



Culturally Responsive Instruction Observation Protocol

Adapted

School

Use assigned number

Teacher

Use assigned number

Observer

Number of Students in Class

Date of Observation

Total Time of Observation

Observation Directions

After the classroom observation, review the field notes for evidence of each “pillar” of Culturally Responsive Instruction.

- If an example of the following descriptors was observed, place the field notes with a timestamp (if applicable) on which that example is found.
- If a “non-example” of the descriptors was observed, place the field notes with a timestamp (if applicable) on which that non-example is found.

Then, make an overall/holistic judgment of the implementation of each component. To what extent and/or effect was the component present? Transfer the holistic scores from pp. 2 - 8 to the table below.

4 - Consistently | 3 - Often | 2 - Occasionally | 1 - Rarely | 0 - Never

CRI Pillar	Holistic Score
I. CLASS	
IV. INSTR	
V. DISC	

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Holistic score: **4** **3** **2** **1** **0**
 Consistently Often Occasionally Rarely Never

I. CLASS: CLASSROOM RELATIONSHIPS

1. The teacher demonstrates an ethic of care (e.g., equitable relationships, bonding)	Item Score:
<p>For example, in a responsive classroom: Generally Effective Practices:</p> <ul style="list-style-type: none"> ● Teacher refers to students by name, uses personalized language with students ● Teacher conveys interest in students’ lives and experiences <p>Culturally Responsive Practices:</p> <ul style="list-style-type: none"> ● There is a “family-like” environment in the classroom; there is a sense of belonging; students express care for one another in a variety of ways ● Teacher promotes an environment that is safe and anxiety-free for all students, including culturally and linguistically diverse students; students seem comfortable participating and taking risks (e.g., sharing initial thinking, making mistakes, asking questions) in the classroom ● Teacher differentiates patterns of interaction and management techniques to be culturally congruent with the students and families they serve (e.g., using a more direct interactive style with students who require it) 	<p>For example, in a non-responsive classroom:</p> <ul style="list-style-type: none"> ● Teacher permits and/or promotes negativity in the classroom, e.g., criticisms, negative comments, sarcasm, etc. ● Teacher does not address negative comments of one student towards another ● Teacher stays behind desk or across table from students; s/he does not get “on their level” ● Teacher does not take interest in students’ lives and experiences; is primarily concerned with conveying content ● Teacher does not seem aware that some students are marginalized and are not participating fully in classroom activities ● Some students do not seem comfortable contributing to class discussions and participating in learning activities ● Teacher uses the same management techniques and interactive style with all students when it is clear that they do not work for some
Timestamp(s) with Evidence:	
2. The teacher communicates high expectations for all students	Item Score:
<p>For example, in a responsive classroom: Generally Effective Practices:</p> <ul style="list-style-type: none"> ● There is an emphasis on learning and higher-level thinking; challenging grade-level work is the norm ● Students do not hesitate to ask questions that further their learning; there is a “culture of learning” in the classroom ● Teacher expects every student to participate actively; students are not allowed to be unengaged or off-task ● Teacher gives feedback on established high standards and provides students with specific information on how they can meet those standards <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> ● There are group goals for success as well as individual goals (e.g., goals and charts posted on walls); every student is expected to achieve ● Students are invested in their own and others’ learning; they continuously assist one another ● Teacher takes steps to assure that emerging bilinguals understand directions and have 	<p>For example, in a non-responsive classroom:</p> <ul style="list-style-type: none"> ● Teacher has low expectations, consistently giving work that is not challenging (below grade-level) or frustrating students by giving them tasks that are unreasonably difficult ● Teacher does not call on all students consistently ● Teacher allows some students to remain unengaged, e.g., never asks them to respond to questions, allows them to sleep, places them in the “corners” of the room, and does not bring them into the instructional conversation, etc. ● Teacher does not establish high standards; evaluation criteria require lower-level thinking and will not challenge students ● Teacher feedback is subjective and is not tied to targeted learning outcomes and standards ● Teacher expresses a deficit model, suggesting through words or actions that some students are not as capable as others ● Teacher does not explicitly assist emerging bilinguals to assure they understand directions and content

