



COACHING: GOALS, PLANNING, AND RESULTS FORM

Teacher:	Coach:
Focus of Coaching and alignment to Work Plan Goal:	Dates of Coaching Session:
What Coaching Practices Will Be Implemented?	
<input type="checkbox"/> Demonstration lesson (model) <input type="checkbox"/> Other	<input type="checkbox"/> Teacher Observation <input type="checkbox"/> Co-teaching

COACHING CYCLE GOAL

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WHAT IS THE STUDENT LEARNING GOAL(S)?	WHAT IS THE TEACHER LEARNING GOAL(S)?
Student Learning Goal: NGSS Performance Expectation:	Teacher Learning Goal:
How will student progress towards the goal be measured?	How will progress towards the goal be measured?
STUDENT EVIDENCE	TEACHER EVIDENCE
OBSERVED SCIENCE AND ENGINEERING PRACTICES	OBSERVED CROSSCUTTING CONCEPTS
<input type="checkbox"/> Asking questions (for science) and defining problems (for engineering) <input type="checkbox"/> Developing and using models <input type="checkbox"/> Planning and carrying out investigations <input type="checkbox"/> Analyzing and interpreting data <input type="checkbox"/> Using mathematics and computational thinking <input type="checkbox"/> Constructing explanations (for science) and designing solutions (for engineering) <input type="checkbox"/> Engaging in argument from evidence	<input type="checkbox"/> Patterns <input type="checkbox"/> Cause and effect: Mechanism and explanation <input type="checkbox"/> Scale, proportion, and quantity <input type="checkbox"/> Systems and system models <input type="checkbox"/> Energy and matter: Flows, cycles, and conservation <input type="checkbox"/> Structure and function <input type="checkbox"/> Stability and change

<input type="checkbox"/> Obtaining, evaluating, and communicating information	MISCONCEPTIONS THAT NEED ADDRESSING:
OBSERVED ENGINEERING DISCIPLINARY CORE IDEAS	HOW WAS TECHNOLOGY INTEGRATED
<input type="checkbox"/> Delimiting problems (criteria and constraints) <input type="checkbox"/> Evaluating solutions <input type="checkbox"/> Optimizing solutions and identifying trade-offs	<input type="checkbox"/> Systems and system models <input type="checkbox"/> Influence of Science, Engineering, and Technology on Society and the Natural World

REFLECTION

What do you think were the strengths of this lesson?	
Teacher	Coach
In what ways did your instruction help students make progress toward the student goal(s)?	
Teacher	Coach
What did you notice students struggle with during the lesson? Based on this what further support do the students need?	
Teacher	Coach
What is the teacher committed to continuing to work on? <input type="checkbox"/> Keep the same goal and focus <input type="checkbox"/> Choose a new goal and focus	
Plan for next coaching cycle.	
What support do you need from the coach?	
Discuss how you were able to successfully integrate science and engineering in the lesson.	
Discuss some challenges to integrating science and engineering in the lesson.	