

Standards of Effective Learner-Centered & Learner-Focused Feedback Meetings	
Standard General Description	Proficient Description
1.A. Evidence cited is directly tied to the appropriate indicators of practice and accurately represents the levels of performance.	Most evidence of teaching practice is aligned with the appropriate performance indicators and levels. Most evidence of teaching practice is associated with levels of performance. Most connections are made between teaching practice and performance indicators, some of which are clear and explicit.
1.B. Qualitative and quantitative evidence cited in feedback is aligned, appropriate and facilitates targeted growth and improvement.	The evidence cited is a mix of qualitative and quantitative data. It includes enough specificity needed to validate claims about teacher practice and support some teacher growth and improvement.
1.C. Evidence cited is focused on meaningful student engagement and learning and is directly connected to a specific teaching strategy and/or teacher action and impact on students.	Evidence cited in written feedback provides clear and explicit connections between teacher action and impact on student engagement and/or learning process and outcome in support of claim.
2.A Evidence is organized into logical statements aligned to a framework through the Claim-Connect-Action structure that accurately reflects the data and provides a foundation for continued improvement.	Most of the conversation demonstrates strong relevance to the evidence and is connected with designated performance rubric through Claim-Connect-Action structures. Most feedback statements demonstrate an opportunity to focus on specific evidence to support growth.
2.B Conversation is learner/student-focused with connections drawn between student engagement/learning and specific teaching strategy and/or teacher action and impact on students.	The conversation is learner-focused. Most feedback statements contain connections between teacher action and impact on student engagement and/or learning process and outcome or encourage the teacher to reflect on these connections when appropriate. As needed, artifact review is somewhat included focused on engagement/learning and impact of teacher.
2.C Conversation includes objectively stated areas of strength and growth related to effective practice and evidence connected to indicators through directive, facilitative or transformational approach.	Clear areas for teacher growth along with areas of strength have often been objectively identified through the appropriate coaching approach. The areas are often connected with observed lesson, teaching practice, and the indicator language. Key levers between ratings are clearly connected to the areas of strength and growth and utilized for developing specific action steps.
2.D Goals, action steps, and teacher supports are developed using the appropriate coaching approach and are based on the teacher's zone of proximal development	Conversation results in short-term generally high leverage action steps for the teacher and observer developed with the teacher's ZPD in mind utilizing the appropriate coaching approach, sometimes through reflective questioning and/or agreed upon, and are connected to formative evidence discussed throughout the year or previous year. Most of the teacher's action steps are built upon recognized strengths.