

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 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 	<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.

relates to their interests and passions

- Instructional experiences lack collaboration and interaction (teacher to student, student to student)

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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