

COACHING TOOLS

Observation Form

Jessica
TEACHER

Communication Lab - Lesson 1 (55)
UNIT/CONTENT

SCHOOL

1-13-15
DATE

2:35-3:05
TIME/MODULE

TEACHING PRACTICE

OBSERVED

COMMENTS

Active Engagement Strategies

HT HT

asked students for examples w/ ROYAL expectations, use SLANT read with me, give me some SLANT, bring sticks to draw names, called on almost every student

Giving Directions

HT HT

when teacher's voice is on, your voice is quiet
bring assignment book and folder, private vs public questions,
this is how it's going to look, when you're done look at me

Feedback

HT

I know you're looking at me (specific students), "good job Nathan"
"not acceptable Gerhart", lots of positive feedback

- hand up "public?", hand down on chest "private?"
- hands in the air "think", put hands down "answer"
- give me some "SLANT", show me you're ready
- this is how it's going to look - "look, learn, whisper"

Communication Lab - (o Silver Lesson) - 1/20/2015

- remind students to bring planner and pencil
- go over "SLANT" - ask for demonstration, "how do I know you're listening to me?", shared reading, "what does that mean Track the Teacher?"
- public? vs Private? - hands up vs hand down on chest
- "What does communicate mean?" - partner work - when I say S, eyes up here, 1... 2... 3... 4... 5" - draw sticks to call on students
 - o raise your hand if you agree (with Jenna's answer)
- ball activity - dropped ball = bad communication - too soft = hard to hear
 - o understand - too fast = yelling or hard to understand
- "Why are we talking when I'm talking? Dusty, I need your eyes up here"
- Brainstorming - "What do good communicators do?"
 - explained role plays and how what we learn we will also do over in other classes
- "Dusty, let's get a different chair