**Phase 1 Coaching Form**

| **Routines and Procedures** (TEI Alignment 3.1, 3.2) | | | |
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| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| Established routines and procedures exist but **may be unclear to students** and are exclusively managed by the teacher. | Established routines and procedures are clear to students and are exclusively managed by the teacher. | Established routines and procedures maximize instructional time and are **sometimes** managed by students. | Established routines and procedures maximize instructional time and are **co-created with** and managed largely by students, |

| **Look- Fors During Observation** | |
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| **Beginning/ Developing**   * Students enter the classroom to sit and wait for directions/first activity, and to learn expectations for the day and what materials they will need for the lesson. * Teacher pauses the class during transitions and informs students where to go, when, and in what manner (transitions). * **Routines, procedures and directions may not be posted in the classroom** and are only told to students at the beginning of the lesson. * Directions might be out of sequence, incomplete, and/or hard to follow. * **Classroom setup makes it hard for students to move around efficiently** and without disruption to other students and/or the teacher. * Teacher manages most equipment, materials and supplies for students. Students do not have roles and responsibilities. * **Technology routines are not in place to maximize instructional time**, e.g., students do not know how to access adaptive software such as ST Math independently; instructions for students to pick-up and/or return their devices are unclear; students are unsure about how to troubleshoot independently. * When technology/wifi does not work, the teacher stops class and instructional time is lost waiting for next steps. | **Practicing/ Achieving**   * Students enter the classroom and know where to look for directions on first activity. * Nonverbals are used to inform students about expectations and materials needed. * **Students do not wait for the teacher to let them know where to go, when, and in what manner** (transitions). * Routines, procedures and directions are posted in the classroom and/or on a virtual platform for students to reference during a lesson. * Directions are specific, concrete, and sequential. * Furniture allows for students to move around efficiently and without disruption to other students or the teacher. * **Students take an active role in supporting an organized, safe classroom by assisting with transitions, equipment, materials and supplies** (i.e., students may have assigned class and/or group roles and responsibilities). * **Technology routines are in place to maximize instructional time**, e.g., students maintain login cards for various academic programs such as iStation and can access accounts without teacher help; students know when, where, and how to pick-up and return devices; students can troubleshoot independently. * When technology/ wifi does not work, teacher maintains composure and students know what to do to continue instruction. * Students support each other in accessing materials, making transitions, and when a challenge arises, they try to solve the problem in an appropriate manner before relying on the teacher for a solution. |
| **Questions to Guide Observation**   * What does the teacher do as students arrive in the classroom? * Are instructional materials/ tech ready for use? * What are student responsibilities regarding materials? * Does she/he have instructions on the board or activities for engagement? * How are students guided in the upkeep of the room and learning materials? * How are students recognized during classroom discussion? (online too!) * What level of independence and autonomy do you see in how students begin and transition through activities, and access resources in the classroom? * If you ask students about why they do things a certain way or where resources are they can readily reply. * How is time managed in the classroom? * How does the teacher use routines to create opportunities for autonomy and learning to occur in a personalized way for students? | |
| **Observation Notes:** | |



