

CSESA Fidelity





Coach: \_\_\_\_\_  
Location: \_\_\_\_\_


Date: \_\_\_/\_\_\_/\_\_\_  
Staff ID: \_\_\_\_\_

Time: \_\_\_:\_\_\_ - \_\_\_:\_\_\_  
Staff ID: \_\_\_\_\_

Observer Initials: \_\_\_\_\_  
Staff ID: \_\_\_\_\_

**Coaching**

Domain	Features	Notes					
<b>Process</b>							
<b>Select those domains most relevant to the coaching session you are assessing. Mark NA for domains not assessed.</b>							
1 	Pre-observation	<input type="checkbox"/> Pre-observations conducted with school implementer prior to observation/action/modeling <input type="checkbox"/> Pre-observations include when and where it will be worked on. <input type="checkbox"/> Pre-observations include negotiation of what will be worked on and how it will be worked on and what resources/actions are needed.	<i>How do you prepare for coaching with the school implementer? What do you discuss?</i>	③	②	①	①
2 	Observation	<input type="checkbox"/> Focus of observations predetermined with school implementer and coach. <input type="checkbox"/> Coach facilitates reflection on observation that provides school implementer information about their fidelity of implementation, strengths observed, and plan for addressing problematic implementation.	<i>How do you plan on observations? What does an observation typically look like? What do you do after the observation?</i>	③	②	①	①
3 	Post-observation	<input type="checkbox"/> Post-observations conducted with school implementer after action/observation/modeling <input type="checkbox"/> Post-observations include reflection on coaching contact <input type="checkbox"/> Post-observations include an action plan for next coaching contact	<i>How do you complete the coaching cycle with the school implementer(s)? What is discussed?</i>	③	②	①	①
<b>Communication Strategies</b>							
<b>Select those domains most relevant to the coaching session you are assessing. Mark NA for domains not assessed.</b>							
4	Open-Ended Questions	<input type="checkbox"/> During discussion (pre-observation or post-observation) asks open-ended questions	Key: 3: - > 60% of questions are open ended 2: - 31% - 59% of questions are open ended 1: - < 30% of questions are open ended 0: 0 questions are open ended	③	②	①	①
5 	Leveling Statements (if applicable)	<input type="checkbox"/> When school implementer disagrees or conflict arises, coach employs leveling statement <input type="checkbox"/> Leveling statement includes: acknowledgement of claim as valid, assumption of partner's competence, and desire to compromise or negotiate <input type="checkbox"/> Resolution to conflict is made prior to end of coaching contact	If not observed, ask: <i>Tell me about a time you disagreed with a school implementer? How did you handle the conflict? What did you say? Was there a resolution? If yes, how did you come to the resolution?</i>	③	②	①	①

 Ask coach

**Key:** 3 (High): All features were observed  
 2 (Mid): Half or more features were observed  
 1 (Low): Less than half but at least 1 feature was observed  
 0 (Not Observed): No features were observed

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Domain	Features	Notes					
6	Nonverbal Skills	<input type="checkbox"/> Focuses attention on speaker <input type="checkbox"/> Uses nonverbal cues to show active listening (nodding, smiling, facial expressions) <input type="checkbox"/> Focuses on content and returns to content if school implementer moves away from content <input type="checkbox"/> Appropriately responds to school implementer's expression of feelings (as shown in tone, facial expression, posture)		③	②	①	①
7	Social Conventions	<input type="checkbox"/> Takes turn speaking <input type="checkbox"/> Provides school implementer body space as evidenced by school implementer's body language (e.g., leaning in because coach is too far or distant, leaning away because coach is too close) <input type="checkbox"/> Uses nonverbal encouragers (e.g., writing notes, touch, eye contact) to indicate that content of speaker's message is important <input type="checkbox"/> Uses verbal encouragers (e.g., yeah, go on, really, I see, uh hu) to indicate that speaker's message is important		③	②	①	①
<b>Evaluation &amp; Progress Monitoring</b>							
<b>Select those domains most relevant to the coaching session you are assessing. Mark NA for domains not assessed.</b>							
8	Documenting Coaching	<input type="checkbox"/> Tracks coaching contacts for week on coaching log <input type="checkbox"/> Gathers data during observation/action <input type="checkbox"/> Uses data to provide feedback and facilitate reflection	If not observed, ask: <i>Tell me about an example of data you have collected during observation/action? How do you use the data?</i>	③	②	①	①

 Ask coach

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