Personalized LEARNING
Phase 1 Coaching Form

Observer Name:

Teacher Observed:

Date:

Time/Period:

Routines and Procedures (TEI Alignment 3.1, 3.2)

Beginning	Developing	Practicing	Achieving
Established routines and procedures exist but **may be unclear to students** and are exclusively managed by the teacher.	Established routines and procedures are clear to students and are exclusively managed by the teacher.	Established routines and procedures maximize instructional time and are **sometimes** managed by students.	Established routines and procedures maximize instructional time and are **co-created with** and managed largely by students.

Look- Fors During Observation

Beginning/ Developing

- Students enter the classroom to sit and wait for directions/first activity, and to learn expectations for the day and what materials they will need for the lesson.
- Teacher pauses the class during transitions and informs students where to go, when, and in what manner (transitions).
- **Routines, procedures and directions may not be posted in the classroom** and are only told to students at the beginning of the lesson.
- Directions might be out of sequence, incomplete, and/or hard to follow.
- **Classroom setup makes it hard for students to move around efficiently** and without disruption to other students and/or the teacher.
- Teacher manages most equipment, materials and supplies for students. Students do not have roles and responsibilities.
- **Technology routines are not in place to maximize instructional time**, e.g., students do not know how to access various academic programs such as iStation independently; instructions for students to pick-up and/or return their devices are unclear; students are unsure about how to troubleshoot independently.
- When technology/wifi does not work, teacher stops class and students lose instructional time waiting for next steps.

Practicing/ Achieving

- Students enter classroom and know where to look for directions on first activity.
- Non-verbals are used to inform students about expectations and materials needed.
- **Students do not wait for teacher to let them know where to go, when, and in what manner** (transitions).
- Routines, procedures and directions are posted in the classroom and/or on a virtual platform for students to reference during a lesson.
- Directions are specific, concrete, and sequential.
- Furniture allows for students to move around efficiently and without disruption to other students or the teacher.
- **Students take an active role in supporting an organized, safe classroom by assisting with transitions, equipment, materials and supplies** (i.e., students may have assigned class and/or group roles and responsibilities).
- **Technology routines are in place to maximize instructional time**, e.g., students maintain login cards for various academic programs such as iStation and can access accounts without teacher help; students know when, where, and how to pick-up and return devices; students can troubleshoot independently.
- When technology/ wifi does not work, teacher maintains composure and students know what to do to continue instruction.

	• Students support each other in accessing materials, making transitions, and when a challenge arises, they try to solve the problem in an appropriate manner before relying on the teacher for a solution.

Questions to Guide Observation

- What does the teacher do as students arrive in the classroom?
- Are instructional materials/ tech ready for use?
- What are student responsibilities regarding materials?
- Does she/he have instructions on the board or activities for engagement?
- How are students guided in the upkeep of the room and learning materials?
- How are students recognized during classroom discussion? (online too!)
- What level of independency and autonomy do you see in how students begin and transition through activities, and access resources in the classroom?
- If you ask students about why they do things a certain way or where resources are they can readily reply.
- How is time managed in the classroom?
- How does the teacher use routines to create opportunities for autonomy and learning to occur in a personalized way for students?

Observation Notes:

DALLAS
INDEPENDENT SCHOOL DISTRICT

Personalized Learning
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