



## Shared Experience

### Culturally Fortifying Instructional Practices Assessment

Using the Culturally Fortifying Instructional Practices Assessment below, identify where you are as a collective with implementing culturally fortifying practices. Once completed, discuss the implications for your learning community.

CULTURALLY FORTIFYING INSTRUCTIONAL PRACTICES	FREQUENCY OF USE			
	NEVER	RARELY	SOMETIMES	OFTEN
1. Teachers create an environment of warmth by greeting students by name and pronouncing their names correctly.				
2. Teachers show an interest in their students by providing an opportunity for students to share their voices.				
3. Teachers use immediacy with all students by circling around the room to easily interact with students.				
4. Teachers align instructional resources with cultural representations of students.				
5. Teachers provide students with opportunities to learn about themselves and their problem-solving skills.				
6. Teachers are deliberate in supporting <i>all</i> students with academic rigor by using and losing scaffolds.				
7. Teachers use curriculum, books, learning strategies, demonstrations, audio, and visual materials that connect to individual identities and cultural representations.				
8. Teachers use varied data sources to direct instruction.				
9. Teachers provide students with opportunities to learn about others and their perspectives.				
10. Teachers model expectations so there is student understanding, agreement, and commitment to shared community expectations.				

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CULTURALLY FORTIFYING INSTRUCTIONAL PRACTICES	FREQUENCY OF USE			
	NEVER	RARELY	SOMETIMES	OFTEN
11. Teachers leverage teachable moments to strengthen community expectations, restoration of relationships, and the reinforcement of the value of self-regulation.				
12. Teachers ask higher order questions equitably of all students.				
13. Teachers provide clarity by communicating learning intentions and success criteria.				
14. Teachers create an environment of respect, consistency, and shared power in order to develop social and relational skills among the class.				
15. Teachers incorporate relevant content that is applicable outside the classroom.				
16. Teachers provide feedback that is growth producing by identifying what students need to start, continue, and tweak.				
17. Teachers cultivate opportunities for all students to listen, speak, read, write, and think about the content.				
18. Teachers hold individual conversations with students to help them identify their strengths, needs, and goals.				
19. Teachers build choice and voice into tasks, assignments, and projects so students can self-regulate and own their learning.				
20. Teachers foster classroom discussions prompted by questions that open up student thinking and give them the space to share their ideas.				

Retrieved from the companion website for *Collective Equity: A Movement for Creating Communities Where We All Can Breathe* by Sonja Hollins-Alexander, Nicole Law. Thousand Oaks, CA: Corwin, [www.corwin.com](http://www.corwin.com). Copyright © 2022 by Corwin. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.