




Appendix D


Culturally Responsive School Checklist and Goal Setting¹


LOOK-FORS	YES	SOMETIMES	NO	TO IMPROVE ON HOW THIS GUIDING PRINCIPLE IS INCORPORATED IN MY CLASSROOM OR SCHOOL, I WILL . . .
 Guiding Principle #1: Culturally responsive teaching is assets-based.				
A. Administrators, teachers, and staff pronounce MLs' names correctly.				
B. Administrators, teachers, and staff show interest in MLs' home languages by learning a few words or phrases.				
C. Administrators, teachers, and staff are aware of MLs' interests outside of the classroom or school setting.				
D. School puts in place supports to help MLs and their families overcome obstacles that may get in the way of student learning or family participation.				

¹**Source:** Snyder, S., & Staehr Fenner, D. (2021). *Culturally responsive teaching for multilingual learners: Tools for equity*. Corwin.

LOOK-FORS	YES	SOMETIMES	NO	TO IMPROVE ON HOW THIS GUIDING PRINCIPLE IS INCORPORATED IN MY CLASSROOM OR SCHOOL, I WILL . . .
E. MLs' cultural, linguistic, and community backgrounds are incorporated into instruction.				
<i>Additional look-for:</i>				
<i>Additional look-for:</i>				
 Guiding Principle #2: Culturally responsive instruction simultaneously supports and challenges students.				
F. 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.				
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, or college-preparatory classes.				

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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 prompts and student monitoring of their learning).				
<i>Additional look-for:</i>				
<i>Additional look-for:</i>				
 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.				

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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.				
<i>Additional look-for:</i>				
<i>Additional look-for:</i>				
 Guiding Principle #4: Culturally responsive teaching leverages students’ linguistic and cultural backgrounds.				
P. Multicultural materials 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.				

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R. Lessons and units include perspectives of individuals that come from students' home cultures (e.g., literature written by non-U.S. authors).				
S. Lessons include opportunities for students to use bilingual resources (e.g., dictionaries, books, glossaries) and home languages.				
T. Leaders and role models for ML communities are included in the learning (e.g., community members are invited to speak in class).				
Additional look-for:				
Additional look-for:				
 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 students' home countries, signs posted in multiple languages, student work displayed on walls).				

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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, childcare, transportation).				
Y. 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

My top two priorities are . . .

1.

2.

I will take the following three steps:

1.

2.

3.

Source: Adapted from Snyder, S. and Staehr Fenner, D. (2021).