

Phase 4 Coaching Form

Observer Name:

Teacher Observed:

Date:

Time/Period:

Mastery Based Progression (TEI Alignment 1.4, 1.5, 2.2)			
Beginning	Developing	Practicing	Achieving
Students advance in lock-step with their peers with little or no opportunity for remediation or extension if necessary.	Students advance in lock-step with their peers but have regular opportunities for remediation and extension if necessary.	Students have regular opportunities for remediation when necessary and advance upon demonstration of mastery.	Students advance upon demonstration of the highest level of mastery.

Look- Fors During Observation	
<p>Beginning/ Developing</p> <ul style="list-style-type: none"> • Instruction is based on provided scope and sequence and/or is carried out in a whole group structure. • Differentiation of Learning objectives and intervention/ extension groups may exist. 	<p>Practicing/ Achieving</p> <ul style="list-style-type: none"> • Instruction is based on the level of mastery of the individual or small groups of students, therefore pacing is flexible and whole group structure for instruction is not relied upon. • There are systems in place to monitor individual student progress allowing for progress on mastery. • There may be flexible grade level groupings in place. • Students may be taking ownership of their own progress.

Questions to Guide Observation
<ul style="list-style-type: none"> • What kinds of groupings do you see instruction happening in? And what is driving how those groups are formed? • What structures do you see in place to monitor student mastery? How are students involved in this? • When you ask students what they are working on do they all respond with the same learning objective or are students working on different learning objectives? • Are classrooms based on grade level or on level of mastery?

Observation Notes:



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