

Strengths Reference—**Coaching Hack!**

This is a reference sheet to provide examples of how coaches can identify what teachers are doing well (using some education-ese ☺).

Coaches will be able to think of many more ideas, but brain freeze happens. Hope this helps!

General Delivery	Relationships	Content	Student Work	Student Interactions	Presence	Planning	Procedures
<p>-Directions were clear and concise (no rambling or confusing off-topic comments).</p> <p>-The number of steps students were asked to remember when you gave directions was appropriate for their developmental level.</p> <p>-Pacing of the lesson was quick enough to hold students' interest, and differentiation strategies for students who needed more time for processing and completing work were provided</p> <p>-You used a variety of powerful learning</p>	<p>-Specific interactions showing evidence of your care and concern for students were noted:</p> <p>1) When Joey came in late, you checked in with him to see if everything was okay.</p> <p>2) You greeted students at the door with a smile and asked them questions specific to their lives and interests.</p> <p>3) You enthusiastically called Sara's parents when she won the review game.</p> <p>-Positive and inspiring messages for and about students, including</p>	<p>-Significant preparation of content was evident:</p> <p>1) Use of technology to address topic, with previously prepared student-created slides</p> <p>2) Leveled notes provided support for EL students</p> <p>3) Engaging and easy-to-follow demonstration, with previously prepared kinesthetic materials</p> <p>4) Math lesson on solving equations showed effective use of and alignment with district math curriculum.</p> <p>5) Content support stations and resources for</p>	<p>-Your modeling of how to complete the work assigned was excellent; students knew exactly what to do and how to do it.</p> <p>-Student assignments and assessments were aligned with your learning goals.</p> <p>-Both you and your students knew exactly how and when their work was going to be assessed, so you were able to do it quickly and provide timely feedback.</p> <p>-Student assignments were interesting and relevant. It was obvious you had tailored the</p>	<p>-Group work was well organized: each student had a responsibility, and all students were accountable for work completion.</p> <p>-When students were allowed time to discuss the topic with a partner, you had them first write their ideas down for a few minutes and then discuss their thoughts. This allowed more processing time for students and helped keep the conversations on target.</p> <p>-Students were not afraid to share their</p>	<p>-You have a contagious smile!</p> <p>-Your professional attire showed respect for yourself, the students, and the teaching profession.</p> <p>-You have an organized, clutter-free classroom.</p> <p>-You appropriately referenced and consistently implemented previously determined expectations and procedures.</p> <p>-You intentionally and appropriately used humor.</p> <p>-You made it a point to listen to students and tried to find ways</p>	<p>-Learning goals and purposes for learning the content were made clear to students verbally, and the learning goal was visible throughout the lesson.</p> <p>-How students could achieve the learning goals, and how they would show what they learned, was not a mystery to you or your students.</p> <p>-Your lessons fit strategically into a logical sequence aligned with content standards.</p> <p>-You effectively designed a formative assessment that provided student data</p>	<p>-Behavioral expectations, including what happens when expectations are followed or not followed, were clear, visible, to the point, reasonable, and consistently implemented.</p> <p>-Students knew and followed procedures for asking questions, getting notebooks, sharpening pencils, working with partners, going to the bathroom, managing transitions such as the beginning and end of class, moving around the room, etc.</p>

<p>strategies: music, visual images, stories, exemplars, manipulatives, foldables, student notebooks, analogies, etc.</p> <p>-Your presence was positive and confident; preparation was evident. Students could trust you knew what you were talking about and were happy you were their teacher!</p>	<p>their academic work, are visible in your classroom.</p> <p>-Mutual respect between students and teacher was regularly exhibited.</p> <p>-One of your students had a note you had written to him glued into the front of his notebook.</p>	<p>common challenging grade-level misconceptions were made available to students.</p> <p>6) Students created an order of operations flipbook resource to organize and reference to support important math content.</p>	<p>assignment to address student interests.</p> <p>-The length of the assignment was appropriate for students' developmental level.</p> <p>-Students had been taught how to organize notes and work and knew where to turn work in—no papers were lost.</p>	<p>thoughts; they asked clarifying questions and persevered during productive struggles.</p> <p>-Opportunities were provided for students to lead their learning. Students were able to choose how to show mastery of content: project, research paper, visual display, electronic presentations, speeches, etc.</p>	<p>to say yes to any request you could.</p> <p>-Your students understand they are important and have a voice in their learning.</p> <p>-You allowed time for student questions and comments.</p> <p>-You expertly blend a confident and strong presence with novelty and kindness creating order, trust, and fun!</p>	<p>to inform tomorrow's instruction.</p> <p>-Your understanding of brain research was evident in your planning, as you included brain breaks when necessary, movement, games, music, storytelling, and manipulatives.</p>	<p>-Your procedures included time set aside for positive interactions, such as your "joke of the day" and time for students to share positive experiences.</p> <p>-You use a variety of strategies to regularly check for student understanding throughout the lesson: response cards, hand signals, monitoring, whiteboards.</p>
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