

# Culturally Responsive Practices Crosswalk with Danielson Framework for Teaching

The Danielson Framework for Teaching already contains a considerable amount of culturally responsive practices but could use some additional examples to help make these practices more explicit. A series of resources were used to pull and generate possible example statements for culturally responsive practices that could be aligned to the Danielson Framework. Below is the result of a full day work session with PAR Consultants and Independent Evaluators in the spring of 2019 to align the research-based statements to each component. This is not an exhaustive list but may assist in identifying these practices in classrooms within the Syracuse City School District.

COMPONENT	POSSIBLE EXAMPLES
<b>1a. Demonstrating knowledge of content and pedagogy</b>	<ul style="list-style-type: none"> <li>• Identify bias within curriculum and learning materials and make a plan to address them.</li> <li>• Identifying possible misunderstandings and miscommunications in advance then planning for overcoming them</li> </ul>
<b>1b. Demonstrating knowledge of students</b>	<ul style="list-style-type: none"> <li>• Reshapes prescribed curriculum to meet the needs of students.</li> <li>• Uses the context of students' socio-cultural backgrounds, background knowledge, and home life perspectives/experiences to plan engaging student learning progressions</li> <li>• Makes a purposeful effort to learn about student backgrounds and culture.</li> <li>• Plans for the grouping of students and adjustment of instruction based on knowledge of students</li> <li>• Plans for connecting learning to concerns that affect students and their lives</li> </ul>
<b>1c. Setting instructional outcomes</b>	<ul style="list-style-type: none"> <li>• Sets objectives that promote higher levels of thinking and engagement for all students</li> <li>• Differentiates objectives for students when necessary while still holding all students to meeting the standard</li> </ul>
<b>1d. Demonstrating knowledge of resources</b>	<ul style="list-style-type: none"> <li>• Uses a variety of visual aids, props, and graphic organizers to support student learning for all students.</li> <li>• Uses resources available to identify, respond to, and addresses socio-cultural factors beyond the school that hamper student learning</li> </ul>
<b>1e. Designing coherent instruction</b>	<ul style="list-style-type: none"> <li>• Integrates multiple perspectives of content into instruction</li> <li>• Plans for the use of cooperative learning structures that provide students with opportunities to collaborate with their peers to promote learning</li> <li>• Structures heterogeneous and cooperative groups for learning using data</li> </ul>

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<p><b>1f. Designing student assessments</b></p>	<ul style="list-style-type: none"> <li>• Plans for differentiated student assessment when appropriate</li> <li>• Plans for the ongoing assessment of learning of all students, not just one of two answering questions</li> <li>• Strategically and purposefully plans assessment opportunities throughout a lesson in order to be able to make adjustments</li> <li>• Uses assessment data for planning instruction and grouping</li> <li>• Plan for assessment is focused on students demonstrating their learning and understanding, not just their memorization</li> </ul>
<p><b>2a. Creating an environment of respect and rapport</b></p>	<ul style="list-style-type: none"> <li>• Classroom displays include a demonstration of cultural diversity and reflect student backgrounds</li> <li>• Promotes equity rather than equality in the classroom</li> <li>• Values diversity and civic-mindedness within the classroom</li> <li>• Interacts with students in a caring, nurturing, and ethical manner</li> <li>• Creates a sense of community in the classroom where students feel they belong and contribute to</li> <li>• Builds relationships with students to better understand their backgrounds</li> <li>• Welcomes students by name as they enter the classroom and makes an effort to ensure names are pronounced correctly</li> <li>• Displays an affirming attitude toward students from culturally diverse backgrounds and develops a classroom community of respect for cultural differences</li> <li>• Ensures that student knowledge and perspectives are all accepted and respected</li> <li>• Uses learner differences as an asset</li> <li>• Uses body language, gestures, and expressions to convey a message that all student questions and opinions are important</li> <li>• Uses culturally appropriate eye contact with all students</li> </ul>
<p><b>2b. Establishing a culture for learning</b></p>	<ul style="list-style-type: none"> <li>• Values the contributions of children from all backgrounds and abilities</li> <li>• Explains and models positive self-talk and metacognitive strategies</li> <li>• Uses community building and teambuilding activities to promote peer support for academic achievement</li> <li>• Fosters and holds high expectations for every single student in the classroom</li> <li>• Identifies students' current knowledge before instruction and then builds on it</li> <li>• Contributes to positive academics, attitudes, and social outcomes for students</li> <li>• Promotes critical literacy skills for all students</li> <li>• Conveys that it is possible to overcome challenges</li> </ul>

