

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 unvaried . | Students demonstrate learning through formative and summative assessments that are varied , but assessments may be generic and/or inauthentic . | Students demonstrate learning through formative and summative assessments that are varied, authentic , and relevant . | Students demonstrate learning through formative and summative assessments that are varied, authentic, relevant, and rigorous . |

Observation Notes:

Instructional Rigor (TEI Alignment 1.1, 1.5, 2.4)

| 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 . |

Observation Notes:

Student Agency (TEI Alignment 1.4, 2.1, 3.3)

| Beginning | Practicing | Developing | Achieving |
|---|--|---|--|
| Teacher sets students' academic goals and tracks progress against those goals. | Teacher sets students' academic and non-academic goals, tracks progress against those goals, and reflects on students' strengths and areas for growth . | Teacher and students co-set personal academic and non-academic goals, track progress against those goals, and reflect on strengths and areas for growth. | Students set 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 directs improvements to work and behavior. | Teacher holds students accountable to high standards and directs improvements to work and behavior. | All students hold themselves accountable to high standards and initiate improvements to work and behavior. | All students hold themselves and each other accountable to high standards and initiate improvements to work and behavior. |

Observation Notes: