

## Diversity Observation Guide

The diversity guide has been designed to assist each student in making meaningful observations in diverse settings or among diverse student populations. Each student should review these guiding questions prior to making the observations to raise awareness of the potential impact that various forms of diversity has on the educational experience.

### Student Populations

#### How learning needs are being met for **English language learners**?

1. Does the teacher help the students make connections or link language development and content?
2. Does the teacher use media or technological resources to facilitate students' language learning?
3. Does the teacher provide appropriate activities for linguistically and culturally diverse learners?
4. Does the teacher facilitate active student engagement in a safe and inclusive environment?
5. Does the teacher engage the students using small group collaborative learning techniques?
6. Does the teacher use strategies that support the development of student proficiencies in the four domains of English language development – listening, speaking, reading, and writing?

#### How learning needs are being met for **students of both genders**?

1. Are students encouraged to participate in activities that are traditionally considered "gender specific?"
2. Are there implicitly or explicitly stated different expectations of boys and girls with respect to activity, aggression, dependence, or interests? In other words, are there any indications that boys are expected to be active, aggressive, independent, and good in math and science, while girls are expected to be quiet, cooperative, dependent, and good in reading and language arts?
3. Did the teacher perpetuate any stereotypical behavior of either gender?
4. Did the teacher tend to call on students of one gender more often than those of the other gender?
5. Did the teacher have exercises or situations that placed one gender against the other gender or segregated the genders?
6. Did displays or visual aids show genders in "non-traditional" roles?
7. Did both genders receive the same types of punishments for similar behaviors?
8. Were both genders equally encouraged to meet the classroom challenges?
9. Did the school/class community allow both genders to consider ways in which self-identity, with respect to gender, could be established if so desired?

#### How learning needs are being met for **students with disabilities**?

1. Has the physical environment been altered to accommodate students with disabilities?
2. Were students given modified assignments?
3. Were there instructional aides, wrap-a-round professionals, or language interpreters present in the room?
4. Were any students using assistive technology to communicate?
5. Were there any differences in instructional materials provided to the students?
6. Was the teacher differentiating instruction to meet individual student needs?
7. Was there evidence of grouping practices or partner learning that were used to assist the lower achieving students?
8. Was there evidence of any child-specific behavior management plans being implemented?

How learning needs are being met for **students of varying racial and ethnic backgrounds**?

1. Were there bulletin boards, texts, videos, or teacher stated examples that promoted ethnic and racial diversity?
2. Did the teacher create racially and ethnically diverse cooperative groups of students?
3. Was there evidence that the use of nonbias language was promoted in the classroom?
4. What activities did the teacher use to promote acceptance among the varying racial and ethnic groups?
5. Was the teacher differentiating instruction to meet individual student needs?
6. Did the instructional methods match the learning styles?

How learning needs are being met for **students of low income families**?

1. Was there an after-school tutoring program made available for the students? How did this program aid in planning instruction?
2. Did the teacher show evidence of understanding the characteristics of the students in the classroom as they relate to the learning goals?
3. Are you able to cite the number (percentage) of students in the school who receive Free/Reduced lunches?
4. If your school is low SES, does the teacher provide appropriate adaptations for instruction and assessment based on the student differences and community, school, and classroom characteristics?
5. Discuss relevant factors of being a low SES school and how that may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

How learning needs are being met for **students with varied religious backgrounds** in public schools?

1. Did the teacher offer alternate activities for students whose religious beliefs prohibited involvement in a lesson?
2. Was there evidence that different religious beliefs were honored, respected, or celebrated?
3. Were different social and political views that may stem from religious beliefs discussed or promoted?
4. Did the curriculum promote acceptance or understanding of different religious or political views?
5. Was there time given during the day for students to practice religion?
6. Was there evidence of congruence between community religious beliefs and the orientation of the classroom?
7. Did the teacher communicate with parents regularly with regards to curriculum or educational activities that may pose religious conflicts?
8. Was there evidence that moral values were embedded in the curriculum?

## **School Environments**

### **How learning needs are being met for students in religious affiliated schools?**

1. Can you give some examples of how the school facilities reflect the school's religious mission?
2. Can you give some examples of how the school resources or available technology are impacted by the school's religious affiliation?
3. How is the curriculum the same in religious affiliated schools as public schools? How is it different?
4. Is the curriculum more or less rigorous than other schools that you have visited? What evidence? Are there regular science classes, social studies? Art, music, computer class?
5. Is religion embedded into all areas of the curriculum? Is there a special time of day devoted to religion studies?
6. Do the children's behaviors seem the same or different than other schools you visited? How would you account for differences?
7. Describe the system used to manage student behavior.
8. How are the parents of students in the religious affiliated schools involved in their children's education?
9. What evidence is there that the schools are or are not adhering to PSSA standards?

### **How learning needs are being met for students in low-income schools?**

1. Can you give some examples of how the school facilities reflect the SES of the community?
2. Can you give some examples of how the school resources or available technology reflect the SES of the community?
3. What special programs are offered to assist families of low income students?
4. Is the curriculum more or less rigorous than other schools that you have visited? What evidence? Are their regular science classes, social studies? Art, music, computer class?
5. Do the children's behaviors seem the same or different than other schools you visited? How would you account for differences?
6. Describe the system used to manage student behavior.
9. How are the parents of students in low income schools involved in their children's education?
10. What evidence is there that the schools are or are not adhering to PSSA standards?

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