

Clinical Teaching Coaching Form

Directions to the cooperating teacher/supervisor: As you observe the clinical teacher, note actions that they are taking that fall into the dimensions listed below. Add coaching notes to help the clinical teacher understand what is working well and why, along with recommendations to improve outcomes. Mentor teachers may use this form to debrief at least once a week with the clinical teacher. Supervisors may use it when they drop in occasionally.

Student/Candidate _____ Date _____

Lesson _____ Subject/Grade _____

Mentor Teacher _____ Supervisor _____

	Dimensions	Coaching Feedback
Planning (based on lesson planning and preparation)	1.1-Standards & Alignment - Aligns goals, standards and objectives - Paces lesson appropriately - Includes appropriate technology to maximize engagement and learning	
	1.2-Data & Assessment - Uses assessment to inform instruction - Includes opportunities to monitor progress (formal and informal assessment) - Includes opportunities to provide feedback	
	1.3-Knowledge of Students - Includes activities to meet varied learning styles - Includes options for potential modifications/adjustments based on learning needs	
	1.4-Instructional Activities - Includes questions at various levels (Bloom) - Groups students appropriately to the task - Includes activity that requires students to demonstrate/applying the learning objective	

	Dimensions	Coaching Feedback
Instructional Delivery	2.1-Achieving Expectations - Has high expectations for all learners - Encourages student to make mistakes and self-correct - Encourages students to take initiative and self-monitor	
	2.2-Content Knowledge & Expertise - Demonstrates content knowledge in multiple contexts - Links objectives across disciplines - Sequences & links instruction meaningfully	
	2.3-Communication - Anticipates potential misunderstandings - Uses clear verbal & written communication - Demonstrates appropriate wait time for student responses	
	2.4-Differentiation - Individualizes lessons as needed for student success - Differentiates content & processes as needed for student success	
	2.5-Monitor & Adjust - Monitors participation & performance - Adjusts instruction based on student responses - Invites student input - Adjusts pacing & activities to maintain engagement	
Learning Environment	3.2-Managing Classroom and Student Behaviors - Is organized and prepared - Follows behavior systems - Maintains appropriate behavior standards to facilitate learning	
	3.3-Classroom Culture - Engages students in relevant, meaningful learning - Facilitates respectful individual and collaborative work - Demonstrates positive rapport with students and other adults	

Observer's Signature _____

Completed by (check one): Mentor teacher _____ University Supervisor _____