

Phase 2 Coaching Form

Observer Name:

Teacher Observed:

Date:

Time/Period:

Instructional Rigor (TEI Alignment 1.1, 1.5, 2.4)

Students access content through varied learning experiences that are authentic, relevant, and **rigorous**.

Beginning	Practicing	Developing	Achieving
Students access content primarily through unvaried learning experiences that may be generic, inauthentic, and disproportionately focused on lower levels and Bloom's Taxonomy.	Students access content through varied learning experiences , but experiences may be generic and/or inauthentic.	Students access content through varied learning experiences that are authentic and relevant .	Students access content through varied learning experiences that are authentic, relevant, and rigorous .

Look- Fors During Observation

Beginning/ Practicing	Developing/ Achieving
<ul style="list-style-type: none"> Students tend to engage in one or two types of learning experiences most of the time. E.g., a teacher may always or almost always introduce new content through direct instruction; student independent practice may often include worksheets. Learning experiences tend to be uniform across the entire class of students, i.e., learning experiences may not be differentiated to address different student needs. Learning experiences tend to lack real-world application and relevance to students. Learning experiences may include "busy work" that is rote, i.e., work that is primarily about memorization and repetition. Learning experiences tend to disproportionately focus 	<ul style="list-style-type: none"> Students engage in multiple types of learning experiences on any given day or class period. Eg., project-based learning with a peer group, virtual learning via adaptive software, independent work (e.g., independent reading or writing), etc. Learning experiences are authentic (real-world) and relevant to students' interests and aspirations. E.g., a group project may address the essential question, "How does the summer draught affect the plants in my neighborhood?" Teachers use a range of instructional strategies to support student needs and areas for growth. Learning experiences drive toward Application, Analysis, Synthesis, and Evaluation on Bloom's Taxonomy. I.e., students consistently engage with content at higher levels of rigor. Learning experiences include meaningful and purposeful opportunities for group collaboration, problem-solving, reflection, etc.

on **Knowledge and Comprehension** on Bloom's Taxonomy.

Questions to Guide Observation

- What types of activities are students engaged in? What do the activities ask of the student?
- Are different groups of students engaged in different learning experiences?
- Are learning experiences authentic, i.e., do they reflect a real-world problem or allow for real-world application?
- Are learning experiences rigorous? I.e., are the learning experiences appropriately challenging for the student based on data?
- Are learning experiences relevant to the student? I.e., do learning experiences reflect student interests and aspirations?
- What trends do you notice over time when observing?

Observation Notes: