



Respecting Experiences

Self-Audit of Your Culturally Relevant Classroom

Objective: Educators will use the self-assessment survey to reflect on various aspects of their learning community.

Overview: This survey focuses on various components of the classroom that are inclusive of environment, interaction, instructional strategies for cognitive style, instructional strategies for cognitive responsiveness, and assessment. It is designed to have educators self-reflect on their learning environment and help them set goals to create a more culturally relevant and responsive classroom.

Instructional Steps:

- Distribute the Self-Audit of Your Culturally Relevant Classroom resource to educators and have them complete it individually.
- Have educators discuss and share their thoughts about areas of focus.
- Encourage educators to reflect on a personal goal based on the survey results.
- Educators should then consider the aspects of the survey that could be a focus campuswide.

For each question, place a checkmark in the continuum box to represent the degree to which you consider yourself to be either implementing (1) or refining (5).

Environment

	Implementing			Refining	
	1	2	3	4	5
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 demographic groups that are represented within your school?					

Student Interactions

	Implementing			Refining	
	1	2	3	4	5
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 vary groupings to ensure that all students are able to work with a wide variety of partners?					

Student Interactions (continued)

	Implementing			Refining	
	1	2	3	4	5
Do you use a variety of high-engagement strategies to vary your instructional style?					
Are there multiple entry points for a student to process content and clarify misconceptions?					
Do students have the encouragement and support they need to succeed in class, even if they initially fail?					
Do you encourage students to work collaboratively in the majority of class activities?					
Have you spent instructional time creating a safe learning environment?					

Instruction

	Implementing			Refining	
	1	2	3	4	5
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 give your students regular opportunities to discuss class topics and clarify 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?					

Extension

- To extend the learning, instruct educators to use this assessment survey to create individual professional growth plans. Encourage educators to re-assess themselves at the middle and end of the school year in order to evaluate their growth and their plan for the upcoming school year.
- To modify the activity, educators may consider focusing on a particular section as a whole team, grade level, department, or site. A prompting question for this activity is: How can the site support educators in their efforts to be more culturally relevant in this given area?