**Phase 4 Coaching + Development Tool**

***Assessment and Data***

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| **Choice in Assessment** (TEI Alignment 1.4, 1.5)  |
| **Beginning**  | **Developing** | **Practicing** | **Achieving**  |
| Students have **one way** and **one opportunity** to demonstrate mastery.  | Students have one way and **multiple opportunities** to demonstrate mastery.  | Students **sometimes** have multiple opportunities and ways to demonstrate mastery.  | Students **regularly** have multiple opportunities to demonstrate mastery and choice in the way they submit.  |
| Observation Notes |

***Instructional Rigor***

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| **Mastery Based Progression** (TEI Alignment 1.4, 1.5) |
| **Beginning**  | **Developing** | **Practicing** | **Achieving**  |
| Students **advance in lock-step with their peers** with little or no opportunity for remediation or extension if necessary. | Students advance in lock-step with their peers but have **regular opportunities for remediation and extension** if necessary. | Students have regular opportunities for remediation when necessary and **advance upon demonstration of mastery**. | Students advance upon demonstration of the **highest level** of mastery. |
| Observation Notes |

***Student Agency***

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| **Advocacy Beyond Self** (TEI Alignment 1.4, 2.2) |
| **Beginning**  | **Developing** | **Practicing** | **Achieving**  |
| **Students rely on the teacher** to advocate for their needs, interests, and aspirations. | **Students advocate** for their own needs, interests, and aspirations **when prompted** by the teacher. | Students advocate for their own needs, interests, aspirations, and **overall classroom community** without prompting from the teacher. | Students advocate for academic and non-academic needs, interests, and aspirations for themselves **and the world.** |
| Observation Notes |

***Classroom Culture***

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| **Sense of Purpose** (TEI Alignment 3.3) |
| **Beginning**  | **Developing** | **Practicing** | **Achieving**  |
| Students may have **positive, respectful relationships** with peers but **do not feel a sense of belonging** to or ownership of the larger learning community. | **Students believe they belong** in the learning community. | Students believe they belong in the learning community and **actively contribute to nurturing a sense of belonging among their peers**. | Students’ sense of belonging allows them to explore and define their purpose with support from the community of learners. |
| Observation Notes |

***Equity***

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| **Access to Materials** (TEI Alignment 3.1)  |
| **Beginning**  | **Developing** | **Practicing** | **Achieving**  |
| Students **rely on teacher to access** most materials, or do not seek out materials unless instructed to do so by teacher directly.  | Students are **sometimes able to access course materials** based on their needs. | Students are able to **access all course materials, at all times,** regardless of student group. | Students are **supported in developing their own mechanisms for accessing resources**, in designing physical spaces that meet their learning needs, and in identifying or **creating routines** or **practices**. which **empower them both inside and outside of school.**  |
| Observation Notes |

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

 **Department**

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