



Teacher Group Leader Collaborative Process Checklist (rev. 2023)

This checklist is designed for group leaders to complete together following a teacher workshop, or for a group leader to complete for him/herself when reviewing a video of a workshop. By watching the video of a workshop, and looking for the following points, a leader can identify specific goals for progress. This checklist is designed to complement the protocol for the specific workshop day, which lists the key content and vignettes that should be covered for that workshop. This checklist is also used by IY Trainers/Mentors when reviewing video for accreditation.

Leader Self-Evaluation (name): _____

Co-leader Evaluation: _____

Certified Trainer/Mentor Evaluation: _____

Date: _____

SET UP

Did the Leaders:

YES NO N/A

- | | | | |
|---|-------|-------|-------|
| 1. Set up the chairs in a semicircle that allowed everyone to see each other and the TV? (avoid tables) | _____ | _____ | _____ |
| 2. If 2 leaders, sit at separate places in the circle, rather than both at the front? | _____ | _____ | _____ |
| 3. Write the agenda on the board? | _____ | _____ | _____ |
| 4. Have handouts and practice activities ready for the teachers to pick up. | _____ | _____ | _____ |

REVIEW TEACHERS' PRACTICE OR HOMEWORK ASSIGNMENTS

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 5. Begin the discussion by asking teachers to share their experiences doing the assigned activities since the last workshop? (Some example open-ended questions the leader can ask are included in the manual at the beginning of each workshop.) | _____ | _____ | _____ |
| 6. Give every teacher the chance to talk about practice assignments, success with implementing behavior plans and achieving short-term goals, parent involvement plans, and assigned chapter readings? | _____ | _____ | _____ |
| 7. Praise efforts teachers made to try out new strategies, implement behavior plans and involve parents? | _____ | _____ | _____ |
| 8. Highlight key "principles" that their examples illustrate? (e.g., "That sounds great! You focused on his positive behavior. You described his calming feelings and patience with the task so clearly. How do you think he responded to that?") | _____ | _____ | _____ |

	YES	NO	N/A
9. Select teachers strategically to demonstrate and role play successful strategies or to refine their approach?	_____	_____	_____
10. Explore with individuals who didn't complete the practice assignments what made it difficult (barriers) and discuss how practice assignments can be made more meaningful to meet their goals? (e.g., "What made it difficult to get time to do the readings?" or, "What made it hard to follow through on your behavior plan?" or, "What made it difficult to contact parents?")	_____	_____	_____
11. If a teacher's description of how they applied the skills makes it clear that they misunderstood or found it difficult, did the leaders accept responsibility for the misunderstanding or normalize the difficulty, rather than leave the teacher feeling responsible for the failure? (e.g., "I'm really glad you shared that, because I see I completely forgot to tell you a really important point last week. You couldn't possibly have known, but when you do that, it's important to..." or "I agree emotion coaching is really difficult and like learning a new language. It takes a lot of practice to learn.")	_____	_____	_____
12. Allow for some discussion of issues beyond the immediate topic at hand? (e.g., other concerns with students not related to today's topic, non-teaching issues that are of concern such as time constraints, how to deal with other teachers' responses, personal stressors.)	_____	_____	_____
13. Explore ways to make teaching strategy developmentally appropriate for each student?	_____	_____	_____
14. Make sure that the discussion is brought back to the specific topic at hand after a reasonable time, without letting off task discussion of other issues dominate?	_____	_____	_____

WHEN BEGINNING THE TOPIC FOR THE DAY

Did the Leaders:

15. Begin the discussion of the topic with open-ended questions to get teachers to think about the importance of the topic? (Some example open-ended questions the leader can ask are included in the manual at the beginning of each workshop.)	_____	_____	_____
16. Paraphrase and highlight the points made by teachers - writing key points or principles on the board?	_____	_____	_____

WHEN SHOWING THE VIGNETTES

Did the Leaders:

17. Before showing vignette, focus teachers by telling them what they will see (e.g., age and developmental status of child, situation) and what you want them to watch for (e.g., "In the next vignette, we will see a little girl who has ADHD and wanders around the room. Think about how you would respond to this situation in your classroom")?	_____	_____	_____
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	YES	NO	N/A
18. When showing vignette, pause scene periodically to discuss skills used by teacher, or how student or teacher is feeling, or predict what teachers would do next in their classroom?	_____	_____	_____
19. When vignette ends, ask open-ended questions to teachers about what they thought was effective/ineffective in the vignette? (Some example open-ended questions the leader can ask are included in the manual after each vignette.)	_____	_____	_____
20. Acknowledge responses one or more teachers have to a vignette? (For example, if a teacher laughs during a vignette, as soon as the video stops the leader may say, "Sue, you laughed at that one." Then pause and let the teacher share her impressions.)	_____	_____	_____
21. Paraphrase and highlight the points made by teachers - writing key points or "principles" on the board?	_____	_____	_____
22. Help teachers see how principles learned from vignettes apply to their classroom or specific students?	_____	_____	_____
23. Move on to the next vignettes after key points have been discussed, rather than let the discussion go on at length?	_____	_____	_____
24. Allow for discussion following every vignette? (If vignettes are played one after another, teachers may not catch the key points illustrated, Additionally, they won't have an opportunity to process emotional reactions they may have to vignettes or pull out key principles.) IF group is clearly behind schedule, it is okay for such discussions to be brief, getting one or two teachers to highlight key points and moving on.	_____	_____	_____
25. Use vignettes to promote alternative ideas for responding to situations and to relay practice role plays using their ideas?	_____	_____	_____
26. Use vignettes to trigger practices designed to address students at different developmental levels?	_____	_____	_____
27. Help group see "principles" from a developmental perspective (i.e., how the teacher's strategy on the vignette would be adapted for a toddler, preschool child or older school-age child?	_____	_____	_____
28. Help teachers understand how the concepts/principles they are learning are related to their own goals for themselves and their students?	_____	_____	_____

