



## Teacher-Coach Agreement

### *What are the expectations of this coaching relationship?*

#### **Coach's Responsibilities:**

As I coach you to implement the Pyramid Model with fidelity, I commit to:

- Maintain your confidentiality
- Be approachable and trustworthy
- Watch, listen, and learn from you about your educational beliefs and values
- Offer guidance and support that will address emerging skills identified on the TPOT and the Teacher Checklists
- Focus on your strengths, your emerging skills, and your individual professional goals for implementing SEFEL strategies
- Understanding your unique learning style so that I can adapt my coaching to your individual needs
- Support you in creating your professional development plans in areas that you prioritize for your growth
- Follow through to encourage systematic teaching practice changes
- Be organized and prepared for our teacher-coach meetings to review progress and revise goals.

I commit to being respectful, non-judgmental, and supportive in all our coaching interactions in order to contribute to a positive collaborative relationship.

#### **Teacher's Responsibilities:**

As I work with you to implement the Pyramid Model with fidelity, I commit to:

- Build positive relationships with my children, families, peers and the coach
- Be approachable and trustworthy
- Provide the coach with a self-assessment on the Teacher Checklist
- Take charge of prioritizing my own goals identified as emerging skills on the TPOT and the Teacher Checklists
- Design supportive environments that will encourage children's positive behavior
- Learn to implement a variety of SEFEL strategies
- Work to successfully implement changes in my teaching practices
- Recognize when a child's behavior indicates the need for individualized intensive interventions
- Collaborate as a team with every adult who is influential in the child's life when creating a functional behavior plan
- Be organized and prepared for our monthly teacher-coach meetings.

I commit to being open to suggestions, ready to ask for what I need, and willing to change my teaching practices when skills have been identified in order to contribute to a positive collaborative relationship.

Signature of Teacher:

Signature of Coach:



**Coach and teacher complete the following:**

<p><b>Tools you will review to establish shared goals and action steps together</b> (Self-Assessment, TPOT, on-line coaching system)</p>	
<p><b>Time commitment</b> (When will the coach and teacher meet? How often?)</p>	
<p><b>Logistics</b> (Where will meetings occur? When will the coach and teacher meet to debrief?)</p>	
<p><b>Reporting requirements</b> (How will we plan? After each coaching session? How will we evaluate the actions on the plan after they are complete?)</p>	
<p><b>Confidentiality</b> (How will the coaching conversations be kept confidential?)</p>	
<p><b>Roles of other parties</b> (Will other people be involved in de-briefing, such as the teaching assistant?)</p>	
<p><b>Missed appointments</b> (How will the team notify one another if an appointment will be canceled? What is the process for re-scheduling?)</p>	
<p><b>Giving and receiving feedback</b> (How does the teacher like to receive feedback?)</p>	
<p><b>Follow-through on tasks</b> (What will the teacher agree to do? What will the coach agree to do?)</p>	

Adapted from Silsbee, D. (2010). *The mindful coach*. San Francisco, CA: Jossey-Bass and [www.challengingbehavior.org](http://www.challengingbehavior.org)