

Phase 2 Coaching Form

Observer Name:

Teacher Observed:

Date:

Time/Period:

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

| Look- Fors During Observation  |  |
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| <p><b>Beginning/ Developing</b></p> <ul style="list-style-type: none"> <li>Teacher displays racial, ethnic, and cultural materials only during designated heritage months</li> <li>Teacher does not ask students to make connections to what they are learning with their own lives</li> <li>Teacher over uses mainstream culture as examples of real life experience</li> </ul> | <p><b>Practicing/ Achieving</b></p> <ul style="list-style-type: none"> <li>Lesson is taught from a culturally inclusive perspective</li> <li>Instructional materials, visuals, and student work in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students</li> <li>Teacher relies on strengths of language, culture, and family background when working with students.</li> <li>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.</li> </ul> |
| <p><b>Questions to Guide Observation</b></p> <ul style="list-style-type: none"> <li>Does the lesson use students' real-life experiences to connect school learning to students' lives?</li> <li>How are the racial, ethnic, and cultural backgrounds represented in the classroom and in student output?</li> </ul>  |  |
| <p><b>Observation Notes:</b></p>   |  |

