**Phase 2 Coaching + Development Tool**

***Assessment and Data***

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| **Student Feedback** (TEI Alignment 2.2) | | | |
| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| **Students receive feedback** from teachers in order to improve. | Students receive **specific** feedback from teachers and **occasionally peers** in order to improve. | Students receive **timely** and specific feedback from **both teachers and peers** in order to improve. | Students receive timely, **frequent**, and specific feedback from both teachers and peers in order to improve. |
| Observation Notes | | | |

***Instructional Rigor***

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| **Differentiated Learning Objectives** (TEI Alignment 1.5, 2.1, 2.2) | | | |
| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| Learning objectives are **never** differentiated based on students' levels of mastery, i.e., all students address the same learning objective at the same time. | Learning objectives are **rarely** differentiated based on students' levels of content mastery. | Learning objectives are **sometimes** differentiated based on students' levels of content mastery. | Learning objectives are **regularly** differentiated based on students' levels of content mastery. |
| Observation Notes | | | |

***Student Agency***

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| **Self- Direction** (TEI Alignment 1.4, 2.1, 3.3) | | | |
| **Beginning** | **Developing** | **Practicing** | **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 **students** **reflect** on own 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 become leaders as they set** personal academic and non-academic goals with the teacher, track progress against those goals, and reflect on strengths and areas for growth. |
| Observation Notes | | | |

***Classroom Culture***

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| **Peer Accountability** (TEI Alignment 3.1, 3.2, 3.3) | | | |
| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| Teacher **directs improvements** to work and behavior. | Teacher **holds students accountable to high standards** and directs improvements to work and behavior. | Teacher creates a learning environment where students are **joyfully engaged** in work**, holding themselves accountable** to high standards and initiating improvements to work and behavior. | Students **celebrate individual and collective successes**, taking ownership of being joyfully engaged in their work and holding themselves and **each other accountable** to high standards and initiating improvements to work and behavior. |
| Observation Notes | | | |

***Equity***

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| **Diversity in Design** (TEI Alignment 1.2, 1.5, 3.3) | | | |
| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| Teacher **does not adjust curriculum to reflect the cultural practices** within the school community. | Teacher regularly **seeks opportunities to learn about the cultural practices** within the school community and aligns curriculum units to those practices. | Teacher designs **culturally relevant lessons** that are **embedded in the day** to day teaching, **rather than taught in isolated units.** | Teacher designs learning experiences that **incorporate** the **experiences** and **strengths each student brings** and promote positive  self-images and high academic expectations for all learners. |
| Observation Notes | | | |

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

**Department**

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