

APPENDIX V – 133

**CULTURALLY RELEVANT PEDAGOGY AND INSTRUCTION
2016-2017 OBSERVATION & REFLECTION INSTRUMENT**

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

PLANNING AND PREPARTION: Focus on culturally relevant curriculum		OBSERVABLE BEHAVIOR
	Bases lessons on the appropriate TUSD culturally relevant curriculum.	
	Connects subject matter to historical and/or contemporary social justice issues.	
	Addresses topics from various perspectives	
	Challenges common beliefs and stereotypes through counter-stories	
	Integrates various sources of cognitively demanding print and non-print texts.	
	Incorporates community, family and students' lived experiences into classroom lessons.	
	Taps family and community cultural capital as a resource in planning lessons.	
CLASSROOM ENVIRONMENT: Focus on building relationships		OBSERVABLE BEHAVIOR
	Exhibits an interest in the wellbeing of all students, their families and communities. (Authentic Caring)	
	Fosters an academic safe space built on mutual learning.	
	Promotes academic excellence.	
	Is responsive to the logic behind atypical student responses.	
INSTRUCTION: Focus on critical consciousness		OBSERVABLE BEHAVIOR
	Incorporates family and community cultural capital as an educational resource.	
	Incorporates student voice through analytical/critical dialog to guide learning and understanding.	
	Asks open-ended questions to develop students' critical and structural consciousness of power relationships.	
	Presents lessons that maximize students' cognitive engagement by incorporating student's academic and cultural identity.	
	Motivates students using differentiated instruction, scaffolding, a variety of formative/summative assessments and other instructional strategies such as collaborative/cooperative groups.	
	Encourages student to metacognitively reflect on the moral and ethical aspects of topics studied.	
	Incorporates family and community cultural capital as an educational resource.	