



# Instructional Coaching: Demonstration Lesson Focus Form



Lesson: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Objective: \_\_\_\_\_

**While observing the demonstration lesson, consider how the coach/teacher:**

- Explains lesson objectives and procedures.
- Provides models as students are learning a new skill.
- Provides frequent opportunities for students to respond (i.e., follows a clear signaling procedure).
- Gives students immediate and specific feedback (i.e., follows error correction).
- Monitors student learning and progress (i.e., checks for understanding).
- Uses a quick and lively pace.
- Uses scaffolding to support student learning.
- Adjusts instruction based on students' responses.
- Limits the amount of extra teacher talk.
- Uses specific positive praise statements to celebrate and motivate students.
- Refers to cueing systems (e.g., sound-spelling cards, other posted resources).

## Notes

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## Questions

Large empty box for questions.

\*Modified from *Leading for Reading Success: An Introductory Guide for Reading First Coaches*, 2005, National Center for Reading First Technical Assistance.