

Teacher

Level of Instruction & Content Area

Date, Time, Quarter



## TEACHER ANALYSIS & REFLECTION



### PRAISE & CORRECTIONS

# of Praises

# of Corrections

Ratio

:

GOAL: 3:1 Praise to Correction Ratio

[Reflective Questions](#)

### MINDSET

# of Growth  
Comments

# of Fixed  
Comments

Percentage of  
Growth

%

GOAL: 90% Growth Comments

[Reflective Questions](#)

### OPPORTUNITIES TO RESPOND

# of Student  
Responses

Total Recorded  
Time

Average

/ minute

GOAL: 4 opportunities per minute

[Reflective Questions](#)

### INSTRUCTIONAL TIME

Instructional  
Time

Non-Instructional  
(Transitional) Time

Transitional  
Time

%

GOAL: Transition time between instructional and non-instructional time is less than 5% of total time.

[Questions](#)

[Reflective](#)

### QUESTION TYPE, KIND, & LEVEL

TYPE

#

KIND

#

LEVEL

#

Open (∞)

Opinion

Remember Info.  
(WEBB DOK 1 -Recall)

Closed (↔)

Right/Wrong

Explain a Process  
(WEBB DOK 2 -Conceptual)

Generalize Big Ideas  
(WEBB DOK 3 & 4 - Strategic &  
Extended)

GOAL: Intensive-explicit instruction - 4/minute of closed, right-wrong, and remember/explanation questions

**STUDENT TALK**Student-Talk  
TimeTeacher-Talk  
TimePercentage of  
Student Talk

%

[Reflective Questions](#)

GOAL: 50% of instructional time is dedicated towards student talk.

**DIVERSE RESPONDERS & CIRCULATION**

Student Name	Responses or Contact	Student Name	Responses or Contact	Student Name	Responses or Contact	Student Name	Responses or Contact

GOAL: 70% of students respond to at least one question.

[Reflective Questions](#)**ENGAGEMENT**

Student Name	Uninterested or Distracted	Student Name	Uninterested or Distracted	Student Name	Uninterested or Distracted	Student Name	Uninterested or Distracted

GOAL: Body Language &amp; Time on Task - 80% of students are authentically engaged.

[Reflective Questions](#)

Disruptions

Total Recorded  
Time

Average

/ minute

GOAL: Disruptions - No more than 4 disruptions every four minutes.

[Reflective Questions](#)

## Praise & Corrections

- When you acknowledge students (positively or negatively) what does it look like and sound like?
- How do your acknowledgements affect the learning environment?
- Do you notice any trends in how you praise or correct students? Why are those trends occurring?

## Mindset

- Are you praising the characteristic (growth) or the ability (fixed)?
  - **Fixed:** You're so smart, gifted, awesome, amazing...
  - **Growth:** You clearly worked hard, your effort paid off, you've really demonstrated grit here, you are really showing progress thanks to your hard work...
- How are you speaking to students about: challenges, obstacles, effort, setbacks, other's successes, criticism.

## Opportunities to Respond

- How long are you waiting before students respond?
- Besides verbal responses, how are you allowing students to respond and [checking for understanding](#)?

## Instructional Time

- How clear is the instructional objective for students?
- How is non-instructional time impacting student learning?
- Is there a more efficient way to maximize instructional time?

## Question Type, Kind, & Level

- Do the student responses meet your expectations? If not, where is the disconnect happening?
- Is there a trend in the types of questions you're asking students? (ie right/wrong, yes/no, open ended)
- Is the level of questioning consistent with your instruction, the standard/instructional goal, student aptitude?

## Student Talk

- Is the amount you're talking supporting or impeding student learning?
- What do you do to ensure that students are talking about their learning with you or others?

## Diverse Responders & Circulation

- Are there any pockets of students or areas of the classroom that you do not interact with?
- What trends do you notice in terms of who you call on and where you circulate in the classroom?

## Engagement

- Would you say your students are compliant or engaged? How would you explain the difference?
- How long are students allotted to complete a given task?
- How do I act when my students are engaged? How do I act when they're not engaged?

## **Disruptions**

- What do you look like when you handle classroom disruptions?
- What types of disruptions are most common in your classroom?

# COACHING QUESTIONS & STEMS

## COACHING QUESTIONS

### Stems for providing positive feedback:

- *Here are some research-based strategies I saw you use today...*
- *Here is something I learned today...*
- *I saw you... This is a sound practice because...*
- *I enjoyed being in your classroom today because...*

### Stems for making suggestions:

- *You might try....*
- *Here is something you could consider.*
- *Another approach to this might be....*

### Specific questions

#### PARAPHRASING STEMS

- *So, ...*
- *In other words, ...*
- *It sounds like...*
- *There are several key points you're bringing up...*
- *From what you're saying...*
- *You're primarily concerned with...*

#### CLARIFYING STEMS

- *Let me see if I understand..*
- *Can you tell me more about...*
- *It would help me understand if you'd give me an example of...*
- *So, are you saying/suggesting...*
- *How are you feeling about...*

#### MEDIATIONAL STEMS

- *What's another way you might...*
- *What would it look like if...*
- *What do you think would happen if...*
- *How was \_\_\_ different from...*
- *What sort of impact do you think...*
- *What criteria do you use to...*
- *When have you done something like \_\_\_ ... before?*
- *What do you think about...?*
- *How did you decide...*
- *What might you see happening in your classroom if...*
- *What might have contributed to...*
- *What do you think \_\_\_ might have been thinking or feeling?*

#### NON-JUDGMENTAL STEMS

##### What Worked Well

- *I noticed when you \_\_\_ the group really \_\_\_*

##### Encouraging

- *It sounds like you have a number of ideas to try out!*

##### Teacher Self-assessment

- *In what ways did the lesson go as you expected?*
- *What didn't you expect?*

##### Teacher's Role

- *What instructional decisions made the lesson successful?*

##### Enthusiasm and Interest

- *I'm interested in learning/hearing more about...*
- *I'm really looking forward to...*