## Behavioral Indicators Quick Reference

***Instructions:*** The following graphic summarizes the core “look-fors” for each behavioral indicator in **Tool 3: Performance Level Rubric and Rating Form***.* Use this “Quick Reference” in

coding and analyzing data captured in **Tool 2: Information Collection Form**.

* Provides focused attention (e.g., eye contact, minimizes disruptions)
* Uses appropriate communication skills (e.g., respectful language, listening, checks for understanding) to create a balanced conversation
* Encourages teacher voice and instructional risk-taking
* Completes observation forms and references evidence in scoring
* Uses instructional framework vocabulary and identifies areas for growth and areas of strength with concrete action steps for further improvement
* Identifies school leadership actions to support the teacher’s growth
* Sets goals and outlines a plan for the conference
* Paces the conversation intentionally to focus on high priority feedback
* Ends conversation with concrete action steps and suggested resources
* Identifies school leadership actions to support the teacher’s growth
* Asks factual questions (name or describe practice)
* Asks reflective questions that prompt explanation of thinking
* Asks questions that help create connections or brainstorm new strategies
* Asks reflective questions that examine the feasibility of new strategies
* Centers the conversation on observation evidence
* Accurately aligns data to the framework and uses framework vocabulary
* Encourages teachers to bring additional evidence
* Integrates and considers teacher-provided evidence