access to the same content and learning as native speakers	
Timestamp(s) with Evidence:	
3. The teacher creates a learning atmosphere that engenders respect for one another and toward diverse populations Item Score:	
<p>For example, in a responsive classroom:</p> <p>Generally Effective Practices:</p> <ul style="list-style-type: none"> • Teacher sets a tone for respectful classroom interaction and teaches respectful ways for having dialogue and being in community with one another • Teacher implements practices that teach collaboration and respect, e.g., class meetings, modeling and reinforcing effective interaction, etc. • Students interact in respectful ways and know how to work together effectively • Teacher and students work to understand each other’s perspectives <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> • Positive and affirming messages and images about students’ racial and ethnic identities are present throughout the classroom • Teacher affirms students’ language and cultural knowledge by integrating it into classroom conversations • Teacher encourages students to share their stories with one another and to have pride in their history and linguistic and cultural identities • Classroom library and other available materials contain multicultural content that reflect the perspectives of and show appreciation for diverse groups • Classroom library (including online resources) includes bilingual texts that incorporate students’ native languages • Teacher honors and encourages multiple problem-solving strategies. 	<p>For example, in a non-responsive classroom:</p> <ul style="list-style-type: none"> • Teacher shows impatience and intolerance for certain student behaviors • Lack of respectful interaction amongst students may be an issue • Teacher establishes a competitive environment whereby students try to out-perform one another • Teacher does not encourage student questions or ridicules students when they ask for clarification • Posters and displays do not show an acknowledgment and affirmation of students’ cultural and racial/ethnic/linguistic identities • Classroom library and other available materials promote ethnocentric positions and/or ignore human diversity • Classroom resources do not include any bilingual texts • Teacher never affirms students’ native languages and cultures
Timestamp(s) with Evidence:	
4. Students work together productively Item Score:	
<p>For example, in a responsive classroom:</p> <p>Generally Effective Practices:</p> <ul style="list-style-type: none"> • Students are continuously viewed as resources for one another and assist one another in learning new concepts and making connections between mathematical ideas • Students are encouraged to have discussions with peers and to solve problems collaboratively 	<p>For example, in a non-responsive classroom:</p> <ul style="list-style-type: none"> • Students are discouraged from assisting their peers • Students primarily work individually and are not expected to work collaboratively to solve problems; and/or students have a difficult time collaborating • Teacher dominates the decision-making and does not allow for student voice • The emphasis is on individual achievement • Classroom is arranged for quiet, solitary work, with the teacher being “center stage”
Timestamp(s) with Evidence:	

Holistic score: **4** **3** **2** **1** **0**
 Consistently Often Occasionally Rarely Never

IV. INSTR: INSTRUCTIONAL PRACTICES

1. Instruction is contextualized in students' lives, experiences, and individual abilities		Item Score:
<p>For example, in a responsive classroom: Generally Effective Practices:</p> <ul style="list-style-type: none"> ● Learning activities are meaningful to students and promote a high level of student engagement ● Materials and real-world examples are used that help students make connections between math concepts and their lived experiences ● Learning experiences build on prior student learning and invite students to make connections <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> ● Teacher uses instructional methods/activities that provide windows into students' worlds outside of school (e.g., allowing students to co-craft questions using their world view; , providing context to create a story-problem from a math situation/idea) ● Teacher views students' life experiences as assets and builds on students' cultural knowledge, linguistic knowledge, and "cultural data sets," making connections during instruction in the various content areas ● Materials and examples are used that reflect diverse experiences and views ● Families' "funds of knowledge" are integrated in learning experiences when possible; families are invited into the classroom to share their knowledge 	<p>For example, in a non-responsive classroom:</p> <ul style="list-style-type: none"> ● Learning tasks and texts reflect the values and experiences of dominant ethnic and cultural groups ● No attempt is made to link students' realities to what is being studied; learning experiences are disconnected from students' knowledge and experiences ● Skills and content are presented in isolation (i.e., never in application to authentic contexts) ● Teacher follows the script of the adopted curriculum even when it conflicts with her own or the students' lived experiences ● Learning experiences are derived almost exclusively from published textbooks and other materials that do not relate to the classroom community or the larger community being served ● Families "funds of knowledge" are never incorporated in the curriculum; families are never invited to share their knowledge 	
Timestamp(s) with Evidence:		
2. Students engage in active, hands-on, meaningful learning tasks, including inquiry-based learning		Item Score:
<p>For example, in a responsive classroom:</p> <ul style="list-style-type: none"> ● Learning tasks allow students to practice and apply concepts using hands-on activities and manipulatives ● Learning tasks allow for multiple problem-solving strategies ● Learning activities promote a high level of student engagement ● Problem-based learning is encouraged ● Teacher engages students in the inquiry process and learns from students' investigations (e.g., students model with mathematics) ● Students are encouraged to pose questions and find answers to their questions using a variety of resources ● Student-generated questions form the basis for further study and investigation 	<p>For example, in a non-responsive classroom:</p> <ul style="list-style-type: none"> ● Students work passively at their seats on teacher-directed tasks ● Passive student learning is the norm (e.g., listening to direct instruction and taking notes, reading the textbook, seatwork, worksheets, etc.) ● Exploratory learning is discouraged ● Teacher is the authority ● Students are not encouraged to challenge or question ideas or to engage in further inquiry ● Students are not encouraged to pose their own questions ● All knowledge/ideas are generated by those in authority (e.g., textbook writers, teachers) 	

