Coaching Feedback Form 2020-2021

Observation: 1 2 3 4

Date:

Observer:

|  |
| --- |
| Observation Rubric 40% (4 times yearly) |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | | | | | | | | |
| **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 | | | | | | | | |
| **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 | | | | | | | | |
| **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 | | | | | | | | |
| **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 | | | | | | | | |
| **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 | | | | | | | | |

Notes from support team: (Principal, Mentor, and Coach)

Kudos:

Think About for Improvement:

Next Steps: