



# TEACHER COACHING FRAMEWORK

K-12

STRAND 1 CLASSROOM CULTURE

STRAND 2 CONTENT MASTERY

STRAND 3 RIGOR

WE CAN. WE WILL. **SKYROCKET.**

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## STRAND 1 CLASSROOM CULTURE

### STUDENT OUTCOME GOAL :

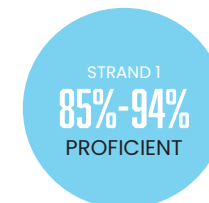
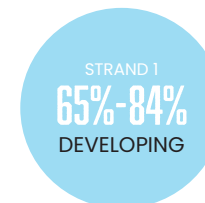
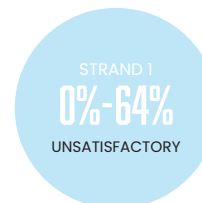
STUDENTS ARE ON TASK THROUGHOUT THE LESSON.

### FOUNDATIONAL TEACHER ACTIONS

1. Classroom is neat, clean, and organized. Classroom layout (seating chart/desks, whiteboard, projector, etc.) is most conducive to student learning.
2. Teacher and student materials are prepped in advance and all lesson components (objective, agenda, worksheets, daily learning assessments) are logical and accessible for students.
3. Classroom displays reflect information about students as well as teacher. Displays are relevant and culturally inclusive.
4. Teacher creates, models, and habituates equitable expectations for all class routines. These routines and academic expectations are posted, visible, and relevant to all students.
5. A signal (call and response, countdown, claps, etc.) is used to achieve and maintain one voice when appropriate.
6. Directions are delivered warmly and in the formal register from the front of the room and/or with the attention of the overwhelming majority of students.
7. Major directions include information on time, task, materials, and sound. Directions are chunked and age appropriate.
8. Teacher scans the room after every direction to determine whether expectations are being met.
9. Teacher genuinely, publicly, and briefly acknowledges students meeting expectations immediately after every direction given. During work time, teacher praises specific student actions relevant to learning.
10. A continuum of redirection is used and a ladder of logical consequences is followed for misbehaviors.
11. Teacher actions and materials authentically and intentionally build positive relationships with students.
12. Teacher uses growth mindset language to both celebrate and motivate students after individual and class achievements and growth opportunities. Student work is posted, updated regularly, and highlights successes and growth opportunities.
13. Teacher is knowledgeable of student IEPs, 504s, and/or behavioral support plans, and makes according accommodations. Collaboration with student services team is regular and intentional.

### RUBRIC FOR EVALUATION

% of Students Meeting the Outcome



Teacher must rate proficient or higher over multiple observations to move on to Strand 2

## STRAND 2 CONTENT MASTERY

### STUDENT OUTCOME GOAL :

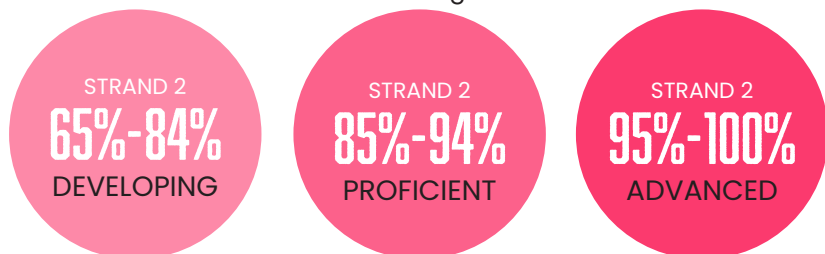
STUDENTS MAKE SIGNIFICANT PROGRESS TOWARD MASTERING A RIGOROUS DAILY OBJECTIVE.

### FOUNDATIONAL TEACHER ACTIONS

1. Lesson objective is the most important next step for students, is measurable, and can be accomplished in one period. All materials selected are purposeful, rigorous, and aligned to that objective.
2. Lesson plan includes an accurate, rigorous lesson exemplar, steps for success, criteria for evaluation, and potential misconceptions. Teacher has a clear understanding of lesson flow.
3. Lesson requires students to consistently engage in a variety of ways (annotating, writing, tracking, answering questions) throughout class.
4. Lesson objective is clearly displayed and visible to all students throughout the lesson. Teacher states daily objective using student-friendly language, elaborates on the meaningfulness of the objective, and clearly defines what students will accomplish.
5. A lesson hook is used to engage students, connect to the objective, and highlight the relevance of what will be learned.
6. Teacher succinctly and efficiently models the precise steps and cognitive processes students are expected to take to master content.
7. Teacher differentiates instruction, content, materials, and presentation to meet the needs of all learners. Teacher creates opportunities to challenge students exhibiting early evidence of content mastery.
8. Teacher allocates an appropriate amount of time for each lesson portion to ensure students have enough reps, both guided and independent, to master the content.
9. Teacher frequently and strategically checks for understanding. This data is used to make appropriate and timely adjustments to instruction and inform students of their progress towards the objective.
10. Teacher models and holds students accountable for using the content-specific vocabulary needed to master the objective in both verbal interactions and written work.
11. Teacher closes lesson by assessing student learning and communicates progress to students. Assessment data is analyzed and used to inform next steps.

### RUBRIC FOR EVALUATION

% of Students Meeting the Outcome



## STRAND 3 RIGOR

### STUDENT OUTCOME GOAL :

STUDENTS DEEPLY ENGAGE WITH CONTENT AND PARTICIPATE IN ACADEMIC DISCUSSIONS CONSISTENTLY THROUGHOUT THE LESSON.

### FOUNDATIONAL TEACHER ACTIONS

1. Teacher plans for students to carry the cognitive load for at least 50% of class (independent work, group work, Socratic seminar, etc.).
2. Teacher scripts out multiple higher-order questions and engagement opportunities in lesson plans. These include opportunities for students to respond to each other in meaningful ways.
3. Turn and talks, partner work, and group work are intentionally designed. Roles and outputs are clearly defined beforehand and all activities are intended to engage all students equitably.
4. After each higher-order question asked, teacher will require all students to generate a response, either individually or with partners.
5. After giving sufficient time to process, write, talk to partners, etc., teacher will strategically sample students for responses.
6. Teacher holds students accountable for responding to peers using evidence and academically rigorous, appropriate, and responsive language.
7. Teacher responds neutrally (speech and body language) to student contributions and facilitates further student participation.
8. Teacher shares student work for students to analyze in order to further their understanding or address misconceptions.

### RUBRIC FOR EVALUATION

% of Students Meeting the Outcome



Teacher must rate proficient or higher over multiple observations to move on to Strand 3