

Phase 3 Coaching Form

Observer Name:

Teacher Observed:

Date:

Time/Period:

Collaborative Grouping (TEI Alignment 1.2, 2.3, 3.3)			
Beginning	Developing	Practicing	Achieving
Students have the opportunity to work independently and in unchanging peer groups , i.e., students are always in the same group.	Students have the opportunity to work independently and in evolving peer groups , but grouping strategies tend to be unvaried, e.g., students are always grouped based on mastery.	Students have the opportunity to work independently, in evolving peer groups varied by size and make-up , and with teacher(s) to accomplish their academic goals .	Working in groups of varied size and make-up to accomplish academic and non-academic goals, students are supported in sharing their own and incorporating different perspectives based on the identities of the individuals in the group .

Look- Fors During Observation	
Beginning/ Developing <ul style="list-style-type: none"> Teacher groups students based on behavior. Teacher structures limited academic interactions between students. Students self-select partners or small group members most of the time. Higher-achieving students are supported only with independent work. 	Practicing/ Achieving <ul style="list-style-type: none"> Teacher considers the unique interests, talents, and academic needs of each student when grouping. Student grouping is frequently changed using academic and nonacademic data. Opportunities for collaboration are intentionally structured to incorporate different perspectives.
Questions to Guide Observation <ul style="list-style-type: none"> How often do you work in groups in this class? How often do groups change in this class? How are groups selected in this class? How do you use goal setting to determine where and with who you work? 	

Observation Notes:



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