**SELF-ASSESSMENT** **CALIBRATING CONVERSATIONS**

Please reflect by using this instrument to indicate your current level with each of the following.

1 – unaware 2 – aware, not evident in practice 3 – with conscious effort 4 – with automaticity

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| **Use of Tools** | 1 | 2 | 3 | 4 |
| *Pause* to give coachee time to think |  |  |  |  |
| *Pause* to take time to craft responses |  |  |  |  |
| Establishes *rapport* by matching posture, gesture, tonality, language, breathing |  |  |  |  |
| *Paraphrases* prior to asking a question |  |  |  |  |
| Acknowledging paraphrases |  |  |  |  |
| Organizing paraphrases |  |  |  |  |
| Abstracting paraphrases |  |  |  |  |
| Uses invitational stems in *posing questions* |  |  |  |  |
| Engages cognitive operations in posing questions |  |  |  |  |
| Is intentional in asking questions to explore thinking or invite specificity |  |  |  |  |

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| **Use of Data** | 1 | 2 | 3 | 4 |
| Asks teacher what data might be collected in observation |  |  |  |  |
| Uses an agreed upon rubric/self-assessment for deciding on what data to collect |  |  |  |  |
| Develops specificity with teacher about how data will be collected |  |  |  |  |
| Uses data as third point |  |  |  |  |
| Hands data to teacher and provides wait time for coachee |  |  |  |  |
| Asks questions relevant to the interpretation of the data |  |  |  |  |

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| **Regions of the Map** | 1 | 2 | 3 | 4 |
| Focus and Values, Beliefs, Assumptions, and Identity |  |  |  |  |
| Existing Placement and Evidence |  |  |  |  |
| Desired Placement and Behavioral Indicators |  |  |  |  |
| Support Needed and Commit to Action |  |  |  |  |
| Reflect on the Process |  |  |  |  |

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| **Frequency of Use:** | Not present | Once a quarter | 2-3 times a quarter | 4-9 times a quarter |
| **New Teachers**  Observes and Conducts Calibrating Conversations |  |  |  |  |
|  | Not present | Twice a Year | Quarterly | More than 4 times a year |
| **Experienced Teachers**  Observes and Conducts Calibrating  Conversations |  |  |  |  |