

APPENDIX V – 277

<b>School:</b>	<b>Teacher:</b>	<b>Date:</b>
<b>Class/Grade:</b>	<b>Observer:</b>	<b>#Students:</b>

<b>CURRICULUM: The teacher...</b>		<b>OBSERVABLE BEHAVIOR</b>
	Bases lessons on the appropriate TUSD culturally relevant curriculum.	
	Fosters a sense of cultural integrity among students.	
	Addresses topics from various perspectives to challenge common belief and develop critical thinking.	
	Integrates various sources of information.	
	Promotes students' intellectual development with cognitively demanding texts.	
	Enriches lessons with intrinsically interesting material.	
	Connects subject matter to historical and/or contemporary social justice issues.	
	Encourages student reflection on the moral and ethical aspects of topics studied.	
<b>RELATIONSHIPS The teacher...</b>		<b>OBSERVABLE BEHAVIOR</b>
	Demonstrates <i>authentic caring</i> by interacting respectfully with students.	
	Exhibits an interest in the wellbeing of students, their families and community.	
	Incorporates students' lived experiences into classroom lessons.	
	Encourages deep reflection and dialog as a regular part of class discussions.	
	Fosters a collegial teacher-and-student relationship built on mutual learning.	
	Demands academic excellence as a commitment to community expectations.	
	Demonstrates skill in motivating students to perform at high levels.	
	Values student curiosity by addressing opportune questions.	
<b>INSTRUCTION The teacher...</b>		<b>OBSERVABLE BEHAVIOR</b>
	Incorporates family/community funds of knowledge as an educational resource.	
	Incorporates student voice through dialog to guide learning and understanding.	
	Uses open-ended questions to develop students' critical consciousness.	
	Designs lessons that maximize students' cognitive engagement.	
	Considers the logic behind atypical student responses.	
	Asks open-ended questions to gauge student opinion as well as comprehension	
	Provides differentiated instruction, scaffolding and other student supports.	
	Promotes the development of students' academic and cultural identity.	
<b>TEACHER DISPOSITION The teacher...</b>		<b>OBSERVABLE BEHAVIOR</b>
	Acknowledges a professional responsibility to the community.	
	Asserts that all students can learn at appropriately high levels.	
	Considers academic success essential to fulfilling students' personal aspirations.	
	Attributes his/her professional success to the extent his/her students succeed.	
	Empowers students to assert their skills to improve their community.	
	Expresses enthusiasm as crucial to student interest and enjoyment of content.	
<b>REFLECTION</b>		