**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: |
| **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. |