



District:

School:

This reflection tool can be used individually or in teams. If the Look-for is not present, then think about what you will do to improve how the look-for can be integrated in your classroom or school. Then, based on your answers on the checklist, choose a guiding principle to focus on. Then list three steps that you can take to strengthen that guiding principle in your context.

Look-Fors	Yes	Sometimes	No	To improve on how this look-for is incorporated in my classroom or school, I will...
Guiding Principle #1: Culturally responsive teaching is assets-based				
A. Administrators, teachers, and staff pronounce students' names correctly.				
B. Administrators, teachers, and staff show interest in students' home languages by learning a few words or phrases.				
C. Administrators, teachers, and staff are aware of students' interests outside of the classroom or school setting.				
D. The school puts supports in place to help students and their families overcome obstacles that may get in the way of student learning or family participation.				
E. Students' cultural, historic, and linguistic backgrounds are incorporated into instruction.				
Guiding Principle #2: Culturally responsive instruction simultaneously supports and challenge students.				
F. MLs are taught grade-level content and texts. Instructional texts include a balance of grade-level texts and texts at student-s reading and language levels.				
G. Instruction and materials are appropriately scaffolded so MLs are able to access and engage with grade level content and texts.				
H. MLs have access to and the support needed to be successful in gifted, honors and/or college preparatory classes.				
I. Instruction includes activities that require students to consider alternative ways of understanding information and push students to challenge the status quo.				
J. Instruction includes activities that foster critical thinking and reflection (e.g., open-ended discussion prompt and student monitoring of their learning).				

Culturally Responsive School Checklist and Goal Setting (continued)

Look-Fors	Yes	Sometimes	No	To improve on how this look-for is incorporated in my classroom or school, I will...
Guiding Principle #3: Culturally responsive teaching places students at the center of the learning.				
K. Classroom activities frequently include structured pair and small-group work.				
L. Students and teachers develop the classroom norms and expectations together.				
M. MLs are given choice in their learning.				
N. MLs are given opportunities to speak and write about their lives and people and events that are important to them.				
O. MLs are involved in goal setting and assessment through the use of student goal sheets, checklists, peer-editing activities, and teacher-student or student-student conferencing.				
Guiding Principle #4: Culturally responsive teaching leverages students' linguistic and cultural backgrounds.				
P. Multicultural material and resources are incorporated throughout the curriculum and school.				
Q. Teachers use a variety of instructional strategies to assess, activate, and build MLs' background knowledge.				
R. Lessons and units include perspectives of individuals that come from student's home cultures (e.g., literature written by non-US authors).				
S. Lessons include opportunities for MLs to use bilingual resources (e.g., dictionaries, books glossaries) and home languages.				
T. Leaders and role models for ML communities are included in learning (e.g., community members are invited to speak in class).				

Culturally Responsive School Checklist and Goal Setting (continued)

Look-Fors	Yes	Sometimes	No	To improve on how this look-for is incorporated in my classroom or school, I will...
Guiding Principle #5: Culturally responsive teaching unites students' schools, families and communities.				
U. The school visually demonstrates a commitment to multicultural families and students (e.g., flags from student's home countries, signs posted in multiple languages, student work displayed on walls.)				
V. Interpreters are provided at all school events.				
W. Educators use a variety of tools to communicate with ML families (e.g., emails, phone calls, texts in home languages, flyers in home languages).				
X. School administration looks for ways to remove barriers that might prevent ML families from participating (e.g., timing of events, child care, transportation).				
Y. ML family members are actively involved with school committees or organizations that are open to parents (e.g., PTA).				

Goal Setting:

Based on my responses to the checklist, the guiding principle I prioritize to focus on is:

I will take the following three steps to strengthen this guiding principle:

- 1.
- 2.
- 3.