

Phase 1 Coaching Form

Observer Name:

Grade + Subject:

Date:

Time/Period:

Rapport with Students (TEI Alignment 3.2, 3.3)			
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	
Beginning/ Developing <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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:



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