

Lesson Observation and Coaching Tool

A. Profile Data

Coaching Date	
Coach Name	
School Name	
Teacher Name	
Grade Level	
Subject	
Coaching area focus	☐ Learner Engagement ☐ Classroom culture ☐ Instructional leadership

B. Lesson Observation Section

Lesson plan: Before observing the lesson, ask the teacher to provide you the lesson plan.

Does the teacher have a lesson plan?

- ☐ Yes
- ☐ No

If yes, does the lesson plan outline the following?

- ☐ Follows the OIGIC structure
- ☐ Includes rigorous objectives
- ☐ Outlines teaching and learning materials used during the lesson
- ☐ Includes different ability learner activities
- ☐ Includes learner centred methodologies

If no, ask for why the teacher does not have a lesson plan _____

Rating Instructions: Please select the level of proficiency for each skill as described below.

- **No Evidence:** Evidence of the skill was not observed during the lesson observation period.
- **Beginning Mastery:** There is evidence of minimal understanding and practice of the skill. The skill requires more training and practice to attain proficiency.
- **Approaching Mastery:** There is evidence of the skill in practice with occasional mistakes. The skill requires minor feedback to address gaps.
- **Mastery:** The skill is applied consistently and with fidelity. Any mistakes can be quickly corrected through targeted feedback.
- **Advanced Mastery:** The teacher demonstrates deep understanding and independent practice of the skill. The skill is internalized and practiced flawlessly.

ST Outcome 1: Learners are goal oriented and committed to personal achievement	
Output 1.1.1. Teachers create and maintain learner safe spaces	
Teacher uses multiple approaches to positively manage behaviour. (<i>Look fors: least-invasive redirections, clear instructions and routines, no use of corporal punishment.</i>) ☐ No Evidence ☐ Beginning Mastery ☐ Approaching Mastery ☐ Mastery ☐ Advanced Mastery	Learners respect and do not fear the teacher. (<i>Look fors: learners speak audibly and with confidence, learners can ask for help, learners interact freely and engage fully.</i>) ☐ No Evidence ☐ Beginning Mastery ☐ Approaching Mastery ☐ Mastery ☐ Advanced Mastery
Teacher implements a discipline plan in the classroom to facilitate learning. (<i>Look fors: class rules displayed in the classroom, discipline plan/rules referenced during the lesson, all students handled fairly, students know expectations.</i>) ☐ No Evidence ☐ Beginning Mastery ☐ Approaching Mastery ☐ Mastery ☐ Advanced Mastery	Learners are familiar with a classroom discipline plan and follow it with little or no assistance. (<i>Look fors: Learners are self-directed and guided by classroom norms, learners can articulate elements of discipline plan</i>) ☐ No Evidence ☐ Beginning Mastery ☐ Approaching Mastery ☐ Mastery ☐ Advanced Mastery
Notes:	Notes:

Output 1.1.2. Teacher provides opportunities for student autonomy	
Teacher provides opportunities for learners to take responsibility. <i>(Look fors: students assume various roles during the lesson and within the school)</i> ☐ No Evidence ☐ Beginning Mastery ☐ Approaching Mastery ☐ Mastery ☐ Advanced Mastery	Learners assume responsibility in the classroom. <i>(Look fors: learners explaining material to peers; leading activities e.g., group discussions, projects, activities)</i> ☐ No Evidence ☐ Beginning Mastery ☐ Approaching Mastery ☐ Mastery ☐ Advanced Mastery
Teacher provides different ways for learners to engage with the material and/or for them to demonstrate mastery. <i>(Look fors: various opportunities are provided and learners are allowed to select)</i> ☐ No Evidence ☐ Beginning Mastery ☐ Approaching Mastery ☐ Mastery ☐ Advanced Mastery	Learners have independence to choose from different activities during the lesson. <i>(Look fors: learners choose assignment options, group activities)</i> ☐ No Evidence ☐ Beginning Mastery ☐ Approaching Mastery ☐ Mastery ☐ Advanced Mastery
Notes:	Notes:
Output 1.1.3. Teacher Develops student goals and differentiates them based on student ability	
Teacher accommodates different learner abilities. <i>(Look fors: lesson plans accommodate different abilities, learners intentionally grouped, provides different activities for various learners, incorporates tactile, visual and auditory learners, applies multiple intelligences)</i> ☐ No Evidence ☐ Beginning Mastery ☐ Approaching Mastery ☐ Mastery ☐ Advanced Mastery	All learners are included in the lesson. <i>(Look fors: All learners involved and interact with various visual and sensory teaching aids e.g., use of songs, nature walks; learners participate in exercises aligned to their ability)</i> ☐ No Evidence ☐ Beginning Mastery ☐ Approaching Mastery ☐ Mastery ☐ Advanced Mastery

Teacher provides learners individualized feedback. <i>(Look fors: precise praise for individual learners, addresses learners by name when providing feedback)</i> ☐ No Evidence ☐ Beginning Mastery ☐ Approaching Mastery ☐ Mastery ☐ Advanced Mastery	Learners receive individualized feedback from the teacher. <i>(Look fors: learners are addressed by name when receiving feedback, learners can articulate goals)</i> *Note – sample at least 3 students “what are you working on today?” “what is your goal in this class?” ☐ No Evidence ☐ Beginning Mastery ☐ Approaching Mastery ☐ Mastery ☐ Advanced Mastery
Notes:	Notes:
ST Outcome 2: Learners actively engage and participate throughout lessons	
Output 2.1.1. Teachers use engaging learner-centred instructional methodologies and pedagogical practices to deliver lessons	
Teacher incorporates engaging techniques during lessons. <i>(Look fors: Students participate in activities during the lesson (e.g., answering questions, turn and talk, role plays, and peer teaching))</i> ☐ No Evidence ☐ Beginning Mastery ☐ Approaching Mastery ☐ Mastery ☐ Advanced Mastery	Learners are engaged throughout the lesson. <i>(Look fors: answering questions, turn and talk, role plays, and peer teaching)</i> ☐ No Evidence ☐ Beginning Mastery ☐ Approaching Mastery ☐ Mastery ☐ Advanced Mastery
Teacher plans and incorporated engaging materials and strategies that cater for different learning styles. <i>(Look fors: manipulatives, charts used during the lesson)</i> ☐ No Evidence ☐ Beginning Mastery ☐ Approaching Mastery ☐ Mastery ☐ Advanced Mastery	Learners interact with learning materials to improve learning. <i>(Look fors: manipulatives, visual aids, text books used for illustration)</i> ☐ No Evidence ☐ Beginning Mastery ☐ Approaching Mastery ☐ Mastery ☐ Advanced Mastery
Notes:	Notes:

Output 2.1.2. Increased interaction between teachers and students	
Teacher Talk Time (TTT): teacher speaks for __% of the lesson. ☐ 0 -15 ☐ 25% ☐ 50% ☐ 75% ☐ 100%	Student Talk Time (STT): learners speak for ___% of the lesson. ☐ 25% ☐ 50% ☐ 75% ☐ 100%
Teacher does not lecture. But, incorporates group work and encourages active participation. ☐ No Evidence ☐ Beginning Mastery ☐ Approaching Mastery ☐ Mastery ☐ Advanced Mastery	Learners work in pairs, in groups, and/or interact with each other throughout lessons. ☐ No Evidence ☐ Beginning Mastery ☐ Approaching Mastery ☐ Mastery ☐ Advanced Mastery
Notes:	Notes:
ST Outcome 3: Learners interrogate and apply new knowledge	
Output 2.2.1. Teachers use effective questioning techniques	
Teacher allows and encourages learners to ask questions and wrestle with new material. ☐ No Evidence ☐ Beginning Mastery ☐ Approaching Mastery ☐ Mastery ☐ Advanced Mastery	Learners respond to and ask questions throughout the lesson. ☐ No Evidence ☐ Beginning Mastery ☐ Approaching Mastery ☐ Mastery ☐ Advanced Mastery
Teachers ask questions that increase rigor and encourage cognitive struggle (<i>Look fors: teacher communicates rigorous objectives, asking questions aligned to Bloom's taxonomy</i>).	Learners are able to evaluate, synthesize, and apply new materials practically. (<i>Look fors: learners participate in learning tasks with real-world and personal experiences, learning extends beyond classroom</i>).

☐ No Evidence ☐ Beginning Mastery ☐ Approaching Mastery ☐ Mastery ☐ Advanced Mastery	☐ No Evidence ☐ Beginning Mastery ☐ Approaching Mastery ☐ Mastery ☐ Advanced Mastery
Notes:	Notes:

Lesson observation time

Record the amount of time spent during lesson observation (in minutes)	
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Which specific topics are the focus of this coaching visit?	
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C. Coaching Summary Notes

Which actions will you take to support the teacher observed? ☐ Role Play ☐ Co-plan ☐ Coach models part of lesson or strategy ☐ Coach provides additional reading ☐ Coach and teacher co-observe of another teacher

D. Next Steps

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Coaching conversation time

Record the amount of time spent during the coaching conversation (in minutes)	
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