**Observer Guide**

**Teacher Focused Coaching**

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Teacher-focused coaching refers to a coaching model that focuses on collecting data that addresses teaching behaviors. The premise behind teacher-focused coaching is that improving the teacher’s instructional behaviors will increase students’ learning. During the post-observation conference, instructional recommendations are based on these behaviors.

**Enter identifying data**

1. Enter the teacher’s name.
2. Enter the school and district name.
3. Enter the coach’s name.
4. Enter the observation date.

**Summary Ratings**

**( ratings are acceptable)**

The items in this section will be rated on the 5-point Likert scale listed at the top of the page.

1 2 3 4 5

**Low Medium High**

1. Refer to your observation notes to complete the summary rating items. Items 1-7 (adherence, clarity, explanations, manipulatives and visual representations, rapport, students’ grasp of content, mathematical language) based on these notes:
   1. Provide a justification for your ratings by copying and pasting the appropriate evidence from your observations notes into the Notes section for each item.
   2. Provide an overall rating for the lesson by completing item 8.

1. Guidelines for determining summary ratings
2. **Adherence to the steps of the lesson outlined in the Teacher Guide**.
3. To what degree does the teacher follow the instructional approaches in the Teacher Guide.
4. The teacher should not be penalized for paraphrasing the instructional language in the guide as long as it conveys the same meaning.
5. The teachers were instructed to use their professional judgement to determine if there are any portions of the lesson that should not be addressed or if there are portions of the lesson that need to be repeated. When rating this item, consider whether the teacher’s decision to delete portions of the lesson hindered students’ grasp the of the material.
6. Note whether there was evidence that the students understood the mathematical concept before the teacher proceeded to the next portion of the lesson.
7. **Clarity in conveying the lesson goals.**
8. To what degree does the teacher use clear, concise and student friendly language to convey the lesson’s goals.
9. **Supports students’ explanations.**

To what degree does the teacher do any of the following (these are examples where teachers can support student explanations):

1. provide opportunities for students to explain their solutions,
2. ask questions and provide probes to enhance their explanations,
3. build on students’ explanations to foster a deeper understanding of the concept, and/or
4. uses students’ explanations as examples for other students in the class to promote understanding.
5. **Uses manipulatives (e.g., C-Rods) and visual representations (e.g., number lines) correctly**.
6. To what degree does the teacher correctly use manipulatives and visual representations to convey mathematical concepts.
7. Rate this item N/A if manipulatives and visual representations were not included in the Teacher Guide.
8. Also note whether the use of manipulatives and visual representations were featured in the lesson but were not used, which would result in a low score.
9. **Maintains a positive rapport with the students.**
10. To what degree does the teacher demonstrate behaviors that promote positive interactions and mutual respect between teacher and students.
11. **Perception of students’ grasp of the content.**
12. To what degree do the students understand the mathematical concepts presented in the lesson and to what degree is the teacher aware of the students’ understanding.
13. Consider students’ accuracy in using manipulatives and visual representations to solve problems, their ability to explain how a problem was solved, the accuracy of their responses to teacher queries, etc.
14. **Uses clear mathematically correct language.**
15. To what degree does the teacher use mathematically correct language. For example, using the terms numerator and denominator rather than top number and bottom number.
16. **Overall rating of the lesson.**
17. Provide an overall rating of the lesson by considering the ratings on the previous items.

**After the Observation**

1. Review your notes and identify:
   1. at least two strengths of the lesson, and
   2. no more than three weaknesses. If the lesson was problematic, consider the weaknesses and list the three that are most critical for improving instruction.
2. Provided three recommendations for improving the lesson. Typically, these recommendations will be based on the weaknesses. However, there may be occasions where you offer a recommendation based on a strength of the lesson (e.g., Continue to ask probing questions as students explain their solutions to problems.).
3. Submit an electronic version of this feedback form to the designated project Principal Investigator. They will review it and provide feedback before you debrief with the teacher.
4. Lesson Debriefs:
   1. Teachers are not given a copy of the Lesson Feedback form.
   2. Debriefs should not last more than 15 minutes.
   3. Begin by discussing at least two strengths of the lesson.
   4. Provide no more than three recommendations for improving the lesson.
   5. Ask if the teacher has questions, comments, or concerns.
   6. Schedule the next observation.
   7. Inform the fidelity observer of the date and time of the next observation.

**Examples of Teacher-Focused Coaching Sessions**

**Example 1**

***Lesson Objective:*** Students will compare decimal numbers.

During the observation, the coach noted that the teacher consistently used inaccurate mathematical language. Examples included bigger and smaller rather than greater than and less than and using the word “point” when reading decimal numbers (reading 3.5 as three point five rather than three and five-tenths). During the post-observation conference, the coach provided specific examples of inaccurate and correct mathematical language and emphasized that the teacher should consistently use the correct mathematical language. The coach provided a rationale by telling the teacher that these terms are used at all grade levels and that using correct mathematical language will help the student avoid confusion in the future. Regarding “point” when reading decimal numbers, the coach explained that using “point” does not help them understand the concept of place value in decimal numbers. The coach acknowledged that it might be easier to use point, but it overlooks the place value of the decimal.

**Example 2:**

***Lesson Objective:*** Students translate word problems into simple equations.

The coach noted that the teacher made a connection between a railroad track and the equal sign. He stated that moving numbers from one side of the equal sign to the other is the same as jumping from your house to the other side of the railroad track. The coach noted that this connection was inaccurate and was lost on the students. The coach recommended that the teacher provide a simple, clear explanation of the equal sign, such as: The equal sign shows that what is on the left of the sign is exactly the same amount or value as what is on the right of the sign. The coach also recommended that the teacher provide and explain examples: