



Teacher Group Leader Collaborative Process Checklist for Workshops

This checklist is designed for group leaders to complete together following a teacher workshop, or for a group leader to complete for him/herself when reviewing a DVD of a workshop. By watching the video of a workshop, and looking for the following points, a leader can identify specific goals for progress. This checklist is designed to complement the protocol for the specific workshop day, which lists the key content and vignettes that should be covered for that workshop.

Teacher Self-Evaluation (name): _____

Co-teacher Evaluation: _____

Certified Trainer/Mentor Evaluation: _____

Date: _____

SET UP

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 1. Set up the chairs in a semicircle that allowed everyone to see each other and the TV? (avoid tables) | _____ | _____ | _____ |
| 2. If 2 leaders, sit at separate places in the circle, rather than both at the front? | _____ | _____ | _____ |
| 3. Write the agenda on the board? | _____ | _____ | _____ |
| 4. Have handouts and practice activities ready for the teachers to pickup. | _____ | _____ | _____ |

REVIEW TEACHERS' PRACTICE OR HOMEWORK ASSIGNMENTS

Did the Leaders:

- | | | | |
|--|-------|-------|-------|
| 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.) | _____ | _____ | _____ |
| 6. Give every teacher the chance to talk about practice assignments, success with implementing behavior plans, parent involvement plans, and assigned chapter readings? | _____ | _____ | _____ |
| 7. Praise efforts teachers made to try out new strategies, implement behavior plans and involve parents? | _____ | _____ | _____ |
| 8. 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?") | _____ | _____ | _____ |

Leader Collaborative Process Checklist, Continued

REVIEW TEACHERS' PRACTICE OR HOMEWORK ASSIGNMENTS, Continued

Did the Leaders:

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|--|-------|-------|-------|
| 9. 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?") | _____ | _____ | _____ |
| 10. 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.") | _____ | _____ | _____ |
| 11. 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.) | _____ | _____ | _____ |
| 12. 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? | _____ | _____ | _____ |

WHEN BEGINNING THE TOPIC FOR THE DAY

YES NO N/A

Did the Leaders:

- | | | | |
|--|-------|-------|-------|
| 13. 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.) | _____ | _____ | _____ |
| 14. Paraphrase and highlight the points made by teachers – writing key points or principles on the board? | _____ | _____ | _____ |

WHEN SHOWING THE VIGNETTES

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 15. Before showing 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.")? | _____ | _____ | _____ |
|---|-------|-------|-------|

Leader Collaborative Process Checklist, Continued**WHEN SHOWING THE VIGNETTES, Continued**

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 16. 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? | _____ | _____ | _____ |
| 17. 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.) | _____ | _____ | _____ |
| 18. Acknowledge responses one or more teachers have to a vignette? (For example, if a teacher laughs during a vignette, as soon as the tape stops the leader may say, "Sue, you laughed at that one." Then pause and let the teacher share her impressions.) | _____ | _____ | _____ |
| 19. Paraphrase and highlight the points made by teachers – writing key points or "principles" on the board? | _____ | _____ | _____ |
| 20. Help teachers see how principles learned from vignettes apply to their classroom or specific students? | _____ | _____ | _____ |
| 21. Move on to the next vignettes after key points have been discussed, rather than let discussion go on at length? | _____ | _____ | _____ |
| 22. 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. | _____ | _____ | _____ |
| 23. Use vignettes to promote alternative ideas for responding to situations and to replay practice role plays using their ideas? | _____ | _____ | _____ |
| 24. 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)? | _____ | _____ | _____ |
| 25. Help teachers understand how the concepts/principles they are learning are related to their own goals for themselves and their students? | _____ | _____ | _____ |

PRACTICE AND DIRECTING ROLE PLAYS

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 26. 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 success.) | _____ | _____ | _____ |
|---|-------|-------|-------|

Leader Collaborative Process Checklist, Continued

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|---|-------|-------|-------|
| 27. Do several spontaneous role play practices that are derived from teachers' descriptions of what happened in their classroom? ("Show me what that looks like.") | _____ | _____ | _____ |
| 28. Do frequent planned role plays, practices or buzzes over the course of the workshop day? | _____ | _____ | _____ |
| 29. Do one or more role plays in pairs or small groups that allow multiple teachers to practice simultaneously? | _____ | _____ | _____ |
| 30. Use all of the following skills when directing role plays: | _____ | _____ | _____ |
| a. Select teachers strategically to be teacher or student? | _____ | _____ | _____ |
| b. Skillfully get teachers engaged in role plays which address their goals and questions? | _____ | _____ | _____ |
| 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)? | _____ | _____ | _____ |
| 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)? | _____ | _____ | _____ |
| e. Invite other workshop members to be "coaches," (to call out ideas if the actor is stuck)? | _____ | _____ | _____ |
| f. Pause/freeze role play periodically to redirect, give clarification, get other ideas, or reinforce and encourage participants? | _____ | _____ | _____ |
| g. Take responsibility for having given poor instructions if role play is not successful and allow actor to rewind and replay? | _____ | _____ | _____ |
| 31. Debrief with each participant afterwards ("How did that feel?" "as teacher?" and "as student?")? | _____ | _____ | _____ |
| 32. Solicit feedback from group about strengths of teacher in role? | _____ | _____ | _____ |
| 33. 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)? | _____ | _____ | _____ |

COMPLETE INDIVIDUAL BEHAVIOR PLANS

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 34. Break up into groups (6-7) to do behavior plans – based on the principles and content discussed in that workshop? | _____ | _____ | _____ |
| 35. Review, refine and share behavior plans for students? | _____ | _____ | _____ |

PARENT INVOLVEMENT

YES NO

N/A

Did the Leaders:

- 36. Review letter to be sent to parents to describe and enhance students' learning at home? (See Teacher-to-Parent Communication letters in manual and website: <http://www.incredibleyears.com/TeacherResources/index.asp>). _____
- 37. Discuss methods to teach or partner with parents (e.g., telephone calls, parent meetings) around students' learning needs? _____

REVIEW BLACKBOARD NOTES, PRACTICE OR HOMEWORK ACTIVITIES AND WRAP UP

YES

NO

N/A

Did the Leaders:

- 38. Begin the ending process with about 15 minutes remaining? _____
- 39. Ask teachers to do workshop "self-reflection inventory" and set goals for next month (see handouts section of manual and website: <http://www.incredibleyears.com/Resources/TP.asp>)? _____
- 40. Review or have teachers review each point on blackboard notes out loud, commenting on why this point is important? _____
- 41. Review or have teachers review the practice activity sheet, including why that is important, and whether and how they will try to do it? _____
- 42. Have teachers complete the workshop evaluation form? _____
- 43. End the workshop on time? Remind of next meeting time? Discuss follow up between workshop planned? _____
- 44. 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: <http://www.incredibleyears.com/Resources/TP.asp>) _____
- 45. Set up classroom observations and personal feedback in schools by group leaders or IY coach? _____

REMEMBER: Your 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.