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	<ul style="list-style-type: none"> <li>• Conveys to students a belief that each one of them is capable of learning</li> <li>• Challenges students to strive for excellence defined by their potential</li> <li>• Has students set meaningful, rigorous, and achievable goals then track them for success and follow-up/future goal setting</li> </ul>
<b>2c. Managing classroom procedures</b>	<ul style="list-style-type: none"> <li>• Shares power in the classroom by promoting ownership and everyone pitching in</li> </ul>
<b>2d. Managing student behavior</b>	<ul style="list-style-type: none"> <li>• Communicates and holds high expectations for behavior and respect for everyone</li> <li>• Demonstrates cross-cultural fairness and consistency</li> <li>• Creates an environment that encourages students to behave out of a sense of personal responsibility, not from fear of punishment or desired rewards</li> </ul>
<b>2e. Organizing physical space</b>	<ul style="list-style-type: none"> <li>• Arranges the classroom to accommodate discussion and discourse</li> <li>• Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic and cultural backgrounds of the students</li> <li>• Uses proximity equitably with all students</li> </ul>
<b>3a. Communicating with students</b>	<ul style="list-style-type: none"> <li>• Explicitly teaches collaborative learning skills to students</li> <li>• Facilitates learning the majority (lecture is minimal)</li> <li>• Ideas and concepts are presented in multiple ways</li> <li>• Learns, uses, and displays some words in students' heritage language</li> <li>• Attention is paid to minimizing dominant discourses, deficit perspectives and possible biases/micro-aggressions in instruction/language/expectations so students of non-dominant backgrounds have access and can participate as readily as those from the dominate background</li> <li>• Directions are clearly articulated and also present in written format for reference</li> <li>• Validates cultural identify in practices and materials</li> </ul>
<b>3b. Using questioning and discussion techniques</b>	<ul style="list-style-type: none"> <li>• Teaches students to use accountable talk strategies and uses them on a regular basis for student discussion and discourse</li> <li>• Engaging all students in critical thinking is predominant in instruction</li> <li>• Discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds; students can access and feel included in the material</li> <li>• Asks higher-order questions equitably of all students</li> <li>• Sets the structure and expectation up that all students will ask and answer questions</li> <li>• Seeks multiple perspectives and validates them</li> </ul>

