**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.
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| **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?
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| **Observation Notes:**  |



