**Phase 3 Coaching Form**

**Observer Name:**

**Teacher Observed:**

**Date:**

**Time/Period:**

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| **Opportunities for Input** (TEI Alignment 2.3, 3.3) | | | |
| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| **Teacher makes decisions** about students' instructional experiences. | **Students sometimes make decisions** about their instructional experiences, but decisions may be of low-risk or importance. | 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. | 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. |

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| --- | --- |
| **Look- Fors During Observation** | |
| **Beginning/ Developing**   * Instructional decisions are driven solely or almost exclusively by the teacher, there are no supports in place to scaffold students into decision making roles. * 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 relates to their interests and passions * Instructional experiences lack collaboration and interaction (teacher to student, student to student) | **Practicing/ Achieving**   * 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. |
| **Questions to Guide Observation**   * What decisions do you see students making, how are they supported in making decisions? * When you ask students about their opportunities for choice in the classroom how do they respond. * What do you see in terms of student choice in demonstration of learning - can they offer suggestions or does the teacher provide one or two options. * How well can students articulate why they’ve made a choice about their learning - ie: ask them why did you choose to work with these people. * What reflections do the teachers and students provide about how opportunities for choice supports learning? * How is the teacher tracking student choices to ensure learning is best supported for all students? | |
| **Observation Notes:** | |



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