Old out anActivity 15.4: Classroom Observation With Coaching

Background and Purposes: It takes time to become accomplished with any new teaching approach. Practice is required and is more effective if feedback about performance can be provided. Practice with other teachers where each can serve as “coach” providing support for trying out new ways of doing things and for receiving constructive feedback. The purposes of this exercise are to provide a set of procedures and observation tools for teachers to use to practice any of the approaches to teaching discussed in Part II of Teaching for Student Learning.

Directions: Teach a lesson using any of the teaching strategies or practices described in Part II or elsewhere. Arrange to have a classmate or colleague observe your lesson and to meet afterward to provide critique and coaching.

Directions for Coaches: Prior to the lesson the coach will need to arrange a meeting with the colleague being observed to discuss the goals of the lesson and instructional decisions that have been made about the lesson. We have provided three different observation forms below to assist in data collection to be used later to discuss the lesson and provide feedback to the teacher. You will want to develop others based on the goals of the lesson and specific instructional practice your colleague(s) are implementing. In the critique and feedback session follow the guidelines for providing feedback described on pp. 365-368 in Chapter 15.
Classroom Observation Form

Directions: Prior to the lesson, meet with the teacher to discuss the goals of the lesson and the approach(es) that will be used. Use the questions below to collect information that can be used for later critique, discussion, and feedback.

This is an observation of ___________ for a lesson using the ___________ strategy.
_____________ (teacher’s name) _____________________ (name of strategy)

Planning

• How appropriate was the strategy for the lesson’s objectives?
• How well had appropriate resources been acquired?
• How well did the lesson take into account students’ backgrounds and prior knowledge?

Execution

• List aspects in the way the lesson was introduced that were well executed and those that needed improvement?
• How closely did the teacher conform to the model’s ? Explain the appropriateness if deviations occurred?
• To what degree did the teacher demonstrate mastery over the subject being taught?
• To what degree were students motivated and engaged during the lesson?
• How did the teacher adapt the lesson to meet the needs of students with special needs?
• What steps were taken to determine if the goals of the lesson were achieved such as “checking for understanding,” “quizzing,” etc. for the class as a whole or for particular individuals?

Overall

• What was your overall impression of the lesson? What could be improved?
• List the main points you want to go over in your follow up meeting.
Peer Observation Form for Elementary Classroom Walk Through

<table>
<thead>
<tr>
<th>Observer:</th>
<th>Will Visit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>In Room:</td>
</tr>
</tbody>
</table>

**Content:**  
*What is being taught?*

**Literacy:**  
*How does the lesson address reading, writing, or speaking?*

**Rigor:**  
*In what ways does the lesson challenge students?*

**Application:**  
*How could I use/adapt this strategy in my classroom?*

Observation Form: How Instruction is Tailored and Differentiated for Students with Special Needs

Name: ___________________________ Observed: ________________________________

Observation/Interview Guiding Questions:

1. How are students with special needs given the same opportunities as other students?

2. What challenges are present in providing services to these students?

3. How is learning differentiated to accommodate the needs of ALL students?

4. How does exceptional education support these students?

5. How is the IEP communicated to all team members?