**Phase 4 Coaching Form**

| **Mastery Based Progression** (TEI Alignment 1.4, 1.5, 2.2)  |
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| **Beginning**  | **Developing** | **Practicing** | **Achieving**  |
| Students **advance in lock-step with their peers** with little or no opportunity for remediation or extension if necessary. | Students advance in lock-step with their peers but have **regular opportunities for remediation and extension** if necessary. | Students have regular opportunities for remediation when necessary and **advance upon demonstration of mastery**. | Students advance upon demonstration of the **highest level** of mastery. |

| **Look- Fors During Observation** |
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| **Beginning/ Developing*** Instruction is based on provided scope and sequence and/or is carried out in a **whole group structure**.
* Differentiation of Learning objectives and intervention/ extension groups may exist.
 | **Practicing/ Achieving** * Instruction is based on the level of mastery of the individual or small groups of students, therefore **pacing is flexible** and **whole group structure for instruction is not relied upon**.
* There are systems in place to monitor individual student progress allowing for progress on mastery.
* There may be **flexible grade level groupings** in place.
* Students may be taking ownership of their own progress.
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| **Questions to Guide Observation*** What kinds of groupings do you see instruction happening in? And what is driving how those groups are formed?
* What structures do you see in place to monitor student mastery? How are students involved in this?
* When you ask students what they are working on do they all respond with the same learning objective or are students working on different learning objectives?
* Are classrooms based on grade level or on level of mastery?
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| **Observation Notes:**  |



