

## Phase 2 Observation Form

Observer Name:

Teacher Observed:

Date:

Time/Period:

### Assessment and Data (TEI Alignment 1.3, 2.2)

Beginning	Practicing	Developing	Achieving
Students demonstrate learning through formative and summative assessments that tend to be <b>unvaried</b> .	Students demonstrate learning through formative and summative assessments that are <b>varied</b> , but assessments may be <b>generic</b> and/or <b>inauthentic</b> .	Students demonstrate learning through formative and summative assessments that are varied, <b>authentic</b> , and <b>relevant</b> .	Students demonstrate learning through formative and summative assessments that are varied, authentic, relevant, and <b>rigorous</b> .

Observation Notes:

### Instructional Rigor (TEI Alignment 1.1, 1.5, 2.4)

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

Observation Notes:

### Student Agency (TEI Alignment 1.4, 2.1, 3.3)

Beginning	Practicing	Developing	Achieving
<b>Teacher sets</b> students' academic goals and tracks progress against those goals.	Teacher sets students' academic and non-academic goals, tracks progress against those goals, and <b>reflects on students' strengths and areas for growth</b> .	<b>Teacher and students co-set</b> personal academic and non-academic goals, track progress against those goals, and reflect on strengths and areas for growth.	<b>Students set</b> personal academic and non-academic goals, track progress against those goals, and reflect on strengths and areas for growth.

Observation Notes:

### Classroom Culture (TEI Alignment 3.1, 3.2, 3.3)

Beginning	Practicing	Developing	Achieving
Teacher <b>directs improvements</b> to work and behavior.	Teacher <b>holds students accountable to high standards</b> and directs improvements to work and behavior.	<b>All students hold themselves accountable</b> to high standards and initiate improvements to work and behavior.	All students hold themselves <b>and each other</b> accountable to high standards and initiate improvements to work and behavior.

Observation Notes: