

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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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?)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 the images that are reflective of their identities.
Key concepts and facts are interrogated across subject areas to account for multiple perspectives and representation.	<ul style="list-style-type: none"> Teacher uses lessons that represent differing viewpoints. Teacher encourages all students to see, question, and interpret concepts from a variety of 	<ul style="list-style-type: none"> Students are able to cite multiple points of view on a given topic. Students engage in critical conversations about complex topics.

	perspectives.	
Teacher involves and guides students in assessing their own learning.	<ul style="list-style-type: none"> ● Teacher involves students in creating criteria for success on assignments and projects. ● Teacher creates opportunities for peer collaboration and intentional peer feedback. 	<ul style="list-style-type: none"> ● 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.

2. Student Relationship Building: How do I build trust and respect with my students?

“Look Fors” in the Classroom

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.	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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.* <i>*Communicates clear “criteria for success.</i>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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 <i>*Also applies to building a safe classroom culture.</i>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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.

	<ul style="list-style-type: none"> • The teacher solicits feedback about classroom culture from students. • Teacher provides space for restorative practices. 	
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3. Instructional Strategies: How do I ensure that I'm being culturally responsive with my instruction strategies?		
Indicators	"Look Fors" in the Classroom	
	Teacher Practice	Student Practice
Lessons are developed using student experiences and prior knowledge.	<ul style="list-style-type: none"> • Teacher uses students' backgrounds to activate prior knowledge. • Teacher provides multiple access points to challenging assignments. 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Teacher uses lessons that represent differing viewpoints. • Teacher encourages all students to see, question, and interpret concepts from a variety of perspectives. 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Teacher involves students in creating criteria for success on assignments and projects. • Teacher creates opportunities for peer collaboration and intentional peer feedback. 	<ul style="list-style-type: none"> • 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.