- Learning activities provide rigor through a balance of conceptual understanding, procedural skill and fluency, and application.

Timestamp(s) with Evidence:

3. The teacher focuses on developing students' academic language **Item Score:**

<p>For example, in a responsive classroom: Generally Effective Practices:</p> <ul style="list-style-type: none"> • There is an emphasis on learning academic vocabulary in the particular content area • Students are taught independent strategies for learning new vocabulary • Key academic vocabulary and language structures (e.g., Mathematical Language Routines) are identified prior to a study or investigation <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> • Teacher develops language objectives in addition to content objectives, having specific goals in mind for students' linguistic performance • Teacher articulates expectations for language use (e.g., "I want you to use these vocabulary words in your discussion; I expect you to reply in a complete sentence" etc.) • Teacher scaffolds students' language development as needed (e.g., Mathematical Language Routines) • Academic language is taught explicitly (e.g., identifying it in written passages, dissecting complex sentences, using mentor texts, creating "learning/language walls," etc.) 	<p>For example, in a non-responsive classroom:</p> <ul style="list-style-type: none"> • Little attention is paid to learning academic vocabulary in the content area • New words are taught outside of meaningful contexts • Students are not taught independent word learning strategies • Teacher does not articulate expectations for language use • The teacher does not establish language objectives for students; only content objectives are evident • Teacher does not scaffold students' language development • No attention is given to the language used in particular disciplines; academic language is not addressed • Students are evaluated on their use of academic discourse but it is never taught explicitly
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Timestamp(s) with Evidence:

4. The teacher uses instructional techniques that scaffold student learning **Item Score:**

<p>For example, in a responsive classroom:</p> <ul style="list-style-type: none"> • Teacher uses a variety of teaching strategies to assist students in learning content (e.g., demonstrations, visuals, graphic organizers, reducing linguistic density, etc.) • Teacher models, explains and demonstrates skills and concepts and provides appropriate scaffolding (e.g., just-in-time supports) • Teacher uses "comprehensible input" (e.g., gestures, familiar words and phrases, slower speech, etc.) to facilitate understanding when needed • Teacher builds on students' knowledge of their home languages to teach English (e.g., cognates, letter-sound relationships, syntactic patterns) 	<p>For example, in a non-responsive classroom:</p> <ul style="list-style-type: none"> • Teacher primarily uses traditional methods for teaching content (e.g., lecture, reading from a textbook) with few scaffolding strategies • Teacher does not always model, explain and demonstrate new skills and concepts prior to asking students to apply them • Teacher does not use visuals, comprehensible input etc. to facilitate understanding • Teacher does not build upon students' home languages to teach terms, skills and concepts in English • Teacher modifies learning goal (lowers the bar) instead of providing supports so students can access grade-level learning
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Timestamp(s) with Evidence:

5. Students have choices based upon their experiences, interests and strengths

Item Score:

For example, in a responsive classroom:

- Students have some choice in assignments
- Students have some choice and ownership in what they are learning
- Students have choice in their strategy for solving math problems
- Students' have multi-faceted options for the way they demonstrate mastery of mathematical ideas.

For example, in a non-responsive classroom:

- All assignments are teacher-initiated
- Students have no choice or ownership in topic of study or questions that will be addressed
- Teacher funnels students to solve using only a particular strategy
- Teacher primarily allows students to demonstrate their knowledge/mastery of concepts through traditional assessments that are not multi-faceted.

Timestamp(s) with Evidence:

Holistic score: 4 3 2 1 0
 Consistently Often Occasionally Rarely Never

V. DIS: DISCOURSE

1. The teacher promotes active student engagement through discourse practices		Item Score:
<p>For example, in a responsive classroom:</p> <ul style="list-style-type: none"> Teacher employs a variety of discourse protocols to promote student participation and engagement All students have the opportunity to participate in classroom discourse Teacher uses various strategies throughout the lesson to promote student engagement through talk (e.g., partner share, small group conversation, interactive journals, etc.) 	<p>For example, in a non-responsive classroom:</p> <ul style="list-style-type: none"> The main form of classroom discourse is Initiate-Respond-Evaluate (IRE) where the teacher poses a question and individual students respond The teacher controls classroom discourse by assigning speaking rights to students Not all students have the opportunity to participate in classroom discussions Some students are allowed to dominate discussions 	
Timestamp(s) with Evidence:		
2. The teacher promotes equitable and culturally sustaining discourse practices		Item Score:
<p>For example, in a responsive classroom:</p> <p>Generally Effective Practices:</p> <ul style="list-style-type: none"> Students use collaborative, overlapping conversation and participate actively by talking and asking questions about each other’s thinking, in order to clarify or improve their own mathematical understanding. Teacher uses techniques to support equitable participation, such as wait time, feedback, turn-taking, and scaffolding of ideas <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> Students speak in their home language/dialect when it is situationally appropriate to do so There is an emphasis on developing proficiency in students’ native language as well as in Standard English; bilingualism/ multilingualism is encouraged (e.g., students learn vocabulary in their native languages; students read/write in their native languages; students learn songs and rhymes in other languages, etc.) 	<p>For example, in a non-responsive classroom:</p> <ul style="list-style-type: none"> Discourse practices of various cultural groups are not used during instruction Students are discouraged from using their home language or dialect and communicating in culturally specific ways, even when it is situationally appropriate to do so Emerging bilingual students are discouraged from using their native language, both inside and outside of school Students are discouraged from communicating in a language other than English There is no evidence of attempts to promote bilingualism/multilingualism 	
Timestamp(s) with Evidence:		
3. The teacher provides structures that promote academic conversation		Item Score:

<p>For example, in a responsive classroom:</p> <p>Generally Effective Practices:</p> <ul style="list-style-type: none"> • Students engage in authentic mathematical discourse • Teacher explicitly teaches and evaluates skills required for conducting effective academic conversations <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> • Teacher provides prompts that elicit extended conversations and dialogue (e.g., sentence starters, probes for explanation of thinking, etc.) 	<p>For example, in a non-responsive classroom:</p> <ul style="list-style-type: none"> • Students are discouraged from talking together, or conversations are limited to short responses • Teacher rarely asks questions or provides prompts that would elicit extended dialogue • Teacher does not teach skills required for academic conversations
<p>Timestamp(s) with Evidence:</p>	
<p>4. The teacher provides opportunities for students to develop linguistic competence Item Score:</p>	
<p>For example, in a responsive classroom:</p> <p>Generally Effective Practices:</p> <ul style="list-style-type: none"> • Teacher provides many opportunities for students to use academic language in meaningful contexts • Students are engaged in frequent and authentic uses of language and content (e.g., ideas/concepts/vocabulary and syntactic structures from the field of study) <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> • Students are taught appropriate registers of language use for a variety of social contexts and are given opportunities to practice those registers in authentic ways 	<p>For example, in a non-responsive classroom:</p> <ul style="list-style-type: none"> • Students' use of language is limited and they do not use language in authentic ways • Students are not taught about the registers of language use; they are expected to use Standard English in all social contexts
<p>Timestamp(s) with Evidence:</p>	

Field Notes

Optional:

- Use the table below to capture your field notes by writing down everything that catches your attention during the classroom observation, focusing on the student and teacher actions.
- Use shorthand notations and do not worry about connecting events.
- Use the field notes to rate each CRIOP indicator and element after completing the observation.

Line	Time Stamp	Notes
1		
2		
3		
4		
5		
6		
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12		