Observation by Coach Tool Sample

Participating Teacher:	Nancy Navarro (Yr 2)	**Teaching assignment and grade level(s):**	7th Grade Science
Induction Coach:	Minerva Schwartz	**Observation Date:**	March 5th
Time Observation Begins:	1:00 PM	**Time Observation Ends:**	1:35 PM

DIRECTIONS: Please work together in planning for a coach observation utilizing the *Observation by Coach Cycle: Protocol and Conversation Guide documents*. *As a reminder, the minimum amount of time for conducting an observation is 30 minutes.*

Disclaimer: This example is from a Year 2 teacher with several years of teaching experience prior to Induction (due to working on a STSP and Internship) and that is why this teacher is focusing on Domain IV. Please know that most teachers in Induction will be focusing on the foundational domains and are not expected to be reflecting on Domain IV.

Blue Cell = To be completed by TEACHER
Green Cell = To be Completed by COACH

Teacher Focus Area (Phase I)

TEACHER, respond to the following questions to prepare for your observation.

Teaching Practice Framework Domain/Indicator:

Domain IV: Data-Driven & Differentiated Instruction; Indicator IV (a): Do I understand what my students need individually and collectively based on varied formative and summative assessment data (content mastery, reading levels, language proficiency, academic abilities, IEP/504 goals, etc.)?

Focus of Observation:

I have several English Learners in my Science classes. The school provides me with a list of students and their individual language proficiency levels. I want to work on better implementing Integrated ELD into my lessons so that my students acquire specific content language (tier 1 and tier 2 vocabulary) and are then able to meet the content specific objectives for the grade level Next Generation Science Standards.

Why is it important for this focus to be observed?

It's important for my school and I to best support students with their language development across content areas by effectively differentiating the instruction. I want my students to confidently participate in class by making sure that I am providing the right scaffolds to support access to the curriculum and content. Eventually, I would like for my students who are English Learners to reclassify as "Fluent English Proficient". If my students do not have the opportunity to explicitly learn and practice scientific language, then they will have a difficult time applying what they learn and making connections to the greater world. Furthermore, it is a school wide focus to improve our El reclassification percentage as it has been identified as an equity gap by administration.

Conducting Coach Observation (Phase II)

COACH, capture SPECIFIC and OBJECTIVE data surrounding the teacher's focus area as well as general teaching practice.

Time Stamps	Teacher/Student words and actions
	SAMPLE
8:10 AM	*T: Welcome to class students, today we are going to be continuing with our second read... *teacher explains directions for the second read*
	T: Tell your partner what we are doing today...
8:12 AM	*S: Turn towards one another and start sharing*

Time Stamps	Teacher/Student words and actions
1:00	T: Welcomes students and introduces objective "YWBAT discuss a particular rock type"
	T: Our goal this week is to develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process
	On the board I see evidence of explicit instruction on Latin prefixes/root words from a previous lesson (i.e., Metamorphic → Meta - change; Morph – form)
	Teacher also noted Spanish cognates (i.e., Metamorphic → Metamorfico; Sedimentary → Sedimentario; Igneous → Igneo)
1:02	T: Reviews a graphic model of the rock cycle that is also on every student's desk where the 3 types of rock are drawn and multiple arrows represent the various processes in the cycle; There are keywords on the graphic model that students can make use of when describing their rock; Reminds students to use this resource
1:05	T: Introduces card with script that students will make use of during their discussions (What do you observe? I observe…; What do you think about what you see? I think…; What questions do you have?...; I agree/disagree with… because…; One difference between my idea and… is…; To expand on what… said…; Clarify what you mean by…; How did you reach that conclusion?); This is that academic language we want to start using more and more
1:08	T: Assigns 6 groups of 4 with a facilitator who will be asking a question to each of their team members, a recorder who will be jotting down responses, a sketch and label artist who will be drawing partner responses, and a speaker who will be reporting back to the class
	Students: Facilitator puts the rock in their hand then hand it to one of their group peers

	Students: Contribute to group discussion by following turn-taking rules Students: Observe and discuss different types of rocks and hypothesize how they are formed Group conversation observed at table closest to door: S1: I observe a rock that is hard and that is big with a lot of different colors. S2: What do you observe?
1:10	S3: I observe like a rock that has like shiny crystals if you really pay attention to it and it has like three difference, no wait, four different type of colors around it. S4: Yo observo… (responds to question in Spanish) S5: I observe a lot of small crystals in this rock and how it changes color and how all the really small crystals are a part of this rock. Group conversation at table at the back of the room: S1: I wondered how long did it take the rock for it to get its form? S2: Um, I wonder why it takes so long for a rick to form its layers.
1:18	S3: I wonder how long it took the weathering to make all these layers and how many years it has been on this land. S4: I wonder what type of rock it is. S5: I agree with what Shylee said and I also think it is an igneous rock. (student referenced the board to locate the word igneous) T: Walks around and checks in with groups as they work through their discussion and provides praise T: When I am walking around and listening to you, you are talking like scientists.
1:22	T: Leads whole class in exercise where together they gather synonyms and antonyms to some of the descriptive words they've used to identify a quality about each one of the rocks (color, shape, hardness, roughness, etc.). She encourages students to use some of these new words to substitute how they've already described their rock. T: Reminds speakers that they will be presenting shortly. Before presentations, she asks students to return to the script and expand on/clarify their previous observations with their group. Group conversation at table closest to teacher's desk: S1: Brian, clarify what you mean by you think it's a sedimentary rock
1:30	S2: I think it's a sedimentary rock because of the layers it has on there

1:35	S3: I believe it's a sedimentary rock because of the layers and they're just sitting there S4: I agree with everyone and I think it is a sedimentary rock because of the layers and the sediments happened there however many years ago. T: Brings the whole class back together for whole group discussion S: Fernando begins the whole group discussion by sharing about the igneous rock that his group discussed. Teacher asks follow-up questions (What was the process behind that forming?). Fernando references the graphic model on their desk to describe the rock cycle from metamorphic to igneous. T: After each group facilitator shares, teacher asks class to provide praise with two claps T: In conclusion, tomorrow we will create models that illustrate the flow of energy that drives the process of rock formation

Coach Preparation for Observation Debrief (Phase III, Step 1)

1) Coach, review the qualitative and quantitative data you've collected and identify trends related to the teacher's focus area and general teaching practice.
2) Coach, record the strengths that you observed in your teacher's instructional setting using specific and objective data from the observation in the space provided below.
3) Coach, review the Reflective Conversation guide and utilize the coaching stems to help navigate the observation debrief. *For details on the observation debrief, see the Observation by Coach Cycle: Protocol, "Post-Observation Debrief".*

Identified Strengths (based on specific and objective data collected during the observation). *This must be completed by the Coach.*

Focus Area: Ms. Navarro provided students with various scaffolds to access content-specific and academic vocabulary via language and graphic organizers that were clear and user-friendly. During a prior lesson, Ms. Navarro covered Latin affixes and root words as well as cognates in the students' first language. The graphic organizer of the rock cycle doubled as a word bank for tier 3 vocabulary. While the chart the class utilized to gather descriptive synonyms and antonyms mostly focused on tier 1 descriptive words that tapped into students' prior knowledge. The sentence stems allowed students to practice tier 2 academic words that they can then transfer to other content areas.

It was great to see student groups working together in collaboration. Before sharing whole group, students were given the opportunity to share in small groups through structured conversations and practice their language development among peers. Every member of the group played a valuable role and was able to contribute using multiple modalities such as writing, drawing, asking questions, and summarizing.

General Teaching Practice: Routines and procedures were executed efficiently and in a seamless manner by all students. There was a sense of urgency on how instructional time was utilized and the lesson flowed smoothly. The majority of the heavy cognitive lift and academic discourse was shouldered by students and

Ms. Navarro simply acted as a facilitator. Ms. Navarro had positive interactions with her students and a joy for learning was evident through these interactions.

Teacher Post-Observation Key Insights (Phase III, Step 4)

TEACHER, following your Observation Debrief respond to the questions below.

Commit to Application: Reflecting on your observation debrief, how will you apply what you learned from this observation into your teaching practice? What might be some next focus areas and next steps?

I had the opportunity to observe and interact with my students as they learned about the different types of rocks and the processes involved in the formation of rocks. Reflecting on the lesson, I gained several key insights that will guide my future teaching practices and help me enhance student learning in this area for ELs and all students. To foster student engagement and deeper understanding, I incorporated a hands-on experience examining rock samples. I intend to continue utilizing such activities to promote student engagement, critical thinking, and collaboration in future lessons. I think the language scaffolds that I provided were overall successful and I was able to provide appropriate levels of challenge and support. I noticed through my observation debrief that these scaffolds were not only helpful to my English Language Learners by my native English speakers as well. I found that explicitly teaching and reinforcing key vocabulary terms prior to the lesson played a pivotal role in student comprehension and participation during this lesson. To strengthen vocabulary development further, I will integrate regular vocabulary activities into my science lessons, enabling students to acquire and use science-specific content language more proficiently. Next time, at the beginning of the lesson, I would like to model how to use the graphic organizer to add details about the rock cycle during group discussion because it looked like not many students were referencing the graphic organizer initially. I think it would be fun to provide the students with all the parts of the graphic organizer and have them put it back together as a sort of puzzle to reinforce the various pathways of the rock cycle. During the lesson, I noticed that I was hearing a lot of the same descriptive words as I was monitoring group talk which is why I decided to include a mini lesson of synonyms and antonyms. I thought it was a useful activity and one that I would like to refine as I plan ahead. I would also like to extend the lesson to include a compare/contrast activity between all three types of rocks now that each group became an expert on one.