

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: ___ / ___ / ___ @ ___ : ___