

MIDDLE SCHOOL MATTERS

INSTITUTE



Middle School Matters Coaching Form Writing 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.

Middle School Matters Coaching Form

Writing Throughout the Content Areas

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

Writing as a Tool to Support Student Learning

How does the teacher use writing as a tool to support content learning?

Research-Based Practice	Imp. Level	Strengths	Areas of Refinement
Asks students to analyze, interpret, or personalize in writing information that has been read or presented	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Asks students to provide written summaries of material read or presented in class	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Asks students to take written notes about material read or presented in class	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		

Writing as a Tool to Support Student Learning

Research-Based Practice	Imp. Level	Strengths	Areas of Refinement
Asks students to answer questions in writing about material read or presented in class	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Provides more intensive and extra instruction in using writing as a tool to support content learning to students experiencing difficulties	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		

The Writing Process

How does the teacher instruct students on the processes, knowledge, and skills of effective writing?

Research-Based Practice	Imp. Level	Strengths	Areas of Refinement
Analyzes and emulates model text to highlight the characteristics of good writing and the features of specific types of text	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Models and teaches strategies for planning, drafting, revising, editing, and publishing written work	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Teaches students how to construct complex sentences	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Refines students' spelling, grammar, and usage skills	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		

The Writing Process

Research-Based Practice	Imp. Level	Strengths	Areas of Refinement
Provides struggling students with more intensive and extra instruction to acquire the strategies, knowledge, and writing skills that still need to be mastered	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		

Writing and Technology

How does the teacher use technology and word processing to support student writing?

Research-Based Practice	Imp. Level	Strengths	Areas of Refinement
Makes computers or word processors available so that all students can use them to complete writing assignments	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Teaches keyboarding skills and how to use word processing programs and software (including software that targets writing strategies and skills)	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		

Writing Assessment and Feedback

How does the teacher monitor progress and provide feedback to continually improve students' writing?

Research-Based Practice	Imp. Level	Strengths	Areas of Refinement
Monitors students' progress as writers with various assessments, rubrics, and CBMs	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Provides students with feedback about their writing	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Teaches students how to give one another feedback about their writing	<input type="checkbox"/> N/A <input type="checkbox"/> NO <input type="checkbox"/> BI <input type="checkbox"/> PI <input type="checkbox"/> FI		
Teaches students how to assess the quality of their own writing	<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: ___ / ___ / ___ @ ___ : ___