

## Phase 1 Coaching + Development Tool

### Assessment and Data

| Data Driven Instruction (TEI Alignment 1.2, 1.4, 2.4)  |   |   |   |
|--|---|---|---|
| Beginning  | Developing  | Practicing  | Achieving   |
| A <b>singular source</b> of academic data drives instructional decision-making. <sup>1</sup> | <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. |
| Observation Notes  |   |   |   |

### Instructional Rigor

| Varied Learning Experiences (TEI Alignment 1.2, 1.5, 2.4)  |   |  |  |
|--|---|--|--|
| Beginning  | Developing  | Practicing   | Achieving  |
| Students access content primarily through <b>unvaried learning experiences</b> that may be generic, inauthentic, and disproportionately focused on lower cognitive levels that lack rigor. | Students access content through <b>varied learning experiences</b> , 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

| 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 <b>relationships are mostly built on fear and power.</b> | Teachers develop supportive relationships where learners <b>trust that the teacher will respond fairly and unbiasedly.</b> | Teachers develop supportive relationships wherein <b>learners give and receive regular feedback</b> and feel empowered to exercise their agency. | Teachers develop relationships that acknowledge and <b>respect the individual</b> and the collective identity(ies) in the community, empowering all learners to exercise their agency. |
| Observation Notes   |  |  |  |

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

## Classroom Culture

| Routines and Procedures (TEI Alignment 3.1, 3.2)  |   |   |   |
|---|---|---|---|
| Beginning   | Developing  | Practicing  | 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 are clear to students 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>co-created with</b> and managed largely by students. |
| Observation Notes   |   |   |   |

## Equity

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

| Praise | Wondering | Polish |
|--------|-----------|--------|
|        |           |        |