

Coaching Observation Checklist

- **Demonstrates Active Listening**
 - Listens to learn and understand
 - Pauses and allows think time
 - Paraphrases to solidify decisions, clarify understanding, or shift levels of thinking
 - Paraphrases by utilizing “you” rather than “I” statements
 - Avoids autobiographical responses or providing immediate solutions

- **Questions Promote Reflection**
 - Questions are open-ended
 - Questions assume positive presuppositions
 - Questions utilize plural forms
 - Questions utilize tentative language
 - Questions are focused and deepen the teachers reflection around the instructional practice and content goals

- **Grounds Conversation in Evidence**
 - Focuses conversation on goals for student learning
 - Elicits the teacher to make connections between pedagogical practice and student results
 - Provides teacher with requested evidence collection as needed

- **Maintains Rapport**
 - Maintains eye contact
 - Matches body language and positioning
 - Nods head
 - Expression is relaxed, open, and inviting

Adapted from Elena Aguilar. *The Art of Coaching: Effective Strategies for School Transformation*. San Francisco: Jossey-Bass, 2013.
Costa & Garmston, (2002). *Cognitive coaching: A foundation for renaissance schools*. Norwood, MA: Christopher-Gordan Publishers, Inc.
Garmston & Wellman. (2009). *The adaptive school*. Lanham, MD: Rowman and Littlefield Publishers, Inc.