



SKYROCKET
EDUCATOR TRAINING

TEACHER COACHING FRAMEWORK

2021-2022
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 (desks, whiteboard, projector, etc.) is most conducive to student learning. Teacher and student materials are prepped in advance (handouts, guided notes, PPTs, etc.), and all lesson components are logical and accessible for students.
2. Classroom norms and academic expectations/anchor charts are posted and visible to all students.
3. Student work is displayed. It is recent and includes detailed feedback that celebrates students' effort, improvement, and success.
4. Teacher has created, modeled, and habituated expectations for all class routines (classroom entry, homework submission, share outs, partner work, etc.).
5. A signal (hand raised, countdown, claps, etc.) is used to achieve and maintain One Voice when appropriate.
6. Directions are delivered 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.
8. Teacher scans the room after every direction to determine whether or not behavioral expectations are being met.
9. Teacher immediately and genuinely praises students meeting expectations after every direction given.
10. Appropriate redirection is used and logical consequences are issued for misbehaviors.
11. Teacher is warm and positive while also being strong in presence and tone. Teacher uses the formal register most often.
12. Teacher uses growth mindset language to both celebrate individual and class achievements and to motivate students after individual and class misses.
13. Teachers are knowledgeable of student IEPs, 504s, and/or behavioral support plans, and they make the appropriate accommodations for students based on them.

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 :

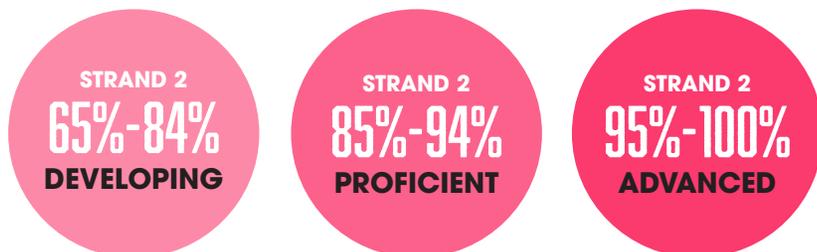
STUDENTS MAKE SIGNIFICANT PROGRESS TOWARD MASTERING A RIGOROUS DAILY OBJECTIVE.

FOUNDATIONAL TEACHER ACTIONS

1. Lesson objective is the most important next step for students; and, all materials selected are purposeful, rigorous, and aligned to that objective.
2. Lesson plan includes an accurate and appropriately rigorous lesson exemplar, steps for success, and criteria for evaluation as well as potential student misconceptions.
3. Lesson requires students to engage (notes, annotating, written responses, etc) consistently throughout.
4. Teacher states daily objective/learning outcome to students, what they will accomplish by the end of the lesson, and how/why they're both meaningful.
5. A lesson hook (anecdote, student prediction, connection to previous learning, etc) is used to engage students.
6. Direct instruction succinctly and efficiently models the precise steps and cognitive process students are expected to take to master content.
7. Teacher differentiates content, materials, presentation to meet the needs of all learners.
8. An appropriate amount of time is allocated for each lesson portion to ensure students have enough reps, both guided and independently, to master the content.
9. Teacher frequently and strategically checks for understanding and that data is used to make appropriate adjustments to instruction.
10. Lesson objective is clearly displayed and visible to all students throughout the lesson. Teacher makes multiple mentions of that objective throughout the lesson and updates students as to their progress toward it.
11. Student learning and progress toward the objective are assessed (exit ticket, independent practice, questioning, whiteboards, student self-assessment, etc.) at the end of the lesson and assessment data is used to tell students overall class progress toward the objective.

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 scripts out multiple higher-order questions and engagement opportunities in lesson plans. These include opportunities for students to respond to each other.
2. Teacher plans for students to have at least 50% of class to work independently/with partners/in groups.
3. After each high order question asked, teacher will require all students to, either individually or with partners, generate a response (Everybody Writes, Turn and Talk, White Boards, etc).
4. After giving sufficient time to process, write, talk to partners, etc. teacher will cold call after 100% of higher order questions.
5. 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 equally.
6. Teacher will neither confirm or deny, through speech or body language, whether a response is correct. Rather, the teacher will thank the student for participating and call on other students to respond to the speaker after all HOQs.
7. Teacher projects/shares student work and has students analyze to either further their understanding or to address misconceptions.
8. Teacher models academic language for students and holds students accountable for using academic language in both verbal interactions and written work.

RUBRIC FOR EVALUATION

% of Students Meeting the Outcome



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