

*The Coaching Observation Checklist*  
**A Checklist for Quality Coaching**

<b>Date:</b>	<b>Time:</b>	<b>Location:</b>
<b>Observer:</b>		<b>Observed Coach:</b>

	<i>Not observed</i>	<i>Partially or unsuccessfully executed</i>	<i>Completely and successfully executed</i>	
<b>Structure/Sequence</b>				
SEQUENTIAL STEPS	1. Before providing his/her own observations, coach asks recipients of coaching to identify the things they felt went well.			
	2. Before providing his/her own observations, coach asks recipients to identify things they would do differently in the future.			
	3. Coach asks co-teachers to identify approaches they used and then shares his/her impression of which of the four co-teaching approaches were used.			
	4. Coach offers his/her observations of things that went well.			
	5. Coach asks co-teachers about amount and frequency of face-to-face planning.			
	6. Coach asks questions (shares “wonderings”) of the recipients in order to elicit clarification and prompt reflection regarding areas of improvement.			
	7. Coach allows recipients to offer clarification and/or reflect on areas for improvement.			
	8. Coach offers suggestions.			

	9. Coach guides recipients to identify solutions for problem areas in the form of take-aways or action steps.			
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<b>Coaching Behavior</b>	<i>Not observed</i>	<i>Partially or unsuccessfully executed</i>	<i>Completely and successfully executed</i>
<b>Content</b>			
8. Coach helps recipients identify solutions to potential barriers to implementation (e.g., asks questions or shares information and examples)			
9. Coach offers suggestions that are appropriate in number and reasonable in scope (typically two to five).			
10. Coach provides examples of correct implementation with suggestions.			
11. Coach provides a rationale for each suggestion (e.g., research-based practice, frequent recommendation to co-teachers, best practice)			
12. Recipients successfully identify take-aways or action steps.			
<b>Communication</b>			
13. Coach offers suggestions for improvement in a constructive way.			
14. Coach avoids judgment or bias when providing observations and suggestions.			
15. Coach uses questions to prompt reflection rather than simply telling the recipients their problem areas (e.g., “In what ways might you...?”)			
<b>Efficacy</b>			
16. Do the individual(s) being coached appear to be open to implementing the take-aways/action steps? <i>Unreceptive</i> 1 2 3 4 5 6 7 8 9 10 <i>Highly Receptive</i>			
17. Overall, I would rate the coaching as: <i>Not Effective</i> 1 2 3 4 5 6 7 8 9 10 <i>Highly Effective</i>			

18. Overall Comments:

Brussow, J.A., Gaumer Erickson, A.S., Noonan, P., Jenson, R., Villa, R.A. (2013). *Coaching Observation Checklist*. Lawrence, KS: University of Kansas Center for Research on Learning.

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This checklist was developed based on a number of resources discussing the elements of effective coaching practices. These references guided our thinking in conceptualizing and categorizing the items on this checklist.

### References

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