



ARISE Instructional Core Observation Tools

Teacher-Centered Observation Tool

Teacher _____ Date _____ Period _____ Observer _____

Elements		Areas that Need Work	Criteria for Proficiency	Evidence of Meeting or Exceeding Standard
Restorative Justice	4		<ul style="list-style-type: none"> <input type="checkbox"/> Actions, language, and tone are firm, humanizing, respectful, positive, and communicate high expectations. <input type="checkbox"/> Utilizes a range of strategies (one mic, positive narration, urgency, equitable participation protocols, etc) to maintain a high level of engagement <input type="checkbox"/> Addresses off-task behavior in the appropriate moment and redirects students back to the lesson <input type="checkbox"/> Actively engages with students in multiple ways (small groups, individual student support, whole class, etc) from beginning to end of class <input type="checkbox"/> Upholds all Codes of Respect from beginning to end of class <input type="checkbox"/> Consistently pushes all students, especially in challenging situations, beyond what is comfortable, understanding this is in everyone's best interest <input type="checkbox"/> Uses restorative practices to build relationships and manage harm in the classroom 	
	3			
	2			
	1			
Literacy and Academic Discourse	4		<ul style="list-style-type: none"> <input type="checkbox"/> Objective is clearly displayed and has the Content, Learning and Product (CLP) clearly identified in it. <input type="checkbox"/> Students engage in reading grade-level text for significant amount of class time (text can be written audio, video, or subject specific) <input type="checkbox"/> Highly structured academic discourse asks students to think critically, discuss ideas, and make meaning of content multiple times per class <input type="checkbox"/> Explicit vocabulary development built into the lesson 	
	3			
	2			
	1			
Cultural Relevance	4		<ul style="list-style-type: none"> <input type="checkbox"/> Lessons include issues and topics related to student's culture and/or youth culture as a lever for engagement <input type="checkbox"/> Public and Community Health Pathway content is related to student's culture and/or youth culture as a lever for engagement <input type="checkbox"/> Uses relationships to push students, especially in challenging situations, beyond what they think they are capable of <input type="checkbox"/> Teacher expresses positive perspective about students' backgrounds, families, and/or cultures (asset-based pedagogy) <input type="checkbox"/> Instruction and learning take place in an environment that encourages multicultural viewpoints and allows for inclusion of knowledge that is relevant to the students 	
	3			
	2			
	1			



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<p>Rigor and Critical Thinking</p>	<p>4 3 2 1</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Student learning is active; students are taking on a majority of the cognitive load and continually build towards greater independence <input type="checkbox"/> Teacher holds students accountable to high expectations for learning by developing, implementing, and measuring clear objectives <input type="checkbox"/> Students are presented with grade appropriate challenging content that pushes them to work through productive struggle <input type="checkbox"/> Students self-monitor their level of focus and actively support each other's academic success <input type="checkbox"/> Teacher incorporates multiple elements of the PBL "Gold Standard" in curriculum and instruction 	
<p>Mastery of Objectives</p>	<p>4 3 2 1</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Objectives are purposely designed to build skills and/or build towards higher order thinking and raising of critical consciousness <input type="checkbox"/> Warrior Intellectual rubrics and Public and Community Health Pathway elements are integrated into the curriculum and/or objectives <input type="checkbox"/> Objectives are displayed in class and students can clearly self-assess their learning in relation to the objective <input type="checkbox"/> Teacher differentiates and scaffolds to insure equitable access to learning targets, activities, and texts for all students, especially English learners and students with IEPs and 504s <input type="checkbox"/> Teacher consistently checks for understanding through high inference and low inference data collection (exit tickets, surveys, quick writes, academic discourse trackers, etc) 	
<p>Classroom Aesthetics</p>	<p>4 3 2 1</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Room is arranged physically to intentionally achieve the learning objectives <input type="checkbox"/> Handouts and key documents are easily accessible to students <input type="checkbox"/> Core Values, Mission and Vision, and other key ARISE documents are displayed throughout the room <input type="checkbox"/> Student work is displayed prominently throughout the room <input type="checkbox"/> White board set up (objectives, agenda, homework) is displayed clearly <input type="checkbox"/> There is a break space that is used by students when they need a break <input type="checkbox"/> Walls and classroom space are used to teach key concepts, skills, and content <input type="checkbox"/> Room feels welcoming to students by being kept tidy, clean, and well-organized 	