



Strong Start Observation Tool

Teacher Name: _____ Observer Name: _____ Date: _____

Strong Start Observation & Reflection Tool			
Note: The goal of this tool is to help teachers and coaches remind themselves of the purpose of each practice & the key actions that typically happen when the practice is working well. We're constantly refining it based on teacher input, and we'd love to know how well it works for you.			
Components	Teacher actions	Student Actions	Evidence/Notes
1. Greetings - Each student is warmly, personally greeted and has a chance to briefly check in with the teacher.	<input type="checkbox"/> Greets each student as they enter with eye contact and proximity. <input type="checkbox"/> References visuals with student greeting options. <input type="checkbox"/> Asks questions/comments on student interest or need (rate based on interactions seen/not seen)	<input type="checkbox"/> Engages with teacher <input type="checkbox"/> Chooses greeting <input type="checkbox"/> Responds to teacher's conversational prompts**	
2. Purposeful Partnership Engaging, shared activity with one other peer that create human connection	<input type="checkbox"/> Initiates or models ritual as needed. <input type="checkbox"/> Participates in activity <input type="checkbox"/> Playful situation <input type="checkbox"/> Planned activity includes eye contact, gestures or appropriate touch	<input type="checkbox"/> Each student participates with a partner <input type="checkbox"/> Demonstrate joy through laughter, or smiles, or affect <input type="checkbox"/> Engage partners with eye contact, gestures, and appropriate touch	
3. Community Building Whole group ritual that builds sense of team/belonging	<input type="checkbox"/> Initiates or models a ritual that indicates, <i>"we are all in this together"</i> <input type="checkbox"/> Participates in ritual <input type="checkbox"/> Planned activity calls for movement, activity, or chant in unison	<input type="checkbox"/> Demonstrate appropriate engagement during ritual (i.e., smiles, focus) <input type="checkbox"/> Completes movement, activity, or chant in unison	



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4. Breathe & Focus Self-regulation strategy that calms students	<input type="checkbox"/> Explains the benefits of breathe and focus <input type="checkbox"/> Initiates or models ritual <input type="checkbox"/> Participates in ritual	<input type="checkbox"/> Completes a minimum of three active breaths with the chosen strategy	
5. Goal Setting Students set a tangible daily goal and plan for how to meet it.	<input type="checkbox"/> Goal setting is in alignment to class agreements <input type="checkbox"/> Physical representation of goal (i.e., token or magnet) <input type="checkbox"/> Provides an opportunity for goals to be shared directly with peers <input type="checkbox"/> Asks one or more students to describe how they will meet the goal	<input type="checkbox"/> Makes goals in alignment with class agreements <input type="checkbox"/> Physically denote or record goal <input type="checkbox"/> Shares goals directly with peers or teachers	