



## MTSS Coaching Walk Through

<b>Staff Member:</b>	<b>Observer:</b>
<b>MTSS Tier Observed:</b> <input type="checkbox"/> Tier 1- Core Instruction <input type="checkbox"/> Tier 2- Targeted Small Groups <input type="checkbox"/> Tier 3- Intensive Support	<b>Learning Objective</b> <input type="checkbox"/> Visible to students <input type="checkbox"/> Students can explain <input type="checkbox"/> Relevant to curriculum <input type="checkbox"/> Other:_____
<b>Subject Area:</b> <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> ELA <input type="checkbox"/> Social Studies <input type="checkbox"/> Electives/Specials <input type="checkbox"/> Intervention Time	<b>Type of Instruction Visible:</b> <input type="checkbox"/> Direct Instruction (I do, We do, You Do) <input type="checkbox"/> Small Groups <input type="checkbox"/> Individual Work <input type="checkbox"/> Transition <input type="checkbox"/> Other:_____
<b>Pacing of lesson- Scale of 1-5 (Circle)</b> <b>Too Slow</b> 1   2   3   4   5 <b>Too Fast</b>	
<b>Teacher Questioning:</b> <input type="checkbox"/> Higher level questioning <input type="checkbox"/> Used to assess understanding <input type="checkbox"/> Relevant to objective <input type="checkbox"/> Multiple students answering <input type="checkbox"/> Other:_____	<b>Checks for Understanding:</b> <input type="checkbox"/> Monitoring student progress during independent time <input type="checkbox"/> Pauses at appropriate points in lesson to check for student understanding <input type="checkbox"/> Using formative assessment for checks <input type="checkbox"/> Other:_____
<b>Engagement Strategies:</b> How is a teacher having the students participate? <input type="checkbox"/> Calling on volunteers <input type="checkbox"/> Randomizer <input type="checkbox"/> Cold calling students <input type="checkbox"/> Think Pair Share <input type="checkbox"/> Choral Response <input type="checkbox"/> Discussion protocol <input type="checkbox"/> Other:_____	<b>Evidence of Positive Teacher/Student Relationships:</b> <input type="checkbox"/> Teacher provide high level of interactions with students <input type="checkbox"/> Teacher primarily focuses attention on on-task, behaving students <input type="checkbox"/> Teacher provides calm, appropriate corrections when needed <input type="checkbox"/> Students feel comfortable asking teacher questions
<b>Types of Differentiation Used:</b> _____ _____ _____	<b>Percentage (%) of Students on Task</b> <b>Goal is 90% or Higher</b>  _____%
<b>Extra Comments &amp; Feedback:</b>   	