

## Phase 2 Coaching + Development Tool

### Assessment and Data

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

### Instructional Rigor

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

### Student Agency

Self- Direction (TEI Alignment 1.4, 2.1, 3.3)			
Beginning	Developing	Practicing	Achieving
<b>Teacher sets</b> students' academic goals and tracks progress against those goals.	Teacher sets students' academic and non-academic goals, tracks progress against those goals, and <b>students reflect</b> on own strengths and areas for growth.	<b>Teacher and students co-set</b> personal academic and non-academic goals, track progress against those goals, and reflect on strengths and areas for growth.	<b>Students become leaders as they set</b> 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

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

## Equity

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

Praise	Wondering	Polish