Coaching Feedback Form 2020-2021

Observation: 1 2 3 4

Date:

Observer:

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| Observation Rubric 40% (4 times yearly) |

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| **Level 3 Practices****(Meets State Standard)** | **Level 2 Practices** | **Level 2 or 1 Practices** | **Level 1 Practices** |
| **Building Relationships and Creating an Inclusive Classroom Environment (TQS 2)** |
| Detailed and specific evidence demonstrates the importance of building relationships and providing a safe and inclusive environment for learning | Specific evidence demonstrates the importance of building relationships and providing a safe and inclusive environment for learning | Some evidence demonstrates the importance of building relationships and providing a safe and inclusive environment for learning | Little if any evidence demonstrates the importance of building relationships and providing a safe and inclusive environment for learning |
| * Room is warm and welcoming
* Teacher word choice, tone, and/or body language contribute to a positive learning environment
* Classroom procedures communicated as evidenced by student conduct
* Positive atmosphere exists
* Positive student-teacher interactions
* Respect for individual student differences
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| **Level 3 Practices****(Meets State Standard)** | **Level 2 Practices** | **Level 2 or 1 Practices** | **Level 1 Practices** |
| **Rituals and Routines (TQS 3)** |
| Ample evidence that rituals and routines are consistent with instructional day.  | Evidence that rituals and routines are consistent with instructional day. | Some evidence that rituals and routines are consistent with instructional day. | Little, if any evidence that rituals and routines are consistent with instructional day. |
| * Transitions to and between activities are smooth and efficient
* Safe and predictable learning environment
* Students understand expectations
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| **Level 3 Practices****(Meets State Standard)** | **Level 2 Practices** | **Level 2 or 1 Practices** | **Level 1 Practices** |
| **Classroom Management (TQS 3)** |
| Ample evidence of incentives, consequences and theories subscribed to. | Evidence of incentives, consequences and theories subscribed to. | Some evidence of incentives, consequences and theories subscribed to. | Little, if any evidence of incentives, consequences and theories subscribed to. |
| * Teacher movement throughout classroom
* Materials organized to support flow of lesson
* Rules/social contract posted/acknowledged
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| **Level 3 Practices****(Meets State Standard)** | **Level 2 Practices** | **Level 2 or 1 Practices** | **Level 1 Practices** |
| **Engagement Strategies (Best practice all TQS)** |
| Clear understanding of a variety of engagement and instructional strategies that contribute to classroom management. | Understanding of a variety of engagement and instructional strategies that contribute to classroom management. | Some understanding of a variety of engagement and instructional strategies that contribute to classroom management. | Little, if any understanding of a variety of engagement and instructional strategies that contribute to classroom management. |
| * Efficient use of time
* Activity planned to maximize instructional time
* Check for student understanding is present
* High level of student engagement
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| **Level 3 Practices****(Meets State Standard)** | **Level 2 Practices** | **Level 2 or 1 Practices** | **Level 1 Practices** |
| **Designing and Delivering Effective Instruction and Assessing Students (TQS 1 and 3)** |
| Ample evidence of lesson planning, student work, and varied assessments. | Evidence of lesson planning, student work, and varied assessments | Some evidence of lesson planning, student work, and varied assessments | Little, if any evidence of lesson planning, student work, and varied assessments |
| * Content knowledge demonstrated
* Opportunities to review prior knowledge
* Lessons reflect interconnectedness of other content areas/disciplines
* Directions clear and concise
* Lesson plans are clear and concise and aligned to standards
* Collect and analyze student information to inform instruction
* High expectations for student outcomes
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| **Level 3 Practices****(Meets State Standard)** | **Level 2 Practices** | **Level 2 or 1 Practices** | **Level 1 Practices** |
| **Language Acquisition** |
| Ample evidence of planning lessons and the use of language objectives, as well as broader approaches such as using informal assessment and differentiation for varying language levels. | Evidence of planning lessons and the use of language objectives, as well as broader approaches such as using informal assessment and differentiation for varying | Some evidence of planning lessons and the use of language objectives, as well as broader approaches such as using informal assessment and differentiation for varying | Little, if any evidence of planning lessons and the use of language objectives, as well as broader approaches such as using informal assessment and differentiation |
| * Functional Language
* Sentence Stems
* Language Objectives
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Notes from support team: (Principal, Mentor, and Coach)

Kudos:

Think About for Improvement:

Next Steps: