

Dimensions of Culturally Responsive Education Version 1.0

An ASD Appendix to the

5 Dimensions of Teaching & Learning created by the Center for Educational Leadership, University of Washington

***In addition to the Vision and Guiding Questions originally identified by the Center for Educational Leadership as central to good teaching, educators are encouraged to consider the following items to determine whether teaching and learning in the classroom is culturally responsive to all students.

Dimension	The Vision	Guiding Questions
Purpose	<ul style="list-style-type: none"> • Purpose and teaching points/learning targets are articulated in ways that students of all cultures can understand. • Purpose has been examined to determine possible cultural bias. 	<ul style="list-style-type: none"> • Does the teacher check in regularly and in a variety of ways with all students to ensure they understand the learning targets? • Has the teacher helped students see how the purpose connects to their prior knowledge and learning? • How does the purpose of the lesson relate to or take into account the cultural backgrounds of students?
Student Engagement	<ul style="list-style-type: none"> • Teacher organizes instruction around the interchange of ideas and builds positive learning communities within the classroom. • Teacher recognizes that there are a variety of ways for students to take ownership and express their understanding that vary according to culture. • Teacher helps students to understand that there is more than one way to interpret a statement, event, or action. • Teacher holds and communicates high expectations for students regardless of culture and perceived ability. 	<ul style="list-style-type: none"> • What questions, statements, and actions does the teacher use to ensure that assumptions and bias are challenged in respectful ways?
Curriculum & Pedagogy	<ul style="list-style-type: none"> • Teacher teaches curriculum that reflects an integration of ethnic and cultural content throughout programming, rather than assigning the study of diverse cultural groups to a single unit. • Students are taught to understand that there is more than one way to interpret a statement, event, or action, allowing them to share viewpoints and perspectives based on their own cultural and social experiences • Teacher engages in critical self-assessment and participatory research to ascertain the extent to which his/her instructional strategies are effectively grounded in informed practices for students of all cultures and backgrounds. • Instructional strategies include cooperative learning strategies and hands-on learning techniques. • Local history, environment, resources, and cultural traditions are used to link curriculum to students' lives when possible. • Teacher intentionally teaches social and emotional skills, role-playing, and code switching to help students achieve academic and social success 	<ul style="list-style-type: none"> • How does the learning reflect the authentic ways of reading, writing, thinking and reasoning in different cultures? • How do instructional practices integrate all language skills to support linguistically diverse students' language development? • How do students from different cultures learn and express their understanding? Does teacher make use of students' cultural knowledge and experience to inform their classroom practice?

Dimension	The Vision	Guiding Questions
Assessment for Student Learning	<ul style="list-style-type: none"> • Assessments measure academic language skills as well as content standards. • Assessment methods are intentionally constructed to avoid penalizing students for limited English proficiency or cultural behaviors. • Students are assessed based on their academic achievement, not on incidental issues of language or culture. • Student assessment data is used to monitor the closing of achievement gaps for students. • Students demonstrate their prior knowledge, mastery, skills, and understandings in culturally diverse ways. 	<ul style="list-style-type: none"> • Is the data the teacher uses both qualitative and quantitative? • Are all students challenged to show their learning in ways that differ from their cultural background? • When possible or needed, do students have the opportunity to show their learning in their native language? • How does the teacher support students in understanding unfamiliar assessment tools?
Classroom Environment & Culture	<ul style="list-style-type: none"> • Seating arrangements and seating assignments are adjusted based on changing individual and collaborative group needs. • Classroom resources show appreciation for diversity, allowing students to see themselves and others reflected. • Classroom routines and structures reflect that multiple learning styles are respected in the classroom (e.g. manipulatives are accessible to students, students move to learning circles, space is provided for hands-on activities, etc.) • Classroom systems and routines facilitate student cooperation and interdependence, which broadens opportunities for traditionally underrepresented groups of students to participate, lead, be heard, and be understood. • Discriminatory language and/or actions are actively confronted by students and teacher, including teaching students the skills to counter bias, harassment and stereotyping and encouraging students to become good allies. • Classroom rules and procedures are in language that is clear to students and respectful of students from culturally and linguistically diverse backgrounds • Behaviors that are consistent with students' cultural backgrounds are not considered deviant. 	<ul style="list-style-type: none"> • How does the physical arrangement of the classroom recognize different cultures' ways of learning and communicating? • How does the teacher encourage and respond positively to home/native language/dialect? • How does the teacher promote collaborative student talk and share control of classroom discourse? • How do classroom interactions ensure that all students have the opportunity to respond and interact (e.g., sufficient wait time, alternative ways of responding, etc.)? • Do teacher and students pronounce all students' names correctly? • What routines ensure that the teacher makes routine contact with all students, especially those who don't ask for help?