Personalized LEARNING
Phase 1 Coaching Form

Observer Name:

Teacher Observed:

Date:

Time/Period:

Data Driven Instruction (TEI Alignment 1.2, 1.4, 2.4)

Beginning	Developing	Practicing	Achieving
A **singular source** of academic data drives instructional decision-making. [1]	**Multiple sources** of academic data drive instructional decision-making.	Multiple sources of academic and **non-academic** data used together **sometimes** drive instructional decision-making.	Multiple sources of academic and non-academic data used together **always** drive instructional decision-making.

[1] Instructional decision-making happens through the execution of the Data-Driven Instruction Cycle as defined in Driven by Data, Paul Bambrick-Santoyo.
Alignment to TEI as of 09/2019

Look- Fors During Observation

Beginning/ Developing

- Learner Profile includes previous years' performance on state assessments and may include limited information from other academic sources. There is no evidence that non-academic data sources are being used to inform instruction e.g. interest surveys, career/aspirational surveys, etc.
- **Teachers may not consistently share formative and summative assessment data** with individual students.
- On lesson plans, there is **no evidence of data to inform instructional decision-making**.
- When giving instructions, introducing activities, facilitating small groups, etc., the teacher does not provide a rationale for her decision using data.

Practicing/ Achieving

- Learner Profile includes **multiple sources of data**, such as diagnostic assessments, NWEA's MAP, state assessments, adaptive software/digital content reports, career/aspirational surveys, personality tests, parent surveys, learning style inventories, etc.
- **Data sources are regularly and consistently refreshed/updated** to reflect the latest information about a student.
- **Students have access to** individual formative and summative assessment **data**.
- On lesson plans, **teachers tag the instructional decision with the source of data** that informed that decision (e.g., small group lessons).
- When giving instructions, introducing activities, facilitating small groups, etc., **the teacher provides a rationale for her decision using evidence from data**. E.g., (to a small group) "Based on yesterday's successful exit ticket on the circulatory system in your independent station, and your group's interest in reptiles, we're going to compare what you know about the human circulatory system to the circulatory system of snakes."
- **Students are able to articulate a rationale** grounded in data for why they are working on their current task.

• **Students are not able to articulate a rationale for their current task** that is grounded in data. E.g., "I'm working on this because my teacher told me."	• In PLCs, **teachers regularly analyze academic and non-academic data** together to make decisions on how to best support all students.

Questions to Guide Observation

- What systems are in place to share data with students?
- How do students track progress towards mastery or goals?
- Can students articulate goals related to course?
- Are teachers setting high expectations and goals for each individual student?
- Can students articulate where they are in the learning pathway for course?
- What type(s) of data is included on data walls?
- Is data current?
- Are students using data to help guide their decision-making process (i.e., how they spend time in class, what playlists they complete, assignments, etc.)
- How are teachers using data to inform their instructional decisions?

- What supports do teachers have for reviewing and responding to data from the broader instructional staff?

Observation Notes:

DALLAS
INDEPENDENT SCHOOL DISTRICT

Personalized Learning
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