

Phase 1 Coaching Form

Observer Name:

Teacher Observed:

Date:

Time/Period:

Varied Learning Experiences (TEI Alignment 1.2, 1.4, 2.4)			
Beginning	Developing	Practicing	Achieving
Students access content primarily through unvaried learning experiences that may be generic, inauthentic, and disproportionately focused on lower cognitive levels that lack rigor.	Students access content through varied learning experiences , but experiences may be generic and/or inauthentic.	Students access the content through varied learning experiences that include multiple opportunities for transfer of knowledge, extending the application of knowledge and skill to new and novel contexts.	Students access content through a variety of learning experiences which capture the range of cognitive rigor across the curriculum, and offer opportunities for transfer of knowledge in authentic, relevant, and rigorous ways.

Look- Fors During Observation	
Beginning/ Developing <ul style="list-style-type: none"> Students tend to engage in one or two types of learning experiences most of the time. E.g., a teacher may always or almost always introduce new content through direct instruction; student independent practice may often include worksheets. Learning experiences tend to be uniform across the entire class of students, i.e., learning experiences may not be differentiated to address different student needs. Learning experiences may be in need of real-world application and relevance to students. Learning experiences may include "busy work" that is rote, i.e., work that is primarily about memorization and repetition. Learning experiences tend to have a greater focus on Knowledge and 	Practicing/ Achieving <ul style="list-style-type: none"> Students engage in multiple types of learning experiences on any given day or class period. Eg., project-based learning with a peer group, virtual learning via adaptive software, independent work (e.g., independent reading or writing), etc. Learning experiences are authentic (real-world) and relevant to students' interests and aspirations. E.g., a group project may address the essential question, "How does the summer drought affect the plants in my neighborhood?" Teachers use a range of instructional strategies to support student needs and areas for growth. Learning experiences drive toward Application, Analysis, Synthesis, and Evaluation on Bloom's Taxonomy. I.e., students consistently engage with content at higher levels of rigor. Learning experiences include meaningful and purposeful opportunities for group collaboration, problem-solving, reflection, etc. Lesson planning reflects the teacher's understanding of how to scaffold students to higher levels of cognitive rigor. Explicit opportunities for transfer of knowledge and skill are offered either through instructional methodologies, ie: PBL, inquiry-based learning, etc

Comprehension on Bloom's Taxonomy.	and/or through assessment practices, ie: performance assessment, portfolio defense, etc.
Questions to Guide Observation <ul style="list-style-type: none"> • What types of activities are students engaged in? What do the activities ask of the student? • Are different groups of students engaged in different learning experiences? • Are learning experiences authentic, i.e., do they reflect a real-world problem or allow for real-world application? • Are learning experiences rigorous? I.e., are the learning experiences appropriately challenging for the student based on data? • Are learning experiences relevant to the student? I.e., do learning experiences reflect student interests and aspirations? • What trends do you notice over time when observing? • What evidence do you see in planning documents for scaffolding learners towards higher levels of cognitive rigor? • What instructional and assessment practices allow students to transfer their knowledge and skill? 	
Observation Notes:	



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