**Phase 1 Coaching Form**

**Observer Name:**

**Teacher Observed:**

**Date:**

**Time/Period:**

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

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| **Look- Fors During Observation** |
| **Beginning/ Developing*** Teacher mispronounces names of students
* Students are singled out in class because of their backgrounds
* 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
* 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
 | **Practicing/ Achieving** * Teacher insists on classroom language and behaviors that value differences
* 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
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| **Questions to Guide Observation*** How does the teacher track and understand their interactions with students in order to help them increase the quality of those interactions?
* How do teachers calibrate proficiency levels for student work in order to identify patterns of bias?
* How do students learn appropriate language for asking questions about others’ cultures and sharing details of their own?
* What artifacts or evidence do you see of lines of difference being acknowledged, affirmed, and reflected in the learning environment?
* What do you hear in the language used in the classroom that reflects valuing differences or using differences to label or divide?
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| **Observation Notes:**  |

