**Phase 3 Coaching + Development Tool**

***Assessment and Data***

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| **Authentic Assessment** (TEI Alignment 1.3, 2.2)  |
| **Beginning**  | **Developing** | **Practicing** | **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, **relevant**, and **rigorous**.  | Students demonstrate learning through formative and summative assessments that are varied, **authentic**, relevant, and rigorous.  |
| Observation Notes |

***Instructional Rigor***

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

***Student Agency***

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| **Opportunities for Input** (TEI Alignment 1.4, 2.2) |
| **Beginning**  | **Developing** | **Practicing** | **Achieving**  |
| **Teacher makes decisions** about students' instructional experiences. | **Students sometimes make decisions** about their instructional experiences, but decisions may be of low-risk or importance. | 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. | 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. |
| Observation Notes |

***Classroom Culture***

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| **Growth Mindset** (TEI Alignment 3.2) |
| **Beginning**  | **Developing** | **Practicing** | **Achieving**  |
| Students believe their **knowledge and skills are fixed**. | Students sometimes **believe they can grow their knowledge and skills** and realize success through effort **when prompted** by the teacher.  | Students **usually** believe they can grow their knowledge and skills and realize success through self-directed effort.  | Students **always** believe they can grow their knowledge and skills and realize success through self-directed effort (growth mindset). |
| Observation Notes |

***Equity***

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| **Collaborative Grouping** (TEI Alignment 1.2, 2.3)  |
| **Beginning**  | **Developing** | **Practicing** | **Achieving**  |
| Students have the opportunity to work independently and in **unchanging peer groups**, i.e., students are always in the same group. | Students have the opportunity to work independently and in **evolving peer groups**, but grouping strategies tend to be unvaried, e.g., students are always grouped based on mastery. | Students have the opportunity to work independently, in evolving peer groups **varied by size and make-up,** and **with teacher(s) to accomplish their academic goals**. | Working in groups of varied size and make-up to accomplish academic and non-academic goals, **students are supported in sharing their own and incorporating different perspectives based on the identities of the individuals in the group**.  |
| Observation Notes |

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| **Praise** | **Wondering** | **Polish** |
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 **Personalized Learning**

 **Department**

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