

## Phase 4 Coaching + Development Tool

### Assessment and Data

Choice in Assessment (TEI Alignment 1.4, 1.5)			
Beginning	Developing	Practicing	Achieving
Students have <b>one way</b> and <b>one opportunity</b> to demonstrate mastery.	Students have one way and <b>multiple opportunities</b> to demonstrate mastery.	Students <b>sometimes</b> have multiple opportunities and ways to demonstrate mastery.	Students <b>regularly</b> 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 <b>advance in lock-step with their peers</b> with little or no opportunity for remediation or extension if necessary.	Students advance in lock-step with their peers but have <b>regular opportunities for remediation and extension</b> if necessary.	Students have regular opportunities for remediation when necessary and <b>advance upon demonstration of mastery</b> .	Students advance upon demonstration of the <b>highest level</b> of mastery.
Observation Notes			

### Student Agency

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

## Classroom Culture

Sense of Purpose (TEI Alignment 3.3)			
Beginning	Developing	Practicing	Achieving
Students may have <b>positive, respectful relationships</b> with peers but <b>do not feel a sense of belonging</b> to or ownership of the larger learning community.	<b>Students believe they belong</b> in the learning community.	Students believe they belong in the learning community and <b>actively contribute to nurturing a sense of belonging among their peers.</b>	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 <b>rely on teacher to access</b> most materials, or do not seek out materials unless instructed to do so by teacher directly.	Students are <b>sometimes able to access course materials</b> based on their needs.	Students are able to <b>access all course materials, at all times</b> , regardless of student group.	Students are <b>supported in developing their own mechanisms for accessing resources</b> , in designing physical spaces that meet their learning needs, and in identifying or <b>creating routines or practices</b> , which <b>empower them both inside and outside of school.</b>
Observation Notes			

Praise	Wondering	Polish