PRACTICE AND ROLE PLAYS

Did the Leaders:

29. Ensure that the skill to be practiced has been covered in the vignettes or discussion prior to asking someone to role play and act out ideas? (This ensures the likelihood of success.)	_____	_____	_____
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	YES	NO	N/A
30. Do several spontaneous role play practices that are derived from teachers' descriptions of what happened in their classroom? ("Show me what that looks like.")	_____	_____	_____
31. Do frequent planned role plays, practices or buzzes over the course of the workshop day?	_____	_____	_____
32. Do one or more role plays in pairs or small groups that allow multiple teachers to practice simultaneously? Groups should be organized by child's developmental ability.	_____	_____	_____
33. Use all of the following skills when directing role plays:	_____	_____	_____
a. Select teachers strategically to be teacher or student?	_____	_____	_____
b. Skillfully get teachers engaged in role plays which address their goals and questions?	_____	_____	_____
c. Provide each teacher or student (in role) with a script of his/her role (age of child, teacher skill to be practiced, student level of misbehavior, and developmental level)?	_____	_____	_____
d. Provide enough "scaffolding" so that teachers are successful in role as "teacher" (e.g., get other teachers to generate ideas for how to handle the situation before practice begins)?	_____	_____	_____
e. Invite other workshop members to be "coaches" (to call out ideas if the actor is stuck)?	_____	_____	_____
f. Pause/freeze role play periodically to redirect, give clarification, get other ideas, or reinforce and encourage participants?	_____	_____	_____
g. Take responsibility for having given poor instructions if role play is not successful and allow actor to rewind and replay?	_____	_____	_____
34. Debrief with each participant afterwards ("How did that feel?" "as teacher?" and "as student?")?	_____	_____	_____
35. Solicit feedback from group about strengths of teacher in role?	_____	_____	_____
36. Re-run role play, changing roles, involving different teachers, or with child of different language/cognitive/play developmental level or temperament (being in role as student is helpful for teachers to experience their students' perspective and a different way of responding)?	_____	_____	_____

COMPLETE INDIVIDUAL BEHAVIOR PLANS

Did the Leaders:

37. Break up into groups (6-7) to do behavior plans - based on the principles and content discussed in that workshop? (See teacher buzz forms on website: www.incredibleyears.com)	_____	_____	_____
38. Review, refine and share behavior plans for students?	_____	_____	_____

PARENT INVOLVEMENT

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 39. Review letter to be sent to parents to describe and enhance students' learning at home? (See Teacher-to-Parent Communication letters in manual) | | | |
| 40. Discuss methods to teach or partner with parents (e.g. telephone calls, parent meetings) around students' learning needs? | _____ | _____ | _____ |
| | _____ | _____ | _____ |

REVIEW BLACKBOARD NOTES, PRACTICE OR HOMEWORK ACTIVITIES AND WRAP UP

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 41. Begin the ending process with about 15 minutes remaining? | _____ | _____ | _____ |
| 42. Ask teachers to do workshop "self-reflection inventory" and set goals for next month (see handouts section of manual and website www.incredibleyears.com/gl/teacher-program)? | _____ | _____ | _____ |
| 43. Review or have teachers review each point on blackboard notes out loud, commenting on why this point is important? | _____ | _____ | _____ |
| 44. Review or have teachers review the practice activity sheet, including why that is important, and whether and how they will try to do it? | _____ | _____ | _____ |
| 45. Have teachers complete the workshop evaluation form? | _____ | _____ | _____ |
| 46. End the workshop on time? Remind of next meeting time? Discuss follow up between workshop planned? | _____ | _____ | _____ |
| 47. Call, e-mail, or text teachers between workshops to check in about goals, strategies tried, behavior plans and any barriers. Encourage and praise teacher efforts? (See teacher buzz forms on website: www.incredibleyears.com/gl/teacher-program) | _____ | _____ | _____ |
| 48. Set up classroom observations and personal feedback in schools by group leaders or IY coach? | _____ | _____ | _____ |

REMEMBER: Your goal in the workshops should be to draw from the teachers the information and ideas to teach and learn from each other. Teachers should be the ones who generate the principles, describe the significance, highlight what was effective and ineffective on the video vignettes, and demonstrate how to implement the skills in different situations. Remember teachers are far more likely to put into practice what they have discovered, talked about and experienced rather than what they have been told to do. Modeling, experiential learning and support are key Incredible Years practices.



Summary Comments: