**Phase 1 Coaching Form**

**Observer Name:**

**Grade + Subject:**

**Date:**

**Time/Period:**

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| **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.  |

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| **Look- Fors During Observation** |
| **Beginning/ Developing*** Teacher may communicate using 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** * 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, ie: morning meetings, class projects, etc.
* Students report being treated fairly and without bias by their teacher and peers.
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| **Questions to Guide Observation*** 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?
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| **Observation Notes:**  |



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