



Engagement - Task

Feedback Summary	Type	Full Feedback Statement Emailed to Teacher
Writing the objective on the board clarifies the task.	Strategy	When you wrote the objective on the board, you clarified the learning task for the students.
	Coaching Tip	To make the learning task clear to the students, write the learning objective on the board.
Role-playing demonstrates learning.	Strategy	By having students role-play, you provided multiple ways for the students to demonstrate the learning.
	Coaching Tip	Have students demonstrate their learning by having students role-play.
Kinesthetic activities make learning fun for many students.	Strategy	When you had students kinesthetically act out the concept, demonstrating their learning was more enjoyable and productive.
	Coaching Tip	Have the students kinesthetically act out the concept to make demonstrating the learning enjoyable and productive.

Writing rubrics allow the students to revise their own writing.	Strategy	Your use of a writing rubric enabled the students to revise their own work.
	Coaching Tip	Have the students demonstrate their learning by revising their writing with rubrics.
Accountability for individuals improves cooperative learning.	Strategy	When you included individual accountability for the cooperative learning activity, it prompted the participation of all students in the learning task.
	Coaching Tip	Describe individual accountability, for the cooperative learning opportunity, to promote the participation of all students in the learning task.
Offering a variety of products provides novelty.	Strategy	By offering students the opportunity to demonstrate their learning, through a variety of products, you provided novelty and increased engagement.
	Coaching Tip	To provide novelty and increase engagement, provide students the opportunity to demonstrate their learning through a variety of products.
Correlating tasks with college and career, adds interest and ownership.	Strategy	When your tasks correlated with college/career components, you enhanced interest and ownership.
	Coaching Tip	To facilitate interest and ownership, provide tasks that are correlated to college and career interests.

Encouraging student-choice prompts analytical thinking.	Strategy	By providing student-choice, you encouraged them to analyze which product would effectively demonstrate their learning.
	Coaching Tip	To encourage students to analyze which products would effectively demonstrate their learning, provide students with relevant choices.
Business partnerships embed career exploration.	Strategy	By partnering with local business professionals, you created a task that fostered career exploration.
	Coaching Tip	To foster career exploration, infuse partnerships with local business professionals.
Community partnerships add authenticity.	Strategy	By partnering with community-based organizations, you offered an authentic task with implications for the community.
	Coaching Tip	To create authentic tasks, partner with community based organizations that support learning outcomes.
Having students explain how they will demonstrate their learning.	Strategy	When you asked students to explain how they will demonstrate their learning, you clarified the learning task for the students.
	Coaching Tip	To clarify the learning task, ask the students to explain how they will demonstrate what they have learned.

Reflective Question on Relationships	Strategy	Are the relationships that you have with your students helping or hindering their ability to learn and why?
	Coaching Tip	Are the relationships that you have with your students helping or hindering their ability to learn and why?
Reflective Question on Student Learning	Strategy	What are some effective ways you can have or have had students demonstrate their learning? Why are these ways effective?
	Coaching Tip	What are some effective ways you can have or have had students demonstrate their learning? Why are these ways effective?
DOK 1: Use of recall to restate information	Strategy	(DOK 1 Recall) You asked students to recall previous information and restate the concept in their own words.
	Coaching Tip	(DOK 1 Recall) To increase understanding, ask students to recall previous information and restate the concept in their own words.
DOK 1: Use of recall to explain basic information	Strategy	(DOK 1 Recall) You asked students to recall previous information and explain that basic information in their own words.
	Coaching Tip	(DOK 1 Recall) To check for understanding, ask students to recall previous information and explain that basic information in their own words

DOK 1: Use of recall to communicate information	Strategy	(DOK 1 Recall) You asked students to recall previous information and use it to communicate concepts and skills to you and their peers.
	Coaching Tip	(DOK 1 Recall) To check for understanding, ask students to recall previous information and use it to communicate concepts and skills to you and their peers.
DOK 1: Use of recall to explain basic skills	Strategy	(DOK 1 Recall) You asked students to recall previous information and use it to explain basic skills in their own words.
	Coaching Tip	(DOK 1 Recall) To check for understanding, ask students to recall previous information and use it to explain basic skills in their own words.
DOK 1: Use of recall to perform basic calculations	Strategy	(DOK 1 Recall) You asked students to recall previous information and perform basic calculations.
	Coaching Tip	(DOK 1 Recall) To check for understanding, ask students to recall previous information and perform basic calculations.
DOK 2: Summarize information in a meaningful context	Strategy	(DOK 2 Skills & Concepts) You asked students to summarize information into specific statements related to your discipline.
	Coaching Tip	(DOK 2 Skills & Concepts) To deepen understanding, ask students to summarize information into specific statements related to your discipline.

Engagement - Interaction

Feedback Summary	Type	Full Feedback Statement Emailed to Teacher
Self-reflecting on participation in groups promotes productivity.	Strategy	When you had students reflect on the quality of their individual participation, you promoted overall group productivity.
	Coaching Tip	To promote overall group productivity, have students reflect upon their levels of individual participation.
Role-playing increases engagement.	Strategy	By having students role-play, you increased the level of student engagement.
	Coaching Tip	To increase the levels of student engagement and use of academic language, have students role-play.
Think-pair-share allows students to support each other.	Strategy	Your use of the think-pair-share strategy enabled the students to clarify and expand their ideas.
	Coaching Tip	Have students engage in the think-pair-share strategy to support each other in interpreting the learning.

Cross-age tutoring builds community.	Strategy	When you had students interact in cross-age tutoring, you build support and community relationships.
	Coaching Tip	To build community during the lesson, have students interact with upper and lower grade students in mutual support tutoring.
Structured partner work increases engagement.	Strategy	When you structured the partner work (roles for partner A, partner B), you made each student responsible for participating.
	Coaching Tip	To make each student responsible for participating in the lesson, structure the partner work (roles for partner A, partner B).
Strategic groups create support and accountability.	Strategy	When you strategically grouped students to support the learning outcome, you created support systems and accountability.
	Coaching Tip	To create support systems and accountability, strategically create student groups to support learning outcomes.
Sharing journals or logs clarifies and expands ideas.	Strategy	When your students shared their writing from interactive journals/logs, they were able clarify and expand their ideas.
	Coaching Tip	Have students share their writing from interactive reading journals/logs to support the clarification and expansion of ideas.

Working together increases learning.	Strategy	When you had students work on the designated task together, you increased the level of learning.
	Coaching Tip	Have intentional groups of students work on a designated task to increase the level of learning.
Exchanging ideas allows students to process information.	Strategy	By having students stop at least once every ten minutes to exchange ideas, they were able to better process the new information.
	Coaching Tip	To have students process new information more efficiently, have students stop once every ten minutes to exchange ideas with peers.
Brief, frequent processing solidifies learning.	Strategy	By having students process information in brief, but frequent intervals, they were able to process each new piece of information.
	Coaching Tip	Have students process new information by providing brief and frequent intervals of time within the lesson.
Continuous interactions keep students engaged.	Strategy	When you had continuous, multi-level interactions with your students, you kept all students engaged.
	Coaching Tip	To keep students engaged, have continuous, multi-level interactions with students throughout the lesson.

Interaction strategies focus students on the learning objective.	Strategy	By utilizing a variety of interaction strategies, you kept students focused on the learning objective.
	Coaching Tip	To focus students on the learning objective, utilize various interaction strategies.
Reflective Question on Student Learning	Strategy	What are some ways you have students reflect on their own learning?
	Coaching Tip	What are some ways you could have students reflect on their own learning?
Reflective Question on Collaborative Groups	Strategy	What are some ways you have successfully structured collaborative groups so that all students actively participate?
	Coaching Tip	What are some ways you could successfully structure collaborative groups so that all students actively participate?
DOK 2: Apply information to connect two or more concepts	Strategy	(DOK 2 Skills & Concepts) You asked students to connect concepts and assign them a new meaning.
	Coaching Tip	(DOK 2 Skills & Concepts) To deepen understanding, ask students to connect concepts and assign them a new meaning.

DOK 2: Determine patterns in events, relationships or behavior	Strategy	(DOK 2 Skills & Concepts) You asked students to determine and communicate a pattern in an event, behavior or relationship.
	Coaching Tip	(DOK 2 Skills & Concepts) To deepen understanding, ask students to determine and communicate a pattern in an event, behavior or relationship.

Engagement - Pacing

Feedback Summary	Type	Full Feedback Statement Emailed to Teacher
Teaching in small segments promotes engagement.	Strategy	By teaching the lesson in small segments, you kept the students engaged and on-task.
	Coaching Tip	To keep the students engaged and on task, teach the lesson in small segments.
Setting time expectations preserves academic learning time.	Strategy	When you set time expectations for the activities, you helped the students to transition from one activity to another and preserved academic learning time.
	Coaching Tip	To help students transition from one activity to another, and preserve academic learning time, set structured time expectations for the activities.
Using signals promotes efficient transitions.	Strategy	When you used signals to alert students to transition activities, you maximized instructional time.
	Coaching Tip	To maximize instructional time, use signals to prompt students to transition activities.

Timers structure lessons into shorter segments.	Strategy	When you used a timer to segment your lesson, you provided structure to keep the pacing efficient.
	Coaching Tip	To provide structure and keep the pacing of the lesson efficient, use a timer to segment the lesson.
Ask students how long an activity took.	Strategy	When you asked students how long they spent on an activity, you helped them to self-monitor their level of production.
	Coaching Tip	To help monitor the students' level of production on an activity, ask students to reflect on how much time was spent on the activity.
Adjusting instruction based-on real time feedback, individualizes instruction.	Strategy	When you adjusted the pace of your lesson, using real time feedback on student learning (checking for understanding), you were able to individualize instruction.
	Coaching Tip	To individualize support, adjust the pace of your lessons and use real time feedback (checking for understanding) to differentiate.
Using student responders to adjust content supports engagement.	Strategy	When you used student responders to adjust the content, you supported student engagement.
	Coaching Tip	To support student engagement, use student responders to monitor student mastery.

Connecting concepts across disciplines maximizes learning time.	Strategy	By connecting concepts across the disciplines, you maximized your academic learning time.
	Coaching Tip	To maximize learning time, provide connections within concepts across the disciplines.
Focusing on non-transferrable skills accelerates learning for English learners.	Strategy	When you identified the concepts that were mastered in their home language, and focused on non-transferable skills, you accelerated learning for English language learners.
	Coaching Tip	To accelerate learning for English language learners, identify concepts that were mastered in their home language, and focus on non transferrable skills.
Pre-assessments streamline instruction.	Strategy	By conducting a pre-assessment to guide today's instruction, you focused student energy on the skills they needed to master.
	Coaching Tip	To maximize instructional time, include pre-assessments to guide daily instruction on prerequisite skills needed to master the learning objective.
Pacing the lesson for the appropriate level of difficulty and complexity.	Strategy	When you paced the lesson appropriately to the level of difficulty and complexity, you promoted student attention and focus.
	Coaching Tip	To promote the attention and focus of students, pace according to the lesson's difficulty and complexity.

Chunking the lesson to keep students on task.	Strategy	To keep the students on task, chunk the lesson into short, meaningful segments
	Coaching Tip	To keep the students on task, chunk the lesson into short, meaningful segments.
Reflective Question on Time on Task	Strategy	What evidence do you have that collaborative groups promote differentiation and time on task?
	Coaching Tip	What evidence do you have that collaborative groups promote differentiation and time on task?
Reflective Question on Collaborative Groups Pacing	Strategy	What types of group work do you feel lends itself to both productivity and time efficiency? Why?
	Coaching Tip	What types of group work do you feel lends itself to both productivity and time efficiency? Why?

Engagement - Relevance

Feedback Summary	Type	Full Feedback Statement Emailed to Teacher
Making connections to personal experiences promotes attention and focus.	Strategy	When you had students identify connections to their own experiences as you read to them, you promoted their attention and focus.
	Coaching Tip	To promote the attention and focus of the students, have them identify connections to their own experiences as you read to them.
Making decisions about their learning empowers students.	Strategy	When you allowed students to make decisions about their learning goals, you empowered them to accept responsibility for their learning.
	Coaching Tip	To empower students to accept responsibility for their learning, allow students to make decisions about their learning goals.
Relating lessons to life experiences makes learning meaningful.	Strategy	When you related the lesson to the students' personal life experiences, you made the lesson meaningful for the students.
	Coaching Tip	To make the lesson meaningful for the students, relate the lesson to the students' personal life experiences.

Introductory video clips promote interest and motivation.	Strategy	When you showed an introductory video clip during your anticipatory set, you created student interest and motivation.
	Coaching Tip	To create student interest and motivation, show an introductory video clip during your anticipatory set.
Self-selecting topics for research fosters ownership.	Strategy	When you guided students through self-selecting topics for research, you fostered ownership in the learning.
	Coaching Tip	To foster ownership in the learning, guide students through self-selecting topics for research.
Writing a summary helps students organize content.	Strategy	When you had the students write a summary of their notes, you caused the students to organize it for personal meaning.
	Coaching Tip	To organize information for personal meaning, have the students synthesize their notes into a written summary.
Relating to current events provides purpose.	Strategy	By showing current media articles about the topic, you made the learning more relevant for the students.
	Coaching Tip	To make the learning more relevant for students, identify relevant media articles that relate to your learning outcome.

Differentiating within ELD language levels develops relevant language skills.	Strategy	When you differentiated the lesson according to English language development levels, you enabled the students to practice relevant language skills.
	Coaching Tip	To create opportunities for relevant language skills, differentiate your lesson according to English language development levels.
Framing lessons on college and career interests increases motivation.	Strategy	When you framed today's learning on students' college and career interests, you tapped into their intrinsic motivation.
	Coaching Tip	To foster intrinsic motivation, frame the learning around the students' college and career interests.
Demonstrating learning through technology increases motivation.	Strategy	When you allowed students to demonstrate their learning through current technology, you encouraged their creativity and increased their motivation.
	Coaching Tip	To encourage creativity, allow students to demonstrate their learning through appropriate technology.
Non-linguistic representations promote thinking.	Strategy	When you had students draw or sketch an image that demonstrates their understanding, you created personal meaning for the concept.
	Coaching Tip	To create personal meaning for the concept, have students draw or sketch an image that demonstrates their understanding.

Reflective Question on Relevance	Strategy	What strategies assist you in making lessons relevant to your students' lives?
	Coaching Tip	What strategies can assist you in making lessons relevant to your students' lives?
Reflective Question on Personalized Meaning	Strategy	Where and why did you insert opportunities for students to reflect on a personalized meaning in today's lesson?
	Coaching Tip	Where and why could you insert opportunities for students to reflect on a personalized meaning in today's lesson?

Checking for Understanding - Questioning

Feedback Summary	Type	Full Feedback Statement Emailed to Teacher
Probing questions help to assess student understanding.	Strategy	Your probing questions helped you to assess students' understanding of key concepts.
	Coaching Tip	To assess students' understanding of key concepts, use probing questions.
Pairing students' incorrect responses to different questions promotes self-esteem.	Strategy	When you paired a student's incorrect response to a different question, you encouraged the student to take risks.
	Coaching Tip	To encourage the students to take risks, pair a student's incorrect response to a different question.
Pre-selecting questions for specific students encourages success.	Strategy	When you pre-select specific questions for individual students, you encouraged success, provided correct modeling, and promoted self-esteem.
	Coaching Tip	Pre-selecting specific questions for individual students, encourages success, provides correct modeling, and promotes self-esteem.

Calling on students randomly	Strategy	Because you had a strategy for randomly calling on students, all students stayed engaged and had the opportunity to answer your questions.
	Coaching Tip	When you use a strategy (i.e., Randomizer, popcicle sticks) for randomly calling on students, all students stay engaged and have the opportunity to answer your questions.
Individual conferences enable the teacher to support each student's growth.	Strategy	Conferencing with individual students on their work allowed you to ask strategic questions.
	Coaching Tip	Conferencing with individual students on their work allows for strategic and specific questions.
Student generated questions to foster curiosity.	Strategy	When you had students generate their own questions about the content, it fostered their curiosity.
	Coaching Tip	In order to foster student curiosity around the learning, have them generate their own questions about the content.
Having students generate questions helps the teacher assess understanding.	Strategy	Having the students generate questions about the lesson gave you a insight into their understanding.
	Coaching Tip	To gain a perspective on student understanding, have them generate questions about the lesson.

Student-generated homework questions promotes buy-in.	Strategy	By allowing students to create their own homework questions, you promoted motivation and buy-in.
	Coaching Tip	To promote motivation and buy-in, allow students to create their own homework questions.
Rephrasing a question to increase understanding.	Strategy	After realizing that students did not understand your initial question, you rephrased the question. This allowed students to think of the question in a different way and arrive at a correct answer.
	Coaching Tip	Rephrasing the initial question will allow students to think of the question in a different way and arrive at a correct answer.
Strategic questioning, rather than random questioning, encourages appropriate response opportunities.	Strategy	Calling on students strategically, not randomly, allowed you to ask differentiated questions with multiple response opportunities.
	Coaching Tip	Calling on students strategically, not randomly, allows for differentiated questions with multiple response opportunities.
Leveled questions to advance the lesson.	Strategy	When you asked leveled questions, you were able to advance the lesson.
	Coaching Tip	To advance the lesson appropriately, ask leveled questions.

Having students answer Blooms Taxonomy Evaluation level questions.	Strategy	Having your students respond to Evaluation level questions allowed them to make judgments and think critically about the material.
	Coaching Tip	Focus students on making judgments and thinking critically about the material by asking them Evaluation level questions of Blooms Taxonomy (examples include defend, critique and interpret).
Having students answer Blooms Taxonomy Synthesis level questions.	Strategy	Having your students respond to Synthesis level questions allowed them to arrange ideas in a new or original way.
	Coaching Tip	Allow students to arrange ideas in a new or original way by having them respond to Synthesis level questions of Blooms Taxonomy (examples include rearrange, rewrite, modify and categorize).
Having students answer Blooms Taxonomy Analysis level questions.	Strategy	Having your students respond to Analysis level questions allowed them to break information into parts and reason with that information.
	Coaching Tip	Focus students on breaking information into parts and reasoning with that information by having them respond to Analysis level questions of Blooms Taxonomy (examples include compare, contrast, diagram and infer).
Having students answer Blooms Taxonomy Application level questions.	Strategy	Having your students respond to Application level questions allowed them to use facts and concepts to solve problems.
	Coaching Tip	In order to allow students to use facts and concepts to solve problems., have students respond to Application level questions of Blooms Taxonomy (examples include demonstrate, prepare, show and solve).

Having students answer Blooms Taxonomy Comprehension level questions.	Strategy	Having your students respond to Comprehension level questions allowed them to focus on the meaning and intent of the material.
	Coaching Tip	Focus students on the meaning and intent of the material, by having them respond to Comprehension level questions of Blooms Taxonomy (examples include describe, explain, paraphrase and give examples).
Having students answer Blooms Taxonomy Knowledge level questions.	Strategy	Having your students respond to Knowledge level questions allowed them to recognize and recall facts and concepts.
	Coaching Tip	In order to allow students to recognize and recall facts and concepts, have students respond to Knowledge level questions (examples include label, name, recall, reproduce and define).
Reflective Question on Questioning Techniques	Strategy	How did the questions you asked today successfully assess your students' level of understanding of the concepts?
	Coaching Tip	Considering the questions you asked today, did you successfully assess your students' level of understanding of the concepts and what would you change?
Reflective Question on Levels of Questions	Strategy	What techniques did you use today to help students generate questions on all the levels of DOK?
	Coaching Tip	What techniques could you use to help students generate questions on all the levels of DOK? How could you foster this?

Checking for Understanding - Wait Time

Feedback Summary	Type	Full Feedback Statement Emailed to Teacher
Wait time is an opportunity to process concepts in their home language.	Strategy	By allowing students to think before receiving their responses, you allowed English Language Learners an opportunity to process information in their home language.
	Coaching Tip	By allowing students to think before receiving their responses, you allowed English Language Learners an opportunity to process information in their home language.
Using individual whiteboards on the teacher's signal protects think time.	Strategy	Having students show you their answer on an individual whiteboard on your signal.
	Coaching Tip	Think time occurs when students show their answers on individual whiteboards using a signal.
Using responders structures think time.	Strategy	Using responders allowed you to create think time for each student and allowed all students an opportunity to respond.
	Coaching Tip	By using responders you create think time for each individual student and give them an opportunity to respond.

Using hand signals structures think time.	Strategy	Using hand signals, allowed you to create think time for each student and allowed all students an opportunity to indicate their level of understanding.
	Coaching Tip	When a timer is used to structure think time, it gives an opportunity for all students to respond to the problem.
Praise-prompt-leave strategy allows students to process.	Strategy	When you used the praise-prompt-leave strategy, you provided specific positive reinforcement to individual students, and promoted on-task thinking.
	Coaching Tip	When the praise-prompt-leave strategy is used, specific positive reinforcement to individual students occurs.
Using a timer to structure think time keeps all students responsible for working.	Strategy	When you used a timer to structure think time, you gave an opportunity for all students to respond to the problem.
	Coaching Tip	When a timer is used to structure think time, all students have an opportunity to respond to the problem.
Rehearsals of presentations encourages think time.	Strategy	When you had the students rehearse their presentations before presenting to the class, you gave them time to practice and to make revisions.
	Coaching Tip	When students rehearse their presentations before presenting to the class, they have a chance to practice and make revisions.

Adjusting wait time for higher level thinking, increases the level of learning.	Strategy	You monitored student responses by adjusting your wait time to the cognitive level of the questions.
	Coaching Tip	By carefully monitoring student responses, you adjusted wait time to the cognitive level of the questions.
Adjusting wait time for student responses increases accuracy and articulation.	Strategy	When you adjusted your wait time for student responses, you increased the opportunity for articulation and accuracy.
	Coaching Tip	Students increase their level of accuracy and articulation when wait time is adjusted throughout the lesson.
Peer discussions allow students to verbally organize their responses.	Strategy	By providing students with an opportunity to discuss their answers with a peer, you allowed your students to verbally organize and articulate their responses first.
	Coaching Tip	By providing students with an opportunity to discuss their answers with a peer, you allow your students to verbally organize and articulate their responses first.
Think time promotes learning.	Strategy	Think time allowed all students to conceptualize a response which was vital as students process information at different rates.
	Coaching Tip	Students process information at different rates. Think time allows all students to conceptualize a response.

All students need think time.	Strategy	Your routines for wait time made targeted thinking a normal component of the learning process.
	Coaching Tip	Developing routines for wait time makes targeted thinking a normal component of the learning process.
Reflective Question on Wait Time	Strategy	What is an example of how you gave students time to process new content before moving on? How did you check for understanding?
	Coaching Tip	How could you give students time to process new content before moving on? How did you check for understanding?
Reflective question on Chunking Information	Strategy	In what ways have you gotten better at chunking information in your lesson delivery? Has it been effective? How?
	Coaching Tip	In what ways could you improve at chunking information in your lesson delivery? What strategies do you think would help and why?
DOK 2: Organize and represent data	Strategy	(DOK 2 Skills & Concepts) You asked students to organize and represent information in a meaningful way, i.e., a graph, a diagram, a detailed statement.
	Coaching Tip	(DOK 2 Skills & Concepts) To deepen understanding, ask students to organize and represent information in a meaningful way, i.e., a graph, a diagram, a detailed statement.

Checking for Understanding - Feedback

Feedback Summary	Type	Full Feedback Statement Emailed to Teacher
Stopping the lesson to review prevents confusion.	Strategy	When you recognized that students were confused and stopped the lesson to review, you prevented students from practicing incorrectly.
	Coaching Tip	To prevent students from practicing incorrectly, stop the lesson to review.
Specific positive reinforcement promotes productivity.	Strategy	When you gave specific positive reinforcement to students focusing on specific accomplishments, you kept the students working productively.
	Coaching Tip	Effective feedback includes telling students specifically what they are doing correctly.
Effective corrective feedback includes prompting.	Strategy	When you gave corrective feedback it prevented students from practicing incorrectly and included prompting on what to do next.
	Coaching Tip	Corrective feedback prevents students from practicing incorrectly, and includes prompting students on what to do next.

Whole class corrective feedback includes analysis of common errors.	Strategy	Whole class corrective feedback includes analysis of common errors and how to avoid them (why the class is confused).
	Coaching Tip	Whole class corrective feedback includes analysis of common errors and how to avoid them (why the class is confused).
Rephrasing for students who respond incorrectly.	Strategy	When you posed the same question in different words, you scaffold and clarified to ensure understanding.
	Coaching Tip	When students respond incorrectly, scaffold to ensure understanding by posing the same question in different words.
Redirecting for students who respond incorrectly.	Strategy	When you received an incorrect answer, then posed the same question to a different student, you redirected misconceptions for all students.
	Coaching Tip	When students respond incorrectly, redirect misconceptions for all students by posing the same question to a different student.
Check back in with an incorrect student later.	Strategy	When you checked back in with a student later in the lesson that had previously given you an incorrect answer, you held them accountable for their learning.
	Coaching Tip	To hold a student that has given an incorrect answer accountable for their learning, check back in with them later in the lesson.

Private corrective feedback protects students' self-esteem.	Strategy	When you gave corrective feedback to individual students privately, you protected their dignity and self-esteem.
	Coaching Tip	To protect a student's dignity and self-esteem, give corrective feedback privately.
Referring students to instructional resources in the classroom encourages self-reliance.	Strategy	When you prompted students to refer to instructional resources (models, charts, etc.) in the classroom, you helped them give correct responses.
	Coaching Tip	Have students refer to instructional resources (models, charts, etc.) in the classroom, to promote self-reliance.
Partner feedback on a specific skill promotes quality work.	Strategy	When you had students give feedback to a partner on a specific skill, you encouraged collaboration and expectations for quality work.
	Coaching Tip	To encouraged collaboration and expectations for quality work, have students give feedback to a partner on a specific skill.
Examining assessments helps students set learning goals.	Strategy	When you had the students exam their results from an assessment, you directed the students to reflect on their learning and to set learning goals.
	Coaching Tip	When students exam their results from an assessment, they reflect on their learning and have an opportunity to set learning goals.

Clicker feedback helps students analyze distracters.	Strategy	When you showed a graph of answers from the clicker activity, you allowed students to examine the distracters within the incorrect responses.
	Coaching Tip	Allow students to examine the distracters within incorrect responses to clarify misconceptions.
Sequential lesson structure allows for necessary feedback	Strategy	When the lesson followed the sequential structure of input, modeling, structured practice, and independent practice, it allowed you to receive the necessary feedback needed to guide the lesson.
	Coaching Tip	To receive the feedback necessary to guide the lesson, have the lesson follow a sequential structure of input, modeling, structured practice, and independent practice.
Demonstration of learning at the end of the lesson assesses comprehension.	Strategy	By having students demonstrate their learning at the end of the lesson, you were able to assess comprehension.
	Coaching Tip	To assess comprehension, have students demonstrate their learning at the end of the lesson.
Utilizing correctives to redirect misconceptions.	Strategy	When you utilized correctives that were quick, explicit, and relevant to the task, you redirected misconceptions.
	Coaching Tip	In order to redirect misconceptions, utilize correctives that are quick, explicit and relevant to the task.

Reflective Question on Feedback	Strategy	What strategies work well for you when you realize your students do not understand the lesson? Why?
	Coaching Tip	How will you re-teach a concept to the students who did not understand the lesson? Why?
Reflective Question on Corrective Feedback	Strategy	Do you believe it is better to give individual corrective feedback to one privately or in the group setting? Why?
	Coaching Tip	What do you see as the benefits of correcting an individual student's incorrect response in the group setting? Why?

Checking for Understanding - Adjustment

Feedback Summary	Type	Full Feedback Statement Emailed to Teacher
Clarifying misconceptions from student feedback promotes success.	Strategy	When you stopped the lesson to clarify a misconception, you used students' feedback to make the learning more effective.
	Coaching Tip	Using students' feedback to clarify misconceptions makes the learning more effective.
Monitoring students' work promotes effective re-teaching.	Strategy	Your monitoring of the students' work enabled you to provide specific re-teaching to a small group of students.
	Coaching Tip	Monitoring students' work allows for specific re-teaching to a small group of students.
Common assessments help to focus on specific learning gaps.	Strategy	Your analysis of the common assessments with the students, enabled you to focus on specific learning gaps.
	Coaching Tip	Analyzing common assessments with the students provides additional opportunities to review the concept.

Responders promote efficient checking for understanding.	Strategy	Your use of the responders enabled you to check students' understanding efficiently and to modify the pacing of your lesson.
	Coaching Tip	Use the data from student responders to help decide when to modify the pacing of the lesson.
Modifying text encourages success.	Strategy	By modifying the text for emerging readers, you enabled them to receive the content in a comprehensible format.
	Coaching Tip	To help emerging readers receive content in a comprehensible format, modify the text.
Embedding progress monitoring allows you to adjust instruction.	Strategy	When you explicitly embedded progress monitoring within your lesson delivery, you were able to identify the rate of student learning and adjust your instruction.
	Coaching Tip	To analyze the rate of learning and instructional adjustment, explicitly embed progress monitoring opportunities within your lesson delivery.
Common assessments help to focus students.	Strategy	Your analysis of the common assessments with the students, enabled you to focus the instruction for specific groups of students.
	Coaching Tip	You are able to focus the instruction for specific groups of students by analyzing of their common assessments.

Identifying required sub skills.	Strategy	When you identified explicit sub skills required to master the learning outcome, you increased the opportunity to support student success.
	Coaching Tip	When you identify explicit sub skills required to master the learning outcome, you increase the opportunity to support student success.
Adjusting groups provides targeted support.	Strategy	When you adjusted student grouping during instruction, you increased student success by creating targeted, flexible support.
	Coaching Tip	Adjustments can be accommodated during a lesson by spontaneously grouping students who need re-teaching of a specific skill.
Informal assessments used to adjust pacing.	Strategy	You used informal assessments of students when deciding to re-teach, moving more quickly, or skipping ahead.
	Coaching Tip	Use informal assessments of students when deciding to re-teach, move through the lesson more quickly, or skipping ahead.
Student feedback should be used to adjust lessons.	Strategy	You adjusted the lesson content by asking the students for specific feedback on how they understood the lesson.
	Coaching Tip	Adjustments can be facilitated by asking the students for specific feedback on how they understand the lesson content.

Frequent monitoring of student progress promotes success.	Strategy	When you continuously monitored and adjusted the lesson, you helped assure every students' success.
	Coaching Tip	Continuous monitoring and adjusting are essential to assure every students' success.
Reflective Question on Adjustments	Strategy	What factors do you consider when making an immediate adjustment when teaching a lesson?
	Coaching Tip	What factors should you consider when making an immediate adjustment when teaching a lesson? Why?
Reflective Questions about Today's Lesson	Strategy	If you asked your students if they thought today's lesson was successful, what would they say? Why?
	Coaching Tip	If you asked your students what they would change about today's lesson, what would they say? Why?

Schema - Purpose

Feedback Summary	Type	Full Feedback Statement Emailed to Teacher
Making predictions about text focuses the reading.	Strategy	When you asked the students to make predictions about the events in the story, you focused them on purposeful reading of the story.
	Coaching Tip	To guide students towards purposeful reading, ask the students to make predictions about the events in the story.
Having students repeat directions clarifies the lesson.	Strategy	When you had students repeat the directions, you helped to clarify the purpose of the lesson.
	Coaching Tip	To clarify the purpose of the lesson, have the students repeat the directions.
Writing a summary helps students organize content.	Strategy	When you had the students write a summary of their notes, it caused the students to identify the purpose of the lesson.
	Coaching Tip	To help students identify the purpose of the lesson, have them write a summary of their notes.

Rubrics for quality promote purposeful work.	Strategy	When you had the students use rubrics during the learning task, you focused their attention on the learning objective.
	Coaching Tip	To focus students on the learning objective, have the students use rubrics during the learning task.
Relating to current events provides purpose.	Strategy	By showing current media articles about the topic, you made the learning more purposeful for the students.
	Coaching Tip	To make the learning more purposeful for the students, show current media sources about the topic.
Linking the objective to college and career enhances meaning.	Strategy	Since the lesson objective was linked to college and career readiness, the purpose of the lesson was more meaningful to your students.
	Coaching Tip	To focus students on the purpose of the lesson, link the objective to college or career skills of interest.
Objectives written in age-appropriate language support understanding.	Strategy	Since the lesson objective used age appropriate language, it increased the students' understanding of the purpose.
	Coaching Tip	To support students' understanding of the lesson objective, describe it using age-appropriate language.

Connecting outcomes across content allows pattern identification.	Strategy	Since the learning outcome was connected across the content areas, it allowed your students the ability to identify patterns across the disciplines.
	Coaching Tip	To support the identification of patterns across the disciplines, connect the learning outcome to another content area.
Linking to past learning builds confidence and motivation.	Strategy	When your students understood the link between today's lesson and what they have accomplished in the past, it promoted confidence and motivation.
	Coaching Tip	To promote confidence and motivation, provide students an opportunity to explicitly link today's lesson with pre-requisite skills they have accomplished in the past.
Posting the standard for a clear learning outcome.	Strategy	When you posted the standard and measurable objective, you made the learning outcome clear for the students.
	Coaching Tip	To make the learning outcome clear for the students, post the standard and measurable objectives.
Referencing posted standard to refocus on the learning goal.	Strategy	When you referenced the posted standard and measurable objective throughout the lesson, you refocused students towards the learning goal.
	Coaching Tip	To continuously focus students towards the learning goal, reference the posted standard and measurable objective throughout the lesson.

Interaction strategies focus students on the learning objective.	Strategy	By utilizing a variety of interaction strategies, you kept students focused on the learning objective.
	Coaching Tip	To focus students on the learning objective, utilize various interaction strategies.
Activating prior knowledge for a learning reference point.	Strategy	When you activated prior knowledge, it enabled students to access their reference point for learning.
	Coaching Tip	In order to allow students to access their reference point for learning, activate prior knowledge.
Connecting instruction to the learning objective promotes mastery.	Strategy	When you connected instruction to the learning objective, you improved opportunity for students to meet their learning goal.
	Coaching Tip	When you connect instruction to the learning objective, you improve opportunity for students to meet their learning goal.
Students paraphrase the purpose of the lesson	Strategy	When students paraphrased the purpose of the learning, it demonstrated a personal understanding of the learning outcome.
	Coaching Tip	When students paraphrase the purpose of the learning, it demonstrates a personal understanding of the learning outcome.

Anticipation guides build schema for learning.	Strategy	To build organizational schema for the learning, you had the students agree or disagree with a list of statements prior to the reading and confirm their predictions afterwards.
	Coaching Tip	To build organizational schema for the learning, have the students agree or disagree with a list of statements prior to the reading and then confirm their predictions afterwards.
Objectives with action verbs clarify the purpose of the lesson.	Strategy	To help students clarify the purpose of the lesson, you wrote an objective with an action verb.
	Coaching Tip	To help students clarify the purpose of the lesson, write an objective with an action verb.
Reflective Questions on Purpose	Strategy	For your students, why is it important to identify the purpose of your lesson?
	Coaching Tip	Why is it important for students to understand the purpose of the current lesson?
Reflective Questions on Lesson Relevance	Strategy	What opportunities do you like to give students to connect the lesson to their personal situations?
	Coaching Tip	Why do you think it is important to connect your current lesson to students' personal situations?

Schema - Background

Feedback Summary	Type	Full Feedback Statement Emailed to Teacher
Relating to past learning triggers background knowledge.	Strategy	When you asked the students what they learned about the topic the day before, you helped them to retrieve background information.
	Coaching Tip	To help students to retrieve background information, ask the students what they learned about the topic the day before.
Video clips provide background knowledge.	Strategy	When you showed a video clip before the lesson, you provided background knowledge to help the students understand the concept.
	Coaching Tip	To help students understand a concept, show a pertinent video clip before the lesson.
Reviewing problem solving steps focuses the students.	Strategy	Your review of the problem-solving steps focused the students on the prerequisite knowledge they needed for the lesson.
	Coaching Tip	To provide students with the prerequisite knowledge needed for the lesson, review problem-solving steps.

Student responders help to guide the teacher's re-teaching.	Strategy	When you used student responders, you determined the skills needed for re-teaching before going on to the next phase of the lesson.
	Coaching Tip	To determine the skills needed for re-teaching, use student responders, before going on to the next phase of the lesson.
Individual whiteboards help to guide the teacher's re-teaching.	Strategy	When you used the individual whiteboards, you determined the skills needed for re-teaching before going on to the next phase of the lesson.
	Coaching Tip	To determine the skills needed for re-teaching, use individual whiteboards before going on to the next phase of the lesson.
Relating content to students' background provides a foundation for the learning.	Strategy	When you related the content to your students' cultural background, you gave them a clearer foundation for their learning.
	Coaching Tip	To give students a foundation for learning, relate the content to your students' cultural background.
Building instruction around home and community makes content comprehensible.	Strategy	When you based your instruction on students' experiences at home and in the community, you made the content more comprehensible.
	Coaching Tip	To make the content more comprehensible, infuse student experiences from the home and community.

Referencing terms in the home language provides access to curriculum.	Strategy	When you referenced terms and phrases in the students' home language, you provided access to the curriculum and built on their schema.
	Coaching Tip	To build on student schema, use terms and phrases in the students' home language.
Referencing learning from previous grades or years activates prior knowledge.	Strategy	When you referenced how today's instruction built on previous grades/years of learning (spiral curriculum), you activated prior knowledge.
	Coaching Tip	To capitalize on students' prior knowledge, reference how the lesson correlates to the learning of the previous grade/year.
Questions recall specific background knowledge for the lesson.	Strategy	Your questions prompted students to tap into past experiences that directly supported the lesson objective.
	Coaching Tip	Help students tap into past experiences that directly support the lesson objective by asking specific background knowledge questions.
Student interviews give insight into their interests.	Strategy	To gain insight into the topics that your students wanted to learn, you conducted individual student interviews.
	Coaching Tip	To gain insight into the topics that your students want to learn, conduct individual student interviews.

Reflective Questions on Prior Knowledge	Strategy	What are your favorite strategies for assessing students' prior knowledge of the next scheduled lessons? Why?
	Coaching Tip	Why is it important to determine students' prior knowledge of your next lessons?
Reflective Questions on Student Background	Strategy	What are some interesting ways to incorporate student backgrounds in your lessons?
	Coaching Tip	Why is it important to find some interesting ways to incorporate student backgrounds in your lessons?
DOK 2: Solve routine multiple-step problems or questions	Strategy	(DOK 2 Skills & Concepts) You asked students to solve multiple-step problems.
	Coaching Tip	(DOK 2 Skills & Concepts) To deepen understanding, ask students to solve multiple-step problems.

Schema - Vocabulary

Feedback Summary	Type	Full Feedback Statement Emailed to Teacher
Front-loading key vocabulary prepares students to read.	Strategy	When you front-loaded the key vocabulary, you prepared the students to read the text with greater understanding.
	Coaching Tip	To prepare the students to read the text with greater understanding, front-load the key vocabulary.
Pictures and images help to build understanding of vocabulary.	Strategy	Your use of pictures and images assisted the students in learning the key vocabulary in the text.
	Coaching Tip	To assist students in learning the key vocabulary in the text, use pictures and images.
Interacting with a partner allows students to practice vocabulary.	Strategy	When you had the students work with a partner during the lesson, it provided them with opportunities to practice the vocabulary.
	Coaching Tip	To create opportunities for students to practice the vocabulary, have the students work with a partner during the lesson.

Analysis of context promotes understanding of vocabulary.	Strategy	When you wrote key vocabulary words in context-laden sentences, you built the students' ability to use context clues to refine the meaning of words.
	Coaching Tip	To develop the students' ability to use context clues to refine the meaning of words, write key vocabulary words in context-laden sentences.
Having students identify unfamiliar words helps focus the instruction.	Strategy	When you asked the students to identify unfamiliar words in the text, you were able to focus on the words students needed to know to comprehend the text.
	Coaching Tip	To focus students on the words they need to know in order to comprehend the text, ask the students to identify unfamiliar words in the text.
Prefixes and suffixes help decipher a broader range of words.	Strategy	When you analyzed the prefixes and suffixes in today's vocabulary, you taught students to identify the patterns in their meaning and decipher a broader range of words.
	Coaching Tip	To develop students' ability to identify patterns within word parts, analyze prefixes and suffixes. This skill will allow students to decipher a broader range of words.
Greek and Latin roots help decipher a broader range of words.	Strategy	When you analyzed the Greek and Latin roots of vocabulary, you taught students to identify the patterns in their meaning and decipher a broader range of words.
	Coaching Tip	To develop students' ability to identify patterns of meaning, analyze Greek and Latin roots. The application of this skill will allow students to decipher a broader range of words.

Utilizing home language cognates makes vocabulary more comprehensible.	Strategy	When you utilized cognates, from the student's home language, you made the vocabulary more comprehensible.
	Coaching Tip	To make vocabulary more comprehensible, use cognates from the students' home language.
Interdisciplinary connections to vocabulary synthesizes knowledge.	Strategy	When you emphasized how today's vocabulary had an interdisciplinary connection, students were able to synthesizes their knowledge from other content areas.
	Coaching Tip	To assist students in synthesizing their knowledge from other content areas, emphasize vocabulary that has interdisciplinary connections.
Hypothesizing definitions prompts analysis and application of language.	Strategy	When students were given the opportunity to hypothesize definitions of given vocabulary, it encouraged students to process and apply prior knowledge.
	Coaching Tip	When students are given the opportunity to hypothesize definitions of given vocabulary, it encourages students to process and apply prior knowledge.
Sticky notes help students identify connections as they read.	Strategy	You helped students focus on how key vocabulary words were used in multiple contexts by the use of sticky notes to make text-to-text connections as they read.
	Coaching Tip	To focus students on how key vocabulary words are used in multiple contexts, have students use sticky notes to make text-to-text connections as they read.

Reflective Question on Vocabulary Preview	Strategy	What strategies did you embed in your lesson to help students identify and retain new vocabulary? Why choose these strategies?
	Coaching Tip	What strategies could you have embedded in your lesson to help students identify and retain new vocabulary? Why choose these strategies?
Reflective Question on Word Parts	Strategy	Do you emphasize word parts, e.g., root words, suffixes, prefixes, cognates, throughout the day and post examples? Why or why not?
	Coaching Tip	Why would it be important to emphasize word parts and origins throughout the day and post examples?

Schema - Organizers

Feedback Summary	Type	Full Feedback Statement Emailed to Teacher
Color-coding text promotes analysis of text structure.	Strategy	When you had the students color-code topic sentences, main ideas, and details in the text, you assisted the students in analyzing the structure of the text.
	Coaching Tip	To assist the students in analyzing the structure of a given text, have them color-code topic sentences, main ideas, and details in the text.
Outlines provide scaffolding for text.	Strategy	The outline you provided helped the students identify key information in the text (scaffolding).
	Coaching Tip	To help students identify key information in the text, provide outlines (scaffolding).
Compare topics to discriminate key features.	Strategy	By having the students compare the features and attributes of several topics, you prompted them to discriminate key features of the information you presented.
	Coaching Tip	To prompt students to discriminate key features of the information presented, have the students compare the features and attributes of several topics (comparison matrix).

Venn diagrams organize comparisons.	Strategy	Your use of a Venn diagram facilitated the comparison of selected topics.
	Coaching Tip	To facilitate a comparison of selected topics, have the students use a Venn diagram.
Flow charts conceptualize processes.	Strategy	When you designed a flow chart of the concept, you enabled the students to conceptualize the process within the brain.
	Coaching Tip	To enable the students to conceptualize a process within the brain, design a flow chart of the concept.
Non-linguistic representations promote thinking.	Strategy	When you had the students draw an image to represent the concept, you provided students an additional way to organize the concept.
	Coaching Tip	To provide students an additional way to organize the concept, have the students draw an image to represent the concept.
Sorting and classifying prompts pattern identification.	Strategy	When students sorted and classified information, students were able to apply awareness and reasoning to the patterns they identified.
	Coaching Tip	To help students apply awareness and reasoning to patterns, design opportunities for students to sort and classify information.

Patterns strengthen conceptual understanding.	Strategy	When students discovered patterns, they strengthened their conceptual understanding.
	Coaching Tip	To strengthen students' conceptual understanding, provide opportunities for students to discuss and discover patterns.
T-charts support comparing and contrasting skills.	Strategy	When students used T-Charts to sort information, they were able to compare and contrast specific elements.
	Coaching Tip	To support students' ability to compare or contrast specific elements of instruction, have students create T-charts to organize and sort information.
Images increase access to academic concepts.	Strategy	By including images on the graphic organizer, it increased access to academic concepts.
	Coaching Tip	To increase access to academic concepts, provide visual images on graphic organizers.
Reflective Question on use of Graphic Organizers	Strategy	What benefits to students did you see when you used graphic organizers in the lesson today?
	Coaching Tip	Do you think the addition of graphic organizers in today's lesson would be beneficial to your students? Why?

Reflective Question on Scaffolding Lessons	Strategy	What thought processes did you use when deciding how to scaffold the content in today's lesson?
	Coaching Tip	How could you scaffold the content in today's lesson to benefit all the students in your class?
DOK 3: Support and reorganize ideas with details and examples	Strategy	(DOK 3 Strategic Thinking) You had students support new conclusions by reorganizing ideas with details and examples.
	Coaching Tip	(DOK 3 Strategic Thinking) To develop strategic thinking, have students support new conclusions by reorganizing ideas with details and examples.

Cognition - Connections

Feedback Summary	Type	Full Feedback Statement Emailed to Teacher
Think-pair-share incorporates multiple modalities.	Strategy	Your use of think-pair-share made the learning systematic and social for the students, and incorporated multiple modalities.
	Coaching Tip	When think-pair-share is used, the learning becomes systematic and social for the students, and incorporates multiple modalities.
Orally composing to a partner connects oral and written language.	Strategy	When you had the students orally compose their writing to a partner, you helped them to use their oral language skills to build written competency.
	Coaching Tip	When students orally compose their writing to a partner, it helps them use their oral skills to build written competency.
Creating models builds spatial and social cognition.	Strategy	When you had students build models, you made the learning more effective for students who have spatial and social cognition strengths.
	Coaching Tip	If students create models, they build spatial and social cognition.

Graphic representations encourage conceptual understanding.	Strategy	When you displayed complex concepts graphically, you promoted conceptual understanding.
	Coaching Tip	When complex concepts are displayed graphically, it promotes conceptual understanding.
Student generated PowerPoints demonstrate learning.	Strategy	Having your students design and teach a lesson using PowerPoint, enabled the students to demonstrate their learning.
	Coaching Tip	When students design and teach a lesson using PowerPoint, they demonstrate their learning.
Video clips clarify and expand knowledge for visual learners.	Strategy	By strategically using a brief video clip in your lesson, you clarified the concept and expanded knowledge for your visual learners.
	Coaching Tip	To clarify and expand knowledge for visual learners, use brief video clips that illustrate the specific concept.
Sketching and labeling diagrams builds independent study skills.	Strategy	By teaching your students to sketch and label a diagram of today's concept, you taught them a cognitive strategy that builds independent study skills.
	Coaching Tip	To increase the application of independent study skills, teach your students to sketch and label a diagram of the concept.

Cultural links enabled students to make sense of the content.	Strategy	When you connected to students' cultural backgrounds within the lesson, you enabled them to make sense of the curriculum.
	Coaching Tip	When you connect to students' cultural backgrounds, students increase their opportunity to make sense of the curriculum.
Access to manipulative allows exploration of conceptual understanding.	Strategy	When you provided access to a variety of manipulatives, you allowed students to explore and validate their conceptual understanding of the content.
	Coaching Tip	When you provide access to a variety of manipulatives, you allow students to explore and validate their conceptual understanding of the content.
Connect new learning to prior learning with KWL charts.	Strategy	By having the students complete a KWL (Know, Want to Know, Learn) chart, you connected prior learning to new learning.
	Coaching Tip	Connect prior learning to new learning by having the students complete a KWL (Know, Want to Know, Learn) chart.
Connect new learning to prior learning using current events.	Strategy	By having students examine current events, you connected prior learning to new learning.
	Coaching Tip	Connect prior learning to new learning by having students examine current events.

Reflective Question on Cognitive Connections	Strategy	Why did you choose to have students present their understanding of the lesson via PowerPoint?
	Coaching Tip	When and why would you assign student presentations using PowerPoint?
Reflective Question on Appropriate Student Interaction	Strategy	How do student interaction and academic discourse opportunities such as Think-pair-Share stimulate student understanding of concepts?
	Coaching Tip	How could student interaction and academic discourse opportunities such as Think-pair-Share stimulate student understanding of concepts?
DOK 4: Design a model to inform or solve problem	Strategy	(DOK 4 Extended Reasoning) To promote extended reasoning and creativity, you had students design models to solve problems.
	Coaching Tip	(DOK 4 Extended Reasoning) To promote extended reasoning and creativity, have students design models to solve problems.

Cognition - Differentiation

Feedback Summary	Type	Full Feedback Statement Emailed to Teacher
Differentiating reading content promotes individual student success.	Strategy	When you differentiated the reading materials according to reading levels, you allowed the students to read the content successfully.
	Coaching Tip	When you differentiate the reading materials according to reading levels, you allow the students to read the content successfully.
Using a variety of modalities addresses students' learning strengths.	Strategy	When you used a variety of modalities, you helped to address the learning strengths of all students.
	Coaching Tip	When you use a variety of modalities, you help to address the learning strengths of all students.
Modifying products allows for differentiation.	Strategy	When you modified the expected learning outcomes (products) for groups of students within the grade level standards, you provided differentiation for individual needs.
	Coaching Tip	When you modify the expected learning outcomes (products) for groups of students within the grade level standards, you provide differentiation for individual needs.

Knowing language levels of English learners supports comprehensible input.	Strategy	Your understanding of the language levels of your English Learner students enabled you to provide comprehensible input for all students.
	Coaching Tip	Your understanding of the language levels of your English Learner students enables you to provide comprehensible input for all students.
Differentiating according to language development levels provides access.	Strategy	When you differentiated instruction by language development level, you provided access to the curriculum.
	Coaching Tip	Differentiating instruction by language development level, provides access to the curriculum.
Differentiation allows students to demonstrate learning in different ways.	Strategy	Differentiating instruction allowed students to choose multiple ways to demonstrate their understanding of content.
	Coaching Tip	Differentiated instruction allows students to choose multiple ways to demonstrate their understanding of content.
Flexible grouping allows for skill development, as well as social interaction.	Strategy	Your flexible grouping strategy allowed you to cluster students for skill development, as well as social interaction.
	Coaching Tip	To target instruction, incorporate flexible groupings organized by their zone of proximal development.

Tiered-assignments provide opportunities to extend learning.	Strategy	When you offered tiered assignments, students were able to extend their learning with individual supports to guide success..
	Coaching Tip	To encourage students to extend their learning, offer tiered assignments that target their personal learning needs.
Language levels are considered when adjusting question types.	Strategy	When you adjusted the types of questions, based on the language levels of your English learners, you allowed all students to demonstrate their learning.
	Coaching Tip	To ensure English language learners have opportunities to demonstrate their learning, adjust the questions to reflect their current language level.
Formative assessments identify current and individual needs.	Strategy	By conducting on-going formative assessments, you increase your ability to identify current and individual needs.
	Coaching Tip	To identify current and individual needs, conduct and analyze on-going formative assessments
Sheltering strategies create comprehensible input for language learners.	Strategy	When you used sheltering strategies, you created comprehensible input for your language learners.
	Coaching Tip	To create comprehensible input for your language learners, identify sheltered strategies that facilitate the language objective.

Customized small group instruction supports diverse learners.	Strategy	When you customized small group instruction, in order to reteach key concepts, you supported diverse learners in reaching the same high expectation.
	Coaching Tip	To guide language learners toward the same high expectation, customize small group instruction.
Leveled questions to differentiate for individual students.	Strategy	When you asked leveled questions, you were able to differentiate for individual students.
	Coaching Tip	To differentiate for individual students, incorporate leveled questions.
Reflective Question on Flexible Grouping	Strategy	How and why did you structure your collaborative groups to enhance language comprehension for all students?
	Coaching Tip	How could and why would you structure your collaborative groups to enhance language comprehension for all students?
Reflective Question on Dual-Purpose Groups	Strategy	What characteristics of the learners and the lessons helped you construct groups that enhanced social interaction as well as comprehension?
	Coaching Tip	What characteristics of both the learners and the lessons should you consider when constructing groups to promote learning and social interaction?

Cognition - Literacy

Feedback Summary	Type	Full Feedback Statement Emailed to Teacher
Defending a point of view promotes critical thinking.	Strategy	Having your students defend a point of view about the author's purpose promoted critical thinking and exchange of ideas.
	Coaching Tip	To promote critical thinking and exchange ideas, have students defend a point of view about the author's purpose.
Conducting research to answer probing questions makes learning authentic.	Strategy	When your students conducted research to answer self-directed probing questions, you engaged the students in authentic reading and writing experiences.
	Coaching Tip	When students conduct research to answer self-directed probing questions, it engages the learning in authentic reading and writing experiences.
Writing solution strategies for math problems promotes understanding.	Strategy	Having your students write solution strategies for the math problems enabled them to use language to construct a personal understanding of the processes.
	Coaching Tip	Enable students to use language to construct a personal understanding of the processes by writing strategies to solve problems.

Exit cards reinforce learning.	Strategy	Having your students write an exit card (what you learned today) helped the students to solidify their learning.
	Coaching Tip	To allow students to solidify their learning, have them write an exit card (what you learned today) before leaving.
Pre-reading discussion highlights pre-conceived ideas.	Strategy	Having students participate in a pre-reading discussion highlighted pre-conceived ideas about the material.
	Coaching Tip	By having students participate in a pre-reading discussion, you can highlight pre-conceived ideas about the material.
Self-generated questions develop interest in the world.	Strategy	When you allowed time for students to read expository text to seek answers to self-generated questions, you developed their interest in learning about the world around them.
	Coaching Tip	To develop interest in learning about the world around them, have students read text to seek answers to self-generated questions.
Focusing on a literacy strategy throughout the day builds mastery.	Strategy	By focusing on a literacy strategy throughout the day, you prompted students to apply the strategy in multiple subjects.
	Coaching Tip	To promote the application of literacy strategies in multiple subjects, focus on a single literacy strategy throughout the day.

Texts from a range of disciplines strengthens literacy in content areas.	Strategy	By providing your students with text from a range of disciplines, you are strengthening their literacy skills across the curriculum.
	Coaching Tip	To promote literacy skills across the curriculum, provide opportunities to read text from a range of disciplines.
Prompting knowledge across content areas builds meaning.	Strategy	When you prompted students to draw from their knowledge across content areas, you created the opportunity to apply knowledge in meaningful ways.
	Coaching Tip	When you prompt students to draw from their knowledge across content areas, you create the opportunity to apply knowledge in meaningful ways.
Debating and discussing topics promotes evaluation.	Strategy	By having your students debate and discuss today's topic, you invited them to evaluate their possible assumptions.
	Coaching Tip	By having your students debate and discuss today's topic, you invite them to evaluate their possible assumptions.
Scaffolding text increases comprehension.	Strategy	When you provided literacy support by scaffolding the text, you increased opportunities to understand the curriculum.
	Coaching Tip	When you provide literacy support by scaffolding the text, you increase opportunities to understand the curriculum.

Daily writing promotes literacy development.	Strategy	When you provided daily writing assignments, students wrote more effectively, understood and organized content, and developed literacy skills.
	Coaching Tip	Daily writing promotes literacy development; students who write effectively can understand and organize content.
Reflective question on Literacy Across Disciplines	Strategy	Why are activities that cross disciplines important in promoting literacy?
	Coaching Tip	How can you construct activities to promote literacy across the disciplines? What would a lesson look like?
Reflective Question on Self-generated Questions	Strategy	When you have students develop self-generated questions about new information, how do you promote this and introduce it?
	Coaching Tip	What are some of the best ways to use self-generated questions about expository text?
DOK 3: Develop a logical argument	Strategy	(DOK 3 Strategic Thinking) You had students generate specific topic related questions to help develop strategic thinking.
	Coaching Tip	(DOK 3 Strategic Thinking) To develop strategic thinking, have students generate specific topic related questions.

