

Middle School Matters Coaching Form Reading Throughout the Content Areas

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.

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

Vocabulary Instruction to Support Content Area Learning

How does the teacher provide instruction on word meanings?

Research-Based Practice	Imp. Level	Strengths	Areas of Refinement
Provides explicit instruction for important words (e.g., easy-to-understand definitions, examples and nonexamples, multiple opportunities to practice; may use vocabulary maps or the Frayer model)	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Provides instruction in word-learning strategies (e.g., teaches prefixes, roots, and suffixes; provides multiple opportunities to practice; uses mnemonics)	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		

Text Reading to Support Content Area Learning

How does the teacher structure and support text reading?

Research-Based Practice	Imp. Level	Strengths	Areas of Refinement
<p>Provides an advanced organizer of the key idea and key words in the passage before reading (e.g., activates background knowledge)</p>	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
<p>Instructs students to read for a specified amount of time (e.g., 3 minutes) and then provides a prompt for student response</p>	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
<p>Asks pairs of students to engage in structured partner reading (e.g., strong reader paired with slightly weaker reader; repeated reading).</p>	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
<p>Implements collaborative groups with strategic reading practices (e.g., Collaborative Strategic Reading, team-based learning)</p>	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		

Comprehension Instruction to Support Content Area Learning

How does the teacher help students monitor their comprehension DURING reading?

Research-Based Practice	Imp. Level	Strengths	Areas of Refinement
Instructs students to ask and answer questions while reading (e.g., teacher-generated question stems, think-alouds)	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Instructs students to generate different levels of questions while reading (e.g., "right there," "putting it together," and "making connections" questions)	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Instructs students to generate main ideas at regular intervals in a text (e.g., teaches strategies such as paragraph shrinking or get the gist)	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		

Comprehension Instruction to Support Content Area Learning

How does the teacher support the interpretation, analysis, and summarization of text AFTER reading?

Research-Based Practice	Imp. Level	Strengths	Areas of Refinement
Instructs students to use text to support answers (e.g., teaches students to cite text-based evidence for their positions and to support and amend their views)	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Fosters discussion among small groups of students (e.g., uses reciprocal teaching; returns to the text multiple times to explore, discuss, and revise understanding of the ideas and concepts)	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Provides students with strategies for summarizing text	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Enhances text understanding through teacher-guided conversations (e.g., facilitates structured opportunities for students to discuss text, uses the questioning the author strategy)	<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: ___ / ___ / ___ @ ___ : ___