

Health Education Teacher Coaching Form

Purpose

The purpose of this form is to help facilitate coaching and mentoring systems through informal, classroom visitation for health education teachers. The coaching form is used to assess instructional practices among health education teachers and help identify areas of strength and needed improvement. The form highlights key areas of teaching practice (e.g., classroom management and pedagogy strategies) associated with effective health education. It is important to note that **not all indicators may be observed during one classroom visit.**

The coaching form is a **learning and professional development tool for teachers and district instructional staff** and **does not** function as a formal teacher evaluation. A key element to the coaching and mentoring process is individual self-reflection and appraisal by the teachers. Teachers are encouraged to use individualized coaching feedback from the classroom visit to adapt their teaching practices for future lesson implementation. Additionally, results from the classroom visit can be used to plan and implement professional development opportunities that target specific skills (e.g., answering difficult questions) needed by those who teach health education.

How to use the coaching form

The coaching form is intended to help identify areas of instructional strength and improvement among health education teachers. Several steps should occur prior to conducting the classroom visitation or providing coaching feedback to teachers.

1. School district resource teachers/staff should share the coaching form with all health education teachers and school administrators responsible for health teachers at the start of the school year and before a visit with the health teachers. If appropriate, health education coaching staff (e.g., instructional coach or resource teacher) should share this form with all health teachers at the school. Administrators and coaching staff should reiterate that the goal of the coaching form is to help health education teachers reflect on daily teaching practices, not serve as formal evaluation or observation.
2. The health education coaching staff should notify the health education teacher in advance (e.g., 72 hours) as to when the visit will take place and, again, share the coaching form with them. This transparency allows the teacher to become familiar with criteria on the form and can potentially decrease feelings of uneasiness or concern for how the teacher will be observed during the visit.
3. On the scheduled day and time, the coach brings the form to the health education classroom. The coach should sit in a location that is discrete and out of the way (e.g., back corner of classroom). The coach's goal is to have the clearest view of students, the teacher, and the classroom environment while not disturbing the teacher's instructional area(s).
4. The coach will observe the health education teacher deliver the lesson and activities, taking notes on the appropriate sections of the form. The coach should not interrupt the teacher or students during the health education lesson.
5. At the conclusion of the health education lesson, or shortly thereafter, the coach should complete the processing questions found under the Processing and Goal Report section of the form. **Do not skip step 5.** Together the teacher and coach should spend time reflecting and debriefing on the health education lesson.



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6. Providing written feedback and sharing insights from the observation is critical to helping the teacher complete the Action Plan section. The reflection and debrief period allow the coach and the health education teacher to talk through the lesson's strengths and areas for improvement. This is the most critical step in the observation and coaching process—***do not skip the reflection and debrief!*** Provide the health education teacher with a copy of the completed form, including coach notes and comments.
7. Results derived from the coaching and observation session are **only shared between the instructional coach and the teacher**. This coaching form is intended to help teachers improve daily practice with guidance and on-going support from their instructional coach, and as such, results are not included in formal school/district filing systems or given to administrators for summative evaluation (unless otherwise agreed upon by health education teacher and instructional coach).
8. Establish a plan for the next coaching session, including specific date(s) or pre-work tasks, or steps the health education teacher should take to revise and adapt their instructional practices in health education.

Sample Health Education Teacher Coaching Form¹

Date: _____ Designated Classroom: Yes No School: _____

Teacher Name(s): _____

Length of Class: _____ Coach/Visitor Name: _____

Unit and Lessons Covered/Lesson Plan: _____

Please use the following scale to rate your visit:

Exceeds expectations = **EE** Needs improvement = **NI**

Meets expectations = **ME** Not applicable = **NA**

Note: The EE rating should be used for *exemplary* teaching only (e.g., going above and beyond what is required); The ME rating should be used to classify favorable observations.

Remember: Not all indicators may be observed during one classroom visit.

Classroom Management & Environment

General Classroom Management	Visit Rating		Comments
Displays healthy behavior outcomes (HBOs) and student learning objectives (SLOs) in clear sight	EE NI	ME NA	
Displays word wall in clear sight (e.g., relevant unit or lesson-specific words displayed on a wall or other surface in classroom)	EE NI	ME NA	
Ground rules are posted and reinforced throughout the lesson	EE NI	ME NA	
Starts and ends class on time	EE NI	ME NA	
Class is taught until the end of the class period	EE NI	ME NA	

¹ This tool was adapted from existing documents by Healthy Teen Network and the Fort Worth Independent School District developed under cooperative agreement PS13-1308 with additional input from ICF under contract task order 200-2014-F-59670.

Safe and Supportive Learning Environment	Visit Rating		Comments
Uses students' preferred names and pronouns	EE	ME	
	NI	NA	
Provides clear instructions throughout the lesson	EE	ME	
	NI	NA	
Allows sufficient time for activities and discussions	EE	ME	
	NI	NA	
Checks for understanding throughout the lesson	EE	ME	
	NI	NA	
Uses respectful tone throughout the lesson	EE	ME	
	NI	NA	
Maintains professional demeanor throughout the lesson	EE	ME	
	NI	NA	
Does not disclose personal information or information about friends and family	EE	ME	
	NI	NA	
Addresses inappropriate student comments or behaviors (e.g., using "stop it, name it, claim it" technique)	EE	ME	
	NI	NA	
Responds appropriately to non-engaged students	EE	ME	
	NI	NA	
Does not make negative comments at the expense of others	EE	ME	
	NI	NA	

Safe and Supportive Learning Environment	Visit Rating		Comments
Acknowledges diversity of student backgrounds and experiences (e.g., does not reinforce stereotypes, uses inclusive and gender-neutral language, etc.)	EE NI	ME NA	
Recognizes if/when a student needs to be referred to health care or social services	EE NI	ME NA	

Teaching Strategies

Engagement	Visit Rating		Comments
Uses intentional and efficient methods for transitioning from one activity to the next (e.g., activity timers)	EE NI	ME NA	
Uses a variety of strategies and interactive methods as outlined in the lesson to engage students (e.g., group activities, role-play, games, lectures, etc.)	EE NI	ME NA	
Answers student questions or makes it a point to answer them in the future	EE NI	ME NA	
Includes anonymous question box, or similar strategy, as a place for students to ask sensitive questions	EE NI	ME NA	
Reinforces learning through techniques like activity debriefs	EE NI	ME NA	
Percent of students who appear engaged in learning by talking to teacher or peers (e.g., asking or answering questions)	100% 75% 50% 25% 0%		

Personalization	Visit Rating	Comments
Uses activities that allow students to personalize information through individual reflection (e.g., independent journaling, partner sharing)	EE ME NI NA	
Connects lesson to realistic and relevant information that is appropriate for students' age and reflects their experiences, identities, and personal values	EE ME NI NA	
Adds specific lesson accommodations or modifications to meet individual student needs	EE ME NI NA	

Skill-building	Visit Rating	Comments
Discusses the importance and relevance of skill(s)	EE ME NI NA	
Presents steps for developing the skill(s) through modeling, demonstration, or example	EE ME NI NA	
Provides an opportunity for students to practice/rehearse skill(s) independently and in small groups	EE ME NI NA	
Facilitates discussion about experience of using skill(s) with students	EE ME NI NA	
Provides performance-based feedback to students on their practice of skill(s)	EE ME NI NA	

Technology integration	Visit Rating		Comments
Uses technology and digital tools (e.g., tablets, apps, SMART boards) appropriately to engage students and reach lesson objectives	EE NI	ME NA	

Content Delivery

Delivery	Visit Rating		Comments
Demonstrates preparedness to deliver the lesson	EE NI	ME NA	
Demonstrates comfort and confidence with lesson content, skills, and student activities	EE NI	ME NA	
Appears knowledgeable about the topic	EE NI	ME NA	
Actively listens to students	EE NI	ME NA	
Answers sensitive or difficult questions using medically accurate language, free of jargon or complicated terminology	EE NI	ME NA	
Makes eye contact with students	EE NI	ME NA	
Paces lesson appropriately	EE NI	ME NA	

Delivery	Visit Rating		Comments
Identifies relationship of this lesson to previous lesson(s)	EE	ME	
Uses medically accurate terminology and information throughout the lesson	EE	ME	
Teaches in accordance with state, local, and district policies that specify what can be said and done in the classroom	EE	ME	
	NI	NA	

Additional Comments

Processing and Goal Report

Processing Questions *(to be completed by the coach)*

List the teacher's major strengths as demonstrated in the lesson:	What suggestions do you have for the teacher to enhance future implementation?

Action Plan: What are my next steps using this feedback? *(to be completed by teacher)*

On my own:	With support: <i>(Identify the person(s)/department(s) that can help you.)</i>	Resources I might need/use:

Date/Location of next coaching session

Date:

Location: