Equitable Classroom Practices Observation Checklist

Equitable Classroom Practices is a checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.

Teacher		Observer		Subject		Date/Time	

Equitable Classroom Practice	Observed (1 point)	Not Observed (0 points)
1. Welcomes students by name as they enter the classroom *Asks students for correct pronunciation of their names; correctly pronounces students' names*		
2. Uses eye contact with all students *Makes culturally appropriate eye contact with all students*		
3. Uses proximity with all students equitably *Circulates around student work areas to be close to all students*		
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important *Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest*		
5. Arranges the classroom to accommodate discussion *Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion*		
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students *Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background*		
7. Uses a variety of visual aids and props to support student learning *Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content*		
8. Learns, uses, and displays some words in students' heritage language *Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom*		
9. Models use of graphic organizers *Uses a variety of graphic organizers during instruction; Encourages students to identify and use the task appropriate graphic organizer by modeling*		
10. Uses class building and teambuilding activities to promote peer support for academic achievement *Structures academic and social interactions between students*		
11. Uses random response strategies *Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks)*		
12. Uses cooperative learning structures *Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boggle, Last Word)*		
13. Structures heterogeneous and cooperative groups for learning *Uses random grouping methods to form small groups; Explicitly teaches collaborative learning skills to students; Provides opportunities for cooperative groups to process/reflect on how well they accomplished the task*		
14. Uses probing and clarifying techniques to assist students to answer *Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt*		

Equitable Classroom Practice	Observed (1 point)	Not Observed (0 points)
15. Acknowledges all students' comments, responses, questions, and contributions *Uses affirming, correcting, or probing to acknowledge all students' responses*		
16. Seeks multiple perspectives *Validates all perspectives with responses such as: "That's one idea. Does anyone else have another?"; "That was one way to solve the problem. Who did it another way?"; "Who has an alternative view?"*		
17. Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content *Uses a variety of approaches to monitor students' understanding throughout instruction (Thumbs Up, Unison response, One Question Quiz, Envelope Please)*		
18. Identifies students' current knowledge before instruction *Uses a variety of methods to assess students' knowledge before instruction such as: Word Splash, K-W-L, Anticipation Guide, Brainstorming, Webbing*		
19. Uses students' real life experiences to connect school learning to students' lives *Asks students to reflect upon and discuss the following: "What events/situations occur in your family or neighborhood that require some knowledge of ___?" How does knowing about ___ benefit your interactions in your family, neighborhood, or school?";Uses examples that are reflective of students' lives to support learning*		
20. Uses Wait Time *Pauses at least 3-5 seconds to consider the student's response before affirming, correcting, or probing; Pauses following a student's response to allow other students to consider their reactions, responses and extensions*		
21. Asks students for feedback on the effectiveness of instruction *Asks students to indicate the learning activities that are effective in helping them to learn; Uses interviews, surveys, and questionnaires to gather feedback from students; Uses exit cards to gather feedback about instruction*		
22. Provides students with the criteria and standards for successful task completion *Evaluates student work by providing performance criteria (i.e. rubrics, exemplars, anchor papers)*		
23. Gives students effective, specific oral and written feedback that prompts improved performance *Confers with students to provide feedback to improve performance; Provides opportunities for students to use peer reviews; Provides written feedback that allows students to revise and improve their work*		
24. Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard *Allows students to revise work based on teacher feedback; Encourages and structures opportunities for students to provide feedback to peers based on an established standard*		
25. Explains and models positive self-talk *Explains the importance of positive self-talk; Shares examples of how positive self-talk leads to positive outcomes*		
26. Asks higher-order questions equitably of all students *Asks analysis questions; Asks synthesis questions; Asks evaluation questions; Poses higher order questions and uses a random method for calling on students; Provides think time for all students before asking for responses*		
27. Provides individual help to all students *Ensures all students receive individual help*		
Total Points:		
Comments:		