

### Instructional Coaching Rubric

Teacher	School	Observer	Date
Lesson Objective	Time In	Time Out	Grade/Subject
	Lesson aligned to curriculum pacing guide ___yes ___no	Lesson aligned to Colorado Academic Standards ___yes ___no	Technology Notes

### Continuum of Performance ➔

<b>Establishes Lesson Focus</b>			
<p>___ Students are not able to articulate what the objective for the lesson is or the relevance of what they are being asked to do.</p> <p>___ The teacher does not develop the demonstration of learning in advance of instruction and/or the evidence of learning is not aligned with the lesson objective.</p>	<p>___ Students are able to state the objective for the lesson, but they struggle to articulate the relevance of the lesson.</p> <p>___ The teacher develops a demonstration of learning that is loosely aligned to the lesson objective.</p>	<p>___ Students can articulate the objective for the lesson as well as the relevance of what they are learning.</p> <p>___ The teacher plans for a demonstration of learning that is tied to the lesson objective.</p> <p>___ The students are asked to demonstrate their mastery of the learning objective prior to the lesson ending.</p>	<p>And.....</p> <p>___ Students are able to articulate the relevance of the learning and the outcomes expected.</p> <p>___ Students can articulate how they will be expected to demonstrate their mastery of the learning objective.</p> <p>___ Students can articulate their progress in demonstrating learning and are able to provide evidence of their learning.</p>
<b>Facilitates the Learning Environment</b>			
<p>___ The environment is not conducive to student learning.</p> <p>___ Students must wait for the teacher to be engaged in learning.</p> <p>___ Learning materials are not readily available.</p> <p>___ Student transitions are unstructured resulting in lost instructional time.</p>	<p>___ The teacher is the primary manager of the learning environment; students often wait for teacher directions.</p> <p>___ Students engage when prompted to do so by the teacher.</p> <p>___ Teacher redirection is frequently required throughout the lesson for students to be engaged in learning.</p>	<p>___ The teacher creates an environment that is safe, organized, and designed to support a student focus on learning.</p> <p>___ The teacher ensures that transitions are smooth with minimal loss of instructional time.</p> <p>___ The teacher establishes routines and procedures.</p> <p>___ Redirection to learning is a simple process when needed.</p>	<p>And.....</p> <p>___ Students are accountable for their learning environment and take responsibility for holding each other accountable to maintain a supportive learning environment.</p> <p>___ Students are able to independently follow routines and access needed learning materials.</p>
<b>Facilitates Access to Learning</b>			
<p>___ The teacher plans lessons using a “one size fits all” approach: some students are not able to engage in learning and others are waiting to learn as a result of quickly mastering the objective.</p>	<p>___ The teacher attempts to build in appropriate supports and extensions within the lesson.</p> <p>___ The supports/extensions attempted by the teacher are not appropriate or effective to permit all students to engage in learning.</p>	<p>___ The teacher anticipates potential disengagements from learning and plans appropriate supports/extensions to engage all learners.</p> <p>___ The teacher differentiates the lesson (content, process, product, environment) to ensure all students can access learning and have the opportunity to master and/or exceed the learning objective(s).</p>	<p>And.....</p> <p>___ All students are able to engage in learning and move toward mastery of the learning objective(s).</p> <p>___ Students self-advocate for themselves when they are not furthering their learning; they seek out supports/extensions to keep their learning moving.</p>

<b>Promotes Inquiry/Problem Solving through discussion</b>			
<p>___ The teacher leads discussions.*          ___ The questions posed by the teacher present low cognitive challenge to students and/or are restricted to the knowledge level.          ___ The teacher frequently answers his/her own questions.</p>	<p>___ The teacher provides opportunities for students to engage in purposeful discussion about content.*          ___ The teacher offers students opportunities to generate ideas and questions before opening discussion.*</p>	<p>___ The teacher guides students to use discussion to build enduring understanding of big ideas of a discipline, going beyond acquisition of knowledge and skill comprehension levels.*          ___ The teacher regularly probes student thinking.*          ___ The teacher engages students in discourse with partners and/or small groups to construct meaning before engaging in whole class discussions.*          ___ The teacher encourages students to discuss their thinking with their peers and to take risks while learning (thinking is encouraged versus right/wrong answers) on a routine basis.*</p>	<p>And.....          ___ Students engage in respectful purposeful, learning focused discussion.          ___ Students synthesize information from more than one source.*          ___ Students test their understanding of concepts.*          ___ Students formulate conjectures and hypotheses.*          ___ Students make meaning and construct explanations.*          ___ Students challenge the quality of each other's reasoning.*          ___ Students use evidence to present arguments and draw conclusions.*</p>
<b>Promotes Collaborative Learning</b>			
<p>___ The teacher does not provide opportunities for students to work together.</p>	<p>___ The teacher assigns tasks that invite collaboration.*          ___ The teacher creates systems to hold individual students accountable for their learning during collaborative tasks.*</p>	<p>___ The teacher assigns intellectual, purposeful tasks that develop ownership, build engagement.*          ___ The teacher uses multiple strategies for grouping students and matches group configuration (partners, small group, whole group, etc.) to task.*          ___ The teacher utilizes protocols to guide collaborative learning and promote student participation.</p>	<p>___ Students are able to collaborate with peers as needed to accomplish learning objectives.*          ___ Students use collaborative learning to deepen and expand their learning and to challenge their own thinking.*          ___ Students reflect on success and challenges in collaborating with peers.*</p>
<b>Checks for Understanding</b>			
<p>___ The teacher uses limited methods to check for understanding and attributes the correct responses of individual students to the entire class. (calls on one student at a time; asks the class, "Is everyone with me?")</p>	<p>___ The teacher sometimes attributes the correct responses of individual students to the entire class.          ___ The teacher attempts various multiple response techniques.          ___ Some questions may not identify student misunderstanding.</p>	<p>___ The teacher solicits responses from students using a variety of multiple response techniques.          ___ The teacher teaches students to ask clarifying questions.          ___ The teacher adjusts his/her instruction based on student responses.</p>	<p>And.....          ___ Students are engaged in checks for understanding and ask questions to further their understanding.          ___ Students utilize self-assessment tools and can articulate their level of proficiency as it relates to mastery of learning objective(s)/ evidence outcomes.</p>

\*This wording is taken directly from the PEBC Continuum of Growth in Best Instructional Practices.

Date of Follow up: \_\_\_\_\_

Teacher Reflections: