

Middle School Matters Coaching Form Mathematics and Mathematics Interventions

The **Middle School Matters Coaching Form** assists school leaders and instructional coaches with informal classroom observations, walkthroughs, and feedback meetings. **This form is not meant to aid in the evaluation of teachers;** instead, it is a tool to record observation notes and guide productive conversations between instructional leaders and teachers.

Observation Instructions

- 1) Write a **brief description** of the teacher's instruction for each domain.
- 2) Indicate the presence of any research-based practices by checking the appropriate box to identify the **Implementation Level** for each research-based practice. (See key below.)
- 3) Describe **Strengths** and **Areas of Refinement** for each research-based practice.

N/A = Not Applicable

Practice is not applicable to the instruction delivered during the observation.

NO = Not Observed

Practice is applicable to the instruction delivered during the observation but was not implemented.

BI = Beginning Implementation

Practice is implemented with limited fidelity and will be enhanced with ongoing, targeted professional development and coaching.

PI = Partial Implementation

Practice is implemented with some fidelity and will approach strong fidelity with additional coaching and support.

FI = Full Implementation

Practice is implemented with strong fidelity and may serve as a model for other teachers.

Coaching Instructions

- 1) After the classroom observation, complete the **Observer Reflection** page.
- 2) Conduct a **Feedback Meeting** with the teacher to discuss the observation, learning goals, and next steps.

Middle School Matters Coaching Form

Mathematics and Mathematics Interventions

Date: _____ Observer: _____ Teacher: _____
 Grade: _____ Subject Area: _____ Class Period: _____ Number of Students: _____
 Lesson Objective: _____

Number Systems

How does the teacher use number lines to help students recognize and expand their understanding of number systems?

Research-Based Practice	Imp. Level	Strengths	Areas of Refinement
Uses measurement activities and number lines to help students understand that fractions are numbers and share number properties	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Provides opportunities for students to locate and compare fractions on number lines	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Uses number lines to improve students' understanding of fraction equivalence, fraction density, and negative fractions	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		

Number Systems

Research-Based Practice	Imp. Level	Strengths	Areas of Refinement
Develops students' understanding that fractions can be represented as common fractions, decimals, and percentages , and develops students' ability to translate among these forms	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		

Conceptual Understanding and Procedural Fluency

How does the teacher develop students' conceptual understanding of mathematics and improve procedural fluency?

Research-Based Practice	Imp. Level	Strengths	Areas of Refinement
Uses area models, number lines, and other visual representations to improve students' understanding of formal computational procedures	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Uses meaningful fact practice activities	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Addresses common misconceptions regarding computational procedures	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Presents real-world contexts with plausible numbers for problems	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		

Word Problem Instruction

What strategies does the teacher use to help students solve word and algebra problems?

Research-Based Practice	Imp. Level	Strengths	Areas of Refinement
Includes systematic instruction on the structural connections between known, familiar, and novel word problems	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Teaches common problem types and their structures as well as how to categorize and select appropriate solution methods for each problem type	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		

Visual Representations

How does the teacher integrate the use of visual representations into lessons, especially for struggling learners?

Research-Based Practice	Imp. Level	Strengths	Areas of Refinement
Employs visual representations to model mathematical concepts	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Explicitly links the visual representation or model with the abstract mathematical symbol or concept	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Uses consistent language across similar representations	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		

Explicit and Systematic Instruction

How effective is the teacher's delivery of instruction (e.g., clarity, feedback, pacing)?

Research-Based Practice	Imp. Level	Strengths	Areas of Refinement
Includes explicit teacher modeling and demonstrations of key concepts and skills	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Includes worked examples of key concepts and skills	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Gradually transitions from teacher-modeled problem solving to student-directed problem solving	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Includes opportunities for students to talk aloud about the skills, knowledge, or problem-solving procedures they are learning	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		

Explicit and Systematic Instruction

Research-Based Practice	Imp. Level	Strengths	Areas of Refinement
Provides immediate and corrective feedback with opportunities for students to correct errors	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Includes sufficient, distributed, and cumulative practice and review	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		

OBSERVER REFLECTION

Reflection Questions	Reflection Notes
List all research-based practices you observed. Summarize strengths and areas of refinement.	
Did you observe any instructional practices not supported by research that could be discontinued?	
Which instructional practices can be refined or implemented to achieve desired student learning goals?	
What coaching strategies can support the teacher's use or enhancement of the instructional practices noted above? <input type="checkbox"/> Demonstration lesson (modeling) <input type="checkbox"/> Analysis of student work and data <input type="checkbox"/> Co-teaching <input type="checkbox"/> Subsequent teacher observation <input type="checkbox"/> Collaborative planning <input type="checkbox"/> Other	

Other Notes

FEEDBACK MEETING

(Observer asks questions of teacher.)

Discussion Questions	Meeting Notes
Were you able to achieve your lesson objective?	
Which research-based practices did you use? Did any practices seem to be ineffective? (Mention notes recorded in Observer Reflection.)	
What are the learning goals for your students?	
How will you know when students achieve these goals? (List specific data or observable behaviors.)	
What are your next steps for instruction and assessment? (List specific tasks for observer and teacher, along with deadlines.)	
What kind of support do you need? (Discuss coaching strategies recorded in Observer Reflection.)	

ACTION PLANNING

Teacher Next Steps	Due Date	Instructional Coach Next Steps	Due Date

Follow up on: ___ / ___ / ___ @ ___ : ___