

Phase 3 Coaching + Development Tool

Assessment and Data

Authentic Assessment (TEI Alignment 1.3, 2.2)			
Beginning	Developing	Practicing	Achieving
Students demonstrate learning through formative and summative assessments that tend to be unvaried .	Students demonstrate learning through formative and summative assessments that are varied , but assessments may be generic and/or inauthentic .	Students demonstrate learning through formative and summative assessments that are varied, relevant , and rigorous .	Students demonstrate learning through formative and summative assessments that are varied, authentic , relevant, and rigorous.
Observation Notes			

Instructional Rigor

Personalized Learning Pathways (TEI Alignment 2.1, 2.3)			
Beginning	Developing	Practicing	Achieving
Students follow the same pathway to accomplish their academic goals.	Students follow customized pathways to accomplish their academic goals.	Students follow customized pathways to accomplish their academic and non-academic goals .	Students follow customized pathways, that adapt as necessary to accomplish their individual academic and non-academic goals.
Observation Notes			

Student Agency

Opportunities for Input (TEI Alignment 1.4, 2.2)			
Beginning	Developing	Practicing	Achieving
Teacher makes decisions about students' instructional experiences.	Students sometimes make decisions about their instructional experiences, but decisions may be of low-risk or importance.	Students sometimes make informed and important decisions about their instructional experiences, such as how they'll demonstrate mastery, when they'll demonstrate mastery, and what activities they will pursue along the way.	Students frequently make informed and important decisions about their instructional experiences, such as how they'll demonstrate mastery, when they'll demonstrate mastery, and what activities they will pursue along the way.
Observation Notes			

Classroom Culture

Growth Mindset (TEI Alignment 3.2)			
Beginning	Developing	Practicing	Achieving
Students believe their knowledge and skills are fixed .	Students sometimes believe they can grow their knowledge and skills and realize success through effort when prompted by the teacher.	Students usually believe they can grow their knowledge and skills and realize success through self-directed effort.	Students always believe they can grow their knowledge and skills and realize success through self-directed effort (growth mindset).
Observation Notes			

Equity

Collaborative Grouping (TEI Alignment 1.2, 2.3)			
Beginning	Developing	Practicing	Achieving
Students have the opportunity to work independently and in unchanging peer groups , i.e., students are always in the same group.	Students have the opportunity to work independently and in evolving peer groups , but grouping strategies tend to be unvaried, e.g., students are always grouped based on mastery.	Students have the opportunity to work independently, in evolving peer groups varied by size and make-up , and with teacher(s) to accomplish their academic goals .	Working in groups of varied size and make-up to accomplish academic and non-academic goals, students are supported in sharing their own and incorporating different perspectives based on the identities of the individuals in the group .
Observation Notes			

Praise	Wondering	Polish