

Phase 3 Coaching Form

Observer Name:

Teacher Observed:

Date:

Time/Period:

Opportunities for Input (TEI Alignment 2.3, 3.3)			
Beginning	Developing	Practicing	Achieving
<p>Teacher makes decisions about students' instructional experiences.</p>	<p>Students sometimes make decisions about their instructional experiences, but decisions may be of low-risk or importance.</p>	<p>Students sometimes make informed and important decisions about their instructional experiences, such as how they'll demonstrate mastery, when they'll demonstrate mastery, and what activities they will pursue along the way.</p>	<p>Students frequently make informed and important decisions about their instructional experiences, such as how they'll demonstrate mastery, when they'll demonstrate mastery, and what activities they will pursue along the way.</p>

Look- Fors During Observation	
<p>Beginning/ Developing</p> <ul style="list-style-type: none"> Instructional decisions are driven solely or almost exclusively by the teacher. There are no supports in place to scaffold students into self-directed learning. Students are given opportunities to make decisions about their learning however they are limited in importance, ie: everyone completes the same task/activity and students can make a choice only about some small element. Instructional decisions lack student voice and alignment to individual learning goals. Students struggle with communicating "the why" behind instructional experiences and how it 	<p>Practicing/ Achieving</p> <ul style="list-style-type: none"> There is flexibility in the pace at which students progress, through individual goal setting with teacher support or through on-line adaptive platforms, or both. Students have choice in the path they use to support their learning through either playlists or other tools that offer varied learning resources and activities. Students learn from and with a variety of people, including peers, various teachers, and other experts or community members. Students have opportunities to learn in varied environments both inside and outside of the primary classroom. Structures exist to support students in making decisions, so that they are empowered drivers of their learning.

