

## 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, 1.4, 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 3.2, 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.  
Alignment to TEI as of 09/2019

## 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			

I like...	I wonder...	Inspiration



This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.