

Considerations for Culturally Responsive Instruction & Curriculum (CRIC)

School _____ Grade/Class _____ Teacher _____

Please reflect on the extent each occurs in your classroom

Environment:	✓
1. Classroom visuals represent students' cultural heritage	
2. Seating arrangement supports student collaboration	
3. Culturally-relevant artifacts incorporated in lessons	
4. Students' native languages used in visual displays	
5. Classroom visuals include culturally-relevant positive role models	
6. Library includes culturally- and linguistically-relevant books	
7. Culturally-relevant music, videos, websites used	
8. Work samples that reflect students' culture are displayed	
9. Rules are positively framed with cultural sensitivity	
10. Examples of student involvement are present in the classroom	
Curriculum:	✓
1. Main text represents diverse cultures including those represented in the classroom.	
2. Supplementary material to text or standards represents diverse cultures including those represented in the classroom	
3. The teacher incorporates various cultural events/experiences/activities to relate lessons with students' culturally specific prior knowledge.	
4. The teacher includes open discussions of historical, cultural and political influences of the topic discussed.	
5. The teacher relates current events to the topic and how this relates to the students and allows for open discussion.	
6. Activities/discussions/questions are open ended to allow for critical analysis and inclusion of ideas by students.	
7. The teacher collects data regarding the students' culture and background (ex: journals, quick writes, family trees).	
8. The teacher integrates culture and background knowledge into the curriculum. Ex: English –posts list of relevant books for students to read. Math – incorporates students' culture or math word problems & activities or history of math with students' cultures. Science & History –includes the contributions of all cultures throughout history in topic discussions.	
9. The teacher uses the cultural connections activities in the teacher's edition of textbooks.	
10. The teacher gives options and is flexible.	

Teaching Style	✓
<p>1. The environment is nurturing and encourages participation. There is a high rate of participation with many different students participating. Number of “volunteered” students vs. number of students called on by teacher. Classroom climate & management style. Teacher walks around class frequently.</p>	
<p>2. The teacher validates students’ language. There is no wrong answer. Teacher allows & supports primary language, handles speech & language errors, written and spoken errors by modeling correct grammar & sentence structure, without calling student out.</p>	
<p>3. The teacher validates students’ cultures. Encourages/solicits students to talk about their own experiences, knows about students’ home life and culture. Teacher has conducted home or student survey. Incorporates different cultures in curriculum.</p>	
<p>4. Positive Student/Teacher interaction Makes positive statements & nonverbal gestures (nods and smiles) with close proximity to students. Teacher is actively building positive relationships.</p>	
<p>5. Incorporates cooperative learning strategies Allows for group and partner activities to encourage interaction and use of academic language in class.</p>	
<p>6. Positive classroom management style Teacher is authoritative, not authoritarian.</p>	
<p>7. Differentiated instruction, scaffolding Teacher doesn’t teach to the middle. Incorporates all students, may use small group instruction.</p>	

Adapted from CRICS at
<http://coe.sdsu.edu/csp/programs/schpsy/toolkit/Documents/ECOLOGICAL%20ASSESSMENT/OBSERVATION/Culturally%20Responsive%20Observ.pdf>

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