

# Clovis USD Coaching Form - Fall 2016

This form is to be completed by two observers at the end of the debrief of one lesson study cycle. The observers use a 4-point scale, never, seldom, sometimes, often. The responses are based on observations from the lesson planning, teaching of the lesson, and the lesson debrief.

## 1. Observer

*Mark only one oval.*

- CSUF Faculty  
 FCOE Coach  
 CUSD Coach

## 2. Date

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## 3. Cohort of Lesson Observed

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## A. Expectations of Lesson Study

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### 4. 1. To what extent did the lesson provide teachers the opportunity to expand on their use of questioning strategies to better understand student thinking?

*Mark only one oval.*

- Never/limited  
 Seldom/beginning to include  
 Sometimes included  
 Included often or throughout

### 5. 2. To what extent did the lesson allow teachers to incorporate student responses as evidence of student understanding?

*Mark only one oval.*

- Never/limited  
 Seldom/beginning to include  
 Sometimes included  
 Included often or throughout

**6. 3. To what extent did the lesson allow teachers to incorporate student work as evidence of student understanding?**

*Mark only one oval.*

- Never/limited
- Seldom/beginning to include
- Sometimes included
- Included often or throughout

**B. Planning the Lesson**

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**7. 4. To what extent did the lesson utilize inquiry or problem solving oriented teaching strategies?**

*Mark only one oval.*

- Never/limited
- Seldom/beginning to include
- Sometimes included
- Included often or throughout

**8. 5. To what extent did the lesson provide opportunities for students to learn from real-world situations to understand new concepts and skills with little teacher direction?**

*Mark only one oval.*

- Never/limited
- Seldom/beginning to include
- Sometimes included
- Included often or throughout

**9. 6. To what extent did the lesson allow students to struggle and persevere with difficult problems?**

*Mark only one oval.*

- Never/limited
- Seldom/beginning to include
- Sometimes included
- Included often or throughout

**10. 7. To what extent did the lesson utilize tasks that encourage students to develop and use models and/or use multiple strategies?**

*Mark only one oval.*

- Never/limited
- Seldom/beginning to include
- Sometimes included
- Included often or throughout

## C. Observations

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11. **8. To what extent did the lesson provide the opportunity for teachers to monitor student understanding in a collaborative setting?**

*Mark only one oval.*

- Never/limited  
 Seldom/beginning to include  
 Sometimes included  
 Included often or throughout

12. **9. To what extent did the lesson contain built in check points for teachers to monitor students understanding of concepts and the application of skills?**

*Mark only one oval.*

- Never/limited  
 Seldom/beginning to include  
 Sometimes included  
 Included often or throughout

13. **10. To what extent did the lesson contain components focused on both content and student collaboration?**

*Mark only one oval.*

- Never/limited  
 Seldom/beginning to include  
 Sometimes included  
 Included often or throughout

14. **11. To what extent was the lesson successful in promoting a student-centered approach to facilitate learning for ALL students?**

*Mark only one oval.*

- Never/limited  
 Seldom/beginning to include  
 Sometimes included  
 Included often or throughout

15. **12. To what extent did the lesson utilize inquiry or problem solving oriented teaching strategies?**

*Mark only one oval.*

- Never/limited  
 Seldom/beginning to include  
 Sometimes included  
 Included often or throughout

16. **13. To what extent did the lesson provide opportunities for students to learn from real-world situations to understand new concepts and skills with little teacher direction?**

*Mark only one oval.*

- Never/limited
- Seldom/beginning to include
- Sometimes included
- Included often or throughout

## D. Discussion and Revision

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17. **14. To what extent were discussions guided by key questions related to the theme, goals, and standards?**

*Mark only one oval.*

- Never/limited
- Seldom/beginning to include
- Sometimes included
- Included often or throughout

18. **15. To what extent did discussions focus on the student learning in the lesson?**

*Mark only one oval.*

- Never/limited
- Seldom/beginning to include
- Sometimes included
- Included often or throughout

19. **16. To what extent did discussions include implications for future instruction?**

*Mark only one oval.*

- Never/limited
- Seldom/beginning to include
- Sometimes included
- Included often or throughout

## E. Teacher Content Knowledge

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20. **17. To what extent did the teachers extend or deepen their own mathematics content knowledge, understanding, and/or skills?**

*Mark only one oval.*

- Never/limited
- Seldom/beginning to include
- Sometimes included
- Included often or throughout

**21. 18. To what extent did the lesson study team choose or develop problems that promoted the use of multiple strategies?**

*Mark only one oval.*

- Never/limited
- Seldom/beginning to include
- Sometimes included
- Included often or throughout

## **Open Ended Response**

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**22. 19. What were some successes the team experienced?**

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**23. 20. What are the next steps for this team?**

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