CRIOP Self-Evaluation (Revised 9/17)

Please use the following scale to rate yourself on culturally responsive instructional practices. Rate yourself honestly. You will not be evaluated on your responses.

0 – NEVER 1 – RARELY 2 – OCCASIONALLY 3 – OFTEN 4 – CONSISTENTLY

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| Indicator | Score for Indicator | Summative Score |
| **Classroom Relationships** | | |
| I convey interest in students’ lives and experiences outside the classroom and work hard to develop relationships with them. |  |  |
| I differentiate patterns of interaction and management techniques to be culturally congruent with the students and families I serve. |  |
| I emphasize higher-level thinking; challenging work is the norm in my classroom. I establish high standards and provide students with specific information on how they can meet those standards. |  |
| There is a family-like environment in the classroom where students express care for one another in a variety of ways. |  |
| There are group goals as well as individual goals and students are invested in their own and others’ learning. |  |
| I expect every student to participate actively; students are not allowed to be off task. |  |
| I expect students to treat one another with dignity and I explicitly teach respectful ways for having dialogue and being in community with one another. |  |
| I implement practices that foster collaboration and respect, e.g. class meetings, modeling effective discussions. |  |
| I create a learning atmosphere that is safe for all students, and where students feel free to ask questions and share their perspectives. |  |
| I encourage students to share their family stories/historical narratives and to have pride in their history and linguistic and cultural identities. |  |
| Students in my classroom are viewed as resources for one another and are encouraged to work together and support one another in their learning. |  |
| My classroom library includes multicultural content/texts as well as bilingual texts that incorporate students’ native languages. |  |
| Positive and affirming images and messages about students’ racial and ethnic identities are present throughout the classroom. |  |
| **Family Collaboration** | | |
| I view parents as partners in educating students and solicit their ideas regularly. |  |  |
| I make an effort to get to know the families of my students and to learn about their lives, language, histories, and cultural traditions. |  |
| I communicate with parents in positive, non-traditional ways (e.g. home visits, meetings in locations off the school grounds, “good day” phone calls). |  |
| I invite parents into the classroom to participate and share experiences. Parents/caregivers from diverse linguistic and cultural backgrounds are invited to share their unique stories and knowledge. |  |
| I make an effort to communicate with families in their home language. |  |
| I make a concerted effort to learn about families’ “funds of knowledge” so this knowledge can be used to facilitate student learning. |  |
| **Assessment** | | |
| I frequently assess student understanding throughout instruction and use informal assessment strategies during lessons to assure that all students grasp the concepts I am teaching, and I modify instruction or reteach when it’s clear that students are not meeting learning targets. |  |  |
| Students with limited English proficiency and/or limited literacy can show their conceptual learning through visual or other forms of representation. Students can demonstrate competence in a variety of ways. |  |
| I use informal assessment strategies continuously during instruction, while students are actively engaged in reading, writing, speaking, problem-solving, experimentation, extended discourse (while they are actually using language/knowledge in purposeful ways). |  |
| I primarily use authentic, task-embedded assessments to determine student learning (versus tests). |  |
| Students are encouraged to evaluate their own work based upon a determined set of criteria. |  |
| Students are involved in setting their own goals for learning and in developing the criteria for evaluating their work. |  |
| Divergent responses and reasoning are encouraged; students share processes and evidence versus simply providing correct answers. |  |
| I assess students’ use of academic language as well as their knowledge of content. |  |
| **Instruction** | | |
| I use meaningful learning activities that promote a high level of student engagement. |  |  |
| I use materials and real-world examples that help students make connections to their lives. My students apply skills and new concepts in the context of meaningful and personally relevant learning activities. |  |  |
| I use materials and examples that reflect diverse experiences and perspectives. |  |  |
| I use instructional methods/activities that provide windows into students’ worlds outside the classroom (e.g., camera projects). |  |  |
| I continuously make connections to students’ cultural and linguistic knowledge, cultural “data sets,” families’ “funds of knowledge” in instruction. |  |  |
| My students have many opportunities to use manipulatives, realia, and hands-on learning. Exploratory learning is encouraged. |  |  |
| I emphasize academic vocabulary development in all content areas. Students practice using new words and language structures in a variety of meaningful contexts. |  |  |
| I build on students’ knowledge of their home languages to teach English (e.g. cognates, letter-sound relationships etc.). |  |  |
| I develop language objectives in addition to content objectives and have specific goals in mind for students’ linguistic performance. |  |  |
| I articulate expectations for language use and scaffold students’ language as needed (e.g. sentence frames, sentence starters). |  |  |
| I teach academic language explicitly (e.g., dissecting complex syntactic structures, creating “language walls,” etc.). |  |  |
| I use a variety of teaching strategies and scaffolds to assist students in learning content (e.g., demonstrations, visuals, graphic organizers, modeling), thereby helping to reduce linguistic density. |  |  |
| I use comprehensible input strategies when needed to facilitate student understanding. |  |  |
| I encourage students to pose questions and find answers to those questions using a variety of resources, including technological resources. |  |  |
| I engage students in the inquiry process; student-generated questions often form the basis for further study and investigation. |  |  |
| My students have multiple opportunities to choose texts, writing topics, and modes of expression based on preferences and personal relevance. |  |  |
| Students have some choice and ownership in assignments and in what they are learning. |  |  |
| **Discourse** | | |
| I use a variety of discourse protocols to promote student participation and engagement (e.g., musical shares, bottoms up/heads together, etc.). |  |  |
| I use a variety of strategies throughout my lessons to promote student discourse (e.g., partner share, small group conversation, interactive journals). |  |  |
| I encourage my students to speak in their home languages, recognizing that this facilitates their understanding of content. |  |  |
| I encourage the development of bilingualism/biliteracy/multilingualism in my classroom by presenting words and concepts in more than one language and encouraging students to use languages other than English in written and oral communication. |  |  |
| I help my students use collaborative conversation and participate actively by supporting the speaker during discussion and commenting/expanding upon the ideas of others. |  |  |
| I use open-ended questions, prompts, etc. to elicit extended student talk and to encourage differing points of view. |  |  |
| I provide many opportunities for students to use academic language in meaningful contexts. |  |  |
| My students are often engaged in authentic uses of language (e.g. drama, role play, discussion, purposeful writing with real audiences). |  |  |
| I teach my students appropriate registers of language use for a variety of social contexts and I provide opportunities to practice those registers in authentic ways. |  |  |
| **Critical Consciousness** | | |
| My students have opportunities to explore important contemporary issues (e.g., human trafficking, environmental issues, racism etc.). |  |  |
| I encourage my students to investigate real-world concerns related to a topic being studied and to become actively involved in using literacy and numeracy to solve problems at the local, state, national, and global levels. Community-based issues and projects are included in the planned program and new skills and concepts are linked to real-world problems and events. |  |  |
| I facilitate my students’ understanding of stereotypes and encourage students to examine biases in texts, popular culture and artifacts that they encounter in their daily lives. |  |  |
| I use texts that include protagonists from diverse backgrounds and present ideas from multiple perspectives. |  |  |
| I make intentional use of multicultural literature/readings to facilitate conversations about human differences. |  |  |
| I provide many opportunities for students to present diverse perspectives through class discussions and other activities, and challenge students to deconstruct their own cultural assumptions and biases. |  |  |
| I encourage my students to disagree respectfully, to provide evidence, and to explore alternative viewpoints. |  |  |