

## Self-Audit of Your Culturally Relevant Classroom

For each question, place a checkmark in the continuum box to represent the degree to which you consider yourself to be either implementing or refining.

	1 (Implementing)	2	3	4	5 (Refining)
<b>Environment</b>					
Do you have learning centers that focus on a variety of learning modalities?					
Are there established routines to support daily instruction?					
Do you have a strong sense of family and community among students in your class?					
Do you have visual representation in the room of all cultural groups that are represented within your school?					
<b>Student Interactions</b>					
Do you greet students at the door and have a room that invites the learner into the space?					
Are you aware of the diversity of students within your class (e.g., ELL, special education, gifted/ talented, race, ethnicity)?					
Do you create various groupings to ensure that all students are able to work with a wide variety of partners?					
Do you use a variety of high-engagement strategies to vary your instruction style?					
Are there multiple entry points for a student to process content and clarify misconceptions?					
Do students have the encouragement and support to succeed in class, even if they initially fail?					

For each question, place a checkmark in the continuum box to represent the degree to which you consider yourself to be either implementing or refining.

	<b>1</b> (Implementing)	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b> (Refining)
Do you encourage students to work collaboratively in the majority of class activities?					
Have you spent instructional time creating a safe learning environment?					
<b>Instruction</b>					
Do you begin class instruction with an Essential Question and overview of the day's learning?					
Are you a facilitator of learning, rather than a presenter?					
Do you use multiple ways of teaching classroom content?					
Do you incorporate multidisciplinary concepts (e.g., the arts, music, literature, physical movement, diverse cultures) into your instructional plans?					
Do you provide multiple ways for students to demonstrate understanding of concepts?					
Do you allow your students to regularly discuss with other students about class topics and clarifying understanding?					
Do you have each day planned to ensure that you are meeting the diverse needs of the students within your class?					
Do you regularly reflect on your own assumptions about students, their capabilities, and how you can better support their learning?					

Shade, B. J., Kelly, C., & Oberg, M. (1997). *Creating culturally responsive classrooms*. Washington, DC: American Psychological Association. Adapted with permission. Shade, B. J., Kelly, C., & Oberg, M. (1997). *Creating culturally responsive classrooms*. Washington, DC: American Psychological Association. Used with permission.