

## 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 <b>may be unclear to students</b> 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 <b>sometimes</b> managed by students.	Established routines and procedures maximize instructional time and are <b>largely</b> 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:**