

| Domain 1: Observation, Written Feedback & Prep for Conversation | Domain 2: Feedback Conversations | ReVISION Online Courses/Core Skills | Book Chapter |
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| RVL 1.A Are all attributes addressed and are performance levels/claims clearly supported? Does evidence make sense in supporting the claim/rating? Can the teacher understand the rating? | RVL 2.A Are statements structured around Claim-Connect with a balance of evidence? Aligned clearly to particular indicators or attributes/building teacher understanding of the CCT? (related to RVL 2.F) | 1. Unpacking a Rubric 2. Describing Look-Fors 8. Analyzing Evidence Relevance 13. Determining Performance Level 14. Crafting a Claim Statement 20. Creating Clear Connections | Chapter 2 Strategies 1-6 |
| RVL 1.B Are you missing evidence? Is the evidence just listed vs. promoting growth, supporting a claim and building teacher understanding? | Can the teacher walk away understanding the rating? | 3. Identifying Types of Data 4. Collecting Quantitative Data 5. Collecting Qualitative Data 6. Collecting Evidence of Student Learning & Engagement | Chapter 3 Strategies 7-16 |
| RVL 1.C Are you summarizing events vs. analyzing to show a teacher a cause/effect relationships? | RVL 2.B Is the learner/student at the center and are clear connections made about the teacher impact on engagement and learning? | 10. Determining Student Engagement Levels 11. Determining Impact on Learning 12. Determining Impact on Engagement | Chapter 4 Strategies 17-19 |
| RVL 1.D Are the areas of strength and growth clear based on how the teacher is impacting learners? | RVL 2.C Are areas of strength and areas of development clear and objective and defined by the rubric? | 15. Recognizing Research-Based Strategies 16. Building on Instructional Strengths | Chapter 5 Strategies 20-22 |
| RVL.1D & F Is there an actionable next step that is supported by evidence? | RVL 2.D Does the conversation result in goal-setting, action steps, and/or a plan based on the teacher's ZPD/meeting them where they are? An action step for the leader? | 17. Scaffolding Next Steps | Chapter 6 Strategies 27-31 |
| RVL 1.E Is the report objective? | | 7. Observing Objectively 9. Analyzing Objectively 18. Reviewing Feedback for Objectivity | Chapter 3 & 6 Strategies 7-9, 23-26 |
| RVL 1.F Could the written report stand alone as a learning tool? Are there reflective questions as needed? | RVL 2.E Are you utilizing varied & purposeful coaching approaches? | 19. Composing Feedback Reports 20. Creating Clear Connections 21. Developing Reflective Questions | Chapter 6 |
| | RVL 2.F Are you integrating/ connecting school, dept, individual goals? Are you providing the big why or context and how the feedback aligns to the CCT expectations? | 1. Unpacking a Rubric 2. Describing Look-Fors 15. Recognizing Research-Based Strategies | Strategies 1-3, 23-31 |