

## 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 <b>directs improvements</b> to work and behavior.	Teacher <b>holds students accountable to high standards</b> and directs improvements to work and behavior.	<b>All students hold themselves accountable</b> to high standards and initiate improvements to work and behavior.	All students hold themselves <b>and each other</b> 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"> <li>The <b>teacher recognizes and corrects</b> 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.</li> <li>The teacher corrects off-task behavior <b>immediately, consistently, and with care</b> for all students.</li> <li>The teacher has <b>established clear and high standards of behavior</b> (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.</li> <li>The teacher has <b>established clear and high standards of work</b> for her students. Standards of work may be posted in the classroom, on a class website or virtual platform, etc. <b>Standards are aligned to course content and reflect appropriate levels of rigor.</b> E.g., an AP English Language teacher may use the AP</li> </ul>	<ul style="list-style-type: none"> <li>Students <b>self-monitor behavior</b> and self-correct and/or support their peers to correct <b>without interference</b> from the teacher.</li> <li>When confusion arises, students <b>seek guidance/clarification from their peers</b> before their teacher.</li> <li>Students have a <b>clear understanding of what's expected of them</b> in the classroom (both academically and behaviorally) and can identify when they are not meeting expectations.</li> <li>Students hold each other accountable and <b>provide feedback</b> to one another with care and consideration.</li> </ul>

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