

Observer Name:

Teacher Observed:

Date:

Time/Period:

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

**Look- Fors During Observation**

Beginning/ Developing	Practicing/ Achieving
<ul style="list-style-type: none"> <li>Teacher mispronounces names of students</li> <li>Students are singled out in class because of their backgrounds</li> <li>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</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Teacher insists on classroom language and behaviors that value differences</li> <li>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</li> </ul>

Questions to Guide Observation
<ul style="list-style-type: none"> <li>How does the teacher track and understand their interactions with students in order to help them increase the quality of those interactions?</li> <li>How do teachers calibrate proficiency levels for student work in order to identify patterns of bias?</li> <li>How do students learn appropriate language for asking questions about others' cultures and sharing details of their own?</li> <li>What artifacts or evidence do you see of lines of difference being acknowledged, affirmed, and reflected in the learning environment?</li> </ul>

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

**Observation Notes:**