**Phase 1 Coaching Form**

| **Rapport with Students** (TEI Alignment 3.2, 3.3) | | | |
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| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| Trusting and supportive relationships are not evident in the classroom, or **relationships are mostly built on fear and power**. | Teachers develop supportive relationships where learners **trust that the teacher will respond fairly** and **unbiasedly**. | Teachers develop supportive relationships wherein **learners give** and **receive regular feedback** and feel empowered to exercise their agency. | Teachers develop relationships that acknowledge and **respect the individual** and the **collective identity(ies) in the community**, empowering all learners to exercise their agency. |

| **Look- Fors During Observation** | |
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| **Beginning/ Developing**   * At times, teacher may use language that intimidates, shames, or marginalizes individual or groups of students. * Feedback is provided only from teacher to student and is not necessarily responsive to the individual student identity or needs. * Class rules are established but are enforced solely or mainly by the teacher. * Students rarely interact with teacher except when called on to answer a prompt. * Structures do not exist for students to share opinions, interests, or ask for support. * Little or no effort is made to engage with and know learners and their families. | **Practicing/ Achieving**   * Teachers communicate using language that demonstrates a respect for all identities and care for all students. * Teachers take time to know their students’ individual identities in order to best support their learning. * Students are comfortable to share their opinions, interests, and to ask for support of others in the classroom. * Structures for providing feedback exist and timely and meaningful feedback is regularly provided from teacher to student, student to student, and student to teacher. * Teachers make an effort to know and welcome all learners and their families into the classroom community. * Structures are in place for the class to develop and exercise its collective identity (i.e., morning meetings, class projects, etc.). * Students report being treated fairly and without bias by their teacher and peers. |
| **Questions to Guide Observation**   * What language do you notice the teacher using with students? Is there evidence of knowing the student or is there evidence of intimidation, shame, or marginalization? * What routines and rituals do you see that allow for relationships to be built in the classroom? * What evidence of student, teacher, community identity do you see in the room? * When you ask students, do they respond that their teacher is fair and cares about them? * What evidence of feedback do you see in the classroom? * How do you see teachers interacting with individual students? * How do you see teachers making time to know their students? | |
| **Observation Notes:** | |



