

## **Standards for Cultural Responsiveness**

A CHECKLIST THAT ALL LESSONS SHOULD ALIGN TO

- Are students told specifically what they are expected to know and do?
- Does the lesson use cooperative learning, especially for new material (examples include book clubs, literature circles, role-playing, discussion groups, peer teaching, Jigsaw, Reciprocal Learning)?
- Does the lesson ask students to connect their perspectives and experiences to the topic?
- Do students participate in building knowledge (examples include writing their own definition, peer teaching, Student-Directed Sharing Time)?
- Is self-assessment included?
- Are students required to support their ideas by referencing text, pictures, and reasoning?
- Does the lesson teach students to question/challenge their own beliefs and actions?
- Are alternative viewpoints acknowledged and discussed?
- Do the lesson images and examples reference various cultures?
- Do images represent people as individuals, as stereotypes, or generically?
- Are there male and female protagonists (whether historic actors, subjects of biographies, or main characters), and do they represent varying economic and ethnic backgrounds?

## **Cultural Responsiveness**

A CHECKLIST FOR IMPROVING LESSONS

- Could a poll be added for students to reflect on their learning style preferences?

- Is there a way for the lesson to incorporate students' identities, such as having them write about family traditions or research aspects of their cultural background?
- Could a poll or open-ended question be added that enables students to question/challenge or to review the lesson?
- Is there a way for the lesson to teach about differences between individuals and show how student differences make a better class?
- Does the lesson encourage the use of the student's first language to enhance learning?
- Is there a way for students to choose their own reading material, their own project goals, or their own list of topics for study/research?
- Can the lesson be made inquiry-based/discovery-oriented?
- Is there a way for students to research topics within their community, by interviewing community members, or by inviting community members to speak, do a demonstration, or show an alternative way of approaching a problem in class?
- Is there a way to differ learning modes within the same lesson (examples: students working alone and/or in groups; students submitting work in video and/or written format)?
- Can the lesson include cross-cultural interaction, possibly by leveraging technology?

For suggestions on how to interact with a students' community and build culturally responsive parent-teacher interactions, see this reference for the checklist:

"Culturally Responsive Teaching," Brown University, 4/6/17,  
<https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0>