

## Phase 2 Coaching Form

Observer Name:

Teacher Observed:

Date:

Time/Period:

### Instructional Rigor (TEI Alignment 1.1, 1.5, 2.4)

Students access content through varied learning experiences that are authentic, relevant, and **rigorous**.

Beginning	Practicing	Developing	Achieving
Students access content primarily through <b>unvaried learning experiences</b> that may be generic, inauthentic, and disproportionately focused on lower levels and Bloom's Taxonomy.	Students access content through <b>varied learning experiences</b> , but experiences may be generic and/or inauthentic.	Students access content through varied learning experiences that are <b>authentic and relevant</b> .	Students access content through varied learning experiences that are authentic, relevant, and <b>rigorous</b> .

#### Look- Fors During Observation

Beginning/ Practicing	Developing/ Achieving
<ul style="list-style-type: none"> <li>Students tend to engage in one or two types of learning experiences most of the time. E.g., a teacher may always or almost always introduce new content through direct instruction; student independent practice may often include worksheets.</li> <li><b>Learning experiences tend to be uniform</b> across the entire class of students, i.e., learning experiences may not be differentiated to address different student needs.</li> <li>Learning experiences tend to <b>lack real-world application and relevance</b> to students.</li> <li>Learning experiences <b>may include "busy work"</b> that is rote, i.e., work that is primarily about memorization and repetition.</li> <li>Learning experiences tend to disproportionately focus</li> </ul>	<ul style="list-style-type: none"> <li>Students engage in <b>multiple types of learning experiences</b> on any given day or class period. Eg., project-based learning with a peer group, virtual learning via adaptive software, independent work (e.g., independent reading or writing), etc.</li> <li><b>Learning experiences are authentic</b> (real-world) and <b>relevant</b> to students' interests and aspirations. E.g., a group project may address the essential question, "How does the summer draught affect the plants in my neighborhood?"</li> <li>Teachers use a range of instructional strategies to support student needs and areas for growth.</li> <li><b>Learning experiences drive toward Application, Analysis, Synthesis, and Evaluation</b> on Bloom's Taxonomy. I.e., students consistently engage with content at higher levels of rigor.</li> <li>Learning experiences include meaningful and purposeful opportunities for <b>group collaboration, problem-solving, reflection</b>, etc.</li> </ul>

on **Knowledge and Comprehension** on Bloom's Taxonomy.

### **Questions to Guide Observation**

- What types of activities are students engaged in? What do the activities ask of the student?
- Are different groups of students engaged in different learning experiences?
- Are learning experiences authentic, i.e., do they reflect a real-world problem or allow for real-world application?
- Are learning experiences rigorous? I.e., are the learning experiences appropriately challenging for the student based on data?
- Are learning experiences relevant to the student? I.e., do learning experiences reflect student interests and aspirations?
- What trends do you notice over time when observing?

### **Observation Notes:**