DOK 3: Compile and cite information from multiple sources to address a topic	Strategy	(DOK 3 Strategic Thinking) To develop strategic thinking, you had students compile multiple sources to cite evidence in support of a concept.
	Coaching Tip	(DOK 3 Strategic Thinking) To develop strategic thinking, have students compile multiple sources to cite evidence in support of a concept.
DOK 3: Pertinent student-generated questions	Strategy	(DOK 3 Strategic Thinking) Having the students generate questions about the lesson gave you a insight into their strategic thinking.
	Coaching Tip	(DOK 3 Strategic Thinking) To develop strategic thinking, consider having students generate questions about the lesson you gave.

Cognition - Rigor

Feedback Summary	Type	Full Feedback Statement Emailed to Teacher
Differentiated groups provide appropriate levels of challenge.	Strategy	Your grouping strategy enabled students to practice the learning skill at appropriately challenging levels.
	Coaching Tip	To support and accelerate learning, strategically group students to maximize cognitive levels of development.
Open ended questions encourage higher levels of cognition.	Strategy	Your open ended questions caused your students to think at higher levels of cognition.
	Coaching Tip	To encourage higher levels of cognition, initiate open ended questions and support discussion.
Inductive reasoning promotes analysis of observations and patterns.	Strategy	When students had the opportunity to apply inductive reasoning, they were able to make observations, find patterns, and confirm their theories.
	Coaching Tip	To support the confirmation of a theory, provide opportunities for students to discuss observations, find patterns, and establish relevant support to confirm their findings.

Deductive reasoning creates opportunities to form theories.	Strategy	When students had the opportunity to apply deductive reasoning, they were able to form a theory, make observations, and confirm their theory.
	Coaching Tip	To support deductive reasoning skills, provide opportunities for students to make observations that will lead them to form their own theory.
Positive feedback reinforces academic success.	Strategy	When you provided explicit positive feedback to your student, you supported an environment that values on-going progress.
	Coaching Tip	To support an environment that values on-going progress, provide students with positive and consistent feedback.
Rubrics with clear criteria communicate high expectations.	Strategy	By providing a rubric with clearly defined criteria, you communicated the high expectations of the task.
	Coaching Tip	To communicate high expectations of the task, provide a rubric with clearly defined criteria.
Demonstrating learning through a range of products highlights strengths.	Strategy	When you provided students a range of products that could demonstrate their learning, you encouraged students to engage and highlight their strengths.
	Coaching Tip	To encourage students to play on their strengths, provide a range of options (products) to demonstrate their learning.

Extension menus promote rigor and support individual pacing.	Strategy	By utilizing extension menus, students were able to maintain a high level of rigor and support differences in individual pacing.
	Coaching Tip	To maintain a high level of rigor, and support individual differences in pace, utilize extension menus.
Analysis provides rigorous examination.	Strategy	Having your students take the lesson concept to an analysis level, provided a rigorous examination of the topic.
	Coaching Tip	Have your students take the lesson concept to an analysis level to provide a rigorous examination of the topic.
High level academic vocabulary promotes rigor.	Strategy	By using and scaffolding high level academic vocabulary, you increased your students' understanding of rigorous concepts.
	Coaching Tip	By using and scaffolding high level academic vocabulary, you can increase your students' understanding of rigorous concepts.
There is little rigor if there is only one correct answer.	Strategy	When you provided questions with more than one correct answer to evaluate, you increased the rigor of the assignment.
	Coaching Tip	Rigor is accomplished when there is more than one correct answer to evaluate.

Open ended questions require higher levels of reasoning and validation.	Strategy	To elevate the level of student reasoning, you used open ended questions that guided their thinking process.
	Coaching Tip	To elevate the level of student reasoning, create open ended questions that guide their thinking process.
Reflective Question on Rubrics	Strategy	Why do you think a student-generated rubric would support rigor in your lesson today?
	Coaching Tip	How would a rubric support rigor in your lesson today?
Reflective Question on Deductive Reasoning	Strategy	How did you decide to have students use deductive reasoning in today's lesson? Where did you insert this type of opportunity?
	Coaching Tip	How could you have students use deductive reasoning in today's lesson? Where could you insert this type of opportunity?
DOK 3: Identify, defend and then justify a solution	Strategy	(DOK 3 Strategic Thinking) To develop strategic thinking, you had students identify and justify the steps to develop a solution to a problem.
	Coaching Tip	(DOK 3 Strategic Thinking) To develop strategic thinking, have students identify and justify the steps to develop a solution to a problem.

DOK 4: Analyze and critique designs, experiments and their applications	Strategy	(DOK 4 Extended Reasoning) Promoting extended reasoning and creativity, you had students analyze and critique design and experiment applications.
	Coaching Tip	(DOK 4 Extended Reasoning) To promote extended reasoning and creativity, have students analyze and critique design and experiment applications.
DOK 4: Project or predict the effects of student-generated solutions	Strategy	(DOK 4 Extended Reasoning) Promoting extended reasoning and creativity, you had students predict the effects of their proposed solutions.
	Coaching Tip	(DOK 4 Extended Reasoning) To promote extended reasoning and creativity, have students predict the effects of their proposed solutions.
DOK 4: Justify and defend solutions to complex problems	Strategy	(DOK 4 Extended Reasoning) Promoting extended reasoning and creativity, you had students defend and justify the solutions to their problems.
	Coaching Tip	(DOK 4 Extended Reasoning) To promote extended reasoning and creativity, have students defend and justify the solutions to their problems.
DOK 4: Connect and identify common themes across curriculum and cultures	Strategy	(DOK 4 Extended Reasoning) Promoting extended reasoning and creativity, you had students connect and identify common themes across curriculum and cultures.
	Coaching Tip	(DOK 4 Extended Reasoning) To promote extended reasoning and creativity, have students connect and identify common themes across curriculum and cultures.

Learning Environment - Room Environment

Feedback Summary	Type	Full Feedback Statement Emailed to Teacher
Aesthetic appeal promotes pride.	Strategy	The aesthetic appeal of your classroom helps the students take pride in their learning environment.
	Coaching Tip	By having an aesthetically appealing classroom environment, it helps the students take pride in their learning environment.
Arrangement of students' desks facilitates proximity.	Strategy	Your arrangement of the students' desks enabled you to create proximity with all students.
	Coaching Tip	By arranging the students' desks in a free flowing manner, it will allow for easy access and proximity to all students.
Arrangement of the desks facilitated the learning task.	Strategy	Your student desk arrangement allowed for facilitation of the learning task or activity.
	Coaching Tip	The desk arrangement should be arranged to maximize the accomplishment of tasks and to minimize behavior problems.

Organizing materials protects academic learning time.	Strategy	You preserved academic learning time by organizing materials before the lesson.
	Coaching Tip	Organizing materials beforehand will preserve academic learning time.
Interactive learning boards provide schema.	Strategy	By using interactive bulletin boards that support current themes of instruction, you provided a schematic road map for the learning.
	Coaching Tip	By using interactive bulletin boards that support current themes of instruction, you provide a schematic road map for the learning.
Posting rubrics encourages self-efficacy.	Strategy	By posting rubrics for quality work, you set expectations and promoted students' self-efficacy.
	Coaching Tip	By posting rubrics for quality work, you can set expectations and promote students' self-efficacy.
Classroom libraries provide a place to read for pleasure.	Strategy	Your classroom library gives students a comfortable place to enjoy reading books for pleasure.
	Coaching Tip	A classroom library can give students a comfortable place to enjoy reading books for pleasure.

References are current and directly related to learning outcomes.	Strategy	Your instructional references and lesson materials were current, and directly related to your learning outcomes.
	Coaching Tip	Your instructional references and lesson materials need to be current and directly related to your learning outcomes.
Designated areas that support missed instruction promote accountability.	Strategy	When you provided an area for students to reference missed instruction, you promoted student accountability.
	Coaching Tip	When you provide an area for students to reference missed instruction, you promote student accountability.
Room environment should include artifacts of students' thinking.	Strategy	Classroom environment showcased artifacts of students' thinking and demonstrated a commitment to achievement.
	Coaching Tip	Classroom environment showcases artifacts of students' thinking and demonstrates a commitment to achievement.
Room environment should be aesthetically pleasing.	Strategy	Your classroom environment was aesthetically pleasing and fostered pride and motivation.
	Coaching Tip	Classroom environment that is aesthetically pleasing fosters pride and motivation.

Classroom displays must be clear and concise.	Strategy	Your classroom displays were organized and focused to accommodate students who are distracted by excessive spatial stimuli.
	Coaching Tip	Classroom displays that are organized and focused accommodate students who are distracted by excessive spatial stimuli.
Reflective Question on Room Arrangement	Strategy	How does your room arrangement promote both student collaboration and your proximity to the students?
	Coaching Tip	How could your room arrangement promote both student collaboration and your proximity to the students?
Reflective Question on Posted Student Exemplars	Strategy	Why did you choose these specific student work exemplars to post?
	Coaching Tip	What benefits to posting student exemplars can you see?

Learning Environment - Procedures

Feedback Summary	Type	Full Feedback Statement Emailed to Teacher
Clear rules and routines promote learning environment.	Strategy	By establishing clear rules and routines, you promoted a productive learning environment.
	Coaching Tip	Create a productive learning environment by establishing clear rules and routines.
Anticipatory activities keep students on-task.	Strategy	By having anticipatory activities for students who finished an assignment early, you kept all students working on-task productively.
	Coaching Tip	Keep early finishers on-task by having sponge activities posted.
Starter activities for smooth transitions.	Strategy	By having a starter activity on the board as the students entered the classroom, you created a smooth transition and preserved academic learning time.
	Coaching Tip	Create a smooth transition and preserve academic learning time by having a starter activity on the board as the students enter the classroom.

