

~Culturally Relevant Classrooms~

Why a culturally relevant classroom is important and how to achieve one

Description of classroom environment and planning	Why?	How?
<i>Environment</i>		
Do your lessons incorporate a variety of learning modalities?	<ul style="list-style-type: none"> ● Increases opportunities for students to learn ● Increases engagement ● Different modalities will/might resonate with different cultures which leads to more comfort and then more learning 	<ul style="list-style-type: none"> ● Addressing one learning target or skill with different methods: <ul style="list-style-type: none"> ○ Writing ○ Computer ○ Songs ○ Games ○ Speaking
Are there established routines to support daily instruction?	<ul style="list-style-type: none"> ● Less time is wasted on explanations because students understand the expectations ● Student engagement increases and anxiety decreases because of predictability ● Supports independence and combats learned helplessness 	<ul style="list-style-type: none"> ● Posted anchor charts ● Student-led/initiated experiences ● Smooth, flowing schedule ● Transition cues are established
Do you have a strong sense of family and community among students in your class?	<ul style="list-style-type: none"> ● Decreases anxiety (and increases possibility of learning) ● Give students the ability to face and resolve difficult problems facing our world ● Creates mutual respect and understanding ● Creates a feeling of safety where students are comfortable taking risks ● Allows kids to see their place in the academic community 	<ul style="list-style-type: none"> ● Students are accepting of the differences and mistakes of others ● Students work as one team to solve problems ● Students actively support each other ● Teacher models and students use language that demonstrates caring ● Community Circles ● Students look towards each other for support ● Explicit coaching in growth mindset
Do you have visual representation in the room of all cultural groups that are represented within your school?	<ul style="list-style-type: none"> ● Students need to see that they are valued and a contributor to the group ● We (teachers, schools, communities) present what we value 	<ul style="list-style-type: none"> ● Posters ● Photos ● Books with characters of different races/cultures ● Books/posters in languages spoken in your class/school

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<i>Student Interactions</i>		
Do you greet students at the door and have a room that invites the learner into the space?	<ul style="list-style-type: none"> ● Students feel welcome ● Builds Relationships and routine ● Positive, calm, steady presence ● Starts the morning off on good foot 	<ul style="list-style-type: none"> ● Smiling ● Eye Contact ● Monthly greeting in native languages ● Check in with students ● Secret handshake with each kid
Are you aware of the diversity of students within your class (e.g., ELL, special education, gifted/ talented, race, ethnicity)?	<ul style="list-style-type: none"> ● Meet their needs ● Makes students feel valued by what they are bringing to the classroom ● Celebrate diversity ● Open to learning about others 	<ul style="list-style-type: none"> ● ELL, TAG, and SpEd: School Identification; Modify and differentiate ● Race, Ethnicity: Self-Identification; Facilitate celebrations and diversity
Do you create various groupings to ensure that all students are able to work with a wide variety of partners?	<ul style="list-style-type: none"> ● Learning to work with a variety of people ● Building relationships and community ● Builds communication skills 	<ul style="list-style-type: none"> ● Coaching ● Opportunities ● Practice ● Explicit Teaching
Do you use a variety of high-engagement strategies to vary your instruction style?	<ul style="list-style-type: none"> ● Learning is motivating 	<ul style="list-style-type: none"> ● Choice ● Variety
Are there multiple entry points for a student to process content and clarify misconceptions?	<ul style="list-style-type: none"> ● Kids learn differently ● Students have learning preferences ● Increases engagement 	<ul style="list-style-type: none"> ● Speaking, Listening, Reading, Writing incorporated in every lesson ● “I do”, “We do”, “You do” ● Gradual release of instruction
Do students have the encouragement and support to succeed in class, even if they initially fail?	<ul style="list-style-type: none"> ● Teach students how to respond to mistakes (which are inevitable) 	<ul style="list-style-type: none"> ● Explicitly teach mindsets “self-talk” ● Focus on strengths--10:1 pos/neg ● Class community--learn from mistakes
Do you encourage students to work collaboratively in the majority of class activities?	<ul style="list-style-type: none"> ● Students come from other cultures that are more collective, rather than individualistic ● Builds job skills ● Builds life skills ● We need collaborative efforts to solve significant world problems 	<ul style="list-style-type: none"> ● Partner talk ● Group collaboration ● Less teacher talk, more student sharing ● Desk arrangement ● Team role posters
Do you regularly spend instructional time creating a safe learning environment?	<ul style="list-style-type: none"> ● Students need to feel safe before they can learn 	<ul style="list-style-type: none"> ● Circle time ● Revisit Norms ● Mistakes celebration board ● Modeling acceptance ● Conflict is addressed

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<i>Instruction</i>		
Do you begin class instruction with an Essential Question and overview of the day's learning?	<ul style="list-style-type: none"> ● Increase engagement ● Builds community ● Clarifies learning 	<ul style="list-style-type: none"> ● Present learning target as a question ● Refer to the question throughout the lesson
Are you a facilitator of learning, rather than a presenter?	<ul style="list-style-type: none"> ● Teacher is not the only holder of knowledge ● Engaging kids ● Value all voices 	<ul style="list-style-type: none"> ● Student talk is intentionally planned for and incorporated ● Variety of questions: higher level vs. simplistic
Do you use multiple ways of teaching classroom content?	<ul style="list-style-type: none"> ● Increase engagement and learning ● Different learning styles 	<ul style="list-style-type: none"> ● Variety of materials: video, media, art, hands-on, music, etc.
Do you incorporate multidisciplinary concepts (e.g., the arts, music, literature, physical movement, diverse cultures) into your instructional plans?	<ul style="list-style-type: none"> ● Helps make connections across disciplines ● Build community ● Showcases different talents 	<ul style="list-style-type: none"> ● PYP ● Inquiry ● Arts for learning ● Integrated units
Do you provide multiple ways for students to demonstrate understanding of concepts?	<ul style="list-style-type: none"> ● Helps to meet the different learning preferences of students ● Supports engagement and learning 	<ul style="list-style-type: none"> ● Open-ended projects ● Multiple entry points for learning ● Encourage students to use home language
Do you allow your students to regularly discuss class topics and clarify understanding with each other?	<ul style="list-style-type: none"> ● Value all voices ● Builds a learning community ● Supports social/collaboration skills 	<ul style="list-style-type: none"> ● Student talk ● Every voice heard ● Increase engagement ● Anchor charts to support expectations
Do you have each day planned to ensure that you are meeting the diverse needs of the students within your class?	<ul style="list-style-type: none"> ● Meet all objectives ● Plan for diverse needs: ELL, SpEd, etc. ● All learners are valued 	<ul style="list-style-type: none"> ● Encourages engagement ● Flow of lesson ● Written plans ● Materials prepared
Do you regularly reflect on your own assumptions about students, their capabilities, and how you can better support their learning?	<ul style="list-style-type: none"> ● Identify personal bias ● Better support learning and growth of all students 	<ul style="list-style-type: none"> ● Identify personal bias ● Data driving instruction and planning

Why? And How? Developed by Teach for Beaverton Clinical Teachers, 2017-2018, Emily Reberry, Andrea Robertson, Elizabeth Haynes, Yanick Mesa, Robin Fong, Sara Jaeger, Kristopher Taft, Tricia Murphy, Krystin Murphy, Amber Burnett, Joanne Sage.

Adapted from: Shade, B. J., Kelly, C., & Oberg, M. (1997). *Creating culturally responsive classrooms*. Washington, DC: American Psychological Association. Adapted with permission.
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