**Phase 2 Coaching Form**

**Observer Name:**

**Teacher Observed:**

**Date:**

**Time/Period:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Diversity in Design** (TEI Alignment 1.2, 1.4, 1.5, 3.3) | | | |
| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| Teacher **does not adjust curriculum to reflect the cultural practices** within the school community. | Teacher regularly **seeks opportunities to learn about the cultural practices** within the school community and aligns curriculum units to those practices. | Teacher designs **culturally relevant lessons** that are **embedded in the day** to day teaching, **rather than taught in isolated units.** | Teacher designs learning experiences that **incorporate** the **experiences** and **strengths each student brings** and promote positive  self-images and high academic expectations for all learners. |

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| **Look- Fors During Observation** | |
| **Beginning/ Developing**   * Teacher displays racial, ethnic, and cultural materials only during designated heritage months. * Teacher does not ask students to make connections to what they are learning with their own lives. * Teacher over uses mainstream culture as examples of real life experience. | **Practicing/ Achieving**   * Lesson is taught from a culturally inclusive perspective. * Instructional materials, visuals, and student work in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students. * Teacher relies on strengths of language, culture, and family background when working with students. * An asset-based approach to teaching and learning is reflected consistently in the classroom supporting the development of positive self-image and extending high expectations for all students. |
| **Questions to Guide Observation**   * Does the lesson use students’ real-life experiences to connect school learning to students’ lives? * How are the racial, ethnic, and cultural backgrounds represented in the classroom and in student output? | |
| **Observation Notes:** | |



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