

Closing the Gap: Creating Equity in the Classroom  
Hanover Research Brief 2017

Checklist for Culturally Responsive Instruction  
Self-Assessment

<i>Engagement Strategies</i>	<i>None</i>	<i>Some</i>	<i>All</i>
Welcomes students by name as they enter the classroom			
Uses eye contact with all students			
Uses proximity with all students equitably			
Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important			
Uses class building and team building activities to promote peer support for academic achievement			
Uses random response strategies			
Uses cooperative learning structures			
Structures heterogeneous and cooperative groups for learning			
Uses probing and clarifying techniques to assist students to answer			
Acknowledges all students' comments, responses, questions, and contributions			
Seeks multiple perspectives			
Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions and content			
Identifies students' current knowledge before instruction			
Uses students' real-life experiences to connect school learning to students' lives			
<i>Learning Environment Strategies</i>	<i>None</i>	<i>Some</i>	<i>All</i>
Arranges the classroom to accommodate discussion			
Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students			
Uses a variety of visual aids and props to support student learning			
Learns, uses, and displays some words in students' heritage language			
Models use of graphic organizers			
<i>Feedback Strategies</i>	<i>None</i>	<i>Some</i>	<i>All</i>
Uses wait time			
Asks students for feedback on the effectiveness of instruction			
Provides students with the criteria and standards for successful task completion			
Gives students effective, oral and written feedback that prompts improved performance			
Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation			
Explains and models positive self-talk			
Asks higher-order questions equitably of all students			
Provides individual help to all students			