

Observer Name:

Teacher Observed:

Date:

Time/Period:

Sense of Purpose (TEI Alignment 3.3)			
Beginning	Developing	Practicing	Achieving
Students may have positive, respectful relationships with peers but do not feel a sense of belonging to or ownership of the larger learning community.	Students believe they belong in the learning community.	Students believe they belong in the learning community and actively contribute to nurturing a sense of belonging among their peers.	Students' sense of belonging allows them to explore and define their purpose with support from the community of learners.

Look- Fors During Observation

Beginning/ Developing

- The sense of community is either not evident or is based on rules and expectations of teacher rather than authentically honoring the identities of all individuals in the room.
- The classroom culture is dominated by a control-based structure than a collaborative structure.
- Different identities may not be recognized or if they are recognized it is done superficially and is not an integral part of the learning community.
- Decisions are made in order to change student behavior to conform to desires of teacher/school rather than to meet the needs of the learner within a community of learners (ie: a student with a need to move physically while focusing is not given appropriate accommodations).

Practicing/ Achieving

- Students are acknowledged based on their strengths and contributions to the classroom community often.
- Differences are seen as assets and are leveraged within the learning community (i.e., roles are provided based on strengths and learners are supported in developing other skills)
- A learning community is evident through the multiple ways that they collaborate and support one another (i.e., celebrating individual and group successes, sharing of personal passions, allowing students to integrate their interests into their coursework, etc.)
- Students are encouraged to explore their purpose by being given opportunities to study and try different things that are of interest to them and that may align with their identified strengths (i.e., internships, different roles in project work, choice for focus within a unit of study, passion projects, etc.)
- Reference is made to individual uniqueness and ability regularly.

Questions to Guide Observation

- Are students all expected to demonstrate similar behavior or are individual identities evident and supported?
- Does the learning community work collaboratively often and in different groupings?
- Is there a strengths-based culture in the classroom?
- Is the discourse in the classroom supportive of all within the context of the learning community?
- Do you see opportunities for students to explore their passions, interests, strengths?

Observation Notes:



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