



### *Culturally Responsive Classroom Environment*

<b>Component</b>	<b>Elements</b>	<b>What you expect to see in the classroom</b>	<b>What did you see in the classroom?</b>	<b>What did you not see in the classroom?</b>
<b>Teacher disposition and caring</b>	<p><i>Students and teacher show respect for themselves and others</i></p> <p><i>Teacher and students are helpful to each other</i></p>	<p>Teacher sets the tone for respect by treating students as people. Students' attempts to join in the learning are recognized and nurtured. Teacher uses culturally responsive ways for showing respect and care.</p> <p>Teacher supplies many scaffolds that assist students to perform well. Children are encouraged to help one another so that all can experience success. There are many joint productive activities.</p> <p>Teacher and students see each other as individuals. They celebrate each other's achievements. They work to understand each other's perspectives.</p>		
<b>Classroom climate/physical Environment</b>	<p><i>Students and teacher show compassion and empathy</i></p> <p><i>Teacher shows commitment to teach all children</i></p> <p><i>The physical surroundings of the classroom reflect appreciation for diversity</i></p> <p><i>The physical space supports collaborative work</i></p> <p><i>Peer collaboration</i></p>	<p>Teacher is a warm demander who insists that all students put forth effort every day. Teacher insists that students do the work. Everyone is included in activities and discussions.</p> <p>There are books, posters, another artifacts reflecting students' and others' cultures; there are positive images about students' racial identities.</p> <p>The seating arrangement is flexible and support student collaboration and equal participation between teachers and students.</p> <p>Students are continuously viewed as resources for one another; the emphasis is on group achievement; there is a family "family-like" environment in the classroom.</p>		



	<i>Students work together productively</i>	The teacher implements practices that teach collaboration and respect, e.g., class meetings, modeling empathy, sharing families' histories. Students respect one another and know how to work together effectively. Biases and discrimination are addressed through the formal curriculum.		
<b>Parent collaboration</b>	<i>The teacher establishes genuine partnerships (equitable relationships) with parents/caregivers</i>	Parent/caregivers' ideas are solicited in how best to instruct the child; there is evidence that the teacher has made the effort to get to know the "whole child" (his/her background, family culture, out-of-school activities) by getting to know his/her parents/caregivers, families.		
	<i>The teacher uses parent expertise to support student learning and welcomes parents/caregivers in the classroom</i>	Parents' "caregivers' "funds of knowledge" are utilized in the instructional program; parents/caregivers are invited into the classroom to share experiences and areas of expertise.		
	<i>The teacher reaches out to meet parents in positive, non-traditional ways</i>	Teacher conducts home visits, meets parents in the parking lot or other "neutral" locations outside of the school, and makes an effort to develop a relationship with parents through planning various social activities outside of school.		
<b>Culturally Responsive Assessment</b>	<i>Students are able to demonstrate their learning in a variety of ways</i>	All students, particularly those with limited English proficiency and/or limited literacy can show their conceptual learning through visual or other forms of representation.		
	<i>Formative assessment practices are used that inform throughout the lesson on student understanding</i>	Teacher frequently assesses students' understanding throughout instruction; students may have "talking partners" for reviewing information; students are able to voice their learning throughout the lesson.		
	<i>Formative assessment practices</i>	Teacher uses formative assessments that determine individual learning.		



	<i>are used that provide information on the learning of every student</i>			
	<i>Authentic assessments are used as the primary means for assessing literacy development</i>	Students' literacy is assessed while actively engaged in reading, writing, speaking extended discourse; students' linguistic competence is evaluated while they are actually using language in purposeful ways.		
	<i>Students are evaluated within the context of scaffolded instruction to determine their potential for learning</i>	Teacher assesses students' ability to learn with appropriate support; teacher may implement "trial lessons" that use texts at a higher level than students' performance; teacher uses frequent "kidwatching" to determine students' capabilities.		
	<i>Teacher sets high standards and students understand the criteria by which they are being assessed</i>	Teacher bases feedback on established high standards; students are provided with a sense that they can meet those standards.		
	<i>Students have opportunities for self-assessment</i>	Students are involved in analyzing their work and in setting their own goals for learning.		
	<i>Assessment practices promote the achievement of the group, and not just individuals</i>	Teacher encourages students to work together to learn difficult concepts, and assesses the work of the group.		
<b>Curriculum</b>	<i>The curriculum and planned learning experiences use the knowledge and experiences of students and their families in order to</i>	Learning experiences are designed consistently to connect to and draw from the students' knowledge; the sources and products of classroom literacy experiences have authentic links to the students' lived experiences.		



