**Phase 1 Coaching + Development Tool**

***Assessment and Data***

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| **Data Driven Instruction** (TEI Alignment 1.2, 1.4, 2.4) | | | |
| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| A **singular source** of academic data drives instructional decision-making. [[1]](#footnote-1) | **Multiple sources** of academic data drive instructional decision-making. | Multiple sources of academic and **non-academic** data used together **sometimes** drive instructional decision-making. | Multiple sources of academic and non-academic data used together **always** drive instructional decision-making. |
| Observation Notes | | | |

***Instructional Rigor***

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| **Varied Learning Experiences** (TEI Alignment 1.2, 1.5, 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. |
| Observation Notes | | | |

***Student Agency***

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| **Rapport with Students** (TEI Alignment 3.1, 3.2, 3.3) | | | |
| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| Trusting and supportive relationships are not evident in the classroom, or **relationships are mostly built on fear and power.** | Teachers develop supportive relationships where learners **trust that the teacher will respond fairly and unbiasedly.** | Teachers develop supportive relationships wherein **learners give** and **receive regular feedback** and feel empowered to exercise their agency. | Teachers develop relationships that acknowledge and **respect the individual** and the collective identity(ies) in the community, empowering all learners to exercise their agency. |
| Observation Notes | | | |

***Classroom Culture***

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| **Routines and Procedures (**TEI Alignment 3.1, 3.2) | | | |
| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| Established routines and procedures exist but **may be unclear to students** and are exclusively managed by the teacher. | Established routines and procedures are clear to students and are exclusively managed by the teacher. | Established routines and procedures maximize instructional time and are **sometimes** managed by students. | Established routines and procedures maximize instructional time and are **co-created with** and managed largely by students. |
| Observation Notes | | | |

***Equity***

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| **Self-Awareness** (TEI Alignment 3.3) | | | |
| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| Teacher **understands that bias exists** but **does not** necessarily **recognize own personal bias.** | Teacher **recognizes personal bias** and can articulate how it might impact the learning space. | Teacher **recognizes historical** and **contemporary roots** of **personal bias** and **regularly reflects** on how individuals who are different are treated in the learning space. | Teacher recognizes personal bias and is **comfortable in leading discussions across lines of difference** with students. |
| Observation Notes | | | |

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| **Praise** | **Wondering** | **Polish** |
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 **Personalized Learning**

**Department**

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1. Instructional decision-making happens through the execution of the Data-Driven Instruction Cycle as defined in Driven by Data, Paul Bambrick-Santoyo.

   **Alignment to TEI as of 01/2018** [↑](#footnote-ref-1)