

 **Personalized** LEARNING  
Phase 3 Coaching Form

**Observer Name:**

**Teacher Observed:**

**Date:**

**Time/Period:**

Personalized Learning Pathways (TEI Alignment 2.1, 2.3)			
Beginning	Developing	Practicing	Achieving
Students follow <b>the same pathway</b> to accomplish their academic goals.	Students follow <b>customized</b> pathways to accomplish their academic goals.	Students follow customized pathways to accomplish their academic <b>and non-academic goals</b> .	Students follow customized pathways, <b>that adapt as necessary</b> to accomplish their individual academic and non-academic goals.

Look- Fors During Observation	
<p><b>Beginning/ Developing</b></p> <ul style="list-style-type: none"> <li>• Most or all students complete the same series of activities/instructional experiences to master an academic learning objective. I.e., students are uniformly doing the same thing <i>OR</i></li> <li>• Based on their needs, some students complete a differentiated series of activities/instructional experiences to master an academic learning objective. I.e., students engage in pathways that have been uniquely tailored for them.</li> <li>• <b>Pathways may be customized</b> at the individual student level and/or group level. E.g., a group of students needing remediation on one-variable equations may have a mini-lesson with their teacher.</li> </ul>	<p><b>Practicing/ Achieving</b></p> <ul style="list-style-type: none"> <li>• Based on their needs, most or all students complete a <b>differentiated series of activities/instructional experiences to master</b> academic and <b>non-academic objectives</b>.</li> <li>• Customized pathways are equally as important for non-cognitive skill development and social-emotional learning as academic content. I.e., <b>teachers customize experiences so that students have an opportunity to master non-academic objectives</b> in a way that works best for them.</li> <li>• Students build non-cognitive skills through the lens of academic content. E.g., first grade students practice empathy through interviews with one another to understand the beliefs, customs, languages and traditions of other communities.</li> <li>• Pathways may be customized at the individual student level and/or group level.</li> <li>• <b>Pathways adapt in real-time</b> as a student progresses. I.e., a pathway can change based on how the student is doing on the pathway.</li> </ul>

### Questions to Guide Observation

- Are all students doing the same activities at the same time, or are students working on different activities at the same time?
- Are activities customized to reflect individual or group needs? Do you notice that tasks have been purposefully scaffolded, modified, extended, etc. to meet different student needs?
- Do students have opportunities to grow their non-cognitive and social-emotional skills? If so, are those opportunities embedded in content or taught separately?

### Observation Notes:



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