CULTURALLY RESPONSIVE CLASSROOM DESCRIPTORS

Culturally Responsive Indicators	What it looks like in a classroom
Climate of Inclusion	 Students contribute to expectations, standards, and evaluations Students involved and comfortable Learning materials and decorations match the classroom demographics Cultural identity expressed Practice of heterogenous grouping of students Multiple assessments Safe, clean, positive and welcoming environment Access programs and activities Translators
Connections between students' prior knowledge and learning	 KWL chart Journal writing Integrated home language Student engagement/participation
Rigor/High Expectations	 Rubrics High, clear, and consistent building of classroom expectations Evidence of strong and effective administrative leadership and teaching Alumni recognition, highlighting successes of former students and staff Access to differentiated instruction Positive behavioral supports
Classroom practices that are hands-on, cooperative, and culturally aligned	 Emphasis on human themes Practiced democracy Student choice and voice instruction Students work in groups with roles Classroom set-up and seating conducive to community learning Balance of student-teacher talk Students belong in the multicultural curriculum, use own learning styles while stretching to learn other styles, and contribute to curriculum
Responsiveness based on cultural knowledge of student	 Multiple assessments Teacher asks writing prompt questions Assign writing prompts in journals Encourage memoir writing Positive visual images displayed at all times A safe, clean, positive and welcoming environment is evident
Recognition of varying rates of acculturation	 Demonstration of acceptance by teacher Lack of tokenism Use of student-driven cues Respect for privacy Encouragement of team building Use of ice-breakers Teacher shows all children's progress and specific needs to help them get where they need to be



CULTURALLY RESPONSIVE CLASSROOM DESCRIPTORS, continued

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Teacher self-awareness

What it looks like in a classroom

- Teacher awareness of own identity and bias of instruction
- · Teacher use of honesty
- Teacher use of equitable practice
- Teacher involved and engaged with child's learning
- Practicing of visual compassion and humility, not generalizing or dismissing things
- Encourages students to express cultural identity

RESPONSIVE CLASSROOM DESCRIPTORS

Cultural Competency Forum Members

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The Culturally Responsive Indicators are adapted from a review of more than 50 research articles and reports by NWREL on the most important characteristics of culturally responsive and competent educators:

http://www.nwrel.org/request/2005june/annotatedbib.pdf http://www.nwrel.org/request/2005june/culturally.pdf



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