	<i>facilitate connections between students' cultural knowledge of the school.</i>			
	<i>The curriculum and planned learning experiences provide opportunities for the inclusion of issues important to the classroom, school and community.</i>	Students are engaged in experiences that develop awareness and provide opportunities to contribute, inform, persuade, and have a voice in the classroom, school and beyond; literacy is used to explore real world issues.		
	<i>Literacy skills are taught in meaningful contexts in which students are engaged in purposeful literate activity</i>	The language and experiences of the students and the activity of the classroom are used to teach literacy skills and conventions; students' own writing and a variety of print materials are used to develop literacy skills.		
	<i>The curriculum and planned experiences integrate and provide opportunities for the expression of diverse perspectives</i>	Opportunities to discuss and challenge ideas presented in texts are plentiful and encouraged; texts include protagonists from diverse backgrounds and present ideas from multiple perspectives.		
<b>Instructional practices</b>	<i>Instruction is contextualized in students' lives and experiences.</i>	Literacy tasks and texts relate directly to students' lives outside of school; classroom interaction patterns and communication match those found in students' home and communities; the teacher builds on students' existing cultural knowledge in literacy lessons and activities.	<i>Example: Differentiated Instruction</i>	<i>Example: Students are encouraged to connect their everyday life to classroom lessons</i>
	<i>The teacher learns with students</i>	The teacher learns about diverse perspectives along with students; s/he engages students in the inquiry process and learns from students' investigations.		



	<i>The teacher balances instruction using both explicit skill instruction and reading/writing for meaning.</i>	Instruction is rigorous and cognitively challenging for students from all ethnic, linguistic, socio-economic backgrounds; the teacher models and explain skills and strategies and provides appropriate scaffolding for students; students apply skills and strategies in the context of meaningful and personally relevant activities.		
	<i>The teacher learns with students</i>	The teacher learns about diverse perspectives along with students; s/he engages students in the inquiry process and learns from students' investigations.		
	<i>The teacher allows students to collaborate with one another</i>	Students work in pairs and small groups to read, write, and discuss texts; the teacher works to equalize existing status differences among students.		
	<i>Students engage in active, hand-on literacy tasks.</i>	Literacy tasks allow students to be physically active.		
	<i>The teachers give students choices based on their experiences, values, needs and strengths</i>	Students have multiple opportunities to choose texts, topics, and modes of expression based on preferences and personal relevance.		
	<i>The teacher focuses on developing students' vocabularies.</i>	The teacher provides explicit instruction in the meaning of words and students practice using new words in a variety of meaningful contexts; students learn independent word learning strategies such as morphology, contextual analysis, and cognates.		
<b>Discourse/Instructional Conversations</b>	<i>The teacher encourages and responds positively to children's use of home/native language/dialect and culturally specific discourse styles.</i>	There is peer conversation in the home language or dialect during both free and academic time. Student share stories in their home language/dialect ELL students communicate together in their native language. The teacher accepts students' home languages and dialects while also teaching the standard vernacular.		



	<p><i>The teacher shares control of classroom discourse with students and builds upon and expands upon student talk in an authentic way.</i></p>	<p>Students engage in genuine discussions versus "guess what's in the teacher's head." The teacher uses open-ended questions and various discourse protocols to elicit extended student talk. The teacher demonstrates active listening and responds in authentic ways to student comments; s/he encourages the same active listening from students</p>		
	<p><i>Students are allowed to question the way things are.</i></p>	<p>Teacher helps students identify important social issues and facilitates students' investigation of the status quo and how to challenge it. Students may identify issues within their own school or texts to investigate and question.</p>		
	<p><i>Students uncover biases in popular culture and deconstruct stereotypes embedded in instructional material.</i></p>	<p>Teacher helps students identify bias in text and media. Teacher facilitates instruction that promotes student questioning of popular culture in various ways. Students are supported in deconstructing negative stereotypes</p>		
	<p><i>Students take action on real world problems.</i></p>	<p>Teacher and students identify and discuss issues within the community that are of relevance to their lives. Teacher facilitates student advocacy for their communities.</p>		
	<p><i>The teacher promotes student engagement through culturally responsive discourse practices</i></p>	<p>Students use collaborative, overlapping conversation and participate actively, supporting the speaker during the creation of story talk or discussion and commenting/expanding upon the ideas of others. The teacher uses techniques to support equitable participation, such as wait time, feedback, turn-taking, and scaffolding if ideas. All students have the opportunity to participate in classroom discussions. There is a sense of congeniality and consensus building; students build on one another's ideas in a respectful way.</p>		



	<i>The teacher provides structures that promote student collaborative talk</i>	Structures are used that promote student talk, such as think/pair/share, small group work, and partner work. Students collaborate and work together to solve problems. The teacher encourages the use of “talk story like” participation structure to allow children to produce responses collaboratively.		
	<i>The teacher provides opportunities for students to develop linguistic competence</i>	The teacher articulates expectations for language use (e.g., “I want you to use these vocabulary words in your discussion”) The teacher develops language objectives in addition to content objectives, having specific goals in mind for students’ linguistic performance. Students are engaged in authentic uses of language, (e.g., drama, discussion, purposeful writing and communication). Students are taught appropriate registers of language use for a variety of social contexts, and they are provided with opportunities to practice these registers in authentic ways		

Tool Utilization Instructions

- 1) It is best if we employ this tool with school level leaders (preference-principal) or leadership team; they will more likely be able to provide the information we need.
- 2) Become familiar with the classroom level indicators.
- 3) Observe entire class period.
- 4) When possible it is best to debrief with the leadership team after the classroom visit.

