

Phase 1 Coaching Form

Observer Name:

Teacher Observed:

Date:

Time/Period:

Classroom Culture (TEI Alignment 3.1, 3.2)

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

Beginning	Practicing	Developing	Achieving
Established routines and procedures exist but may be unclear to students and are exclusively managed by the teacher.	Established routines and procedures exist 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 largely managed by students.

Look- Fors During Observation

Beginning/ Practicing

- Students enter classroom to sit and wait for directions/first activity and to learn expectations for day and what materials they will need for 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 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 various academic programs such as iStation independently; students are unclear how to pick-up and/or

Developing/ Achieving

- Students enter classroom and know where to look for directions on first activity.
- Non-verbals are used to inform students about expectations and materials needed.
- Students do not wait for 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

return their devices; students are unclear about how to troubleshoot independently.

- When technology/wifi does not work, teacher stops class and students lose instructional time waiting for next steps.

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
- In PLCs, teachers regularly analyze academic and non-academic data together to make decisions on how to best support all students.

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!)

Observation Notes: