

Equitable Classroom Practices Self-Assessment

Purpose of the tool:

This tool will gauge the overall staff perception of RtI implementation of Culturally Responsive Practices. This tool is in no way required for use by any school or district, but is provided for your consideration in conducting local needs assessments within the implementation of Culturally Responsive Practices.

Completing the tool:

- 1) Rate yourself on all items according to the following scale:
 - a) 0/Not in Place; this is not a practice used in my classroom/school
 - b) 1/Partially in Place; this practice that has been implemented, I/we are working toward systemic proficiency
 - c) 2/In Place; I/We are currently implementing this systemically
- 2) After completing the ratings, identify items of strength (2s) and plan for ways to maintain these areas.
- 3) Take out the Culturally Responsive Practices alignment document and highlight any ECPs that were marked as “2” on the Equitable Classroom Practices Self-Assessment. Select a culturally responsive practice that has few or no equitable classroom practices (ECPs) highlighted. Then write a goal and next steps for incorporating that culturally responsive practice.
- 4) For the goal areas, write specific action steps (strategy use) to assist you in meeting your goals. It is important to keep these measurable and observable (i.e. Greet each student by name at classroom at the start of each day for 3-4 weeks). Action steps do not need to be complicated.
- 5) This process is not in any way meant to be evaluative, and will not be used in such a way unless a teacher/practitioner chose to use the tool to set professional growth plans or as an evaluation measure. School-wide teams may consider collecting anonymous data on 0s and 1s in order to determine possible next steps for staff professional development needs.

Background regarding the tool:

This list of Equitable Classroom Practices, adapted from the Montgomery County Public School (MCPS) system in Maryland, is not an all-inclusive description of best instructional practice. The teacher behaviors and practices in this document reflect the research for communicating high expectations to all students, particularly African American and Hispanic students. As a result of the systemic and systematic approach to Equitable Classroom Practices, MCPS has experienced the following

- The Schott Foundation reports that MCPS has the highest graduation rate in the nation for African American males among the nation’s largest districts.
- In 2012, the percentage of AP exams taken by MCPS’ African American students (51.8 percent) that earned college-ready scores of 3 or higher is significantly higher than the percentage of 30.9 percent in Maryland and 27.7 percent in the nation.
- In 2012, the percentage of AP exams taken by Hispanic students (60 percent) that earned college-ready scores of 3 or higher was greater than the percentage of exams for Hispanic students in 53.4 percent in Maryland and 41.3 percent in the nation.
- In 2012, the percentage of MCPS African American and Hispanic graduates earning a 3 or higher on at least one AP exam surpassed the national average for *all* graduates (19.5 percent).
- The Class of 2012 earned a 1651 average combined SAT score, surpassing both national and state averages. Seventy-one percent of graduates took the SAT and MCPS’ Hispanic and African American students outperformed their peers across the nation.

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- Nearly 50 percent of the graduates in the MCPS Classes of 2001–2004 earned a bachelor's degree within six years, compared with 27.5 percent nationwide. Sixty percent of 2003 MCPS graduates who enrolled in college within the first year after high school obtained bachelor's degrees or higher within six years, nearly double the rate of the nation at 30.7 percent.

Directions:

1. Complete the self-assessment.
2. In the “Areas of Strength” box, write down the number of any ECPs rated at a 2 or a 1.

| EQUITABLE CLASSROOM PRACTICES | | RATINGS | | |
|--------------------------------------|---|-------------------------------|-------------------------------------|---------------------------|
| | | 0 Not in Place | 1 Partially in Place | 2 In Place |
| ECP 1 | Welcomes students by name as they enter the classroom/school building. | 0 | 1 | 2 |
| ECP 2 | Uses eye contact with high- and low-achieving students | 0 | 1 | 2 |
| ECP 3 | Uses proximity with high- and low-achieving students equitably | 0 | 1 | 2 |
| ECP 4 | Uses body language, gestures, and expressions to convey a message that all student's questions and opinions are important | 0 | 1 | 2 |
| ECP 5 | Arranges the classroom to accommodate discussion | 0 | 1 | 2 |
| ECP 6 | Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students | 0 | 1 | 2 |
| ECP 7 | Uses a variety of visual aids and props to support student learning | 0 | 1 | 2 |
| ECP 8 | Learns, uses, and displays some words in students' heritage language | 0 | 1 | 2 |
| ECP 9 | Models use of graphic organizers | 0 | 1 | 2 |
| ECP 10 | Uses class building and teambuilding activities to promote peer support for academic achievement | 0 | 1 | 2 |
| ECP 11 | Uses random response strategies | 0 | 1 | 2 |
| ECP 12 | Uses cooperative learning structures | 0 | 1 | 2 |
| ECP 13 | Structures heterogeneous and cooperative groups for learning | 0 | 1 | 2 |
| ECP 14 | Uses probing and clarifying techniques to assist students to answer | 0 | 1 | 2 |
| ECP 15 | Acknowledges all students' comments, responses, questions, and contributions | 0 | 1 | 2 |
| ECP 16 | Seeks multiple perspectives | 0 | 1 | 2 |
| ECP 17 | Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content | 0 | 1 | 2 |
| ECP 18 | Identifies students' current knowledge before instruction | 0 | 1 | 2 |
| ECP 19 | Uses students' real life experiences to connect school learning to students' lives | 0 | 1 | 2 |
| ECP 20 | Uses wait time | 0 | 1 | 2 |
| ECP | Asks students for feedback on the effectiveness of | 0 | 1 | 2 |

| | | | | |
|--------|---|---|---|---|
| 20 | | 0 | 1 | 2 |
| ECP 21 | Asks students for feedback on the effectiveness of instruction | 0 | 1 | 2 |
| ECP 22 | Provides students with the criteria and standards for successful task completion | 0 | 1 | 2 |
| ECP23 | Gives students effective, specific oral and written feedback that prompts improved performance | 0 | 1 | 2 |
| ECP 24 | Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard | 0 | 1 | 2 |
| ECP 25 | Explains and models positive self-talk | 0 | 1 | 2 |
| ECP 26 | Asks higher-order questions equitably of high- and low-achieving students | 0 | 1 | 2 |
| ECP 27 | Provides individual help to high- and low-achieving students | 0 | 1 | 2 |

Areas of Strength (2s)

Adapted from Montgomery County Public Schools Equitable Classroom Practices, Rockville, MD and PBIS Network Classroom Self-Assessment Working Draft NAACP LDF Revision (2)

The Wisconsin RtI Center/Wisconsin PBIS Network (CFDA #84.027) acknowledges the support of the Wisconsin Department of Public Instruction in the development of this document and for the continued support of this federally-funded grant program. There are no copyright restrictions on this document; however, please credit the Wisconsin DPI and support of federal funds when copying all or part of this material.