

Coach Name: _____

Teacher Name: _____



Incredible Years

PEER COACH SELF-REFLECTION PROCESS CHECKLIST

This checklist is designed for peer coaches to complete following a peer coaching session with a teacher, or when reviewing a video of themselves providing a peer coach session. By reviewing a session and reflecting on the following points a peer coach can identify specific goals for themselves. It is expected that the skills outlined under process and knowledge will be demonstrated throughout the whole peer coach session. Please bring this checklist to your next meeting with your trainer for discussion.

	Yes	No	N/A
SET UP			
Did the Peer Coach:			
1. Have everything ready for the meeting with the teacher.			
2. Set a clear agenda for the meeting in collaboration with teacher.			
3. In advance ask teacher to provide behavior plan for review.			
4. When reviewing workshop topic explore teachers buy-in to strategies, knowledge level of concepts and their motivation to review more vignettes from the program.			
5. Check with teachers whether they have used the self-reflection classroom observation inventory.			

PEER COACH PROCESS			
Did the Peer Coach:			
1. Identify teacher's goals for learning.			
2. After identifying teacher's goals for coaching meeting, set realistic priorities depending on teacher's prior experiences and knowledge level.			
3. Use a collaborative problem solving style.			
4. Create a feeling of safety for discussions.			
5. Demonstrate respect for different view points.			
6. Engage teachers in active dialogue.			
7. Use humor when appropriate.			
8. Use self disclosure strategically.			
9. Listen and validate teacher's experience and expertise.			

10. Foster the idea that teachers learn from each other's experiences.					
11. Help teachers learn to support and reinforce each other and work as a team.					
12. Encourage teachers to problem solve solutions themselves when possible. Ask questions with a positive tone to clarify issues before offering solutions.					
13. Praise teacher's ideas and fosters their self reflection and self learning.					
14. Summarise and restate important points.					
15. Impose sufficient structure to facilitate learning process.					
16. Prevent side tracking.					
17. Normalize learning process and difficulties implementing behavior plans. Reflects teacher's feelings and anxieties.					
18. Pull out workshop "principles" from teacher's ideas.					
19. Know when to be flexible and allow a digression for an important issue and know how to tie it into coaching or workshop content.					
20. Appear knowledgeable and sensitive to cultural diversity.					

FOLLOW-UP COACH MEETING WITH TEACHER/REVIEW GOALS					
Did the Peer Coach:					
1. Give adequate time in meeting with teachers for new learning.					

HIGHLY RECOMMEND COACH TEACHING USING VIDEO VIGNETTES & SELF-ADMINISTERED MANUAL					
For teachers with tough classrooms who want additional examples and support to help them create a more positive classroom culture, plan future meeting or use existing meeting to watch additional video vignettes together and use self-administered manuals.					
Did the Peer Coach:					
1. Show teacher any additional vignettes from program.					
2. Ask teacher to share their insights after watching vignette.					
3. When watching the vignettes together reflect on the teacher's behavior management strategies shown on the vignette and the possible implementation for use in the classroom.					
4. Asks open ended questions to promote discussion of children's developmental abilities and temperament.					
5. Paraphrase and highlight the key management ideas with teacher suggests.					
6. Move onto the next vignette after key points have been discussed					

rather than let discussion go on at length (this ensures that the coaches will have sufficient time for role playing).					
7. Use role play or practice appropriately to reinforce and practice new learning or suggested ideas.					
8. Encourage teachers to refer to blackboard notes periodically to summarize their insights and main points.					

ROLE PLAY AND PRACTICE					
Did the Peer Coach:					
1. Ensure that the skill to be practiced had been covered in the discussion prior to asking teacher to role play (ensures likelihood of success).					
2. Do a spontaneous role play practice that is derived from the video vignette and allows teachers to practice new skills.					
3. Use all of the following skills when directing role plays/practices.					
	Coach is part of role play practice				
	Skilfully encourages teachers in role plays.				
	Provide teacher with a description of their role.				
	Provide enough scaffolding so that teachers are successful in their role.				
	Praise role play periodically to redirect, give clarification or reinforce teacher.				
	Take responsibility for having given poor instructions if role play is not successful and allow actor to rewind and replay.				
	Debrief with teacher afterwards to help them reflect on what they have learned.				

CLOSING SESSION					
Did the Peer Coach:					
6. Summarise the teacher's strengths.					
7. Have teacher set goals to work towards before next meeting and write them down . Set up next coaching meeting time on schedule.					
8. Have teachers complete evaluation form after workshop #3.					
9. After meeting complete peer coach self evaluation form.					

Remember your goal in the peer coach sessions should be to help teachers self-reflect on their classroom management strategies and relationships with students or families. They should be encouraged to generate the principles, describe the significance, highlight what was effective and ineffective on tapes, and demonstrate how to implement the skills in the

classroom. Teachers are far more likely to put into practiced what they talk about than what they hear about. The Peer Coach's role is to clarify information when there are misperceptions or misunderstandings, to offer suggestions when needed and to support, encourage and motivate teachers to make progress toward their goals.