**

**See** [**Coaching Practitioners of Children Who Are Deaf-Blind**](http://nationaldb.org/pages/show/coaching-practitioners-of-children-who-are-deaf-blind) **for additional resources.**

**Teacher Coaching Form**

**Teacher Name:**

**Coach Name:**

This form is intended for use across multiple coaching sessions conducted with teachers or related service providers. It is based on skill competencies outlined in Standards 2 through 7 of the Council for Exceptional Children’s (2015) *Initial Specialty Set: Deafblindness*.

**Instructions**

1. Enter a date for each coaching session.
2. Prior to each session, the teacher should review the competencies and put a check by those for which he or she would like to receive coaching. The “Teacher Comments” space below each standard is for additional notes about coaching needs (include a date for each comment, as this same form is used for repeated coaching sessions).
3. The coach then reviews the form.
4. The teacher and coach meet (in person, via phone, or online) to discuss the teacher’s needs and modify the form if necessary.
5. Before, during, and after the session, the coach follows [best practices indicated by research on coaching](http://documents.nationaldb.org/Coaching/CoachingBestPractices_a.pdf).
6. During the session, the coach makes notes to share with the teacher on the Coaching Session Summary Form.
7. After the session, the teacher and coach discuss what took place, review the coach’s notes and observations, and complete the Coaching Session Summary Form.
8. The coach sends the teacher an e-mail with the form attached and five comments:
   1. A positive statement
   2. Performance-based feedback on correct use of the strategy or strategies addressed during the session
   3. Suggestions for improvement
   4. A request that the intervener acknowledge receipt of the email and express any questions or concerns
   5. A closing positive statement

## Standard 2: Learning Environments

| **Skill Competencies** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Design the learning environment to promote active engagement and the development of social networks for individuals with deafblindness |  |  |  |  |  |  |  |  |
| Facilitate participation across functional activities for individuals with deafblindness |  |  |  |  |  |  |  |  |
| Use strategies to encourage the active engagement of individuals with deafblindness in age appropriate activities |  |  |  |  |  |  |  |  |
| Provide order and organization to learning environments to maximize participation and communication |  |  |  |  |  |  |  |  |

Teacher Comments (Learning Environments):

## Standard 3: Curricular Content Knowledge

| **Skill Competencies** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Foster self-determination and advocacy in individuals with deafblindness and their families |  |  |  |  |  |  |  |  |
| Use active empowerment techniques in age-appropriate physical, recreation, and leisure activities |  |  |  |  |  |  |  |  |
| Use universal design for learning which incorporates sensory management and maximizes effective use of senses |  |  |  |  |  |  |  |  |
| Integrate student-initiated learning experiences into ongoing instruction |  |  |  |  |  |  |  |  |
| Integrate communication and literacy development and learning for individuals with deafblindness |  |  |  |  |  |  |  |  |

Teacher Comments (Curricular Content):

## Standard 4: Assessment

| **Skill Competencies** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Apply person-centered assessment and planning processes to determine instruction and program planning |  |  |  |  |  |  |  |  |
| Conduct functional vision and hearing assessments of individuals with deafblindness |  |  |  |  |  |  |  |  |
| Assess communication along a continuum from pre-intentional and pre-symbolic to full communicative competencies |  |  |  |  |  |  |  |  |
| Observe behaviors to determine communicative intent in order to plan interventions |  |  |  |  |  |  |  |  |

Teacher Comments (Assessment):

## Standard 5: Instructional Planning & Strategies

| **Skill Competencies** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Provide effective personal management, community, and independent living skills instruction for individuals with deafblindness |  |  |  |  |  |  |  |  |
| Adapt intervention and instructional strategies to facilitate and encourage movement |  |  |  |  |  |  |  |  |
| Assist the individual with deafblindness to organize sensory information and orient to space and objects across environments |  |  |  |  |  |  |  |  |
| Model and promote the use of mobility techniques and devices |  |  |  |  |  |  |  |  |
| Use strategies to regulate behavior states of individuals with deafblindness |  |  |  |  |  |  |  |  |
| Use literacy instruction to foster acquisition of cognitive, social, and linguistic skills |  |  |  |  |  |  |  |  |
| Implement assistive technology with individuals with deafblindness |  |  |  |  |  |  |  |  |
| Use effective interventions and management techniques for positioning, sensory management, movement, balance, and hand use |  |  |  |  |  |  |  |  |
| Use instructional modifications to accommodate functional vision and hearing, and maximize use of other sensory systems |  |  |  |  |  |  |  |  |
| Provide augmentative and alternative communication systems individualized for individuals with deafblindness |  |  |  |  |  |  |  |  |
| Respond to nonlinguistic forms of communication |  |  |  |  |  |  |  |  |
| Provide strategies to increase vocabulary and the use of multiple modes of communication across environments and people |  |  |  |  |  |  |  |  |
| Foster understanding and use of multiple nonlinguistic and emergent forms of communication |  |  |  |  |  |  |  |  |
| Create and promote opportunities for the individual with deafblindness to communicate with peers, family members, and staff |  |  |  |  |  |  |  |  |
| Design and implement communication systems for all stages of communication development for individuals with deafblindness |  |  |  |  |  |  |  |  |
| Integrate communication in all contexts and daily activities |  |  |  |  |  |  |  |  |
| Teach communication partners to communicate and interact with individuals with deafblindness |  |  |  |  |  |  |  |  |
| Shape challenging behaviors into effective communication |  |  |  |  |  |  |  |  |

Teacher Comments (Instructional Planning):

## Standard 6: Professional Learning & Ethical Practice

| **Skill Competencies** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Teach interveners and other paraeducators to support engagement of the individual with deafblindness in learning and social interactions |  |  |  |  |  |  |  |  |
| Teach and supervise interveners and paraeducators in the use of targeted instruction and progress monitoring for selected individuals with deafblindness |  |  |  |  |  |  |  |  |
| Teach and supervise interveners and paraeducators in the implementation of age appropriate personal management routines |  |  |  |  |  |  |  |  |

Teacher Comments (Professional Learning):

## Standard 7: Collaboration

| **Skill Competencies** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Collaborate to integrate related services and support services into the instructional settings of individuals with deafblindness |  |  |  |  |  |  |  |  |
| Build partnerships with family and community members to facilitate person-centered planning |  |  |  |  |  |  |  |  |

Teacher Comments (Collaboration):

## Reference

Council for Exceptional Children. (2015). What Every Special Educator Must Know: Professional Ethics and Standards. Arlington, VA: CEC. Available at: <https://www.cec.sped.org/~/media/Files/Standards/CEC%20Initial%20and%20Advanced%20Specialty%20Sets/Initial%20Specialty%20Set%20%20Deafblindness.pdf>

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