



Practice-Based Coaching Log



Educator: _____ Mentor/Coach: _____

Program Name: _____ Date: _____

Communication Type

In-Person	
Email	
Phone Call	
Virtual	

Visit Focus

Focused Observation (with PM Educator)	
Action Plan (PM Educator)	
Reflection Assessment Tool	
Classroom (PM Educator Absent)	
Centre Leadership Team	
Collaboration Meeting with Educator	

Visit

As Scheduled	
Rescheduled	
Cancelled	

Rescheduled/Cancelled by

Director	
Mentor/Coach	
Educator	

Reason for Reschedule/Cancellation

Reschedule Date

Practice Based Coaching Visit

Coaching Activities/Strategies IN-Ratio (choose all that apply)

Time Spent IN-Ratio (minutes)

0		60	
20		75	
30		90	
40		105	

Joint planning	
Focused observation	
Shared resources	
Take detailed visit notes	
Collect data on educator	
Collect data on child(ren)	
Supportive feedback	
Constructive feedback	
Reflective questions/conversation	
Mutual decision making: Between visit plan	
Mutual decision making: Next visit plan	
Model targeted practices	
Side by side support (verbal or gesture)	
Material development	
N/A (only if no time was spent in ratio)	

Coaching Activities/Strategies OUT-OF-Ratio (choose all that apply)

Time Spent OUT-OF-Ratio (minutes)

0		60	
20		75	
30		90	
40		105	

Joint planning	
Help Educator use/interpret data	
Shared resources	
Take detailed visit notes	
Supportive feedback	
Constructive feedback	
Reflective questions/conversation	
Mutual decision making: Between visit plan	
Mutual decision making: Next visit plan	
Goal setting/review (R.A.T.)	
Create/update/modify Action Plan	
Model targeted practices (role play)	
Material development	
N/A (only if no time was spent in ratio)	

Learning Goal Focus

Current TPOT Learning Goal (mark only one, if TPOT is applicable)

Schedules, routines, and activities	
Transitions between activities	
Supportive conversations	
Promoting children’s engagement	
Providing directors	
Collaborative teaming	
Teaching behavior expectations	
Connecting with families	
Teaching social skills and emotional competencies	
Teaching friendship skills	
Teaching children to express emotions	
Teaching problem solving	
Supporting family use of Pyramid Model practices	
Interventions for children with persistent challenging behaviors.	

Beginning Implementation	
Making Progress	
Modified or Changed Goal	
Adapted Timeline	
Goal Achieved	

Current TPITOS Learning Goal (mark only one, if TPITOS is applicable)

Communication and relationship building	
Responsive to individual children	
Promoting positive peer interaction	
Promoting children’s engagement	
Response to children expression of emotions and teaching feelings	
Teaching behavior expectations	
Supporting children with disabilities/delays or dual language learners	
Schedules, routines, and transitions	
Environmental support for social-emotional development	
Collaborative teaming	
Engaging families in children’s social-emotional development/addressing challenging behaviors	
Teaching problem solving	
Effective communication promoting family involvement in classroom	

Beginning Implementation	
Making Progress	
Modified or Changed Goal	
Adapted Timeline	
Goal Achieved	

Program Wide Implementation

Centre Leadership Team

Focus of Meeting

Initial Meeting	
Program Wide Implementation BoQ	
Development of Action Plan	
Progress of Action Plan	
Other:	

Time Spent in Meeting

0		75	
30		90	
45		105	
60		120	

Goal Established

Yes	
No	

Focus of the PWI goal/action plan

Centre Leadership Team	
Educator Buy-In	
Professional Learning & Staff Support	
Family Engagement	
Program Wide Expectations	
Inclusive Policies	
Monitoring Implementation	
Data Collection and Summarization	
Recording Behavior Incidents & Educator Strategies	

Centre Leadership Team Notes

Practice Based Coaching Overview

Practice Based Coaching Notes

Next Visit Date/Focus of Visit