~ Beyond Diversity to Cultural Proficiency ~

Equitable Classroom Practices Observation Checklist

Equitable Classroom Practices is a checklist of 27 specific, best practices of observable behaviors that reflect culturally responsive teaching through examples. Practices which support the belief that teachers can't allow learners to have to leave their cultures at the door. This tool can be used as a self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice. This guide is *not* an all-inclusive description of best instructional practices.

Teacher		Observer		Subject		Date/Time	

Equitable Classroom Practice	Observed 1 point	Not Observed 0 points
1. Welcomes learners by name as they enter the classroom *Ask learners for correct pronunciation of their names;* *Correctly pronounces learners3' names*		
2. Use eye contact with ***all*** learners *Makes culturally appropriate eye contact with **all** learners*		
3. Uses proximity with ***all*** learners equitably *Circulates around learner work areas to be close to **all** learners*		
4. Uses body language, gestures, and expressions to convey a message that ***all*** learners' questions and opinions are important *Smiles, Nods head in affirmation; Leans toward learners; Turns toward learners who are speaking to show interest*		
5. Arranges the classroom to accommodate discussion *Arranges seating to facilitate learner-learner discussion; Seating to facilitate teacher-learner discussion*		
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by learners *Displays and uses materials (supplemental books) that reflect **all** learners' racial, ethnic, and cultural backgrounds year-round; Displays, products, and props from learners' home and community background*		
7. Uses a variety of visual aids and props to support learner learning *Uses multiethnic photos, pictures, and props to illustrate concepts and content;* *Uses appropriate technology to illustrate concepts and content*		
8. Learns, uses, and displays some words in learners' heritage language *Posts some content words or phrases in learners' heritage languages; Uses some words or phrases from learners' heritage language in classroom*		

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Equitable Classroom Practice	Observed 1 point	Not Observed 0 points
9. Models use of graphic organizers *Uses a variety of graphic organizers during instruction; Encourages learners to identify and use the task appropriate graphic organizer by modeling*		
10. Uses class-building and teambuilding activities to promote peer support for academic achievement *Structures academic and social interactions between learners*		
11. Uses random response strategies *Uses random response strategies (e.g., numbered heads, color-coded cards; equity sticks, calling sticks)*		
12. Uses cooperative learning structures *Structures opportunities for learners to learn with and from their peers (e.g., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boggle, Last Word)*		
13. Structures heterogeneous and cooperative groups for learning *Uses random grouping methods to form small groups; Explicitly teaches collaborative learning skills to learners; Provides opportunities for cooperative groups to process/reflect on how well they accomplished the task*		
14. Uses probing and clarifying techniques to assist learners to answer *Rephrases the question; Asks a related question; Gives learner a hint, clue, or prompt*		
15. Acknowledges ***all*** learners' comments, responses, questions, and contributions *Uses affirming, correcting, or probing to acknowledge **all** learners' responses*		
16. Seeks multiple perspectives *Validates **all** perspectives with responses such as: "That's one idea. Does anyone else have another?"; "That was one way to solve a problem. Who did it another way?"; "Who has an alternative view?"*		
17. Uses multiple approaches to consistently monitor learners' understanding of instruction, directions, procedures, processes, questions, and content *Uses a variety of approaches to monitor learners' understanding throughout instruction (Thumbs Up, Unison response, One Question Quiz, Envelope (Please)*		
18. Identifies learners' current knowledge before instruction *Uses a variety of methods to assess learners' knowledge before instruction such as: Word Splash, K-W-L, Anticipation Guide, Brainstorming, Webbing*		
19. Uses learners' real-life experiences to connect school learning to learners' lives *Ask learners to reflect upon and discuss the following: "What events/situations occur in your family or neighborhood that require some knowledge of ____? "How does knowing about _____ benefit your interactions in your family, neighborhood, or school?"; Uses examples that are reflective of learners' lives to support learning*		

Equitable Classroom Practice	Observed 1 point	Not Observed 0 points
20. Uses wait time *Pauses at least 3-5 seconds to consider the learner's response before affirming, correcting, or probing; Pauses following a learner's response to allow other learners to consider their reactions, responses and extensions*		
21. Asks learners for feedback on the effectiveness of instruction *Ask learners to indicate the learning activities that are effective in helping them to learn; Uses interviews, surveys, and questionnaires to gather feedback from learners; Uses exit cards to gather feedback about instruction*		
22. Provides learners with the criteria and standards for successful task completion *Evaluates learner work by providing performance criteria (e.g., rubrics, exemplars, anchor papers)*		
23. Gives learners effective, specific oral and written feedback that prompts improved performance *Confers with learners to provide feedback to improve performance; Provides opportunities for learners to use peer reviews; Provides written feedback that allows learners to revise and improve their work*		
24. Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard *Allows learners to revise work based on teacher feedback; Encourages and structures opportunities for learners to provide feedback to peers based on an established standard*		
25. Explains and models positive self-talk *Explains the importance of positive self-talk; Shares examples of how positive self-talk leads to positive outcomes*		
26. Ask higher-order questions equitably of ***all*** learners *Asks analysis questions; Asks synthesis questions; Asks evaluation questions; Poses higher-order questions and uses a random method for call on learners; Provides think time for **all** learners before asking for responses*		
27. Provides individual help to ***all*** learners *Ensures all learners receive individual help*		

Total Points:	

Comments: