**Phase 1 Coaching Form**

**Observer Name:**

**Teacher Observed:**

**Date:**

**Time/Period:**

|  |  |  |  |
| --- | --- | --- | --- |
| **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. |

|  |  |
| --- | --- |
| **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 |
| **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? | |
| **Observation Notes:** | |

