL BEHAVIOR PLANS

Did the leaders:

40. Review steps for behavior plans in large group before breaking out into small groups?	N/A	1	2	3	4	5
41. Break up into groups (6-7) to do behavior plans - based on the principles and content discussed in that workshop?	N/A	1	2	3	4	5
42. Review, refine and share behavior plans for students when teachers return to large group?	N/A	1	2	3	4	5
43. Encourage teacher commitment to implement and report back to the group next session?	N/A	1	2	3	4	5

BUZZES

Did the leaders:

44. Complete required buzzes for the session?	N/A	1	2	3	4	5
45. Select at least some pairs to share their response?	N/A	1	2	3	4	5

PARENT INVOLVEMENT

Did the leaders:

46. Discuss how parents will be involved in behavior plans?	N/A	1	2	3	4	5
47. Review letter to be sent to parents to describe and enhance students' learning at home? (See Teacher-to-Parent Communication letters in manual)	N/A	1	2	3	4	5
48. Discuss methods to teach or partner with parents (e.g., telephone calls, parent meetings) around students' learning needs?	N/A	1	2	3	4	5

REVIEW BLACKBOARD NOTES, PRACTICE OR HOMEWORK ACTIVITIES AND WRAP UP

Did the leaders:

	Not applicable/ not able to observe	Never/Not well	Seldom	Sometimes	Frequently	Very Frequently/ Extremely Well
49. Begin the ending process with about 15 minutes remaining?	N/A	1	2	3	4	5
50. Ask teachers to do workshop "Self-reflection inventory" and set goals for next month (see handouts section of manual)?	N/A	1	2	3	4	5
51. Review or have teachers review key points on blackboard notes out loud, commenting on why this point is important?	N/A	1	2	3	4	5
52. Review or have teachers review the homework practice activity sheet, including why that is important, and whether and how they will try to do it?	N/A	1	2	3	4	5
53. Have teachers complete the workshop evaluation form?	N/A	1	2	3	4	5
54. End the workshop on time? Remind of next meeting time? Discuss follow up between workshop planned?	N/A	1	2	3	4	5
55. Call, e-mail or text teachers between workshops to check in about goals, strategies tried, behavior plans and any barriers? Encourage and praise teacher efforts? (See Teacher buzz forms on website resources section.)	N/A	1	2	3	4	5
56. Set up classroom observations and personal feedback in schools by group leaders or IY coaches?	N/A	1	2	3	4	5

LEADER GROUP PROCESS SKILLS

Did the leaders:

57. Encourage everyone to participate?	N/A	1	2	3	4	5
58. Use open-ended questions to facilitate discussion?	N/A	1	2	3	4	5
59. Reinforce teachers' ideas and fosters teachers' self-learning?	N/A	1	2	3	4	5
60. Encourage teachers to problem solve when possible?	N/A	1	2	3	4	5
61. Foster idea that teachers will learn from each others' experiences?	N/A	1	2	3	4	5
62. Help teachers learn how to support and reinforce each other?	N/A	1	2	3	4	5
63. View every member of group as equally important and valued?	N/A	1	2	3	4	5
64. Identify each teacher's strengths?	N/A	1	2	3	4	5
65. Create a feeling of safety among group members?	N/A	1	2	3	4	5
66. Create an atmosphere where teachers feel they are decision-makers and discussion and debate are paramount?	N/A	1	2	3	4	5

LEADER LEADERSHIP SKILLS

Did the leaders:

	Not applicable/ not able to observe	Never/Not well	Seldom	Sometimes	Frequently	Very Frequently/ Extremely Well
67. Post ground rules?	N/A	1	2	3	4	5
68. Start meeting on time?	N/A	1	2	3	4	5
69. Explain agenda for session and invite input?	N/A	1	2	3	4	5
70. Review homework from previous session and highlight significant work?	N/A	1	2	3	4	5
71. Summarize and restate important points?	N/A	1	2	3	4	5
72. Impose sufficient structure to facilitate group process?	N/A	1	2	3	4	5
73. Prevent sidetracking by participants?	N/A	1	2	3	4	5
74. Know when to be flexible and allow a digression for an important issue and know how to tie it into the session's content?	N/A	1	2	3	4	5
75. Anticipate potential difficulties?	N/A	1	2	3	4	5
76. Predict teacher behaviors and feelings?	N/A	1	2	3	4	5
77. Encourage generalization of concepts to different settings and situations?	N/A	1	2	3	4	5
78. Encourage teachers to work for long term goals as opposed to "quick fixes"?	N/A	1	2	3	4	5
79. Help group focus on positive?	N/A	1	2	3	4	5
80. Balance group discussion on affective, cognitive, and behavioral domains?	N/A	1	2	3	4	5
81. Predict relapses?	N/A	1	2	3	4	5

LEADER RELATIONSHIP BUILDING SKILLS

Did the leaders:

82. Use humor and foster optimism?	N/A	1	2	3	4	5
83. Normalize problems when appropriate?	N/A	1	2	3	4	5
84. Validate and support teachers' feelings (reflective statements)?	N/A	1	2	3	4	5
85. Share personal experiences when appropriate?	N/A	1	2	3	4	5
86. Foster a partnership or collaborative model (as opposed to an "expert" model)?	N/A	1	2	3	4	5

	Not applicable/ not able to observe	Never/Not well	Seldom	Sometimes	Frequently	Very Frequently/ Extremely Well
87. Foster a coping model as opposed to a mastery model of learning?	N/A	1	2	3	4	5
88. Reframe experiences from the students' viewpoint and modify teachers' negative attributions?	N/A	1	2	3	4	5
89. Strategically confront, challenge and teach teachers when necessary?	N/A	1	2	3	4	5
90. Identify and discuss resistance?	N/A	1	2	3	4	5
91. Maintain leadership of the group?	N/A	1	2	3	4	5
92. Advocate for teachers?	N/A	1	2	3	4	5

LEADER KNOWLEDGE

Did the leaders:

93. Demonstrate accurate knowledge of cognitive behavioral principles covered at session?	N/A	1	2	3	4	5
94. Explain rationale for principles covered in clear, convincing manner?	N/A	1	2	3	4	5
95. Prepare materials in advance of session and is "prepared" for group?	N/A	1	2	3	4	5
96. Integrate teachers' ideas and problems with important content and adjusts according to student's temperaments and age.	N/A	1	2	3	4	5
97. Demonstrate accurate knowledge regarding child development principles?	N/A	1	2	3	4	5
98. Use appropriate analogies and metaphors to explain theories or concepts?	N/A	1	2	3	4	5

LEADER METHODS AND PROMOTION SKILLS (ask if unable to observe)

Did the leaders:

99. Use role play and rehearsal to reinforce learning?	N/A	1	2	3	4	5
100. Use a variety of learning methods (e.g., DVDs, written journals, chapters, or record sheets)?	N/A	1	2	3	4	5
101. Use modeling by self or other group members when appropriate?	N/A	1	2	3	4	5
102. Use weekly evaluations to adjust content or leadership style?	N/A	1	2	3	4	5

	Not applicable/ not able to observe	Never/Not well	Seldom	Sometimes	Frequently	Very Frequently/ Extremely Well
103. Make phone calls or e-mails to teachers?	N/A	1	2	3	4	5
104. Promote teachers' collaboration with parents?	N/A	1	2	3	4	5
TEACHERS' RESPONSES						
105. Teachers appear comfortable and involved in workshop?	N/A	1	2	3	4	5
106. Teachers complete homework, ask questions, and are active participants?	N/A	1	2	3	4	5
107. Teachers complete positive evaluations of workshops?	N/A	1	2	3	4	5

REMEMBER: The goal in the workshops should be to draw from the teachers the information and ideas to teach each other. Teachers should be the ones who generate the principles, describe the significance, highlight what was effective and ineffective on the DVDs, and demonstrate how to implement the skills in different situations. Teachers are far more likely to put into practice what they talk about and practice with support than what they hear about.