**Coaching Observation Form**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_ Class Period: \_\_\_\_\_\_\_\_\_\_ Time In: \_\_\_\_\_\_\_\_\_\_ Time Out:\_\_\_\_\_\_\_\_\_\_

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| **Teaching Practices** | **Observations & Comments** |
| **Observable Learning Targets/Objectives** |  |
| **Clear Directions Provided** |  |
| **Wait & Think Time** |  |
| **Feedback & Praise**  | general:specific: |
| **Monitoring Student Work** |  |
| **Class Atmosphere** **&** **Management** | risk-free:shared answers validated:transitions: |
| **Lesson Pace** | too slow:just right:too fast: |
| **Teacher’s Placement** **in the Room** | front:back:at desk:mobile: |
| **Types of Questioning** | basic direct/recall questions:higher-level questions: |
| **Modes of Instruction****&** **Learning Experiences** | * direct instruction:
* collaborative groups:
* stations:
* individual practice:
* whiteboards:
* word wall:
* notebooks:
* video:
* hands-on tech:
* discussion:
* writing:
* peer teaching:
* other:
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| **Math Practice Standards** | * Make sense of problems & persevere in solving them.
* Reason abstractly & quantitatively.
* Construct viable arguments and critique the reasoning of others.
* Model with mathematics.
* Use appropriate tools strategically.
* Attend to precision.
* Look for & make us of structure.
* Look for & express regularity in repeated reasoning.
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