# 2014-2015 CR OBSERVATION INSTRUMENT

<table>
<thead>
<tr>
<th>Project</th>
<th>Section</th>
<th>Document Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>10</td>
<td>CR OBSERVATION INSTRUMENT</td>
<td>06082015</td>
</tr>
</tbody>
</table>

## CULTURALLY RELEVANT PEDAGOGY AND INSTRUCTION

### 2014-2015 OBSERVATION & REFLECTION INSTRUMENT

<table>
<thead>
<tr>
<th>School:</th>
<th>Teacher:</th>
<th>Date:</th>
<th>Class/Grade:</th>
<th>Observer:</th>
<th>#Students:</th>
</tr>
</thead>
<tbody>
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### CURRICULUM: The teacher...

<table>
<thead>
<tr>
<th>OBSERVABLE BEHAVIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilizes culturally relevant (African American or Mexican American focused) curriculum to teach the lesson.</td>
</tr>
<tr>
<td>Uses curriculum that fosters a sense of cultural integrity.</td>
</tr>
<tr>
<td>Provides various perspectives on the same topic.</td>
</tr>
<tr>
<td>Integrates various sources of information.</td>
</tr>
<tr>
<td>Uses intellectually demanding, but attainable material to challenge students’ intellectual development.</td>
</tr>
<tr>
<td>Incorporates intrinsically interesting material into the lesson.</td>
</tr>
<tr>
<td>Connects the material to historic and/or contemporary issues of social justice.</td>
</tr>
<tr>
<td>Incorporates topics that cause reflection on morals and/or ethics.</td>
</tr>
</tbody>
</table>

### RELATIONSHIPS The teacher...

<table>
<thead>
<tr>
<th>OBSERVABLE BEHAVIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacts respectfully with students and demonstrates authentic care.</td>
</tr>
<tr>
<td>Demonstrates an interest in the students wellbeing, community, family, etc.</td>
</tr>
<tr>
<td>Incorporates the students’ lived experiences into the lesson.</td>
</tr>
<tr>
<td>Respectfully challenges students’ understanding to encourage deeper reflection and dialog.</td>
</tr>
<tr>
<td>Fosters a collegial relationship of mutual learning</td>
</tr>
<tr>
<td>Demands academic excellence through a position of responsibility to community.</td>
</tr>
<tr>
<td>Demonstrates knowledge of how to motivate students to perform at high levels.</td>
</tr>
<tr>
<td>Values student curiosity by addressing opportune questions.</td>
</tr>
</tbody>
</table>

### INSTRUCTION The teacher...

<table>
<thead>
<tr>
<th>OBSERVABLE BEHAVIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporates family/community funds of knowledge as an educational resource.</td>
</tr>
<tr>
<td>Incorporates student voice (through dialog) to guide learning and understanding.</td>
</tr>
<tr>
<td>Promotes the development of a critical consciousness through critical questioning/thinking strategies in verbal or written assessment.</td>
</tr>
<tr>
<td>Designs lessons that maximize student cognitive engagement.</td>
</tr>
<tr>
<td>Demonstrates a value of student voice by investing time in understanding the logic behind student responses.</td>
</tr>
<tr>
<td>Asks open-ended (subjective) questions based on student understanding and opinion on content topics. (“What do you think?, not what do you know?”)</td>
</tr>
<tr>
<td>Provides differentiated instruction and assessment to increase student efficacy.</td>
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<tr>
<td>Philosophy beliefs</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>Holds a sense of responsibility to community.</td>
</tr>
<tr>
<td>Believes all students can learn at high levels.</td>
</tr>
<tr>
<td>Believes students’ academic success is essential for future growth potential.</td>
</tr>
<tr>
<td>Believes his/her success is based on student success.</td>
</tr>
<tr>
<td>Believes that teachers have the agency to improve society.</td>
</tr>
<tr>
<td>Believes student interest and enjoyment of the content is dependent on teacher enthusiasm and presentation of the material.</td>
</tr>
</tbody>
</table>

**REFLECTION**