Personalized LEARNING

Phase 1 Coaching Form

Observer Name:

Teacher Observed:

Date:

Time/Period:

Instructional Rigor (TEI Alignment 1.5, 2.1, 2.2)

Learning objectives are **regularly** differentiated based on students' level of content mastery.

Beginning	Practicing	Developing	Achieving
Learning objectives are **never** differentiated based on students' level of mastery, i.e., all students address the same learning objective at the same time.	Learning objectives are **rarely** differentiated based on students' level of content mastery.	Learning objectives are **sometimes** differentiated based on students' level of content mastery.	Learning objectives are **regularly** differentiated based on students' level of content mastery.

Look- Fors During Observation

Beginning/ Practicing

- The teacher almost always or always has **one learning objective** posted for the whole class.

- The **LO may be undifferentiated** to address different student needs.

- If the LO is indeed differentiated, differentiation may not align to student needs or goals, as demonstrated by data. I.e., **differentiation is not purposeful**.

- **Students can articulate the LO** and why it's important.

Developing/ Achieving

- The teacher may have **several different learning objectives** posted to meet various student needs and goals. E.g., each station/group of students may be assigned a different learning objective.

- Alternately, the whole class may be addressing the same learning objective, but **groups of students may be engaging with the LO at different levels of rigor**. E.g., groups of students may be assigned a different text aligned to their Lexile level to master a common LO about theme.

- **Differentiation of LOs is purposeful** and reflects student data. Depending on the needs of the class, multiple LOs may not always be appropriate.

- **Students can articulate** the LO, why it's important, and **how it's aligned to their individual needs** and goals.

Questions to Guide Observation

- Is one or more LO evident in the classroom (either on the wall, at a station, or on a virtual platform)? If so, is the LO differentiated to address various student needs and goals?
- Can students define the LO in their own words, describe why it's important, and identify how it's aligned to their individual needs and goals?

Observation Notes: