

Observer Name:

Teacher Observed:

Date:

Time/Period:

Diversity in Design (TEI Alignment 1.2, 1.4, 1.5, 3.3)			
Beginning	Developing	Practicing	Achieving
Teacher does not adjust curriculum to reflect the cultural practices within the school community.	Teacher regularly seeks opportunities to learn about the cultural practices within the school community and aligns curriculum units to those practices.	Teacher designs culturally relevant lessons that are embedded in the day to day teaching, rather than taught in isolated units.	Teacher designs learning experiences that incorporate the experiences and strengths each student brings and promote positive self-images and high academic expectations for all learners.

Look- Fors During Observation	
<p>Beginning/ Developing</p> <ul style="list-style-type: none"> Teacher displays racial, ethnic, and cultural materials only during designated heritage months. Teacher does not ask students to make connections to what they are learning with their own lives. Teacher over uses mainstream culture as examples of real life experience. 	<p>Practicing/ Achieving</p> <ul style="list-style-type: none"> Lesson is taught from a culturally inclusive perspective. Instructional materials, visuals, and student work in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students. Teacher relies on strengths of language, culture, and family background when working with students. An asset-based approach to teaching and learning is reflected consistently in the classroom supporting the development of positive self-image and extending high expectations for all students.
<p>Questions to Guide Observation</p> <ul style="list-style-type: none"> Does the lesson use students' real-life experiences to connect school learning to students' lives? How are the racial, ethnic, and cultural backgrounds represented in the classroom and in student output? 	

Observation Notes:



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