

## Instructional Observation Tool for Coaching

### *Example for Practice*

#### Section 1: Listen, Observe and Collect Data

Dimension	Indicators	Rating (1-4)	Notes/Examples
<b>Classroom Culture and Climate</b>	<ul style="list-style-type: none"> <li>Students are encouraged to participate and express opinions.</li> <li>Teacher fosters mutual respect and high expectations for all.</li> <li>Inclusivity and equity are modeled.</li> </ul>	Not Evident (1) Somewhat Evident (2) Evident (3) Highly Evident (4)	
<b>Student Engagement and Learning</b>	<ul style="list-style-type: none"> <li>Clear explanations and task instructions.</li> <li>Lessons stimulate critical thinking and connect to student interests.</li> <li>Teacher adjusts instruction based on student understanding.</li> </ul>	Not Evident (1) Somewhat Evident (2) Evident (3) Highly Evident (4)	
<b>Instructional Essentials</b>	<ul style="list-style-type: none"> <li>Teacher demonstrates strong content knowledge.</li> <li>Clear expectations for behavior and learning.</li> <li>Variety of instructional strategies to engage all learners.</li> </ul>	Not Evident (1) Somewhat Evident (2) Evident (3) Highly Evident (4)	
<b>Student Agency and Independence</b>	<ul style="list-style-type: none"> <li>Opportunities for student choice.</li> <li>Encourages self-regulation and goal setting.</li> <li>Feedback helps students reflect on their progress.</li> </ul>	Not Evident (1) Somewhat Evident (2) Evident (3) Highly Evident (4)	
<b>Attentive to the Whole Child</b>	<ul style="list-style-type: none"> <li>Opportunities for student choice.</li> <li>Encourages self-regulation and goal setting.</li> <li>Feedback helps students reflect on their progress.</li> </ul>	Not Evident (1) Somewhat Evident (2) Evident (3) Highly Evident (4)	

**Section 1** (Continued.)

**Final Reflection and Next Steps**

Consider the following information to aid in planning for a coaching conversation.

**General Notes on the Observation:** Record any general observations made during the observation.

**Teacher's Strengths/ Areas for Growth:** What strategies, resources, supports do you wish to provide this teacher? What are the next steps? Consider the FEAPs standards and/or district specific best practices here!

## Section 2: Planning for a Coaching Session

Now that you've documented the classroom observation in Section 1, take a moment to reflect on the coaching conversation you will have with the teacher. Use the following prompts to plan your next steps and ensure that your conversation is focused and meaningful.

### 1. Focus

- What specific instructional practice(s) will be the core of your coaching session? Any alignment to the professional or learning standards?
- Reflect on the key areas you observed that align with the teacher's strengths and growth areas. This could include classroom management, student engagement, instructional delivery, or assessment practices.
- Document the focal point for your coaching conversation here:

**Example:** "I will focus on the teacher's use of formative assessment strategies to enhance student engagement."

## Section 2 (Continued.)

### 2. Reflection

- What questions will you ask the teacher to encourage reflection on their practice?
- Consider how to engage the teacher in self-assessment and open the door for a collaborative conversation. Use open-ended questions that invite the teacher to share their perspectives.

#### Examples of Reflective Questions

- "How do you think the students responded to your questioning strategies?"
- "What was your goal in using that particular activity, and did it meet your expectations?"

### 3. Influence

- How might the teacher's responses guide the direction of the conversation?
- Be flexible and responsive to what the teacher shares. Their reflections may shift the focus of the session to areas they are more concerned about or interested in exploring further.
- **Consider:** How can you balance addressing their immediate concerns while still guiding them toward their long-term instructional goals?

**Section 2** (Continued.)

**4. Data**

- How can you use data to enhance the relevance and authenticity of the session?
- Review the evidence collected during your observation and think about how to present it in a way that informs the teacher's next steps. Data could include student engagement, time on task, or specific instructional practices observed.

**Example:** "During my observation, I noticed that only 40% of students participated in the group discussion. How can we increase engagement across the whole class?"