### Information, analysis, goals

<table>
<thead>
<tr>
<th>Supervisor/Specialist</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calibrating</td>
<td>Consulting</td>
</tr>
<tr>
<td><strong>Guiding question</strong></td>
<td>What are the gaps/growth areas indicated for this teacher based on present performance levels and the standards?</td>
</tr>
</tbody>
</table>
| **Function** | - Articulating standards  
- Using data to identify gaps between expected standards and present results  
- Defining problems  
- Prescribing results | - Clarifying standards  
- Using data to analyze gaps between expected standards and present results  
- Offering information and ideas  
- Providing problem analysis and perspectives  
- Naming principles of practice | - Jointly clarifying standards  
- Using data to co-analyze gaps between expected standards and present results  
- Co-generating information and ideas  
- Co-analyzing problems  
- Expanding perspectives | - Referencing standards as a focal point  
- Using data to explore gaps between expected standards and present results  
- Facilitating teacher idea production  
- Mediating teacher problem-framing and analysis  
- Enhancing teacher capacities for planning, reflecting, problem-solving and decision making |
| **Role in planning for action** | - Determining teacher actions/goals  
- Naming success criteria  
- Establishing timelines | - Proposing teacher actions/goals  
- Defining success criteria  
- Confirming timelines | - Co-constructing teacher actions/goals  
- Co-developing success criteria  
- Agreeing on timelines | - Exploring teacher actions/goals  
- Eliciting success criteria  
- Clarifying timelines |
| **Cues** | - Credible voice  
- Using neutral language, as in “These data . . .” “This example . . .” | - Credible voice  
- Using neutral language or personal pronouns, as in, “I think that . . .” “It is important to . . .” “Here is one way to think about that” | - Approachable voice  
- Collective pronouns, as in “Let’s think about . . .” “How might we . . .” | - Approachable voice  
- Second person pronouns, as in “What are some of your . . .?” “How might you. . . ?” |
| **Cautions** | - Take care not to let personal preferences become prescriptions. Judgments must be supported by clear, external criteria.  
- Use literal observation notes, classroom artifacts and assessment data to avoid subjectivity or bias. | - Monitor and manage the impulse to help or rescue. Stay learning-focused and don’t let personal passion overcome patience with the developmental process.  
- Be aware that overuse of the consulting stance may build dependency on the supervisor for problem solving. | - Resist the impulse to dominate the conversation and provide the bulk of the analysis and thinking.  
- Monitor for balance in idea production. Don’t allow personal enthusiasm or preferences to override the intention to co-create ideas and options. | - Reduce potential frustration by posing developmentally appropriate questions. Questions should stretch not strain thinking.  
- Be sure that questions allow for multiple responses and do not signal that there is a preferred answer. |

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