



Educator Check-In on Culture “How am I doing?”

Directions: Review the list below. Place a check by each item to reflect your practice. Then indicate the three items you would like to explore in order to improve your practice.

Indicators	“I do this a lot”	“I do this a little”	“I haven’t done this”	My priorities to explore
1. I know the cultural background of each of my students and use this knowledge as a resource for instructional activities.				
2. I know the culture of my classroom environment and behaviors and how it affects all of my students.				
3. I design lessons that require students to identify and describe another point of view, different factors, consequences, objectives, or priorities.				
4. I integrate literature and resources from my students’ cultures into my lessons.				
5. I know the English language level of each of my students (e.g. Language assessments such as Bilingual Syntax Measure, LAS, Woodcock-Munoz, IPT, CELDT).				
6. I provide instruction that helps to increase the consciousness and valuing of differences and diversity through the study of historical, current, community, family, personal events, and literature.				
7. I consistently begin my lessons with what students already know from home, community, and school.				
8. I design my instructional activities in ways that are meaningful to students in terms of their local community norms and knowledge.				
9. I incorporate local norms and perspective into my classroom instruction on a daily basis by talking to students, parents, and community members, and reading relevant documents.				
10. I collaborate with students to design activities that build on community resources and knowledge.				
11. I provide opportunities for parents to participate in classroom instructional activities.				
12. I understand the differences between school academic language and my students’ social language and I use scaffolding techniques to bridge between the two.				