

A Framework for **Culturally Responsive Teaching**

1. Establishing Inclusion: *How does the learning environment contribute to the development of students as a community of learners who feel respected by and connected to one another and to the teacher?*

<p>Routines and rituals are visible and understood by all.</p>	<ul style="list-style-type: none"> o Rituals are in place that help all students feel that they belong in the class/school. o Students have opportunities to learn about each other. o Students have opportunities to learn about each other's unique backgrounds. o Class agreements or participation guidelines and consequences for violating agreements are negotiated. o The system of personal and collective responsibility for agreements is understood by everyone and applied with fairness.
<p>Describe the evidence:</p>	

<p>All students equitably and actively participate and interact.</p>	<ul style="list-style-type: none"> o Adults direct attention equitably. o Adults interact respectfully with all students. o Adults demonstrate care for all students. o Students share ideas and perspectives with partners and small groups. o Students respond to lessons by writing. o Students help each other. - o Work is displayed (with students' permission).
<p>Describe the evidence:</p>	

2. Developing a Positive Attitude: *How does the learning environment offer meaningful **choices** and promote **personal relevance** to contribute to students' positive attitude?*

<p>The teacher works with students to personalize the relevance of course content. - Students' experiences, concerns, and interests are used to develop course content.</p>	<ul style="list-style-type: none"> o Students' experiences, concerns and interests are addressed in responses to questions. o Students' prior knowledge and their learning experiences are explicitly linked to course content and questions. o The teacher encourages students to understand, develop, and express different points of view. o The teacher encourages students to clarify their interests and set goals. o The teacher maintains flexibility in the pursuit of teachable moments and emerging interests.
<p>Describe the evidence:</p>	

<p>The teacher encourages students to make real choices.</p>	<p>Students choose:</p> <ul style="list-style-type: none"> o how to learn (multiple intelligences). o what to learn. o where to learn. o when a learning experience will be considered to be complete. o how learning will be assessed. o Students choose with whom to learn. o Students choose how to solve emerging problems.
<p>Describe the evidence:</p>	

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3. Enhancing Meaning: *How does the learning environment **engage** students in challenging learning that has social merit?*

<p>The teacher encourages all students to learn, apply, create, and communicate knowledge and to use it as a guide to learning</p>	<p>The Teacher:</p> <ul style="list-style-type: none"> o helps students to activate prior knowledge and to use it as a guide to learning o in concert with students, creates opportunities for inquiry, investigation, and projects. o provides opportunities for students to actively participate in challenging ways when not involved in sedentary activities such as reflecting, reading, and writing. o asks higher-order questions of all students throughout a lesson. o elicits high-quality responses from all students. o uses multiple safety nets to ensure student success (for example, not grading all assignments, asking students to work with partners, designing cooperative learning experiences).
<p>Describe the evidence:</p>	

4. Engendering Competence: *How does the learning environment create students' understanding that they are becoming more effective in **authentic learning** that they value?*

<p>There is information, consequence, or product that supports students in valuing and identifying learning. The teacher clearly communicates the purpose of the lesson.</p>	<p>The Teacher:</p> <ul style="list-style-type: none"> o clearly communicates criteria for excellent final products. o provides opportunities for a diversity of competencies to be demonstrated in a variety of ways. o helps all students to concretely identify accomplishments. o assesses different students differently. o assesses progress continually in order to provide feedback on individual growth and progress. o creates opportunities for students to make explicit connections between new and prior learning. o creates opportunities for students to make explicit connections between their learning and the "real world," o provides opportunities for students to self-assess learning in order to reflect on their growth as learners. o provides opportunities for students to self-assess their personal responsibility for contributing to the classroom as a learning community.
<p>Describe the evidence:</p>	