

Phase 3 Coaching Form

Observer Name:

Teacher Observed:

Date:

Time/Period:

Opportunities for Input (TEI Alignment 1.4, 2.2)			
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: