

# GUIDE TO RECIPROCAL PEER COACHING IN THE EARLY CHILDHOOD CLASSROOM

---

## Inventory of Practices

*As a team, review the practices and self-evaluate your use of them in classroom (never use, sometimes use, always use). Of the practices you sometimes or never use, circle 2-3 you want to work on with peer coaching.*

	Always	Sometimes	Never
<b>Schedule and Transitions</b>			
• Review posted schedule with children throughout the day			
• Give whole-class warning before starting a transition			
• Use transition strategies to ensure children are engaged			
<b>Conversations and Engagement</b>			
• Have brief conversations with children			
• Join in children's play AND engage in brief conversations			
• Provide multiple opportunities for children to make choices			
<b>Directions and Expectations</b>			
• Give directions that tell children what to do			
• Provide rule reminders			
• Comment on appropriate behavior, linked to rules			
<b>Social and Emotional Skills</b>			
• Use a variety of emotion words (positive and negative)			
• Encourage interactions between children			
<b>Positive, Descriptive Feedback</b>			
• Skills, behaviors, and activities			
• Engagement			
• Following directions			
• Rules and expectations			
• Use of friendship, social, or emotional skills			

## Planning

### ***When will you observe each other?***

(choose one)

Arrival  
Meals  
Large Group  
Small Group  
Centers  
Playground  
Other:

### ***How often will you observe each other?***

(choose one)

1 time per week  
2 times per week  
3 times per week  
4 times per week  
5 times per week

### ***How will you provide feedback?***

(check all that apply)

Written  
Verbal  
In the moment  
Sit down meeting  
When:

### ***Length of the observation***

(choose one)

5 min  
10 min  
15 min  
Length of activity  
Other:

---

## Observation Schedule

*When an observation occurs, date and initial the calendar to keep track.*


*If possible, schedule a member of your administrative team to do check-in observations, preferably one before you begin peer coaching and then again three to six weeks later.*

### **Observation 1:**

**Date:**  
**Time:**  
**Activity:**

### **Observation 2:**

**Date:**  
**Time:**  
**Activity:**

## Observation/Feedback Form

Observing Teacher: \_\_\_\_\_ Observed Teacher: \_\_\_\_\_ Target Practice: \_\_\_\_\_

Date: \_\_\_\_\_ Activity: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

Tally each time your peer uses the target practice

--

Record 3 examples of practice use. Be as specific as possible.

Example 1	
Example 2	
Example 3	

Record 1-3 examples of when the target practice could have been used. Include as much detail as possible.

Example 1	
Example 2	
Example 3	

**Notes:**

--

