**Phase 3 Coaching Form**

| **Personalized Learning Pathways** (TEI Alignment 2.1, 2.3)  |
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| **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. |

| **Look- Fors During Observation** |
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| **Beginning/ Developing*** Most or all students complete the same series of activities/instructional experiences to master an academic learning objective. I.e., students are uniformly doing the same thing *OR​​*
* Based on their needs, some students complete a differentiated series of activities/instructional experiences to master an academic learning objective. I.e., students engage in pathways that have been uniquely tailored for them. ​​
* **Pathways may be customized** at the individual student level and/or group level. E.g., a group of students needing remediation on one-variable equations may have a mini-lesson with their teacher.
 | **Practicing/ Achieving** * Based on their needs, most or all students complete a **differentiated series of activities**/instructional experiences **to master** academic and **non-academic objectives**.
* ​Customized pathways are equally as important for non-cognitive skill development and social-emotional learning as academic content. I.e., **teachers customize experiences so that students have an opportunity to master non-academic objectives** in a way that works best for them.
* Students build non-cognitive skills through the lens of academic content. E.g., first grade students practice empathy through interviews with one another to understand the beliefs, customs, languages and traditions of other communities.
* Pathways may be customized at the individual student level and/or group level.
* **Pathways adapt in real-time** as a student progresses. I.e., a pathway can change based on how the student is doing on the objectives of the pathway.​
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| **Questions to Guide Observation*** Are all students doing the same activities at the same time, or are students working on different activities at the same time?
* Are activities customized to reflect individual or group needs? Do you notice that tasks have been purposefully scaffolded, modified, extended, etc. to meet different student needs?
* Do students have opportunities to grow their non-cognitive and social-emotional skills? If so, are those opportunities embedded in content or taught separately?
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| **Observation Notes:**  |



