

# Culturally Responsive Observation Checklist

## Culturally Responsive Content

- Lesson connects to the local community, balances contemporary and historical content, and/or includes other local tribal knowledge.
- Lesson concepts are contextualized in a scenario or problem that is relevant and significant to local tribal community(s)/culture(s).
- Content is practical, with potential benefits to local tribal community(s).
- Content reflects respect for Indigenous science knowledge, Western science knowledge, and multiple worldviews
- Content is presented from a holistic perspective, addressing relationships, interactions, and/or cycles.
- Lesson addresses the responsible and ethical use of science and technology.
- Content is inclusive and accurate, with no stereotype or bias. (by omission, defamation, imbalance, generalization, etc.)
- Cultural content is significant and designated as appropriate for sharing in classrooms by local tribal communities. (Content is not presented as a sidebar, extension or novelty; is not taboo or offensive)

Choose an item. Overall extent to which **content** is relevant, responsive and respectful to students' cultures and learning preferences:

## Culturally Responsive Pedagogy

- Mentor apprentice observational learning method is employed. (e.g., modeling or demonstration, adult to student or student to student).
- Collaborative work and social construction of knowledge is encouraged.
- Private practice before public demonstration of proficiency is supported. Teacher does not unexpectedly single out students to respond or demonstrate proficiency.
- Lesson requires practical application of knowledge by students to answer relevant questions or solve problems.
- Elders, tribal professionals, family and/or other community members hold significant roles in classroom curriculum and instruction.
- Lesson is experiential, utilizing natural and authentic contexts.
- Instructional time is flexible and adequate time is available for individual student's learning needs.
- Lesson provides time for and encourages student reflection and metacognition.
- Methods integrating creativity and art are used to support student learning (symbols, metaphors, storytelling, visual arts, music, etc.).
- Multiple sensory formats and resources are used to teach and represent content (aural, visual, kinesthetic, etc.).
- Meaningful and frequent assessments, including alternative forms of assessment, are used to inform instruction, support student learning and assist students in monitoring their learning. (e.g, oral presentation, artwork, storytelling, problem based assessment, performance assessment, practical use of tools and resources, technology use).

Choose an item. Overall extent to which **instructional methods** are responsive and respectful to students' cultures and learning preferences:

**Culturally Responsive Classroom Environment**

- Classroom is student centered, allowing students choice and power sharing and supporting the development of self-regulated learners; hierarchies are minimized.
- Classroom interactions show appreciation and respect for diverse cultures, differing perspectives, life experiences, values, and norms. (between adults/students and students/students)
- Teacher's disposition is personable, caring, warm, humorous, respectful, and supportive, not authoritarian, formal and/or rigid.
- Teacher is discrete in communications with individual students. (in addressing behavior, offering assistance, giving praise, etc.)
- Classroom community is safe and respectful, not risky for students' dignity and self-esteem.
- Access to resources is equitable, providing all students with ample opportunities to use them as needed.
- Teacher demonstrates high expectations for all students.

Choose an item. Overall extent to which **classroom environment** responsive to students and their cultures, and supportive of their learning.