

Phase 2 Coaching + Development Tool

Assessment and Data

Student Feedback (TEI Alignment 2.2, 2.3)			
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

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

Self- Direction (TEI Alignment 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			

Personalized LEARNING

Classroom Culture

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

Diversity in Design (TEI Alignment 1.2, 1.4, 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			

I like...	I wonder...	Inspiration



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