

GTS: GUIDING TEACHERS TO SUCCESS
COACHING ANALYSIS

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Transformational Teaching for Rigor, Relevance, and Relationships

Instructional Activity Codes					
Instructional Activity	Code	Description	MS/ I	A E	G/ T
1) STATEMENT OF OBJECTIVE	SO	Students know the focus of the lesson (objective) and the state standard within the first minutes of instruction			
2) ESSENTIAL QUESTION	EQ	The teacher Socratically leads the students to an interpretation or real world essential question			
3) ANCHORING ACTIVITY BEFORE LESSON	AB	Use of lesson-anchoring materials prior to teacher presentation of content			
4) ANCHORING ACTIVITY DURING LESSON	AD	Use of lesson-anchoring materials during teacher presentation of content			
5) ANCHORING ACTIVITY AFTER LESSON	AA	Use of lesson-anchoring materials after teacher presentation of content			
6) MULTI MEDIA/TECH. USE BY TEACHER	NTS	Teachers use student based multi-media (podcasts, webinars, twittering, etc.) to enhance learning			
7) MULTI MEDIA/ TECH. USE BY STUDENT	NTT	Students use student based multi-media (podcasts, webinars, twittering, etc.) to enhance learning			
8) PROJECT CENTERED LEARNING WITH RUBRIC	PCL	Classroom activities center around relevant project centered learning, individually, in pairs, or cooperative learning guided by rubric			
9) COOPERATIVE LEARNING	CL	Students working in a planned cooperative structure to complete at task			
10) DIRECTED SMALLER LEARNING COMMUNITY ACTIVITIES	SLC	Students are "home-based" in a small learning community for long term investigations and/or project centered learning			
11) EVIDENCE OF PROFESSIONAL LEARNING COMMUNITIES	PLC	The teacher obviously makes use of content integration from interacting with an ongoing PLC			
12) CONNECTION/INTEGRATION OF OTHER DISCIPLINES	COD	The teacher and students purposefully brings other content areas into the lesson for relevance, rigor, and relationships			
13) SCHOOL TO CAREER CONNECTIONS	SCC	Teacher relates the learned material to real world applications and career utilization			
14) USE OF COMMUNITY PROFESSIONALS/EXPERTS	CPE	Community professionals and/or experts are utilized electronically or in personal appearance to enhance lessons			
15) STUDENT PRESENTATION	SP	Student(s) presenting information to the class (either planned presentation or on-demand task)			
16) LECTURE	L	Teacher lecturing to group of students: "sage on the stage" traditional didactic teaching			
17) LECTURE WITH DISCUSSION	LD	Teacher-led lecture, with periodic student discussion (recitation)			
18) MANIPULATIVES	M	Student(s) working with concrete materials to illustrate abstract concepts (e.g., math blocks)			
19) CUBING (INCLUDING KWL CHARTS)	C	Student(s) working with cubing curriculum materials			
20) LEARNING CENTER(S)	LC	Student(s) working at planned learning center(s) individually or in small groups (computer stations can be included if planned activities)			
21) CLASS DISCUSSION	CD	Discussion in class, students are primary discussants: teacher is "guide on the side" dialectic/Socratic leader			
22) SMALL GROUP DISCUSSION	GD	Discussion in class, but in small groups, not whole group			
23) PROBLEM MODELING BY TEACHER	PM	Teacher demonstrating how to execute a task (e.g., working a math problem on board)			
24) DEMONSTRATION BY TEACHER	D	Teacher demonstrating a procedure to the class (e.g., how to safely use lab equipment)			
25) QUESTIONING BY TEACHER	Q	Teacher asking questions of student(s) in group setting			
26) STUDENT RESPONDING	SR	Student(s) answering questions posed by teacher (choral response included in this category)			

27) SEAT WORK- GUIDED PRACTICE	SWGP	Student(s) working at desk on academic materials (independently)			
28) SEAT WORK- GROUP BASED	SWG	Student(s) working at desk on academic materials (group)			
29) HOMEWORK / HOME LINK	HW	Teacher assigns homework and/or discussion topic for home link			
30) ROLE PLAYING / SKITS	RP	Student(s) engaged in role play exercises (e.g. Creating skits from content)			
31) TEACHER INTERACTING WITH INDIVIDUAL STUDENT	TIS	Teacher working with/talking to/helping individual student			
32) TEACHER INTERACTING WITH SMALL GROUP	TIG	Teacher working with/talking to/ helping small group of students			
33) INTEGRATED CHARACTER / ETHICS ACTIVITIES	CEA	Students are engaged in character/ethics discussions/dilemmas connected to the immediate lesson			
34) CREATIVE / DIVERGENT QUESTIONING	CDQ	The use of creativity, creative process, and creative problem solving are integrated in the students' learning process			
1) BRAINSTORMING	BS	Students generate a lot of ideas without judgment or "right or wrong" judgments			
2) VIEW POINT	VP	Students are asked to look at an idea from an unusual point of view			
3) INVOLVEMENT / PERSONIFICATION	IP	Students give human characteristics to inanimate or non-human objects			
4) CONSCIOUS SELF-DECEIT	CS	Teacher asks students to suspend judgment as she directs their minds to "what-if" questions			
5) FORCED ASSOCIATION / METAPHORIC REASONING	FP	Students compare one object with another for convergent "academic" or divergent "creative" thinking			
6) SYNECTICS	S	Students are led into recreating a human event or inventing a brand new object by combining unusual attributes			
35) GARDNER'S NINE INTELLIGENCES	G8I	Teacher uses a variety of "ways of knowing" so if a student is not learning way he/she teaches, then teaches the way the student learns			
1) VERBAL LINGUISTIC	VL	Teacher presents verbal linguistic methodology			
2) LOGICAL MATHEMATICAL	LM	Students learn in logical mathematical patterns			
3) MUSICAL RHYTHMIC	MR	Teacher brings music and rhythmic patterns to learning			
4) VISUAL SPATIAL	VS	Students respond to 2D and 3D visual images			
5) BODY / KINISTHETIC	BK	Students are actively engaged physically with body movement			
6) INTERPERSONAL	IE	Students have to interact with their SLC			
7) INTRAPERSONAL	IA	Students reflectively think about their own feelings			
8) NATURALIST	N	Teacher relates lesson to the environment or natural world			
9) EXISTENTIALIST	EX	Students reflect on the interdependence of living things & their environment			
36) ASSESSMENT ACTIVITY (FORMATIVE/SUMMATIVE)	A	Student(s) engaged in a formalized assessment activity (e.g., test; performance)			
37) RESPONSE TO INTERVENTION (RtI)	RTI	The teacher brings special interventions/alternative strategies into the classroom to help struggling learners			

MS/I: Mainstream/ Inclusion

AE: Alternative Ed/ Vocational/ Technical

GT: Gifted/ Talented

Teacher's Name: _____ Subject: _____ Period: _____

Additional Comments: _____

Categories of Instructional Strategies that Affect Student Achievement—"What Works in Schools..." pg. 80 ASCD, MARZANO				
Category	Ave. Effect Size (ES)	Percentile Gain	No. of ESs	Standard Deviation
Identifying similarities and differences	1.61	45	31	0.31
Summarizing and note taking	1.00	34	179	0.50
Reinforcing effort and providing recognition	0.80	29	21	0.35
Homework and practice	0.77	28	134	0.36
Nonlinguistic representations	0.75	27	246	0.40
Cooperative Learning	0.73	27	122	0.40
Setting Objectives and providing feedback	0.61	23	408	0.28
Generating and testing hypotheses	0.61	23	63	0.79
Questions, cues, and advance organizers	0.59	22	1,251	0.26