



# Appendix B

## Culturally Responsive School Checklist and Goal Setting

**Directions:** Individually or with a small group, reflect on the presence of each of these look-fors, grouped by guiding principle, in your context. In cases in which the look-for is not present, brainstorm what you will do to improve how the look-for is incorporated in your classroom or school. Then, based on your responses in the checklist, choose one guiding principle to focus on. List three steps 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 . . .
 <b>Guiding Principle #1:</b> Culturally responsive teaching is assets-based.				
<b>A.</b> Administrators, teachers, and staff pronounce students' names correctly.				
<b>B.</b> Administrators, teachers, and staff show interest in students' home languages by learning a few words or phrases.				
<b>C.</b> Administrators, teachers, and staff are aware of students' interests outside of the classroom or school setting.				



Look-Fors	Yes	Sometimes	No	To improve on how this look-for is incorporated in my classroom or school, I will . . .
<p><b>D.</b> 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.</p>				
<p><b>E.</b> Students’ cultural, historic, and linguistic backgrounds are incorporated into instruction.</p>				
<p><i>Additional look-for:</i></p>				
<p><i>Additional look-for:</i></p>				
<div style="display: flex; align-items: center;">  <p><b>Guiding Principle #2:</b> Culturally responsive instruction simultaneously supports and challenges students.</p> </div>				
<p><b>F.</b> MLs are taught grade-level content and texts. Instructional texts include a balance of grade-level texts and texts at students’ reading and language levels.</p>				
<p><b>G.</b> Instruction and materials are appropriately scaffolded so MLs are able to access and engage with grade-level content and texts.</p>				
<p><b>H.</b> MLs have access to and the support needed to be successful in gifted, honors, and/or college preparatory classes.</p>				
<p><b>I.</b> Instruction includes activities that require students to consider alternative ways of understanding information and push students to challenge the status quo.</p>				

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Look-Fors	Yes	Sometimes	No	To improve on how this look-for is incorporated in my classroom or school, I will . . .
<b>J.</b> Instruction includes activities that foster critical thinking and reflection (e.g., open-ended discussion prompts and student monitoring of their learning).				
<i>Additional look-for:</i>				
<i>Additional look-for:</i>				
 <b>Guiding Principle #3:</b> Culturally responsive teaching places students at the center of the learning.				
<b>K.</b> Classroom activities frequently include structured pair and small-group work.				
<b>L.</b> Students and teachers develop the classroom norms and expectations together.				
<b>M.</b> MLs are given choice in their learning.				
<b>N.</b> MLs are given opportunities to speak and write about their lives and people and events that are important to them.				
<b>O.</b> 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.				
<i>Additional look-for:</i>				
<i>Additional look-for:</i>				

Look-Fors	Yes	Sometimes	No	To improve on how this look-for is incorporated in my classroom or school, I will . . .
 <b>Guiding Principle #4:</b> Culturally responsive teaching leverages students’ linguistic and cultural backgrounds.				
<b>P.</b> Multicultural materials and resources are incorporated throughout the curriculum and school.				
<b>Q.</b> Teachers use a variety of instructional strategies to assess, activate, and build MLs’ background knowledge.				
<b>R.</b> Lessons and units include perspectives of individuals that come from students’ home cultures (e.g., literature written by non-US authors).				
<b>S.</b> Lessons include opportunities for MLs to use bilingual resources (e.g., dictionaries, books, glossaries) and home languages.				
<b>T.</b> Leaders and role models for ML communities are included in the learning (e.g., community members are invited to speak in class).				
<i>Additional look-for:</i>				
<i>Additional look-for:</i>				
 <b>Guiding Principle #5:</b> Culturally responsive teaching unites students’ schools, families, and communities.				
<b>U.</b> The school visually demonstrates a commitment to multicultural families and students (e.g., flags from students’ home countries, signs posted in multiple languages, student work displayed on walls).				

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Look-Fors	Yes	Sometimes	No	To improve on how this look-for is incorporated in my classroom or school, I will . . .
<b>V.</b> Interpreters are provided at all school events.				
<b>W.</b> Educators use a variety of tools to communicate with ML families (e.g., emails, phone calls, texts in home languages, flyers in home languages).				
<b>X.</b> School administration looks for ways to remove barriers that might prevent ML families from participating (e.g., timing of events, child care, transportation).				
<b>Y.</b> ML family members are actively involved with school committees or organizations that are open to parents (e.g., PTA).				
<i>Additional look-for:</i>				
<i>Additional look-for:</i>				

## 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.

# Appendix C

## Culturally Responsive Unit Planning Template

1.	Unit topic	
2.	Content standard(s) to be addressed; for English learners, also include relevant English language development standard(s)	
3.	Assets my MLs bring to the class and how I will make connections to their home languages and cultures, backgrounds, and/or prior learning	
	Assets:	
	How I will make connections:	
4.	Student-centered learning tasks and assessments	
	Tasks:	
	Assessments:	

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