

Appendix D

Identity Safe Classroom Observation Form

This form is designed for classroom observations.

Observation Tips:

Determine a focus of the observation in advance and highlight specific observations in comments.

Agree to protocols before the observation.

Inform students that the teacher is being observed.

Observers do not intervene in classroom activities.

Debriefing Tips:

Use positive feedback and highlight effective practices with specific feedback.

Avoid giving advice when debriefing.

Note: *T* stands for *Teacher* and *S* stands for *Student(s)*.

DOMAIN ONE: STUDENT-CENTERED TEACHING

LISTENING FOR STUDENT VOICES		
	ACTION	COMMENTS
<input type="checkbox"/>	S work displayed	
<input type="checkbox"/>	Displays show all S work	
<input type="checkbox"/>	T encourages expression of and reflection about feelings	
<input type="checkbox"/>	T gives S role in classroom planning and decision-making	
<input type="checkbox"/>	T evaluates S work or performance with S input	
<input type="checkbox"/>	S has input in nonacademic discussion	
<input type="checkbox"/>	S participates in decision-making	
<input type="checkbox"/>	S comments freely, openly	
<input type="checkbox"/>	S gives reasons for opinions	
<input type="checkbox"/>	S elaborates on others' statements	
<input type="checkbox"/>	S reads aloud, displays own work	

TEACHING FOR UNDERSTANDING		
	ACTION	COMMENTS
<input type="checkbox"/>	T leads reflection on past activity/uses anticipatory set	
<input type="checkbox"/>	There is a full orientation to coming activity	
<input type="checkbox"/>	There is a full reflection on completed activity	
<input type="checkbox"/>	Emphasis on gaining understanding	
<input type="checkbox"/>	T orients S to coming activity	
<input type="checkbox"/>	Use of interest centers	
<input type="checkbox"/>	Voluntary S selection of interest center(s)	
<input type="checkbox"/>	Open-ended academic activities	
<input type="checkbox"/>	T reads aloud to whole class or group	
<input type="checkbox"/>	T engages S in extended discussion of individual experiences, backgrounds	
<input type="checkbox"/>	T elaborates on S response	
<input type="checkbox"/>	T asks S to elaborate on own/others' comments	
<input type="checkbox"/>	T sustains questioning to elaborate ideas	
<input type="checkbox"/>	Emphasis on relevance of material to broader issues	
<input type="checkbox"/>	Emphasis on S imagination, creativity	
<input type="checkbox"/>	T is responsive to S thoughts or viewpoints	
<input type="checkbox"/>	T explains reason for rule, desired behavior, etc.	
<input type="checkbox"/>	T encourages S comments (general)	
<input type="checkbox"/>	T leads academic discussion	

FOCUS ON COOPERATION		
	ACTION	COMMENTS
<input type="checkbox"/>	S helps other S	
<input type="checkbox"/>	Spontaneous cooperation, collaboration	
<input type="checkbox"/>	S shows concern for one another	
<input type="checkbox"/>	Ss are helpful	
<input type="checkbox"/>	S listens carefully to other S	
<input type="checkbox"/>	Group activity is smooth	
<input type="checkbox"/>	S in pairs/groups working on joint projects (with group goals)	
<input type="checkbox"/>	S seats arranged in small groups	
<input type="checkbox"/>	S in pairs/groups giving help	
<input type="checkbox"/>	T encourages helping/cooperation	
<input type="checkbox"/>	T takes steps to facilitate group interaction	

AUTONOMY FOR STUDENTS		
	ACTION	COMMENTS
<input type="checkbox"/>	T gives choice of activities	
<input type="checkbox"/>	T gives choice within activities	
<input type="checkbox"/>	T mediates interpersonal problems	
<input type="checkbox"/>	T has S solve own interpersonal problems	
<input type="checkbox"/>	T provides for S autonomy and choice	
<input type="checkbox"/>	S gets own materials, supplies	
<input type="checkbox"/>	S moves around freely	
<input type="checkbox"/>	S initiates nonacademic questions, comments, or conversation	
<input type="checkbox"/>	T trusts in S	
<input type="checkbox"/>	S asks T for academic help	

DOMAIN TWO: CULTIVATING DIVERSITY AS A RESOURCE

USING DIVERSITY AS A RESOURCE FOR LEARNING		
	ACTION	COMMENTS
<input type="checkbox"/>	Display(s)/prominent books regarding role models of minority background(s)	
<input type="checkbox"/>	Display(s)/prominent books that include people of African American or African culture	
<input type="checkbox"/>	Display(s)/prominent books representing Latinx culture	
<input type="checkbox"/>	Display(s)/prominent books representing Asian/Pacific Islander culture	
<input type="checkbox"/>	Display(s)/prominent books representing Indigenous cultures	
<input type="checkbox"/>	Display(s)/prominent books representing other culture(s)	
<input type="checkbox"/>	Display(s)/prominent books representing LGBTQIA+ people	
<input type="checkbox"/>	Use of primary source materials and counter-narratives	
<input type="checkbox"/>	S mixed by race/ethnic group	
<input type="checkbox"/>	S mixed by gender	
<input type="checkbox"/>	T uses foreign language	
<input type="checkbox"/>	T mentions important contributions of individuals of color	
<input type="checkbox"/>	T refers to relevant cultural capital and background, experience	
<input type="checkbox"/>	Emphasis on cultural/ethnic diversity in classroom	

