

2014-2015 CR OBSERVATION INSTRUMENT

Project	Section	Document Name	Date
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**CULTURALLY RELEVANT PEDAGOGY AND INSTRUCTION
2014-2015 OBSERVATION & REFLECTION INSTRUMENT**

School:	Teacher:	Date:
Class/Grade:	Observer:	#Students:

CURRICULUM: The teacher...		OBSERVABLE BEHAVIOR
	Utilizes culturally relevant (African American or Mexican American focused) curriculum to teach the lesson.	
	Uses curriculum that fosters a sense of cultural integrity.	
	Provides various perspectives on the same topic.	
	Integrates various sources of information.	
	Uses intellectually demanding, but attainable material to challenge students' intellectual development.	
	Incorporates intrinsically interesting material into the lesson.	
	Connects the material to historic and/or contemporary issues of social justice.	
	Incorporates topics that cause reflection on morals and/or ethics.	
RELATIONSHIPS The teacher...		OBSERVABLE BEHAVIOR
	Interacts respectfully with students and demonstrates authentic care.	
	Demonstrates an interest in the students wellbeing, community, family, etc.	
	Incorporates the students' lived experiences into the lesson.	
	Respectfully challenges students' understanding to encourage deeper reflection and dialog.	
	Fosters a collegial relationship of mutual learning	
	Demands academic excellence through a position of responsibility to community.	
	Demonstrates knowledge of how to motivate students to perform at high levels.	
	Values student curiosity by addressing opportune questions.	
INSTRUCTION The teacher...		OBSERVABLE BEHAVIOR
	Incorporates family/community funds of knowledge as an educational resource.	
	Incorporates student voice (through dialog) to guide learning and understanding.	
	Promotes the development of a critical consciousness through critical questioning/thinking strategies in verbal or written assessment.	
	Designs lessons that maximize student cognitive engagement.	
	Demonstrates a value of student voice by investing time in understanding the logic behind student responses.	
	Asks open-ended (subjective) questions based on student understanding and opinion on content topics. ("What do you think?, not what do you know?")	
	Provides differentiated instruction and assessment to increase student efficacy.	

	Promotes the development of student academic and cultural identity.	
Philosophy beliefs The teacher...		OBSERVABLE BEHAVIOR
	Holds a sense of responsibility to community.	
	Believes all students can learn at high levels.	
	Believes students' academic success is essential for future growth potential.	
	Believes his/her success is based on student success.	
	Believes that teachers have the agency to improve society.	
	Believes student interest and enjoyment of the content is dependent on teacher enthusiasm and presentation of the material.	
REFLECTION		