ARISE High School
Authenticity, Rigor, Inspiration, Success, Empowerment

Roots of the ARISE Educator Observation

Teacher observed: _____ Date/Time Observed: _____
Class Observed: _____ Observed by: _____

Observable Conditions	Evidence of Teaching	Questions
Humanizing Love ❑ INTERACTIONS: In what ways does teacher actions, language, & tone of voice reflect the cultivation of humanizing & productive interactions and relationships with students? ❑ COMMUNITY: In what ways does teacher cultivate and sustain the class community with a focus on physical, emotional, and intellectual safety? ❑ VOICE: How does the teacher provide structured engagement activities for students? ❑ ENCOURAGEMENT: In what ways does teacher communicate the belief in all students that they can perform the assigned work & rise up to a challenge? ❑ EXPECTATIONS: In what ways are expectations/directions communicated in a clear, direct, consistent, and respectful way? ❑ CODES OF RESPECT: What routines & practices support students with following the ARISE Codes of Respect, including the teacher & students challenging oppressive language and behavior?		
Critical Consciousness & Indignation ❑ EXPECTATIONS: How does teacher's actions, language, & tone of voice hold students accountable to high expectations, including the upholding of community agreements and other schoolwide policies? ❑ OPENING & CLOSING: What type of opening and closing is performed to maintain students' engagement in learning & reflection? ❑ PARTICIPATION & BALANCE: In what ways does teacher encourage equitable participation, including balancing teacher & student voices? ❑ SCAFFOLDING: How does the teacher scaffold equitable access to the learning targets and activities of the class? ❑ LANGUAGE: How does the teacher provide explicit teaching towards academic language development, while using codified frameworks of reading, writing, thinking, and problem solving? ❑ SOCIAL JUSTICE: In what ways are the learning targets for the class scaffolding higher order thinking through knowledge of self, the problematizing of society, the development of practical skills, the understanding of how to improve one's material conditions, and/or the raising of critical consciousness?		

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Teachers Intellectuals & Reflective Practitioners ❑ THE BIZ: In what ways are the day's agenda, learning targets, and homework explicitly brought to the attention of the students? ❑ ORGANIC INTELLECTUALS: In what ways does the teacher facilitate a challenging and intellectually stimulating lesson? ❑ CHECKING FOR UNDERSTANDING: In what ways does teacher perform frequent checks for understanding and formative assessments to help teacher & students gauge the learning process and/or progress? ❑ SELF ASSESSMENT: What tools, routines, and/or structures exist for student self assessment and progress monitoring? ❑ (RE)ENGAGEMENT: How does the teacher adapt and respond to the engagement of students? ❑ CULTURE: In what ways does the teacher and/or the culture of the class reflect a humanizing space of self-criticality and pushing/helping oneself and each other?		
Hustle, Layer, & Flow ❑ TRANSITIONS: How does the teacher transition through each agenda item in a way that fluidly focuses on realistic and reasonable learning targets for the day? ❑ MULTIMODALITIES: In what ways are a variety of multi-modal and/or differentiated pedagogical strategies used to provide equitable access to the learning targets? ❑ MODELING & EXPLICITNESS: In what ways does teacher perform explicit modeling in order to be clear with instruction and directions? ❑ SPACE: How does the space reflect what students are learning, doing, & how they're doing it? ❑ PREPARATION: In what ways does the teacher demonstrate a deep sense of planning, preparation, and organization? ❑ COHESION: What routines and practices explicitly support a cohesive, well-functioning classroom community with clear & consistent expectations, supportive systems for knowing what to do, when to do it, and remaining engaged with an intrinsic work ethic of hustle (i.e. independence, proactiveness & hard work)?		