



## What to Cover During Initial Internal Coach-New Coachee Meeting

When you have determined who you will be coaching, set the initial relationship building meeting. Consider using this document to help you focus on important information to cover.

Before meeting coach will:

- \_\_\_\_\_ Connect with coachee to establish a time and place
- \_\_\_\_\_ Gather a copy of a [coaching agreement](#)
- \_\_\_\_\_ Have some calendar dates in mind for initial TPOT/TPITOS observations
- \_\_\_\_\_ If you are a new coach, connect with external coach for possible dates to complete TPOT/TPITOS observations
- \_\_\_\_\_ Bring an [action plan](#) so coachee understands a little about them
- \_\_\_\_\_ Decide how you will welcome and orient new coachee to the meeting
- \_\_\_\_\_ Send an email confirming initial meeting (include supervisor if coverage is needed, but try to plan during non child contact time)
- \_\_\_\_\_ Plan and prepare: What do you want them to think about you?

\*Optional: Include [PBC overview resource](#) in an email either before or after meeting\*

Together you will:

- \_\_\_\_\_ Establish Trust
  - Cautiously gather [background info](#)
  - Establish confidentiality-what will you discuss think about sharing results w/ supervisor (if you are not their supervisor)
  - Listen and Ask Questions
  - Connect
  - Validate
  - Be open about who you are and what you do
  - Ask for permission to coach
  - Keep commitments
- \_\_\_\_\_ Provide overview of coaching cycle process and data collection
  - TPOT/TPITOS observation and interview Use [TPOT at a Glance](#)
  - Choosing goals and writing action plans together using data from TPOT/TPITOS and inventory of practices
  - Data collected is not attached to performance evaluations
  - Focused observations using goals and action plans
  - Specific feedback meetings from focused observations
- \_\_\_\_\_ Define roles and expectations
  - Pick a coaching agreement that meets everyone's needs
  - Use coaching agreements to outline roles and expectations
  - Establish a sense of individual strengths, learning style and needs
- \_\_\_\_\_ Set up initial TPOT/TPITOS observation
  - With the teacher and external coach (if applicable) [plan TPOT/TPITOS](#) observations, interview meeting, and feedback session.
  - Check in with supervisors to ensure coverage for the interview meeting and feedback sessions
- \_\_\_\_\_ Establish preferred ways and times to contact and connect with each other (text, email, phone, in person, etc)