

# Culturally Responsive Pedagogy (CRP)

## Self-Assessment and Reflective Conversations

The purpose of this document is to be a window into our progress and practice as culturally responsive and competent educators. The self-assessment and reflective conversations are designed to inspire inward reflection, both independently and with a peer, in order to improve equitable and high achievement outcomes for our schools, classrooms and students.

- This CRCT self-assessment and reflection tool focuses on 4 components of Domain 5:
  - *5a—Recognizing the Educational Impact of Cultural Diversity*
  - *5b—Addressing Demographic Inequities in Achievement*
  - *5c—Building Relationships across Cultural Differences*
  - *5d—Adapting Curriculum to Reflect Cultural Diversity*

### CRP Self-assessment Instructions

1. You may use the prompts in this tool in **any way** that supports your own reflection and growth. This includes for example— journaling to one or more of the reflection questions, completing the indicators of effectiveness rubrics or some combination of both.
  - Rubric Guidance for Indicators of Effectiveness:
    - **Beginning**- This is a new concept or facet of my professional practice.
    - **Developing**- I consider myself to need more experience or learning within this indicator of effectiveness, there is ample room for professional growth for me.
    - **Proficient**-I consistently and systematically attend to this indicator of effectiveness within my professional practice. I continuously seek professional development and new strategies to improve my practice within this indicator of effectiveness.
    - **Exemplary**-While I am always improving, I have significant experience and learning and I consistently and systematically attend to this indicator of effectiveness within my professional practice. I am reflective about my beliefs, actions and impact, and I adapt my practice to meet student needs. I am willing to serve as an example or mentor for my peers on how to professionally implement this indicator of effectiveness.
2. Using your CRP self-assessment, have a reflective discussion with an instructional coach, colleague or PLC team member.
3. Discuss your strengths, areas for growth, curricular, instructional and pedagogical adaptations you could make.

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### 5a: Recognizing the Educational Impact of Cultural Diversity

Culturally competent educators recognize the relationship between culture and learning; they continually reflect upon their own cultural experience and the experiences of their students; and they consistently use this knowledge to create learning environments that support students' diverse learning needs.

#### Self-Assessment:

*B-Beginning, D-Developing, P-Proficient, E-Exemplary*

Indicators of Effectiveness		B	D	P	E	Examples/Questions
Awareness of Own Culture	I have an understanding of my own cultural background and how that influences my practice					
	I recognize and can articulate the educational impact of culture.					
	I continuously seek professional development opportunities to explore my own and others' cultures.					
Knowledge of Students' Cultures	I create a welcoming learning environment that reflects the cultural backgrounds of my students.					
	I recognize and intervene on my own and others' predisposed expectations about student ability and performance.					
Patterns of Cultural Interaction	I use various strategies to present information to students based on my knowledge of students' learning and participation styles.					
	I consistently and effectively use instructional strategies that build on students' cultural strengths and promote success.					
	I create opportunities for students to reflect on their cultural background and share with each other.					

#### Reflection Questions:

1. How have you/do you become aware of the cultural backgrounds of your students?
2. How does your awareness of the cultural backgrounds of your students impact/inform your practice on a daily basis?
3. How does your awareness of your own cultural identity impact your instruction and your relationship with your students?
4. What patterns do you observe in the cultural values and norms of your practice? How could you expand the cultural patterns to support the engagement and academic success of more students?

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### 5b: Addressing Demographic Inequities in Achievement

Data on students' progress is gathered and used regularly; it provides essential information for designing and differentiating classroom instruction. Disaggregating student data by demographic groups provides an opportunity for teachers to reflect on their individual instructional practices as well as institutional policies, practices, and programs that may perpetuate inequities in achievement.

