SEES Coaching Summary

1. Your Name

Your name

Number of teachers coached this reporting period

2. Reporting Period

- ◯ August-December 2015
- ◯ January-June 2016

3. List of teachers' goals

4. Number of coaching practices used

Demonstration Lessons

Teacher Observations

Co-Teaching

5. Frequency of observed Science and Engineering Practices

	Not Implemented	Sporadically Implemented	Frequently Implemented
Asking questions (for science) and defining problems (for engineering)	◯	◯	◯

Comment:

6. Frequency of observed Science and Engineering Practices

	Not Implemented	Sporadically Implemented	Frequently Implemented
Developing and using models	○	○	○

Comment:

7. Frequency of observed Science and Engineering Practices

	Not Implemented	Sporadically Implemented	Frequently Implemented
Planning and carrying out investigations	○	○	○

Comment:

8. Frequency of observed Science and Engineering Practices

	Not Implemented	Sporadically Implemented	Frequently Implemented
Analyzing and interpreting data	○	○	○

Comment:

9. Frequency of observed Science and Engineering Practices

	Not Implemented	Sporadically Implemented	Frequently Implemented
Using mathematics and computational thinking	○	○	○

Comment:

10. Frequency of observed Science and Engineering Practices

	Not Implemented	Sporadically Implemented	Frequently Implemented
Constructing explanations (for science) and designing solutions (for engineering)	○	○	○

Comment:

11. Frequency of observed Science and Engineering Practices

	Not Implemented	Sporadically Implemented	Frequently Implemented
Engaging in argument from evidence	○	○	○

Comment:

12. Frequency of observed Science and Engineering Practices

	Not Implemented	Sporadically Implemented	Frequently Implemented
Obtaining, evaluating, and communicating information	○	○	○

Comment:

13. Number of observed Crosscutting Concepts

Patterns

Cause and effect: Mechanism and explanation

Scale, proportion, and quantity

Systems and system models

Energy and matter: Flows, cycles, and conservation

Structure and function

Stability and change

14. Number of observed Engineering Disciplinary Core Ideas

Delimiting problems (criteria and constraints)

Evaluating solutions

Optimizing solutions and identifying trade-offs

15. Number of observed technology integration

Systems and system models

Influence of Science, Engineering, and Technology on Society and the Natural World

16. Please list specific challenges teachers faced integrating engineering and science into their instruction.