

TEACHING TOLERANCE



A PROJECT OF THE SOUTHERN POVERTY LAW CENTER
TOLERANCE.ORG

Observing for Equity

OBSERVER _____ OBSERVED _____

DATE _____ TIME/PERIOD _____ SUBJECT _____ GRADE _____

Tracking Teacher's Tone

START TIME _____ STOP TIME _____

Evidence of praise/ positive reinforcement	Toward which student(s)?	Evidence of criticism/ negative reinforcement	Toward which student(s)?

Post-observation Reflection Questions

How many total comments were recorded? _____

How many positive comments were recorded? _____

How many negative comments were recorded? _____

What was the ratio of positive to total comments? _____

What was the ratio of negative to total comments? _____

Did you observe any patterns specific to gender, ethnicity, race, language, high-achieving students, low achieving students?

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Student Engagement: On Task, Off Task?

Focus your observation on the students. While observing, tally the number of students on and off task in the columns below. Whenever possible, jot down student names. Align your observation with the time or stage in the lesson.

Time	Number of students on task	Number of students on task
Overall	Names of students mostly on task throughout the lesson	Names of students mostly off task throughout the lesson

Post-observation Reflection Questions

Reflect What patterns or trends were observed in terms of gender, ethnicity, race, language, etc.? What considerations does this question raise about my instruction?

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Engaging Multiple Learning Styles

As you observe, record specific instructional strategies or activities that meet the different learning styles listed below.

How were auditory learners engaged?	How were visual learners engaged?
How were verbal learners engaged?	How were kinesthetic learners engaged?

Post-observation Reflection Questions

Reflect Are there gaps in my instruction? Which type(s) of learners do I reach the most? The least?

Decide What choices can I make moving forward to increase equity by celebrating all learners?

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Classroom Snapshot

Reinforcement

Positive	Negative
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Equity Observations

Things I saw	Things I heard
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Differentiation/Modifications Observed

OBSERVER _____ OBSERVED _____

DATE _____ TIME/PERIOD _____ SUBJECT _____ GRADE _____

Classroom Seating Chart

Observer Instructions Use the key to map classroom set-up and dynamics during the observation.

-  student
-  teacher
-  movement
-  contact
-  praise
-  criticism

Post-observation Reflection Questions

Reflection What patterns or trends were observed in terms of gender, ethnicity, race, language, etc.? What considerations does this question raise about my instruction?