INSTRUCTIONAL COACHING FORMS

Observation, Feedback and Goals, Editable



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Turn off fit to page and shrink to fit. Every line is black or gray, so the pages photocopy in black and white.

These pages hold a teacher's work

Coaching notes are working paper. Keep filled-in pages where your district keeps coaching records, follow its rules for what is written down and what is shared with the teacher, and use your own words. The pages leave every decision, and the wording of any record, to you.

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PREVIEW

Pre-Conference Planning

Plan with the teacher before the visit. Keep it short. The teacher's words go in the boxes.

Name _____ Coach _____ Visit date _____

Grade or subject _____ Lesson or unit _____

The teacher's goal for this lesson, in the teacher's words

What the teacher wants me to notice

Where I will sit and what I will record

Before the visit

- Confirm the visit time and the seat you will sit in.
- Agree on the focus in the teacher's own words.
- Agree on what the teacher wants you to be sure to see.
- Read your district's rule for classroom visits and write it on the line below.

Our district's rule for classroom visits _____

Questions to ask after the visit

Coach signature _____ Teacher signature _____

PREVIEW

Observation Notes: Noticing and Wondering

Notice first, then wonder. Use the teacher's words where you can, and count each move with a mark in the tally.

Name _____ Coach _____ Date _____

I noticed

I wonder

Tally of moves

Move to count	Tally	Total
Asked a question		
Gave directions		
Gave feedback		
Waited after a question		
Redirected a student		

Seating or grouping sketch (draw it here)

PREVIEW

Post-Observation Debrief

Talk first, then write. Start with what the teacher noticed. Your observation notes are on page 5 or 6.

Name _____ Coach _____ Debrief date _____

What the teacher thinks went well, and why

What I saw in the notes that supports it

What the teacher would change next time

A question for the teacher

What the teacher would like from me

PREVIEW

Teacher Self-Reflection

For the teacher being coached. Write as much or as little as helps you. Share what you want to share.

Name _____ Date _____ Lesson or unit _____

Before the lesson, I wanted students to ...

During the lesson, I was pleased that ...

I noticed ...

Next time I will try ...

I would like help with ...

PREVIEW

Goal Tracker

One goal, in the teacher's words. Track the steps, the check-in dates and the status.

Name _____ Coach _____ Start date _____

The goal, in the teacher's words

Where we are now

What success looks like to the teacher

Steps

Step	Started	Done (X)	Notes

Check-ins

Check-in date	Status (on track, adjust, met)	What we changed

What the teacher will keep doing after the goal is met

PREVIEW

Coaching Meeting Agenda

Set the agenda before the meeting, and write what was decided during it.

Date _____ Time _____ Place _____

Attendees

Purpose of the meeting

Agenda

Item	Time	Who leads	Done (X)

What we decided

_____

_____

_____

Action items

What	Who	By when

Notes

PREVIEW

Coaching Starters

16 starters in 5 groups. Each says what was seen or heard, and ends in a blank for a word, a date or a name. Finish it in your own words.

What I saw

The teacher asked ____ and waited.

Students ____ while the teacher ____.

When the group got stuck, the teacher ____.

I saw students ____ on their own.

What I wondered

I wonder what would happen if ____.

I was curious about ____.

Could students show ____ on the board?

Next steps

Next time, I will try ____.

We will check ____ on ____.

Our next step is ____ by ____.

More next steps of your own

_____

_____

_____

_____

Feedback that is specific

The thing I noticed that worked was ____.

One place to try ____ is ____.

When ____ happened, students ____.

For the teacher to say

I want to try ____ next time.

I am proud of ____.

The part I want help with is ____.

Your own starters

_____

_____

_____

_____

_____

_____

PREVIEW

Coaching Log and Roll-Up (Example)

A filled-in log for one cycle, and its roll-up below. Every total is added from the rows. The blank log is page 13, the blank roll-up is page 15.

Coach: Mr. Okafor

Teacher: Ms. Reyes

Cycle dates: Sep 28 to Oct 20

Date	Type	Focus	Minutes	Next step
Sep 28	Plan	Questions that need more than one word	30	Observe on Tuesday at 8:05
Sep 29	Observe	Questions that need more than one word	40	Debrief after class
Sep 29	Debrief	Wait time after a question	25	Try a two-second pause
Oct 6	Observe	Wait time after a question	40	Check the notes together
Oct 6	Note	Wait time after a question	10	Follow-up note sent
Oct 13	Meet	Student talk	30	Pick one routine to try
Oct 20	Observe	Student talk	40	Debrief next week
		Total minutes for this cycle	215	–

Roll-up, added from the log

Measure	This cycle
Planning meetings	1
Classroom visits	3
Debriefs	1
Meetings	1
Follow-up notes sent	1
Total minutes	215

What the team should know

3 visits and 215 minutes in all. The next cycle starts with the question-and-wait-time focus from the debrief.

Goal for the next cycle (example)

Ms. Reyes will pause after a question, count to two in her head, and then name the student who answers next. The coach will tally the questions that need more than one word in the first two visits.

PREVIEW