

 **Personalized** LEARNING
Phase 2 Coaching Form

Observer Name:

Teacher Observed:

Date:

Time/Period:

| Differentiated Learning Objectives (TEI Alignment 1.5, 2.1, 2.2) | | | |
|--|--|---|---|
| Beginning | Developing | Practicing | Achieving |
| Learning objectives are never differentiated based on students' levels of mastery, i.e., all students address the same learning objective at the same time. | Learning objectives are rarely differentiated based on students' levels of content mastery. | Learning objectives are sometimes differentiated based on students' levels of content mastery. | Learning objectives are regularly differentiated based on students' levels of content mastery. |

| Look- Fors During Observation | |
|--|--|
| <p>Beginning/ Developing</p> <ul style="list-style-type: none"> The teacher almost always or always has one learning objective posted for the whole class. The LO is not differentiated 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. | <p>Practicing/ Achieving</p> <ul style="list-style-type: none"> 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. |
| <p>Questions to Guide Observation</p> <ul style="list-style-type: none"> 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? What trends do you notice over time when observing? | |

Observation Notes:



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