**Phase 2 Coaching Form**

**Observer Name:**

**Teacher Observed:**

**Date:**

**Time/Period:**

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| **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 positiveself-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.
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| **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?
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| **Observation Notes:**  |



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