Personalized LEARNING

Phase 1 Coaching Form

Observer Name:

Teacher Observed:

Date:

Time/Period:

Self- Awareness (TEI Alignment 3.3)			
Beginning	**Developing**	**Practicing**	**Achieving**
Teacher **understands that bias exists** but **does not** necessarily **recognize own personal bias.**	Teacher **recognizes personal bias** and can articulate how it might impact the learning space.	Teacher **recognizes historical** and **contemporary roots** of **personal bias** and **regularly reflects** on how individuals who are different are treated in the learning space.	Teacher recognizes personal bias and is **comfortable in leading discussions across lines of difference** with students.

Look- Fors During Observation

Beginning/ Developing

- Teacher mispronounces names of students
- Students are singled out in class because of their backgrounds
- Lines of difference (cultural, racial, social class, sexual orientation, and gender identities) are not represented or discussed and/or are used as a way to label or divide students
- Teacher assumes students who behave or are categorized in a certain way do so because of their character rather than in response to environmental circumstances

Practicing/ Achieving

- Teacher insists on classroom language and behaviors that value differences
- Age appropriate evidence that students see their lines of difference (cultural, racial, social class, sexual orientation, and gender identities) acknowledged, affirmed, and reflected in the learning space

Questions to Guide Observation

- How does the teacher track and understand their interactions with students in order to help them increase the quality of those interactions?
- How do teachers calibrate proficiency levels for student work in order to identify patterns of bias?
- How do students learn appropriate language for asking questions about others' cultures and sharing details of their own?
- What artifacts or evidence do you see of lines of difference being acknowledged, affirmed, and reflected in the learning environment?

- What do you hear in the language used in the classroom that reflects valuing differences or using differences to label or divide?

Observation Notes: