



# Culturally Responsive School Checklist and Goal Setting for Dual Language Programs



**Directions:** Individually or collaboratively, reflect on the presence of each of these look-fors, grouped by guiding principle, in your context. In cases in which the look-for is not present, brainstorm what you will do to improve how the look-for is incorporated in your classroom or school. Then, based on your responses in the checklist, choose one guiding principle to focus on. List three steps you can take to strengthen that guiding principle in your context.

Look-Fors	Yes	Sometimes	No	To improve on how this look-for is incorporated in my classroom or school, I will . . .
 <b>Guiding Principle 1:</b> Culturally responsive teaching is assets-based and grounded in a framework of cultural and linguistic equity.				
<b>A.</b> The school mission espouses an assets-based perspective of all learners and a commitment to cultural and linguistic equity. All stakeholders (i.e., students, families, teachers, staff, administrators, and school partners) understand and embrace the mission.				
<b>B.</b> All teachers receive professional development on culturally sustaining teaching practices and anti-bias training when they are hired.				
<b>C.</b> Students learn about and discuss the benefits of being multilingual and multicultural (e.g., cognitive benefits, cultural benefits, and academic and professional benefits).				
<b>D.</b> There is space and a process to challenge inequities and inequitable practices within the school without fear of repercussions.				
<b>E.</b> There is time and space to support teachers in learning about their students' backgrounds, interests, families and communities, and goals.				


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<i>Additional look-for:</i>				
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 <b>Guiding Principle 2:</b> Culturally responsive instruction simultaneously supports and challenges students.				
<b>F.</b> MLLs are provided with consistent instructional scaffolding (e.g., modeling, visuals, formulaic expressions, multimodal representation) across content areas to support them in engaging with challenging grade-level content and in developing language.				
<b>G.</b> Instructional supports are provided to students that foster opportunities for language integration (e.g., multilingual word walls, student-generated bilingual dictionaries).				
<b>H.</b> Instruction includes activities that foster critical thinking and reflection (e.g., open-ended discussion prompts, students monitoring of their learning).				
<b>I.</b> Instruction includes activities that require students to make connections to their prior experiences and learning.				
<b>J.</b> Instruction includes activities that require students to consider alternative ways of understanding information and engages students in developing a critical consciousness (e.g., analyzing the shift from celebrating Columbus Day to celebrating Indigenous People’s Day).				
<i>Additional look-for:</i>				
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 <b>Guiding Principle 3:</b> Culturally responsive teaching places students at the center of the learning.				
<b>K.</b> MLLs and non-MLLs participate equally in whole group and small group or pair learning discussions.				
<b>L.</b> There are school policies and/or clear expectations around language use for whole group and small group discussions that allows for equity of voice for MLLs.				
<b>M.</b> Students have an opportunity to practice routines and language to support engagement in peer learning activities and ways of making connections to their peers' ideas.				
<b>N.</b> MLLs are given opportunities to speak and write about their lives, including people and events that are important to them.				
<b>O.</b> MLLs are involved in goal setting and assessment through the use of student goal sheets, checklists, peer-editing activities, and teacher-student or student-student conferencing.				
<i>Additional look-for:</i>				
<i>Additional look-for:</i>				
 <b>Guiding Principle 4:</b> Culturally responsive teaching leverages and sustains students' cultural and linguistic backgrounds and fosters sociocultural competence.				
<b>P.</b> High-quality instructional materials and texts in both languages are available and used consistently.				
<b>Q.</b> Lessons and units include perspectives of individuals that come from students' home cultures, and culturally authentic resources (e.g., art, video, audio visual				

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materials) are representative of students' home cultures.				
<b>R.</b> Students becoming multilingual and multicultural is a clearly articulated and supported goal within the school community.				
<b>S.</b> Students are explicitly taught patterns of language and how to integrate their knowledge of their home language into their acquisition of the partner language.				
<b>T.</b> Leaders and role models from MLL communities are included in the learning (e.g., community members are invited to speak in class).				
<i>Additional look-for:</i>				
<i>Additional look-for:</i>				
 <b>Guiding Principle 5:</b> Culturally responsive teaching unites students' schools, families, and communities.				
<b>U.</b> The school visually demonstrates a commitment to multicultural families and students (e.g., flags from students' home countries, signs posted in multiple languages, student work displayed on walls).				
<b>V.</b> The school offers space and time for the questions and concerns of non-dominant language families to be heard.				
<b>W.</b> Educators build relationships and understanding of MLL families by spending time in their communities, meeting community leaders, and attending community events.				
<b>X.</b> The school demonstrates a commitment to MLL family engagement by asking about and eliminating barriers (e.g., language in which event is conducted,				

