

Teacher: _____ **Date:** _____

Content Area/Grade Level: _____

Time Begin: _____ **Time End:** _____

Number of Students Present: _____

Special Circumstances to Note: _____

Lesson Focus: _____

Materials Being Used (check all that apply):

- Textbook
- Board/Chart
- Computer(s)/SMART Board
- Worksheet(s)
- Student-generated work
- Other: _____

Grouping (check all that apply):

- Whole class
- Small groups
- Pairs
- Individuals
- Other: _____

Protocol to be used as a guide. Scale to be completed after the observation has been completed.

CULTIVATING COACHING MINDSETS

| Scale: | Great Extent | Some Extent | Minimal Extent | Not Observed |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | (4) | (3) | (2) | (1) |
| Classroom Environment | | | | |
| Materials supporting literacy are available <i>Books, visuals, and print and nonprint materials about topic are evident</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Provides for social interaction <i>Areas for small-group/partner work</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strategies for learning are displayed <i>Informative, positive strategies (e.g., why and how of summarizing)</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Instruction | | | | |
| Before reading <i>Sets purpose, makes connections, develops vocabulary</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Small-group discussion</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Engages in coaching/scaffolding, teacher models strategies</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| During reading <i>Think-alouds by teacher, connects to students' experiences, points out text features</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Questioning that requires high level thinking, engages in coaching/scaffolding</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| After reading <i>Small-group discussion or writing activities that require responding to text</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Activities require high level thinking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Opportunities for differentiation to meet student needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teacher monitors and supports student work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Classroom Climate/Engagement of Students | | | | |
| High level of student participation Students are actively engaged | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Positive learning environment Interactions are respectful and supportive, encourages risk taking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Students use strategies to learn Evidence of students knowing when, how, and which strategies to use (e.g., note taking, summarizing) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Students show evidence of being able to think about their own learning Provide justification for thinking, evidence of being able to organize their own learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Notes:

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