#### Self-Assessment:

*B-Beginning, D-Developing, P-Proficient, E-Exemplary*

Indicators of Effectiveness		B	D	P	E	Examples/Questions
Knowledge and use of achievement data across demographic groups to inform instructional practice	I regularly look at student demographic achievement outcomes and discipline referral data to detect inequitable patterns in my classroom.					
	I research or design teaching and classroom management strategies that reduce inequitable disparities I notice in achievement and discipline patterns in my classroom.					
	I seek out and analyze data on students' prior academic progress to inform and differentiate instruction.					
	I team with other teachers to review student work, make collaborative decisions about academic performance expectations, and consistently apply these expectations for all students.					
Differentiated instruction	I hold and consistently communicate high expectations for all students. demonstrates, through classroom practices, a commitment to teaching all students					
	I demonstrate, through classroom practice, a commitment to teaching all students.					
	I get to know each individual student in order to determine their skill level and learning needs.					
	I assess student progress frequently and design instruction accordingly.					
	I identify and access resources outside the classroom to provide supplemental learning opportunities to meet students' need.					
	I recognize that students may not have learned grade-level skills as expected so I provide supplemental experiences to accelerate learning.					

#### Reflection Questions:

1. How do you gather data relevant to demographic inequities in your classroom?
2. What patterns do you observe about the demographic achievement or discipline patterns in your classroom?
3. How do you incorporate this data as you ensure that you are holding students to the same rigorous standards while also differentiating instruction?

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### 5c: Building Relationships across Cultural Differences

Teaching and learning are fundamentally relational activities. Culturally competent educators create learning environments that are characterized by caring relationships, high expectations, and a diversity of instructional methods that respond to the learning needs of all students. Culturally competent educators also build strong relationships with families to support student success.

#### Self-Assessment:

*B-Beginning, D-Developing, P-Proficient, E-Exemplary*

Indicators of Effectiveness		B	D	P	E	Examples/Questions
Culturally responsive learning spaces, relationships & expectations	I get to know each individual student in order to determine their skill level and learning needs.					
	I regularly communicate to every student, in various ways, my belief in their ability to achieve.					
	I design and adapt my classroom management approach to meet the needs of students and to support relationships with and among students.					
Effective communications with diverse groups of parents	I understand the importance of home/school partnerships in the learning process and actively seek to build strong relationships with students' families.					
	I seek to learn about the family culture and values of my students in order to build relationships that support learning.					
Effective use of communication support resources	I regularly seek to engage and communicate effectively with families through a variety of means and methods.					

#### Reflection Questions:

1. How do you work to build cross-cultural relationships with, among, and between your students?
2. What do you do to enhance communication and partnerships with families? How do these actions incorporate the culture and values of each family?
3. What patterns do you notice in your relationship building with students and families?

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### 5d: Adapting Curriculum to Reflect Cultural Diversity

Culturally competent teachers ensure that their students are provided with an academically challenging curriculum that includes the contributions and perspectives of the variety of racial, ethnic, and cultural groups that make up our society, and they consistently link the curriculum to the personal cultural resources that their students bring to school. Culturally competent teacher do not assume that because the curriculum works for some, even most, learners, it is adequate for all learners. They are attuned to the curricular needs of all students and they prepare instructional materials that provide equitable learning opportunities.

#### Self-Assessment:

*B-Beginning, D-Developing, P-Proficient, E-Exemplary*

Indicators of Effectiveness		B	D	P	E	Examples/Questions
Multicultural content integration and multiple perspectives	I can recognize and articulate cultural biases present in the explicit and implicit curricula.					
	I create opportunities for students to bring their life experiences, cultures, and languages into the classroom as a foundation for learning.					
	I integrate a variety of assessments into the curriculum so that students can demonstrate their individual knowledge, talents, and skills; activating student strengths and amplifying student voice.					
	I present the curriculum so that students understand historical and contemporary events and issues from the perspectives of various racial, ethnic, and cultural groups.					
	In my classroom, teaching and learning uses examples and analogies <b>from</b> students' lives and applies content and skills <b>to</b> students' lives.					
Physical classroom environment	I create a classroom that is accessible and welcoming to all of my students.					
	My classroom environment reflects a diversity of cultures, interests, and student experiences.					

#### Reflection Questions:

1. What are you doing to embed a variety of cultural perspectives and values into your curriculum and classroom environment?
2. How do you embed student culture, experiences, interests, and expertise into teaching and learning?
3. How have you shifted your instructional practices to meet the variety of cultural values and learning styles of your students?