

# CULTURALLY RESPONSIVE TEACHING: A FRAMEWORK FOR THE TEACHER



## Assessment of Self, Students, Curriculum, and Classroom

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### SELF

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- What do I know about culture?
- What is my culture?
- What do I believe in?
- Do I acknowledge and accept my beliefs?
- What privilege do I have?

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### STUDENTS

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- What is their culture?
- Who do they live with?
- Where do they live?
- What is their socioeconomic status?
- Who is part of their family?

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### CURRICULUM

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- Is my content taught in a cultural context?
- Do the books in my classroom represent all cultures in both the text and the images?
- Do the textbooks and materials reflect multiple points of view?
- Are diverse names and objects used in stories, examples, and story problems?

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### CLASSROOM

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- Is the artwork relevant to subjects being taught and interests of the students?
- Do the decorations in the classroom create a comfortable atmosphere?
- Do I have visual representations of a variety of people?
- Are seating arrangements designed to both contribute to learning and include all students?

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Implementation Strategies in the Classroom  
(Examples)



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## ENCOURAGE EXPRESSION & CREATIVITY

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- Writing assignments focused on blending the information students are learning with their own lives, beliefs, and views on the world
- Art projects using cultural art methods or integrating their life into art

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## EMBED THE STUDENTS WITHIN THE CLASSROOM

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- Posters & flyers for cultural events
- Student holiday decorations
- Student artwork or artwork from traditional cultural icons
- Variety of seating choices: desks, bean bag chairs, cushions on the floor, etc.
- Books students can relate to
- Information from various viewpoints
- Alternate opportunities to assess learning

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## FOSTER A WELCOMING & ACCEPTING ENVIRONMENT

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- Classroom rules created as a community
- Welcoming behavior
- Preferred pronouns
- Explanation and practice of acceptance

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## CREATE A HOME-TO-SCHOOL CONNECTION

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- Approachability
- Authentic caring
- Accessibility
- Knowledge of students and their struggles
- Opportunities to share culture, beliefs, and traditions



## ADMINISTRATOR SELF-ASSESSMENT

For each statement below, award yourself a number based on your level of agreement with the statement, 1 being strongly disagree and 5 being strongly agree.

1	Strongly Disagree
2	Somewhat Disagree
3	Unknown/Neutral
4	Somewhat Agree
5	Strongly Agree

\_\_\_\_\_ **Imagery in Books:** The books in my school contain images representing life-like representations of people of color, various genders, students with disabilities, and various cultural attire.

\_\_\_\_\_ **Books in Classroom:** The books in my school are in multiple languages, tell historical accounts from various perspectives, tell stories from various cultures, and integrate past with present.

\_\_\_\_\_ **Names in Math Story Problems:** The names in math story problems represent names used in various cultures, the names are not **all** traditionally white names.

\_\_\_\_\_ **Posters:** The posters in my school are in multiple languages and have images representing students of color and multiple genders.

\_\_\_\_\_ **Learning Activities:** The activities conducted in my school relate to the home life of the students and encourage family inclusion and participation

\_\_\_\_\_ **Learning Activities:** The activities in my school provide students with the opportunity to explore their interests, incorporate their home life, and share about themselves.

\_\_\_\_\_ **Curriculum/Planning:** I take the time to learn about the background of the students in my school so I am able to ensure that their funds of knowledge are being used in classroom curriculum and lesson plans, even if it means the need to supplement other materials.

\_\_\_\_\_ **Field Trips:** The field trips the classes take in my school add cultural variation to the everyday norms of the students and enhance their knowledge about others.

\_\_\_\_\_ **Assemblies:** The assemblies that take place in my school encourage cultural growth for all students by presenting a diverse range of music, activities, stories, and events.

\_\_\_\_\_ **Family Relations:** I take the time to create a relationship with the families of my students and create clear lines of communication, even if we do not speak the same first language.

**Scoring:**

**37-40:** Classroom appears to be aware of and accepting of diversity

**32-36:** Classroom is on its way to successfully responding to diversity

**24-31:** Classroom does not discourage diversity but does not encourage diversity

**16-23:** Classroom has areas where diversity could be more accepted and included in the classroom

**Below 16:** Classroom has many areas where diversity could be more accepted in the classroom



## TEACHER SELF-ASSESSMENT

For each statement below, award yourself a number based on your level of agreement with the statement, 1 being strongly disagree and 5 being strongly agree.

1	Strongly Disagree
2	Somewhat Disagree
3	Unknown/Neutral
4	Somewhat Agree
5	Strongly Agree

\_\_\_\_\_ **Imagery in Books:** The books in my classroom contain images representing life-like representations of people of color, various genders, students with disabilities, and various cultural attire.

\_\_\_\_\_ **Books in Classroom:** The books in my classroom are in multiple languages, tell historical accounts from various perspectives, tell stories from various cultures, and integrate past with present.

\_\_\_\_\_ **Names in Math Story Problems:** The names in math story problems represent names used in various cultures, the names are not **all** traditionally white names.

\_\_\_\_\_ **Posters:** The posters in my classroom are in multiple languages and have images representing students of color and multiple genders.

\_\_\_\_\_ **Learning Activities:** The activities I do in my classroom get my students out of their seats often while still making time for them to speak their ideas, write their conclusions, and read about the thoughts of others.

\_\_\_\_\_ **Learning Activities:** The activities in my classroom provide students with the opportunity to explore their interests, incorporate their home life, and share about themselves.

\_\_\_\_\_ **Curriculum/Planning:** I take the time to learn about the background of each of my students so I am able to incorporate their funds of knowledge in classroom curriculum and lesson plans, even if it means I need to supplement other materials.

\_\_\_\_\_ **Field Trips:** The field trips my class takes add cultural variation to their everyday norms and enhance their knowledge about others.

\_\_\_\_\_ **Music:** The music I play in my classroom is in multiples languages and reaffirms ideas of acceptance, diversity, and belonging.

\_\_\_\_\_ **Family Relations:** I take the time to create a relationship with the families of my students and create clear lines of communication, even if we do not speak the same first language.

**Scoring:**

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**Below 16:** Classroom has many areas where diversity could be more accepted in the classroom