

Phase 4 Coaching + Development Tool

Assessment and Data

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

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

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

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

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			

Praise	Wondering	Polish