**Phase 3 Coaching Form**

| **Collaborative Grouping** (TEI Alignment 1.2, 2.3, 3.3) | | | |
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| **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**. |

| **Look- Fors During Observation** | |
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| **Beginning/ Developing**   * Teacher groups students based on behavior. * Teacher structures limited academic interactions between students. * Students self-select partners or small group members most of the time. * Higher-achieving students are supported only with independent work. | **Practicing/ Achieving**   * Teacher considers the unique interests, talents, and academic needs of each student when grouping. * Student grouping is frequently changed using academic and nonacademic data. * Opportunities for collaboration are intentionally structured to incorporate different perspectives. |
| **Questions to Guide Observation**   * How often do you work in groups in this class? * How often do groups change in this class? * How are groups selected in this class? * How do you use goal setting to determine where and with who you work? | |
| **Observation Notes:** | |