Assigning responsibilities makes group work productive.	Strategy	By assigning responsibilities to students, you allowed group work to be productive and facilitated learning.
	Coaching Tip	Allow group work to be productive and facilitate learning by assigning responsibilities to students.
Attention signals to refocus students.	Strategy	Your establishment of signals to gain attention re-focused students in a timely manner.
	Coaching Tip	To gain attention and refocus students in a timely matter, establish attention signals.
Explain, rehearse and reinforce procedures.	Strategy	When you explained the procedure, you allowed students to rehearse the procedure and reinforced the procedure, you set the expectation and allowed it to become student habit and routine.
	Coaching Tip	By explaining the procedure, allowing students to rehearse the procedure and reinforcing the procedure, it sets the expectation and allows it to become student habit and routine.
Student signals for getting the teacher's attention.	Strategy	The student hand signals that were used to get your attention allowed for an uninterrupted lesson.
	Coaching Tip	In order to minimize lesson interruptions, establish help-seeker signals (like hand signals, Styrofoam cups or colored toilet tissue tubes).

Minimal interruptions preserve academic learning time.	Strategy	When the lesson contained minimal interruptions, you preserved academic learning time.
	Coaching Tip	To preserve academic learning time, minimize interruptions and maintain smooth transitions.
Smooth transitions preserve academic learning time.	Strategy	You were able to preserve academic learning time by maintaining smooth transitions.
	Coaching Tip	Academic learning time can be preserved by maintaining smooth transitions.
Efficient procedures protect learning time.	Strategy	Your efficient procedures for taking roll, collecting homework, preparing materials for class, etc. protected the learning time for your students.
	Coaching Tip	By having your lesson materials prepared, your procedures can run smoothly and you maximize student learning.
Play a song for transitions.	Strategy	During transitions, you played music to cue students that it was time for the next activity.
	Coaching Tip	During transitions, play music to cue students that it is time for the next activity.

Procedures must be taught and reinforced.	Strategy	It was evident that the procedures you taught and reinforced had become routine.
	Coaching Tip	Procedures that are taught and reinforced become routine.
Students need to know the rationale for each procedure.	Strategy	When students understood the rationale behind each procedure, it motivated them to adhere to the established rules.
	Coaching Tip	When students understand the rationale behind each procedure, it motivates them to adhere to the established rules.
Reflective Question on Clear Procedures	Strategy	What changes have you seen since establishing clear classroom procedures?
	Coaching Tip	What changes in your classroom do you hope to see when you establish clear classroom procedures?
Reflective Question on Refocusing	Strategy	How did you create your procedure to have students refocus? Do you use this exclusively?
	Coaching Tip	Do you believe your class would benefit by a common prompt to trigger refocusing? What things do you think would work and why?

Learning Environment - Management

Feedback Summary	Type	Full Feedback Statement Emailed to Teacher
Setting clear expectations avoids misbehavior.	Strategy	Because you set clear expectations for behavior, you were able to focus on instruction instead of behavior management.
	Coaching Tip	Setting clear expectations for behavior allows the focus to be on instruction instead of behavior management.
Pre-correcting avoids confusion.	Strategy	By anticipating and pre-correcting potential questions about the assignment, you avoided confusion.
	Coaching Tip	To avoid confusion during activities, anticipate and pre-correct potential questions regarding the activity or assignment.
Nonverbal language to manage the classroom.	Strategy	Your use of nonverbal language and gestures minimized disruptions to the lesson.
	Coaching Tip	By using nonverbal language and gestures to manage the classroom, it will minimize disruptions to the lesson.

Rules limited to 3-5.	Strategy	Your use of 3-5 key rules allows the students to easily remember specific behavior expectations.
	Coaching Tip	Limiting established rules to 3-5 allows the students to easily remember specific behavior expectations.
Giving consequences without interrupting the lesson.	Strategy	When you relayed consequences in a quiet manner, it allowed for an uninterrupted lesson.
	Coaching Tip	Relaying consequences in a quiet manner allows for an uninterrupted lesson.
Appropriate voice when correcting misbehaviors.	Strategy	Your use of a gentle and calm, yet firm, voice when correcting student misbehaviors demonstrated respect.
	Coaching Tip	Correct student misbehaviors with a gentle and calm, yet firm, voice to model respect.
Non-directive statements model respect for students.	Strategy	Your use of non-directive statements for off-task students protected their dignity and modeled respect.
	Coaching Tip	To protect student dignity and model respect, use of non-directive statements for off-task students.

Class meetings promote positive culture.	Strategy	Your class meeting focused the students on ways they could support each other, which promoted a positive culture.
	Coaching Tip	A class meeting focuses students on ways they can support each other, which promotes a positive culture.
Establish authority by relaying clear expectations.	Strategy	By speaking in short, clear sentences or phrases, you established authority and understanding on behavior expectations.
	Coaching Tip	Establish authority and understanding on behavior expectations speaking in short, clear sentences or phrases.
Student accountability by allowing choice.	Strategy	When you allowed student choice, it promoted student responsibility and accountability.
	Coaching Tip	When you allow student choice, it promotes student responsibility and accountability.
Focus on behavior or issue, not on the student.	Strategy	When you focused on the behavior or issue, not the student, you left the student's dignity intact.
	Coaching Tip	When you focus on the behavior or issue, not the student, you leave the student's dignity intact.

Quickly redirecting off task behavior minimizes interruptions.	Strategy	When you quickly redirected off task behavior, you minimized learning interruptions.
	Coaching Tip	When you quickly redirect off task behavior, you minimize learning interruptions.
Physical proximity and eye contact minimize off task behavior.	Strategy	When you frequently utilized physical proximity and eye contact, it minimized off task behavior.
	Coaching Tip	By frequently utilizing physical proximity and eye contact, you can minimize off task behavior.
Low profile management prevents misbehavior.	Strategy	Your use of low profile management techniques prevented misbehavior and allowed the focus to be on learning, instead of on behavior management.
	Coaching Tip	Low profile management techniques prevent misbehavior and allow the focus to be on learning, instead of on behavior management.
Reflective Question on Anticipation and Planning	Strategy	How have your anticipations for and plans to address misbehavior helped the students in your classroom?
	Coaching Tip	How could anticipation for and plans to address misbehavior help the students in your classroom? Where could you find resources to help you with this?

Reflective Question on Positive Redirection	Strategy	How does your positive, calm redirection of misbehavior benefit the students in your classroom?
	Coaching Tip	How could positive, calm redirection of misbehavior benefit the students in your classroom?
Monitoring for on-task behavior	Strategy	By walking around the classroom and checking for on-task behavior, you ensured that students were focused on the instruction or task.
	Coaching Tip	Ensure that students are focused on the instruction or task by walking around the classroom and checking for on-task behavior.
Avoid teaching from a fixed location	Strategy	When you were mobile in the classroom, you helped increase student focus and minimized off-task behavior.
	Coaching Tip	To increase student focus and minimize off-task behavior, avoid teaching from a fixed location.

Learning Environment - Relationships

Feedback Summary	Type	Full Feedback Statement Emailed to Teacher
Positive tone models respect.	Strategy	Your positive tone with the students encouraged the students to show respect to their classmates.
	Coaching Tip	To model respect towards adults and peers, use a positive tone with students.
Orienting new students to the class builds community.	Strategy	Your consideration for orienting new students to the class built a sense of community.
	Coaching Tip	To build a sense of community, provide opportunities for orienting new students to your class.
Making commitments for behavior establishes norms.	Strategy	Having students sign a wall poster that described their commitments for treatment of each other enabled your students to establish norms for classroom interactions.
	Coaching Tip	To establish norms for classroom interactions, have students sign a wall poster that describe their commitments for peer interactions.

Community Circle builds interpersonal skills.	Strategy	The Community Circle strategy focused the students on effective interpersonal communication skills.
	Coaching Tip	To promote interpersonal communication skills, engage in strategies (such as Community Circle) to focus on effective tools for discussion.
Selecting specific questions for students promotes success.	Strategy	Preparing individual students to answer specific questions provided opportunities for all students to shine.
	Coaching Tip	To promote confidence, offer opportunities that prepare students for answering specific questions successfully.
Include parents in classroom activities.	Strategy	You are building a sense of common purpose and community by including parents in classroom activities.
	Coaching Tip	To build a sense of common purpose and community, include parents in classroom activities.
Class meetings promote positive culture.	Strategy	Your class meeting focused the students on ways they could support each other, which promoted a positive culture between you and your students.
	Coaching Tip	To promote a positive culture between you and your students, create opportunities for class meetings that focus on building student support systems.

Appropriate voice when correcting misbehaviors.	Strategy	Your use of a gentle and calm, yet firm, voice when correcting student misbehaviors demonstrated respect.
	Coaching Tip	To demonstrate respect, model the use of gentle and calm and firm tone when correcting student misbehaviors.
Nonverbal language to protect dignity.	Strategy	Your use of nonverbal language and gestures not only minimized disruptions to the lesson, but protected student dignity as well.
	Coaching Tip	To protect student dignity, use nonverbal language and gestures to minimize disruptions during the lesson.
Redirecting counter productive behavior creates boundaries.	Strategy	When students are seeking attention in a counter productive way, you used alternative methods to redirect behavior and maintain structure.
	Coaching Tip	To maintain standards and structure in the classroom, use alternative methods to redirect counter productive behavior.
Reflective Question on Community Building	Strategy	How has the sense of community that has been built in the classroom helped your students focus in class?
	Coaching Tip	How could a sense of community promoted in the classroom help your students focus in class?

Reflective Question on Mutual Respect	Strategy	How do you consciously show respect for all students, even in the most difficult situations?
	Coaching Tip	How could you consciously show respect for all students, even in the most difficult situations?