

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**.

1. Evidence Use

- 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

2. Professional Interactions

- 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

3. Differentiated Questioning

- 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

4. Leading Conversations

- 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

5. Written Feedback

- 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

