

<b>RVL Supervisory Continuum</b>	
<b>1.A. Rubric Understanding</b>	Evidence cited is directly tied to appropriate indicators of practice on an instructional framework and accurately represents levels of performance.
<b>1.B. Balance of Evidence</b>	Qualitative and quantitative evidence cited in feedback is aligned, appropriate and facilitates targeted growth and improvement.
<b>1.C. Analysis of Impact</b>	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.
<b>1.D Supportive Yet Critical</b>	Feedback contains areas of strengths and areas of growth explicitly connected to the indicator and evidence and developed based on indicator language/key levers between ratings.
<b>1.E Awareness of Bias</b>	Evidence cited is objectively stated without opinion.
<b>1.F Clear Communication</b>	Feedback report serves as a comprehensive learning tool containing clearly articulated evidence-based feedback and explicit connections.

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<b>Self-Assessment</b>	
<b>1.A. Rubric Understanding</b>	Are your claims aligned to the framework? Are performance levels/claims clearly supported? Can the teacher clearly understand the rating or claim?
<b>1.B. Balance of Evidence</b>	Are you missing evidence? Is the evidence just listed vs. promoting growth, supporting a claim, and building teacher understanding?
<b>1.C. Analysis of Impact</b>	Are you summarizing events vs. analyzing to show a teacher the cause/effect relationships? Are clear connections made about the teacher impact on engagement and learning?
<b>1.D Supportive Yet Critical</b>	Are the areas of strength and growth clear based on impact on learners? Are they supported by collected evidence and defined by the instructional framework?
<b>1.E Awareness of Bias</b>	Are you using evidence to remain objective?
<b>1.F Clear Communication</b>	Does your feedback serve as a learning tool? Have you prepared reflective questions? Is there an actionable next step for the teacher?

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