

## Phase 1 Coaching Form

Observer Name:

Teacher Observed:

Date:

Time/Period:

| Assessment and Data (TEI Alignment 1.2, 1.4, 2.2)                               |   |   |   |
|---|---|---|---|
| Beginning   | Practicing  | Developing  | Achieving   |
| A <b>singular source</b> of academic data drives instructional decision-making. | <b>Multiple sources</b> of academic data drive instructional decision-making. | Multiple sources of academic and <b>non-academic</b> data used together <b>sometimes</b> drive instructional decision-making. | Multiple sources of academic and non-academic data used together <b>always</b> drive instructional decision-making. |
| <b>Observation Notes:</b>   |   |   |   |

| Instructional Rigor (TEI Alignment 2.1)   |   |  |  |
|---|---|--|--|
| Beginning   | Practicing  | Developing   | Achieving  |
| Learning objectives are <b>never</b> differentiated based on students' level of mastery, i.e., all students address the same learning objective at the same time. | Learning objectives are <b>rarely</b> differentiated based on students' level of content mastery. | Learning objectives are <b>sometimes</b> differentiated based on students' level of content mastery. | Learning objectives are <b>regularly</b> differentiated based on students' level of content mastery. |
| <b>Observation Notes:</b>   |   |  |  |

| Student Agency (TEI Alignment 1.4, 3.2)   |  |   |  |
|---|--|---|--|
| Beginning   | Practicing   | Developing  | Achieving  |
| <b>Teacher sets</b> students' academic goals and tracks progress against those goals. | Teacher sets students' academic and non-academic goals, tracks progress against those goals, and <b>reflects on students' strengths and areas for growth</b> . | <b>Teacher and students co-set</b> personal academic and non-academic goals, track progress against those goals, and reflect on strengths and areas for growth. | <b>Students set</b> personal academic and non-academic goals, track progress against those goals, and reflect on strengths and areas for growth. |
| <b>Observation Notes:</b>   |  |   |  |

| Classroom Culture (TEI Alignment 3.1)   |   |   |   |
|---|---|---|---|
| Beginning   | Practicing  | Developing  | Achieving   |
| Established routines and procedures exist but <b>may be unclear to students</b> and are exclusively managed by the teacher. | Established routines and procedures exist and are exclusively managed by the teacher. | Established routines and procedures maximize instructional time and are <b>sometimes</b> managed by students. | Established routines and procedures maximize instructional time and are <b>largely</b> managed by students. |
| <b>Observation Notes:</b>   |   |   |   |