



Instructional Coach Observation Form

Domain III: INSTRUCTION

Name:		Date:	Observation #:	Coach:
Component	Needs Improvement	Developing	Proficient	Exemplary
a. Conferencing	<input type="checkbox"/> Coach's reports are confusing, vague, or excessively detailed. Communication contains multiple errors and/or is inappropriate for staff.	<input type="checkbox"/> Coach's reports are clarified after confusion. Communication contains some errors and at times inaccurate and/or is inappropriate for staff.	<input type="checkbox"/> Coach's reports and communications are clear, professional, timely, and contain appropriate details.	<input type="checkbox"/> Coach's reports are clear and invite Coach participation, thinking and reflection. Communication is intentional and enhances the learning.
b. Questioning	<input type="checkbox"/> Questioning skills are ineffective. Questions do not invite staff thinking. Questions are predominately recitation. Response time is inadequate.	<input type="checkbox"/> Questioning skills are somewhat effective and elicit some staff responses. Most questions are low level with single correct answers. Coach attempts to ask questions designed to engage staff in thinking, but are only moderately effective.	<input type="checkbox"/> Questioning promotes thinking and understanding. Coach uses a range of strategies to elicit responses from most staff. Coach asks questions to encourage staff to expand upon responses. Allows adequate response time.	<input type="checkbox"/> Questioning skills are of high quality, promote meaningful responses, and elicit staff reflection. Staff are challenged and formulate new learning.
c. Engagement & Pacing	<input type="checkbox"/> Coach fails to engage staff. Staff are inactive. Pacing is slow or rushed, and/or staff have excessive down time.	<input type="checkbox"/> Coach minimally engages staff. Pacing is inconsistent – suitable in parts but rushed or dragging in others, and/or students have considerable down time.	<input type="checkbox"/> Coach engages staff through the use of multiple strategies. Learning tasks provide opportunity for higher order thinking. Pacing is appropriate for staff engagement.	<input type="checkbox"/> Staff are cognitively engaged in conversation and demonstrate evidence of professional growth.
d. Feedback	<input type="checkbox"/> Coach makes little or no effort to determine whether staff understand the feedback. Feedback is not specific to the staff and his/her lesson and/or is not evident.	<input type="checkbox"/> Feedback is evident but does not elicit evidence of staff understanding and/or does not advance staff learning.	<input type="checkbox"/> Feedback is accurate and specific, provides guidance, and helps students learn. Staff apply the feedback.	<input type="checkbox"/> Feedback is timely and specific. Staff demonstrate and understanding of the feedback and use it to advance learning. Staff assess their own work and/or progress.
e. Flexibility & Responsiveness	<input type="checkbox"/> Coach adheres rigidly to a plan and ignores staff questions. Coach makes no attempt to adjust the session even when staff don't understand the content.	<input type="checkbox"/> Coach attempts to adjust conversation but is limited in strategies. Coach is uncertain how to assist staff and/or is minimally successful.	<input type="checkbox"/> Coach attempts to adjust conversation but is limited in strategies. Coach is uncertain how to assist staff and/or is minimally successful.	<input type="checkbox"/> Coach seizes opportunities to enhance learning or build on spontaneous events. Staff successfully adjusts or differentiates instruction to address individual staff learning. Coach persists in seeking effective approaches.



STMA Dist. 885

Q Comp

Instructional Coach Observation Form

At least 4 out of 5 Components must be rated proficient to have an overall rating of proficiency.

Evaluation meets Q Comp Standard of Proficient:

Yes

No

Teacher Signature: _____

Date: _____

Instructional Coach Signature: _____

Date: _____