## Culturally Responsive Walkthrough Tool

### 1. Classroom culture/environment: How do I create an inclusive environment?

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Teacher Practice</th>
<th>Student Practice</th>
</tr>
</thead>
</table>
| The environment is socially and intellectually safe for all students.     | ● Teachers use language that validates multiple identities, encourages questioning and builds discourse.  
● Teacher instructs and models a growth mindset.  
● Teachers emphasize effort.  
● Teachers create 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 the 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 | ● Students are able to cite multiple points of view on a given topic.  
● Students engage in critical conversations about complex topics. |

developed by Karla E. Vigil and Emily Abedon for the Equity Institute
2. Student Relationship Building: How do I build trust and respect with my students?

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Teacher Practice</th>
<th>Student Practice</th>
</tr>
</thead>
</table>
| 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. |

**“Look Fors” in the Classroom**

<table>
<thead>
<tr>
<th>Teacher Practice</th>
<th>Student Practice</th>
</tr>
</thead>
</table>
| Teacher demonstrates awareness of biases  
*Also applies to building a safe classroom* | ● Teacher provides encouragement and affirmation to all students.  
● Teacher creates meeting high expectations for all students.  
● Teacher creates evaluations that measure the | ● 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. |
| 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. |

*Communicates clear *criteria for success.*

Expectations for achievement are clear and allows all students to take responsibility and advocate for their own learning.*

*Also applies to building a safe classroom*
The teacher solicits feedback about classroom culture from students.
The teacher provides space for restorative practices.
without fear of retribution.

| 3. Instructional Strategies: How do I ensure that I’m being culturally responsive with my instruction strategies? |
|---|---|---|
| **Indicators** | **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. |