Skill of the Month – October – Teacher as Coach: Values-Aligned Feedback:

Teacher as Coach: Values-Aligned Feedback

- The teacher coaches students toward excellence through affirming and adjusting culture feedback that reinforces shared values.
- Misbehaviors are addressed effectively using the consequence ladder consistently. Corrections focus on an appropriate strategy and feedback to move the student towards mastery. (Least Invasive -- Reminders -- Corrective Tile -- Referral)
- The teacher analyzes the data to make real-time adjustments to improve the learning environment throughout the day.

Providing precise, values-aligned feedback to your students is how we build strong systems and reinforce positive behavior which in-turn creates a classroom culture conducive to learning and growth. **It's how we invest our students in the standards we set in our classrooms.**

Opportunities for individual and whole-class feedback include, but are not limited to:

- Feedback on First Five routines.
- Feedback on participation and responses that are precise and transferable.
- Feedback on behavior.
- Feedback on work products that are precise and transferable.
- Feedback on independent practice.
- Feedback on homework.
- Feedback on assessments.

All feedback should be aligned with values of TEAM, Excellence, Fun, Radical Love, Kid Focus or values that you've established in your classroom community. These should be explicit when necessary, but always inherent in the Why.

Yes!	Yes!	No!
We are **a team** and when we talk while another student is responding it doesn't show we respect our teammate's response which is important to their and our learning.	In our community, we need to respect every single voice. We can't talk when other teammates are responding.	Don't talk when other people are talking because I said so.

** Feedback should be effective which means we leverage the consequence ladder consistently in our response to behavior.

The Vision of Excellence Progression Walk-Through Tool

	Class 1:	Class 2:	Class 3:	Class 4:
The Vision of Excellence Progression *How do we create rigorous, data-informed classrooms where students grapple with challenging content, receive immediate feedback, and are empowered to do the heavy lifting?*				
Engagement is King: Emotional Engagement ● Students demonstrate a sense of joy, belonging, and pride in their classroom, investment in their own learning, and engage in learning in ways that move the lesson forward ● Teacher builds positive relationships with students, consistently communicates key messages, values and celebrates students' contributions, and address any unkind behavior immediately	Yes Not Yet	Yes Not Yet	Yes Not Yet	Yes Not Yet
Engagement is King: Behavioral Engagement ● Students are on task, respond to directions and feedback immediately, and demonstrate healthy urgency and ownership of their own behavior and academic work ● Teacher effectively commands the room (100% cycle), upholds systems and routines, implementation of IEPs and behavior plans, and consistently and fairly leverages our classroom management systems (BEAT, reminders, corrections, etc.).	Yes Not Yet	Yes Not Yet	Yes Not Yet	Yes Not Yet
Engagement is King: Cognitive Engagement ● Students demonstrate curiosity, demonstrate active thinking and engagement in learning, sustain long periods of independent practice, and persist through challenges ● The teacher consistently leverages ratio and discourse moves, engages through launches and framing, and scaffolds and builds background knowledge to increase and ensure access to grade-level material	Yes Not Yet	Yes Not Yet	Yes Not Yet	Yes Not Yet
Teacher as Coach: Values-Aligned Feedback ● The teacher coaches students toward excellence through affirming and adjusting culture feedback that reinforces shared values. ● Misbehaviors are addressed effectively using the consequence ladder consistently. Corrections focus on an appropriate strategy and feedback to move the student towards mastery. (Least Invasive -- Reminders -- Corrective Tile -- Referral) ● The teacher analyzes the data to make real-time adjustments to improve the learning environment throughout the day.	Yes Not Yet	Yes Not Yet	Yes Not Yet	Yes Not Yet
Academic Evaluation, Feedback, Revision **Students know how to evaluate and improve their own work.** ● Students reference rubrics, criteria for success, or exemplars to assess their progress. Feedback is actionable and leads to visible revision or improvement.	Yes Not Yet	Yes Not Yet	Yes Not Yet	Yes Not Yet
Content-Specific Indicators Each department will be coached on the "Content is Supreme" look fors. Which content indicators were executed effectively, how, and what was the impact on student learning? Were there any missed opportunities to execute any content indicators, and what was the impact? What does this mean for coaching next steps? (What, Why, How, By When?)	Yes Not Yet	Yes Not Yet	Yes Not Yet	Yes Not Yet
Tiered Behavioral Intervention Implementation: Support systems are visible and proactive (as applicable) ● Intervention plans are implemented with urgency and fidelity. Supports are evident in instruction, not just documented on paper.	Yes Not Yet	Yes Not Yet	Yes Not Yet	Yes Not Yet
Co-Teaching (as applicable) ● Each teacher has an IP-in-hand and is engaged in purposeful content instruction in one of the co-teaching models; content and scaffolds align to grade-level standards and lesson objectives, and target student-specific classifications and needs	Yes Not Yet	Yes Not Yet	Yes Not Yet	Yes Not Yet

Vision of Excellence Progression Total ***(85% of teachers master 5 out of 5; TiR1s master 4 out of 5 by end of year)***	**/5**	**/5**	**/5**	**/5**