

Phase 2 Coaching Form

Observer Name:

Teacher Observed:

Date:

Time/Period:

Classroom Culture (TEI Alignment 3.1, 3.2, 3.3)

Established routines and procedures maximize instructional time and are **largely** managed by students.

Beginning	Practicing	Developing	Achieving
Teacher directs improvements to work and behavior.	Teacher holds students accountable to high standards and directs improvements to work and behavior.	All students hold themselves accountable to high standards and initiate improvements to work and behavior.	All students hold themselves and each other accountable to high standards and initiate improvements to work and behavior.

Look- Fors During Observation

Beginning/ Practicing	Developing/ Achieving
<ul style="list-style-type: none"> The teacher recognizes and corrects off-task student behavior based on a pre-established classroom management/behavior plan. E.g., teacher may acknowledge and correct behavior with a verbal warning, virtual warning (such as via Class Dojo), physical proximity, etc. The teacher corrects off-task behavior immediately, consistently, and with care for all students. The teacher has established clear and high standards of behavior (i.e., how students should treat themselves and peers) for her students. These may be posted in the classroom, on a class website or virtual platform, etc. Standards are aligned to Next Generation/21st century skills, e.g., collaboration, communication, etc. The teacher has established clear and high standards of work for her students. Standards of work may be posted in the classroom, on a class website or virtual platform, etc. Standards are aligned to course content and reflect appropriate levels of rigor. E.g., an AP English Language teacher may use the AP 	<ul style="list-style-type: none"> Students self-monitor behavior and self-correct and/or support their peers to correct without interference from the teacher. When confusion arises, students seek guidance/clarification from their peers before their teacher. Students have a clear understanding of what's expected of them in the classroom (both academically and behaviorally) and can identify when they are not meeting expectations. Students hold each other accountable and provide feedback to one another with care and consideration.

composition criterion for "Effective" essays as the standard of work in her class.

Questions to Guide Observation

- Who directs and corrects behavior in the classroom?
- Is there evidence of expected standards of behavior in the classroom? If so, do students know them?
Is there evidence of expected standards of work (i.e., content-specific expectation) in the classroom? If so, do students know them?
- In group work or other instances of peer collaboration, how do students engage with one another? I.e., how do they provide feedback, correction, etc. to one another?

Observation Notes: