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CULTURALLY RESPONSIVE WALKTHROUGH TOOL

1. CLASSROOM CULTURE/ENVIRONMENT	HOW DO I CREATE AN INCLUSIVE ENVIRONMENT?	
INDICATORS	"LOOK FORS" IN THE CLASSROOM	
	TEACHER PRACTICE	**STUDENT PRACTICE**
• The environment is socially and intellectually safe for all students.	• Teachers uses language that validates multiple identities, encourages questioning and builds discourse • Teacher instructs and models a growth mindset • Teachers emphasize effort • Teachers creates expectations and criteria for peer collaboration and feedback	• Students take risks in their learning • Students engage cooperatively and collaboratively in their learning • Students engage in exploration, discovery and hands-on learning activities • Students admit when they need help or don't know something
• Rituals and routines have been established that reinforce self-directed learning and academic identity (Who am I as a learner?)	• Teacher provides an opportunity for verbal and written reflections • Teacher embeds self-evaluation into lessons • Teacher creates learning groups in which all students learn to work collaboratively and independently** • Teachers give timely feedback on student work • Teachers familiarize students with how they learn	• Students reflect on their learning • Students exercise voice and choice in their learning • Students are able to provide feedback on lessons • Students can process feedback with the teacher • Students are able to work for appropriate periods of time without direct teacher directions
• The classroom has been organized so that the physical landscape includes images, materials, and resources that reflect a wide range of diverse people and perspectives.	• Teacher has several classroom areas (reading corner, class library, shared meeting space) • Teacher includes images and visuals that are reflective of diverse student identities • Teacher makes problem-solving visuals noticeable and accessible	• Students know how to use each area of the classroom • Students know how and when to use visuals provided around the classroom • Students contribute to creating images that are reflective of their identities
• Key concepts and facts are interrogated across subject areas to account for multiple perspectives and representation.	• Teacher uses lessons that represent differing viewpoints • Teacher encourages all students to see, question, and interpret concepts from a variety of perspectives	• Students are able to cite multiple points of view on a given topic • Students engage in critical conversations about complex topics
• Teacher involves and guides students in assessing their own learning.	• Teacher involves students in creating criteria for success on assignments and projects • Teacher creates opportunities for peer collaboration and intentional peer feedback	• Students contribute to creating criteria for success in lessons and projects • Students commit to improving and evolving work based on feedback from teachers and peers

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2. STUDENT RELATIONSHIP BUILDING	HOW DO I CREATE AN INCLUSIVE ENVIRONMENT?	
INDICATORS	**"LOOK FORS" IN THE CLASSROOM**	
	TEACHER PRACTICE	**STUDENT PRACTICE**
• There is evidence of understanding of how race, gender, socioeconomic status, and sexual identity are powerful factors that shape students identities and therefore impact their educational experience.	• The teacher uses empowering language like "I" statements and choice • Teacher shows high expectations for all students • Teacher involves students in reflecting on teaching practices and the learning environment • Teacher provides equitable opportunities for support, praise, and participation	• Students provided opportunities to reflect on their own learning and behavior • Students acknowledge when they make mistakes and hold themselves accountable • Students practice giving and receiving critical feedback
• Expectations for achievement are clear and allows all students to take responsibility and advocate for their own learning.* *Communicates clear "criteria for success.	• The teacher uses formative assessment for instructional purposes • The teacher supports productive disagreements • The teacher clearly states, posts, and maintains high and clear standards for all students • The teacher provides rubrics that are engaging and transparent	• Students are able to paraphrase expectations for their work as well as teacher feedback • Students support statements about their own learning with evidence • Students advocate appropriately for what they need in the classroom • Students engage with rubrics that are visible and transparent
• Teacher demonstrates awareness of biases *Also applies to building a safe classroom culture.	• Teacher provides encouragement and affirmation to all students • Teacher creates meeting high expectations for all students • Teacher creates evaluations that measure the multiple ways students learn information • The teacher solicits feedback about classroom culture from students • Teacher provides space for restorative practices	• Students contribute feedback regarding experiences with bias and overall classroom culture • Students are given structure and space to articulate harm or perceived bias • Students can share perspectives about classroom culture without fear of retribution

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3. INSTRUCTIONAL STRATEGIES	HOW DO I CREATE AN INCLUSIVE ENVIRONMENT?	
INDICATORS	"LOOK FORS" IN THE CLASSROOM	
	TEACHER PRACTICE	**STUDENT PRACTICE**
• Lessons are developed using student experiences and prior knowledge.	• Teacher uses students' backgrounds to activate prior knowledge • Teacher provides multiple access points to challenging assignments	• Students indicate interest and understanding of the context and framing for new learning
• Key concepts and facts are interrogated across subject areas to account for multiple perspectives and representation.	• Teacher uses lessons that represent differing viewpoints • Teacher encourages all students to see, question, and interpret concepts from a variety of perspectives	• Students are able to cite multiple points of view on a given topic • Students engage in critical conversations about complex topics
• Teacher involves and guides students in assessing their own learning.	• Teacher involves students in creating criteria for success on assignments and projects • Teacher creates opportunities for peer collaboration and intentional peer feedback	• Students contribute to creating criteria for success in lessons and projects • Students commit to improving and evolving work based on feedback from teachers and peers