HIGH EXPECTATIONS AND ACADEMIC RIGOR		
	ACTION	COMMENTS
<input type="checkbox"/>	Focus on academic instruction/work	
<input type="checkbox"/>	Class is highly task-oriented	
<input type="checkbox"/>	There is a sense of academic press	
<input type="checkbox"/>	T links S effort and learning	
<input type="checkbox"/>	High expectations for learning expressed for students	

CHALLENGING CURRICULUM		
	ACTION	COMMENTS
<input type="checkbox"/>	T asks S for inference, hypothesis, deduction	
<input type="checkbox"/>	T effectively stimulates S thinking	
<input type="checkbox"/>	T asks advanced questions to S of all backgrounds	
<input type="checkbox"/>	Class activities are exciting	

DOMAIN THREE: CLASSROOM RELATIONSHIPS

TEACHER WARMTH AND AVAILABILITY TO SUPPORT LEARNING		
	ACTION	COMMENTS
<input type="checkbox"/>	T is warm, personal	
<input type="checkbox"/>	T shows sincere appreciation to S	

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	ACTION	COMMENTS
<input type="checkbox"/>	T shows pleasure or delight	
<input type="checkbox"/>	T is accepting of S	
<input type="checkbox"/>	T is at ease, comfortable with S	
<input type="checkbox"/>	T's apparent liking for, enjoyment of, interest in S	
<input type="checkbox"/>	T relates personally to S	
<input type="checkbox"/>	T is playful or humorous	
<input type="checkbox"/>	T leads or helps small group	
<input type="checkbox"/>	T gives S support, encouragement	
<input type="checkbox"/>	T is available, accessible to S	
<input type="checkbox"/>	T responsiveness to S needs or preferences	
<input type="checkbox"/>	T is engaged	
<input type="checkbox"/>	T encourages nonparticipants to participate	

POSITIVE STUDENT RELATIONSHIPS		
	ACTION	COMMENTS
<input type="checkbox"/>	S smiles, laughs	
<input type="checkbox"/>	S socializes, talks personally	
<input type="checkbox"/>	S is friendly	
<input type="checkbox"/>	S interacts with one another	

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	ACTION	COMMENTS
<input type="checkbox"/>	S interacts with S of different ethnic groups	
<input type="checkbox"/>	Friendly intergroup interaction	

DOMAIN FOUR: CARING CLASSROOMS

TEACHER SKILL		
	ACTION	COMMENTS
<input type="checkbox"/>	Smooth transitions	
<input type="checkbox"/>	Clear behavioral directives	
<input type="checkbox"/>	T seems confident	
<input type="checkbox"/>	T is clear, understandable	
<input type="checkbox"/>	Lessons are purposeful, planned	
<input type="checkbox"/>	T uses tasks that engage S interest	
<input type="checkbox"/>	Class is orderly	
<input type="checkbox"/>	S on task, appropriate behavior	
<input type="checkbox"/>	S engages in class activity	
<input type="checkbox"/>	S is excited about class activities	
<input type="checkbox"/>	S is engaged/involved	
<input type="checkbox"/>	S is actively involved in learning experience	
<input type="checkbox"/>	On-task behavior of S of all backgrounds	
<input type="checkbox"/>	On-task behavior of Asian S	
<input type="checkbox"/>	S participates	
<input type="checkbox"/>	S engages in group activity	

EMOTIONAL AND PHYSICAL COMFORT		
	ACTION	COMMENTS
<input type="checkbox"/>	Classroom harmoniousness	
<input type="checkbox"/>	Class calm	
<input type="checkbox"/>	Unrestricted verbal interaction	
<input type="checkbox"/>	Community feeling in classroom	
<input type="checkbox"/>	Observed tasks/activities	
<input type="checkbox"/>	S at ease with T	
<input type="checkbox"/>	There is a meeting area in the classroom	
<input type="checkbox"/>	Spatial arrangements facilitate interaction	
<input type="checkbox"/>	Materials are ample for S needs	
<input type="checkbox"/>	Attention to S/T comfort	

ATTENTION TO PROSOCIAL DEVELOPMENT		
	ACTION	COMMENTS
<input type="checkbox"/>	Display(s) of prosocial values	
<input type="checkbox"/>	Display(s) of positive classroom behavior rules (dos)	
<input type="checkbox"/>	Nonacademic discussion (including class meetings and/or advisory classes)	
<input type="checkbox"/>	Focus on social/interpersonal skills	
<input type="checkbox"/>	Focus on prosocial issues, interpersonal understanding	
<input type="checkbox"/>	Emphasis on interpersonal/intergroup understanding	