

Inclusive Pedagogical Observation Protocol (IPOP) for Higher Education
Colorado College

Stage 2 Coaching Protocol: Critical Consciousness & Discourse

Crown Center for Faculty Development

Instructor:

Department/Program(s):

Instructional Coach:

Coaching Observation #:

Date of Observation:

Course Name:

Number of Students:

Element(s) of Focus:

Other Notes:

Numerical Rating	Relevant practices are observed:	Explanation
3	To a Great Extent	Practices are woven extensively across the classroom environment and instruction. Practices occur seamlessly throughout the observation period and are reinforced by course

		curricular materials—for example syllabus, readings, assessments, learning management system (canvas), labs, field experiences, etc. The instructor demonstrates advanced understanding of the indicators/element and how they relate to their particular discipline(s), students, and CC.
2	Somewhat	Practices are often observed throughout the observation and demonstrate a developing understanding of the indicator/element. Practices are beginning to be reinforced by course curricular materials.
1	Very Little	Practices occur once or twice throughout the observation and demonstrate a beginning understanding of the indicator/element.
0	Not At All	Practices do not occur at any point during the observation and do not reflect any evidence of the indicator/element. Several non-examples are frequently observed.

Element 4: CRITICAL CONSCIOUSNESS: CC Instructor is committed to their own critical consciousness & using course content to contribute to the consciousness of their students. CC instructor establishes a learning environment wherein all members value and engage in praxis.

Indicator A: Instructor Beliefs

Examples of Inclusive Practices:	Non- Examples:	Rating	Evidence: Observed Examples
<ul style="list-style-type: none"> • Instructor appears aware of how their own social positions (including race, class, gender, ability, etc.) influence how they teach. • Instructor appears aware of their implicit bias &/or internalized oppression and how they influence their teaching. They are committed to not acting on these influences. • Instructor appears to view themselves as a member of the learning community along with students. Instructor facilitates a liberatory space. 	<ul style="list-style-type: none"> • Instructor is unaware of their social positions & privileges. Instructor is unaware of how their identities influence how they teach. • It is common for the instructor’s implicit bias to influence how they approach teaching. • Instructor views themselves as the authority figure. Teaching is dominated by the banking method. • Instructor seems unwilling to further develop their self-understanding & pedagogical skills. 	<input type="checkbox"/> N/A <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	

<ul style="list-style-type: none"> Instructor appears committed to praxis & views teaching “mistakes” as an opportunity for professional & personal growth. 			
Indicator B: Consciousness Raising			
<p>Examples of Inclusive Practices:</p> <ul style="list-style-type: none"> Instructor makes visible forms of oppression as they relate to the discipline(s) under study. The language of inequality as it relates to the discipline(s) is explicitly taught. The curriculum & planned learning experiences include opportunities for students to critically examine how people from particular social positions have dominated &/or been excluded from the discipline(s) under study. The curriculum & planned learning experiences include perspectives & experiences of people from marginalized social positions. Instructor provides counternarratives that offer opportunities for students to rethink previous negative stereotypes or biases. 	<p>Non- Examples:</p> <ul style="list-style-type: none"> Instructor never addresses issues related to human difference. The curriculum & planned learning experiences do not acknowledge disciplinary stereotypes & biases. The discipline(s) under study is considered “neutral”. The curriculum & planned learning experiences are focused on the experiences & perspectives of a single group and/or dominate groups. Students are not offered opportunities to develop their critical consciousness as it relates to the discipline(s) under study. 	<p>Rating</p> <p><input type="checkbox"/> N/A</p> <p><input type="checkbox"/> 0</p> <p><input type="checkbox"/> 1</p> <p><input type="checkbox"/> 2</p> <p><input type="checkbox"/> 3</p>	<p>Evidence: Observed Examples</p>
Indicator C: Praxis			
<p>Examples of Inclusive Practices:</p> <ul style="list-style-type: none"> Instructor models their own praxis as it relates to the discipline(s) under study. Instructor challenges students to deconstruct their own cultural assumptions & biases in the context of the discipline(s) under study. 	<p>Non- Examples:</p> <ul style="list-style-type: none"> Instructor does not appear to engage in praxis. Instructor does not facilitate opportunities for students to examine their own assumptions & biases in the context of the discipline(s) under study. 	<p>Rating</p> <p><input type="checkbox"/> N/A</p> <p><input type="checkbox"/> 0</p> <p><input type="checkbox"/> 1</p>	<p>Evidence: Observed Examples</p>

<ul style="list-style-type: none"> • Students are provided with opportunities to discuss & reflect upon their social positions. • Students are provided with opportunities to discuss & reflect upon the experiences of people from social positions that are different from their own. • The curriculum & planned learning experiences empower students to resist systemic oppression as it relates to the discipline(s) under study. Opportunities to take action are provided (community-based projects, creating counternarratives, campaigns, etc.) 	<ul style="list-style-type: none"> • The curriculum & planned learning experiences are “neutral”. Students are left unequipped to understand their role in resisting systemic oppression. • Students are not provided opportunities to work against systemic oppression. 	<input type="checkbox"/> 2 <input type="checkbox"/> 3	
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Element 4 Strengths:

Next Steps for Professional Growth:

Available Resources (Crown Center, Dean’s office, Conference, Workshops, Book Club, etc.):

Element 5: DISCOURSE: CC Instructor establishes a discourse community through the facilitation of the collaborative norms & use of pedagogical techniques that encourage dialogue. CC instructor establishes a learning environment that uses various discourse traditions & dialogue as a tool for critical analysis of how language reflects cultural norms, biases, power & privilege. Discourse is used as a tool to develop critical consciousness.

Indicator A: Collaborative Norms

Examples of Inclusive Practices:	Non- Examples:	Rating	Evidence: Observed Examples
<ul style="list-style-type: none"> • Instructor facilitates the shaping of collaborative norms for which all community members are accountable (norms of collaboration, class compact, etc.). • Students are co-creators of norms. Norms honor & respect diverse ways of communicating. • Instructor explicitly ensures that norms include strategies to equitably & respectfully navigate conflict. Differing viewpoints are considered a learning opportunity for all community members. • Instructor deliberately models their own use of collaborative norms. • Instructor consistently embeds authentic opportunities for students to practice collaborative norms. • Instructor & students hold each other accountable to collaborative norms. 	<ul style="list-style-type: none"> • Instructor never establishes collaborative norms or does so without student input. • Norms privilege a single culture’s communication practices. • Conflict or converging points of view are avoided, ignored &/or addressed in an inequitable fashion. • Students are given very few opportunities to practice collaborative norms. • Students, but not the instructor, are held accountable to collaborative norms. 	<input type="checkbox"/> N/A <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	

Indicator B: Discourse Techniques			
<p>Examples of Inclusive Practices:</p> <ul style="list-style-type: none"> • Instructor employs a variety of pedagogical techniques to support equitable participation through dialogue (pairs & triads, jig-saws, message boards, etc.). • Instructor provides prompts that elicit extended conversations & dialogue (prompts on current issues; prompts that would elicit differing points of view). • Instructor consistently uses sufficient wait time. • In general, the instructor talks less than students talk. 	<p>Non- Examples:</p> <ul style="list-style-type: none"> • Authentic & extended student dialogue is rare. • Discourse is dominated by Initiate-Respond-Evaluate (IRE) where the instructor poses a question & individual students respond. • Dialogue prompts are close-ended and/or promote quick responses. • Instructor dominates the conversation. 	<p>Rating</p> <p><input type="checkbox"/> N/A</p> <p><input type="checkbox"/> 0</p> <p><input type="checkbox"/> 1</p> <p><input type="checkbox"/> 2</p> <p><input type="checkbox"/> 3</p>	<p>Evidence: Observed Examples</p>
Indicator C: Discourse Traditions			
<p>Examples of Inclusive Practices:</p> <ul style="list-style-type: none"> • Students have opportunities to process content using methods from oral traditions. • Students feel comfortable speaking in their heritage language &/or preferred dialect when it is situationally appropriate to do so. Linguistic diversity is valued. • Students have opportunities to engage in collaborative, overlapping conversation where all members actively participate. 	<p>Non- Examples:</p> <ul style="list-style-type: none"> • Discourse practices of various cultural groups are not used. • Students are discouraged from using their heritage language or dialect & communicating in culturally specific ways, even when it is situationally appropriate to do so. • Standard American English is expected at all times. • Students have little opportunities to talk together, or conversations are limited to short responses. 	<p>Rating</p> <p><input type="checkbox"/> N/A</p> <p><input type="checkbox"/> 0</p> <p><input type="checkbox"/> 1</p> <p><input type="checkbox"/> 2</p> <p><input type="checkbox"/> 3</p>	<p>Evidence: Observed Examples</p>
Indicator D: Critical Dialogue			
<p>Examples of Inclusive Practices:</p> <ul style="list-style-type: none"> • When appropriate, instructor explicitly teaches the language & 	<p>Non- Examples:</p> <ul style="list-style-type: none"> • Students are not taught about the registers of disciplinary 	<p>Rating</p> <p><input type="checkbox"/> N/A</p>	<p>Evidence: Observed Examples</p>

<p>registers of the discipline under study. Students are given opportunities to practice those registers in authentic ways.</p> <ul style="list-style-type: none"> • Instructor provides opportunities for students to critically analyze disciplinary language & registers for cultural norms, patterns of bias, power & privilege. • Instructor establishes dialogue as collaborative tool for students to assist each other in mutual examination of biases. • Critical dialogue is used as a tool to resist systemic oppression & encourage student engagement in social change. 	<p>language use &/or there are no opportunities to critically analyze language.</p> <ul style="list-style-type: none"> • Discussion that calls attention to bias, power & privilege is avoided &/or treated as “impolite”. • Students are not encouraged to challenge one another or the instructor through respectful dialogue. • Students are left unequipped to use discourse as a tool for resisting systemic oppression. 	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	
<p>Element 1 Strengths:</p> <p>Next Steps for Professional Growth:</p> <p>Available Resources (Crown Center, Dean’s office, Conference, Workshops, Book Club, etc.):</p>			