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	<ul style="list-style-type: none"> <li>• Scaffolds critical thinking, problem solving, collaborative, and recognition of multiple perspectives</li> <li>• Uses probing and clarifying techniques to assist students in answering questions</li> <li>• Uses wait time between responses and questions</li> </ul>
<p><b>3c. Engaging students in learning</b></p>	<ul style="list-style-type: none"> <li>• Uses cooperative learning structures that provide students with opportunities to collaborate with their peers to promote learning</li> <li>• Provides learner centered instruction</li> <li>• Relates curriculum to students, community, and current events</li> <li>• Applies learning to big-picture analysis and creative applications for learning</li> <li>• Provides opportunities to explore avenues that connect learning to social concerns that are relevant to students and encourage them to enact meaningful change when appropriate</li> <li>• Utilizes random response strategies or other strategies that ensure that all students are participating in the lesson</li> <li>• Models the use of graphic organizers and provides them to any student</li> <li>• Applies interactive, collaborative teaching methods, strategies, and ways of integrating the supports for students' cultural, linguistic, and racial experiences</li> <li>• Uses students' real life experiences to connect their learning to their lives</li> <li>• Supports students in constructing their knowledge and understanding while taking into consideration their cultural strengths</li> </ul>
<p><b>3d. Using assessment in instruction</b></p>	<ul style="list-style-type: none"> <li>• Provides opportunities for cooperative groups to process and reflect on how well they have accomplished a task</li> <li>• Provides students with the criteria and standards for successful task completion</li> <li>• Encourages students to reflect on their goals</li> <li>• Motivates students to become active participants in learning through self-reflection, evaluation, and examination of their own learning patterns</li> <li>• Provides opportunities for learners to demonstrate their learning in a variety of ways</li> <li>• Differentiates assessment for student learning goals and needs as appropriate</li> <li>• Uses data from multiple measures to assess learning or mastery of a standard/competency/concept</li> <li>• Gives students effective, specific oral and written feedback that prompts improved performance</li> </ul>

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	<ul style="list-style-type: none"> <li>• Provides multiple opportunities for a student to use effective feedback to revise and resubmit work for evaluation against a standard and to be able to demonstrate mastery</li> <li>• Asks students for feedback on the effectiveness of instruction</li> <li>• Uses multiple approaches to formatively assess and consistently monitor student understanding of instruction, directions, procedures, processes, questions and content</li> </ul>
<b>3e. Demonstrating flexibility and responsiveness</b>	<ul style="list-style-type: none"> <li>• Uses multiple pedagogical techniques appropriate to student needs and student learning</li> <li>• Monitors progress continually and adapts instruction as needed based on assessment data both in the moment and for future lessons</li> <li>• Uses student strengths as a starting point and builds on funds of knowledge</li> <li>• Provides individual help to all students</li> </ul>
<b>4a. Reflecting on teaching</b>	<ul style="list-style-type: none"> <li>• Invests in and takes personal responsibility for student success</li> <li>• Changes instruction based on awareness of student challenges</li> <li>• Takes initiative to make changes to instructional approach when students are not meeting the standard</li> <li>• Acknowledge own biases and inequitable actions</li> </ul>
<b>4b. Maintaining accurate records</b>	
<b>4c. Communicating with families</b>	<ul style="list-style-type: none"> <li>• Directs resources and programmatic efforts to help families adopt effective strategies to support student learning at home</li> <li>• Creates a welcoming environment that fosters family-school relationships and transcends context, culture, and language</li> <li>• Demonstrates active interest and involvement in the students' community</li> <li>• Builds working and supportive relationships with families and communities</li> <li>• Understands that effect that beliefs, self-efficacy, knowledge, perceived abilities, and previous experiences have on the roles families create and use to support their children's education; then enacts strategies to collaborate with families, colleagues, and other professionals to promote student growth and development</li> <li>• Fosters positive interrelationships between students, families, community, and school</li> <li>• Communicates student learning and progress to families regularly</li> </ul>

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	<ul style="list-style-type: none"> <li>• Identifies misconceptions that teachers and families hold about motivation, practices, or beliefs of each other that lead to mistrust then works to find ways to rectify the situation</li> <li>• Respectfully interacts with families with the assumption that they can assist their children in learning</li> <li>• Mutually partners with families for student success</li> </ul>
<b>4d. Participating in a professional community</b>	<ul style="list-style-type: none"> <li>• Encourages relationships between school and community</li> <li>• Collaborates with colleagues, administrators, parents, community, and educational professionals to ensure student success</li> </ul>
<b>4e. Growing and developing professionally</b>	
<b>4f. Showing professionalism</b>	<ul style="list-style-type: none"> <li>• Advocates for all students and families</li> <li>• Acts as an agent of change by confronting barriers and obstacles and working to overcome them</li> <li>• Explicitly identifies the dynamics of mainstream society</li> </ul>

### References

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