

Consider the following probes during the pre-conference activity of the evaluative process. In red are examples of a pedagogy that is more culturally responsive.

1. How does the teacher inquire about the students' school and life experiences that will impact their learning regarding this lesson?
  - *The teacher demonstrates thorough knowledge of students' backgrounds, cultures, level of development, skills, and interests, and uses this knowledge to plan for individual student learning.*
  - *The teacher connects the lesson plan to the experiences and prior knowledge of all students.*
  - *The teacher shows a respect and appreciation for various/diverse cultural backgrounds.*
  
2. How has the lesson you are observing or the lesson planned address the nature of the learning task for diverse cultures?
  - *The teacher includes a (wide) range of tasks/activities to engage the diversity of experiences among all students.*
  - *The lesson plan or implemented lesson can be connected to the prior experiences of students in terms of gender, culture, race or socioeconomic status.*
  
3. What are you noticing or asking yourself regarding student talk?
  - *The teacher has created a culture that allows students to honor everyone's (other's) voice(s).*
  - *The teacher has established expectations/respect for active listening and participation among students.*
  - *The teacher allows student talk to guide the lesson and uses it to enrich instruction.*
  
4. What are you noticing or asking yourself regarding student participation?
  - *The teacher creates a climate in which mistakes are opportunities for learning and student participation strengths are emphasized with "wait time."*
  - *The teacher develops ways to involve all students in the lesson.*
  - *The teacher monitors student engagement.*
  
5. What are you noticing about the manner in which the students are attended to?
  - *The teacher circulates using proximity to provide assistance discretely.*
  - *The teacher utilizes Bloom's Taxonomy when developing creative questioning techniques.*

- The teacher has a knowledge of providing opportunities for student led discussion and how much time is spent on "teacher talk."
6. What are you noticing about the tone of the teacher's voice, the choice of words, what is stressed and how information is retaught?
- The teacher begins the lesson with a positive statement so students are apt to be more engaged in a lesson or activity.
  - The teacher maintains a non-threatening, positive tone of voice when addressing and engaging students.
  - The teachers voice and choice of words reflect high expectations for all students.
7. During the post-conference, what questions can you ask the teacher that will cause them to reflect on their instructional practices?
- Do you (the teacher) disaggregate student grades by gender, race, ethnicity, socioeconomic status?
  - What type of evaluative tool(s) are you (the teacher) using to determine if all students have mastered the material?
  - What strategies/interventions are you using to engage your reluctant learners who may find it hard to be successful with traditional instructional strategies?
8. What kind of data or research can you provide the teacher to direct them in the improvement of their instruction?
- The administrator should:
- Provide literature or research that will expose the teacher to awareness of how to educate multi-cultural learners. (e.g. Ferguson's encouragement vs. demand)
  - Suggest self-reflection on his or her (teacher) own data.
  - Provide professional development opportunities and follow-up conversations
  - Interject the importance of relationship, relevance and rigor