**Phase 1 Coaching Form**

| **Varied Learning Experiences** (TEI Alignment 1.2, 1.4, 2.4) | | | |
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| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| Students access content primarily through **unvaried learning experiences** that may be generic, inauthentic, and disproportionately focused on lower cognitive levels that lack rigor. | Students access content through **varied learning experiences**, but experiences may be generic and/or inauthentic. | Students access the content through varied learning experiences that include multiple opportunities for transfer of knowledge, extending the application of knowledge and skill to new and novel contexts. | Students access content through a variety of learning experiences which capture the range of cognitive rigor across the curriculum, and offer opportunities for transfer of knowledge in authentic, relevant, and rigorous ways. |

| **Look- Fors During Observation** | |
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| **Beginning/ Developing**   * 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. * **Learning experiences tend to be uniform** across the entire class of students, i.e., learning experiences may not be differentiated to address different student needs. * Learning experiences may be in need of **real-world application and relevance** to students. * Learning experiences **may include “busy work”** that is rote, i.e., work that is primarily about memorization and repetition. * Learning experiences tend to have a greater focus on **Knowledge and Comprehension on Bloom’s Taxonomy**. | **Practicing/ Achieving**   * Students engage in **multiple types of learning experiences** 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. * **Learning experiences are authentic** (real-world) and **relevant** to students’ interests and aspirations. E.g., a group project may address the essential question, “How does the summer drought affect the plants in my neighborhood?” * Teachers use a range of instructional strategies to support student needs and areas for growth. * **Learning experiences drive toward Application, Analysis, Synthesis, and Evaluation** on Bloom’s Taxonomy. I.e., students consistently engage with content at higher levels of rigor. * Learning experiences include meaningful and purposeful opportunities for **group collaboration, problem-solving, reflection**, etc. * Lesson planning reflects the teacher’s understanding of how to scaffold students to higher levels of cognitive rigor. * Explicit opportunities for **transfer of knowledge and skill** are offered either through instructional methodologies, ie: PBL, inquiry-based learning, etc and/or through assessment practices, ie: performance assessment, portfolio defense, etc. |
| **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? * What evidence do you see in planning documents for scaffolding learners towards higher levels of cognitive rigor? * What instructional and assessment practices allow students to transfer their knowledge and skill? | |
| **Observation Notes:** | |



