

ENgagement and Achievement through Computational Thinking (ENACT) Individual Coaching Fidelity Checklist

Coaching Session 3

Purpose of this checklist

This checklist is designed to support coaches in providing high-quality and consistent coaching support to participating teachers. Use of this fidelity checklist will help to ensure that core elements of the coaching sessions are carried out consistently across these multiple touchpoints with teachers.

How to use this checklist

This checklist is designed to be used by the coach before, during, and after a coaching session. A summary of each required component is included under the Coaching procedure column. The Date column should be used to mark the day that each required component is completed, and the Notes column is for any notes related to each fidelity component. The end of the form includes a reflection for the coach to complete independently. It should be completed after each session. The questions are designed to prompt reflection on the quality of the coaching session.

| Date ✓ | Coaching procedure | Notes |
|--|---|-------|
| 1. One week before the coaching session | | |
| | a. Support conceptual lesson planning. Contact the classroom teacher prior to the in-person coaching session to clarify any questions they may have about the upcoming CT-integrated lesson. | |
| | b. Facilitate logistical lesson planning. Decide who will lead which parts of the CT-integrated lesson and coordinate material development. Remind the teacher to complete their reflection form and update their lesson log before the visit. | |
| | c. Facilitate planning of the coaching day schedule. Coordinate with teachers to create an agenda that includes the location and time of coaching components (teaching, debrief). | |
| 2. During visit | | |
| | a. Observe and support one CT-integrated lesson with the classroom teacher. | |
| 3. Within one week after visit | | |

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| Date ✓ | Coaching procedure | Notes |
|-----------|---|-------|
| | <p>a. Debrief CT-integrated lesson. Facilitate a conversation about first impressions on how the lesson went. Identify what went well and where the teacher needs additional support and set intentions for adjustments to practice.</p> | |
| | <p>b. Review teacher reflection form. Identify parts of the CT-integrated lessons that the teacher feels most comfortable leading. Review the student-focused practices the teacher used and wants to try in the future. Identify areas of focus and practice based on teacher reflection.</p> <p><i>If the teacher has not completed a reflection form, go over the questions on the form in a discussion.</i></p> | |
| | <p>c. Review the lesson log and plan future lesson implementation with the teacher. Prompt the teacher to consider future lesson planning using the ENACT lesson log. Facilitate reflection on the following questions about potential milestones:</p> <ul style="list-style-type: none"> • Have you introduced all five CT strategies to students? • Which CT strategies are students ready to take greater ownership of? • Which student-focused practices have you tried? What might you try next? | |
| | <p>d. Provide a summary of key takeaways from the teacher debrief. Email the teacher a brief recap of key takeaways and next steps that were identified during the coaching session.</p> | |

Coach reflection

Please provide a brief summary of your coaching session and key takeaways.

Planning for future sessions

Reflect on the **barriers** that prevented the completion of these fidelity steps in your coaching session, the **potential solutions** to these barriers, and any **supports you need** to complete the fidelity checklist during the next coaching session. Create a plan to address these components during the next coaching session based on this reflection.

| Fidelity component | Barriers | Solutions | Supports needed |
|-----------------------|----------|-----------|-----------------|
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| Plan for next session | | | |