

Phase 2 Coaching Form

Observer Name:

Teacher Observed:

Date:

Time/Period:

Student Agency (TEI Alignment 1.4, 2.2)

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.

Beginning	Practicing	Developing	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

Beginning/ Practicing

- The **teacher makes decisions** about students' instructional experiences and rarely allows students to engage in process.
- The teacher always or almost always makes all decisions regarding a student's experience in the classroom. I.e., **students have little to no choice in what, how, when, and where they learn and demonstrate mastery**; the teacher is generally the exclusive planner and decision-maker in the classroom.
- If students are able to choose some aspect of their experience, those **choices might be operational in nature**. E.g., students choose the order in which they complete a series of stations in a station-rotation model (but do not have choice inside each station); students

Developing/ Achieving

- The **student often makes decisions** about his/her experience in the classroom. I.e., **students have maximum choice in what, how, when, and where they learn and demonstrate mastery**; the student operates as a co-planner and decision-maker in the classroom with the teacher.
- Students make important instructional decisions about their experience in the classroom. E.g., students choose how they will prove they have mastered a learning objective and generate a rubric to evaluate the depth/quality of mastery.
- **Students make decisions that are informed by data** and are aligned to their established academic and non-academic goals. E.g., a student takes a diagnostic assessment at the beginning of a unit and then selects which learning objectives to prioritize based on how well he did.
- Student ownership of decision-making is purposeful and strategic. Teachers empower student decision-making when most appropriate.
- The **teacher redirects and coaches students** if student-led choice/decision-making isn't effective and/or appropriate. E.g., if a student chooses or develops a demonstration of learning

choose between two different demonstrations of learning.

- Student **decision-making may not be driven by his/her data.** I.e., students make decisions without consideration of areas of growth or strength.

that is too low in rigor or not aligned to the learning objective, then the teacher works with the student to adjust course.

Questions to Guide Observation

- Do students have choice in the classroom?
- If so, what types of choices are available to students? Are choices more operational or instructional in nature?
- When/how does the teacher create space for student choice?
- When students make choices in the classroom, how do they make those choices? Do they reflect on their data, goals, areas of growth, etc. before making a decision?
- If students make a choice that's not appropriate for their needs and learning progression, does the teacher intervene? If so, how?

Observation Notes: