**Student-Centered Coaching**

**Observation Form**

**Teacher:**  **Coach:**

**Date: School:**

*During instruction, circulate around the room if centers are being utilized. We want to know what is happening in all corners of the classroom, not just at the teacher’s table. Observers should be acquainted with all instructional centers.*

**Observation Notes:** Describe what happened during the math class. Describe the teacher’s instruction: What did you see? Was the teacher using precise and accurate mathematical language? Were the students engaged? Did the students explain problems or mathematical concepts? Describe any materials used during the lesson (e.g., C-rods, algebra tiles, number lines, strip diagrams, rulers, etc.). Please type your observation notes below.

**Summary Ratings for Teacher Instruction**

**( ratings are acceptable)**

1. **To what extent did the teacher use *TransMath* during their math block? [a high score would be most of the time, and a low score would indicate the teacher used several other sources for their instruction other than *TransMath*]**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| **Low** |  | **Medium** |  | **High** |

**Notes:**

1. **Clarity in conveying the lesson goals.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| **Low** |  | **Medium** |  | **High** |

**Notes:**

1. **Uses clear and correct mathematically language.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| **Low** |  | **Medium** |  | **High** |

**Notes:**

1. **Supports students’ explanations.**
2. *On the scale below, rate the quality of the teacher’s support when student explanations are recommended in the TransMath lesson plan. Rate N/A if no explanations are recommended in the TransMath lesson plan.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | N/A |
| **Low** |  | **Medium** |  | **High** |  |

**Notes:**

1. *If the teacher supports students’ explanations when none are**recommended in the TransMath lesson plan, rate the quality of the support on the scale below.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| **Low** |  | **Medium** |  | **High** |

**Notes:**

1. **Uses materials (e.g., C-Rods) and visual representations (e.g., number lines) correctly. [N/A is selected if visual representations were not important in the lesson.]**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | N/A |
| **Low** |  | **Medium** |  | **High** |  |

**Notes:**

1. **Maintains a positive rapport with the students.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| **Low** |  | **Medium** |  | **High** |

**Notes:**

1. **Perception of students’ grasp of the content.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| **Low** |  | **Medium** |  | **High** |

**Notes:**

1. **Overall rating of the lesson.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| **Low** |  | **Medium** |  | **High** |

**Notes:**

**Observation Reflection:** Reflect on the observation and describe any noteworthy aspects of the lesson that either helped or hindered the implementation of the lesson. Refer to your notes above as you synthesize the observation notes (e.g., behavior management issues, fire drill, teaching techniques, classroom environment, use of instructional time, correctness of mathematical language, quality of student feedback, student engagement, etc.).

Please type your observation notes below.

**Coaching Recommendations:** Use the guidance document and your reflection notes to come up with 1-3 recommendations for teachers based on the observed lesson. To the extent possible, frame things as approaches to try next. When thinking about strengths and weaknesses and translating those into recommendations, remain as positive as possible.