

Phase 1 Coaching Form

Observer Name:

Teacher Observed:

Date/ Time:

Assessment and Data (TEI Alignment 1.2, 1.4, 2.4)

Beginning	Practicing	Developing	Achieving
A singular source of academic data drives instructional decision-making 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 (TEI Alignment 1.5, 2.1, 2.2)

Beginning	Practicing	Developing	Achieving
Learning objectives are never differentiated based on students' level of mastery, i.e., all students address the same learning objective at the same time.	Learning objectives are rarely differentiated based on students' level of content mastery.	Learning objectives are sometimes differentiated based on students' level of content mastery.	Learning objectives are regularly differentiated based on students' level of content mastery.

Observation Notes:

Student Agency (TEI Alignment 1.4, 2.1, 3.3)

Beginning	Practicing	Developing	Achieving
Teacher sets students' academic goals and tracks progress against those goals.	Teacher sets students' academic and non-academic goals, tracks progress against those goals, and reflects on students' strengths and areas for growth .	Teacher and students co-set personal academic and non-academic goals, track progress against those goals, and reflect on strengths and areas for growth.	Students set personal academic and non-academic goals, track progress against those goals, and reflect on strengths and areas for growth.

Observation Notes:

Classroom Culture (TEI Alignment 3.1, 3.2)

Beginning	Practicing	Developing	Achieving
Established routines and procedures exist but may be unclear to students 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 sometimes managed by students.	Established routines and procedures maximize instructional time and are largely managed by students.

Observation Notes:

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