



Name/Code: _____ Date: _____ Current Position: _____

A Culturally Responsive Teaching Guide and Self-Assessment for Educators was developed from interviews with parents and community members representing diverse student populations, which revealed the need for culturally responsive teaching practices related to the following three areas: Outreach, Classroom Management, and Representation. Please see the directions below to review strategies for building a culturally responsive teaching environment in your classroom and school and assess your own practices toward Culturally Responsive Teaching.

Directions for completing *A Culturally Responsive Teaching Guide and Self-Assessment for Educators*:

For current teachers with one or more years of teaching experience:

At the *beginning* of the school year, place a check in the awareness column by any of the indicators you are aware of, but have not implemented in your classroom. Place a check in the planning column by those indicators you plan to implement in your classroom this year. Place a check in the implementation column by any of the indicators that you have implemented in your classroom. Then, answer the reflective questions at the end of this document.

At the *end* of the school year or semester, place a check in the awareness column by any of the indicators that you have learned about or observed during the past year or semester. Place a check in the planning column by those indicators you plan to implement in the future. Place a check in the implementation column by any of the indicators that you were able to implement in your classroom this year. Then, answer the reflective questions at the end of this document.

Adapted by DTEC from the work of Griner, 2013

Griner, A. (2011). Addressing the achievement gap and disproportionality through the use of culturally responsive teaching practices. Unpublished doctoral dissertation. University of Central Florida, Orlando, FL.

Outreach-This section proposes strategies for teachers to establish strong home/school connections by making concerted efforts to reach out to parents and family members of students from culturally and linguistically diverse backgrounds by fostering collaboration, mutual trust, and respect.

Awareness	Planning	Implementation	CRT Indicator
			1. Parents/families/community members are invited regularly into the classroom (e.g. events such as potluck meals, cultural and class celebrations and presentations, parent support groups, opportunities for classroom involvement).
			2. Positive contacts are made with parents/families before problems arise.
			3. Opportunities for parents/family members of all students to participate in regularly scheduled meetings outside the school setting are given (e.g. home visits, community centers and sites, flexible scheduling, consideration of transportation needs).
			4. Multiple attempts are made to involve all parents/family members in events and decision making meetings (e.g. home visits, phone calls, notes, voice mails in native language for those who may not be literate in their first language).
			5. Request the help of other parents and community members to encourage and support parents and family members who may be hesitant to get involved. (Community members may assist with translation, cultural interpretation, and other needs to elicit involvement and services to meet the needs of students and their families.)
			6. Deliberate effort is made to get to know the communities of all students (e.g. parents/family/community members as speakers/classroom resource, affirming student communities and backgrounds through related assignments, spending time at community venues, utilizing community centers and other community resources, home visits and regular phone calls).
			7. Students' native languages are viewed as assets (e.g. through encouraging parents to help their children maintain their native language while learning English, printed materials such as bulletin boards, school publications, and notes home are available in students' home language, voicemails in students native language for those parents/families who may not be literate in their first language).
			8. Make continuous contact over the summer (e.g. phone calls, post cards).
			9. Celebrate special events in students' lives (e.g. birthdays, outside of school accomplishments, understand what's important to families during all holidays).

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Classroom Management-This section proposes strategies for teachers to encourage more culturally responsive classroom management in the areas of both academic and behavioral support.

Awareness	Planning	Implementation	CRT Indicator
			10. Collaborate regularly with special education teachers, paraprofessionals, other teachers and support staff, as well as any community centers your students are working with to plan for instruction that best meets the needs of each student (e.g. co-planning, co-teaching, shared expectations, and discussions of each person's roles and responsibilities).
			11. Incorporate the use of culturally responsive materials and content into the curriculum (e.g. integrate students' background and cultural identities into classroom, authentic literature and materials representing multicultural voices and diverse perspectives, materials provided in students' native languages).
			12. Multiple sources drive decisions for instructional and behavioral supports that include: formal and informal assessments, observations, analysis of data from previous school years, ongoing progress monitoring, information from parents/family/community centers/afterschool program staff, about students' home culture, language, social history, as well as any life stressors that may need to be addressed.)
			13. Classroom environment contains regular evidence of contributions from individuals with diverse backgrounds, rather than only during a special week or month.
			14. Effective instruction includes modeling, scaffolding, timely feedback, differentiation, use of multiple intelligences and learning styles, flexible grouping strategies, and real world connections with the curriculum to provide relevant learning experiences for all students.
			15. Students are motivated to become active participants in their learning, encouraged to think critically, strive for excellence, and become socially and politically conscious (i.e. identify and extinguish myths about other cultures).
			16. Homework assignments are adapted to the specific needs of students.
			17. Equity and mutual respect among students is promoted through acknowledging and affirming students' similarities, as well as differences, and engaging strategies to build cultural competence.
			18. Individualized behavior plans are used as appropriate.
			19. Class time is devoted to social skills instruction and problem solving skills in order to build a community of learners that assist and collaborate with one another.
			20. Teacher confers with parents/family about home expectations, values, customs, and behavior management practices (may include problem solving teams that include parents/family members to formulate instructional and behavioral recommendations).
			21. Procedures are established that emphasize positive behaviors and regularly recognizes students for displaying appropriate behaviors.
			22. Classroom procedures and routines are actively taught to students with periodic reminders and implemented consistently (i.e. transitions are short and smooth).

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Representation-This section proposes strategies for teachers to encourage more diverse representation within school leadership teams, committees, and clubs, to reflect the racial, cultural, ethnic, and linguistic makeup of the school and surrounding community.

Awareness	Planning	Implementation	CRT Indicator
			23. Ensure that all students, including students from racial, cultural, ethnic, and linguistically diverse backgrounds are recognized and honored for their work.
			24. Regularly invite parents/families/community members of students representing diverse backgrounds to participate on school committees, clubs, and activities (e.g. Parent Teacher Associations, School Advisory Councils, School Improvement Committees, organizational committees for school events and activities, speakers for career days).
			25. Encourage students of all backgrounds to participate in running for school offices, joining or starting school clubs for various interests and purposes, leading classroom activities and responsibilities.
			26. Ask representative students/parents/family/community members to assist in reaching out to members within their community and school groups to encourage more diverse representation within the classroom and throughout the school.

Questions for reflection:

1. Which of the three areas do you believe to be most challenging to implement? Which do you believe to be least challenging to implement? Explain.
2. Which of the above strategies do you anticipate observing and/or implementing in your classroom in the future?
3. Which, if any of the above strategies have you already implemented and what were the outcomes (i.e. little to no change in students' behaviors/academics, significant changes in parent/family involvement). Please note both positive and negative outcomes and reflect on why that might be.

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