



A MOTIVATIONAL FRAMEWORK FOR CULTURALLY RESPONSIVE TEACHING

A. Establishing Inclusion: *How does the learning experience contribute to developing as a community of learners who feel respected and connected to one another?*

Routines and rituals are visible and understood by all:

- _____ 1. Rituals are in place that help African American and Latino students feel that they belong in the class
- _____ 2. African American and Latino students and teacher(s) have opportunities to learn about each other
- _____ 3. African American and Latino students and teacher(s) have opportunities to learn about each other's unique backgrounds
- _____ 4. Classroom agreements and rules and consequences for violating agreements are negotiated
- _____ 5. The system of discipline is understood by all students and applied with fairness

All students are equitably and actively participating and interaction:

- _____ 6. Teacher directs attention equitably for African American and Latino students
- _____ 7. Teacher interacts respectfully with and according to African American and Latino students
- _____ 8. Teacher demonstrates that s/he cares about African American and Latino students
- _____ 9. African American and Latino students talk to and with partners in small group work
- _____ 10. African American and Latino students have opportunities to respond to the lessons by writing or speaking
- _____ 11. The lesson activities are made explicit for all students (African American and Latino students know what to do, especially when making choices)
- _____ 12. African American and Latino students help each other

B. Developing a Positive Attitude: *How does the learning experience offer meaningful choices and promote personal relevance to contribute to a positive attitude?*

Teacher works with African American and Latino students to personalize the relevance of course content:

- _____ 1. African American and Latino students' experiences, concerns, and interests are used to develop course content
- _____ 2. African American and Latino students' experiences, concerns, and interests are addressed in response to questions
- _____ 3. African American and Latino students' prior knowledge and learning experiences are explicitly linked to course content
- _____ 4. Teacher encourages African American and Latino students to understand, develop, and express different points of view
- _____ 5. Teacher encourages African American and Latino students to clarify their interests and set goals
- _____ 6. Teacher maintains flexibility in pursuit of "teachable moments" and emerging interests

Teacher encourages African American and Latino students to make real choices such as:

- _____ 7. how to learn
- _____ 8. what to learn
- _____ 9. when a learning experience will be considered to be complete
- _____ 10. how learning will be addressed
- _____ 11. with whom to learn
- _____ 12. how to solve emerging problems



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C. Enhancing Meaning: *How does the learning experience engage participants in challenging learning?*

The teacher encourages all students to learn, apply, create, and communicate knowledge:

- _____ 1. Teacher helps African American and Latino students to activate prior knowledge and to use it as a guide to learning
- _____ 2. Teacher, in concert with African American and Latino students, creates opportunities for inquiry, investigation, and projects
- _____ 3. Teacher provides opportunities for African American and Latino students to actively participate in challenging ways
- _____ 4. Teacher asks higher order questions of African American and Latino students throughout a lesson
- _____ 5. Teacher elicits high quality responses from African American and Latino students
- _____ 6. Teacher uses multiple "safety nets" to ensure African American and Latino student success

D. Engendering Competence: *How does the learning experience create an understanding that participants are becoming more effective in learning they value and perceive as authentic to real world experiences?*

There is information, consequence, or product that supports African American and Latino students in valuing and identifying learning:

- _____ 1. Teacher clearly communicates the purpose of the lesson
- _____ 2. Teacher clearly communicates criteria for excellent final products
- _____ 3. Teacher provides opportunities for a diversity of competencies to be demonstrated in a variety of ways
- _____ 4. Teacher helps African American and Latino students to concretely identify accomplishments
- _____ 6. Teacher uses multiple forms of assessment
- _____ 7. Teacher assesses progress continually in order to provide feedback on individual growth and progress
- _____ 8. Teacher creates opportunities for African American and Latino students to make explicit connections between new and prior learning
- _____ 9. Teacher creates opportunities for African American and Latino students to make explicit connections between their learning and the "real world"
- _____ 10. Teacher provides opportunities for African American and Latino students to self-assess learning in order to reflect on their growth as learners
- _____ 11. Teacher provides opportunities for African American and Latino students to self-assess their personal responsibility for contributing to the classroom as a learning community