**Phase 2 Coaching Form**

**Observer Name:**

**Teacher Observed:**

**Date:**

**Time/Period:**

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| **Peer Accountability** (TEI Alignment 3.1, 3.2, 3.3) |
| **Beginning**  | **Developing** | **Practicing** | **Achieving**  |
| Teacher **directs improvements** to work and behavior. | Teacher **holds students accountable to high standards** and directs improvements to work and behavior. | Teacher creates a learning environment where students are **joyfully engaged** in work**, holding themselves accountable** to high standards and initiating improvements to work and behavior. | Students **celebrate individual and collective successes**, taking ownership of being joyfully engaged in their work and holding themselves and **each other accountable** to high standards and initiating improvements to work and behavior.  |

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| **Look- Fors During Observation** |
| **Beginning/ Developing*** 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 composition criterion for “Effective” essays as the standard of work in her class.
* Students are often engaged in the learning task, but most of the direction is provided from the teacher and/or off task behavior is responded to with verbal or visual reminders.
 | **Practicing/ Achieving** * 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.
* Students know why they are working on learning activities and feel personally motivated to do their best work.
* Students know their strengths and know how to get support for their challenges - they do not feel daunted by them - rather they are excited to approach them and their efforts are celebrated.
* The teacher conveys their own enjoyment of learning through language, facial expression, actions, and tone and models their personal motivation to approach their challenges to students.
* Celebrations of academic and non-academic accomplishments are a regular part of the classroom culture.
* Teacher and students smile, laugh, and exude an energy for learning often.
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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?
* Are students compliant or are they joyfully engaged?
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| **Observation Notes:**  |



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