



African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County
#SDIRCStrongerTogether

Date: 11/17/2020

School/Department: Strategic Planning & Support Services

Action Step (number and description): 2.14 Identify and implement an approach to develop common language related to culturally responsive practices and equity work.

Evidence of Progress Monitoring (Please include narrative/description of the action taken. Where applicable, please include all measurable data.) An adapted version of the "Equitable Classroom Practices Observation Checklist" is currently being vetted to assess culturally responsive practices.

Results of Action Taken: The Equity in Action Steering Committee will provide guidance regarding PD and use of the adapted "Equitable Classroom Practices Observation Checklist."

Reflection: Equity walkthrough data must be collected, assessed, and processed.

(Culture) Equitable Classroom Practices Observation Checklist (Adapted)

Equitable Classroom Practices (Adapted) is a checklist of 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:
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Equitable Classroom Practice

<p>1. Uses proximity with all students equitably. <i>Circulates around student work areas to be close to all students</i></p>	<p><input type="checkbox"/> Observed (1 point) <input type="checkbox"/> Not Observed (0 points)</p>
<p>2. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important. <i>Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest</i></p>	<p><input type="checkbox"/> Observed (1 point) <input type="checkbox"/> Not Observed (0 points)</p>
<p>3. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students. <i>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</i></p>	<p><input type="checkbox"/> Observed (1 point) <input type="checkbox"/> Not Observed (0 points)</p>
<p>4. Uses a variety of visual aids and props to support student learning. <i>Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content</i></p>	<p><input type="checkbox"/> Observed (1 point) <input type="checkbox"/> Not Observed (0 points)</p>
<p>5. Uses cooperative learning structures. <i>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)</i></p>	<p><input type="checkbox"/> Observed (1 point) <input type="checkbox"/> Not Observed (0 points)</p>
<p>6. Acknowledges all students' comments, responses, questions, and contributions. <i>Uses affirming, correcting, or probing to acknowledge all students' Responses</i></p>	<p><input type="checkbox"/> Observed (1 point) <input type="checkbox"/> Not Observed (0 points)</p>
<p>7. Seeks multiple perspectives. <i>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?"</i></p>	<p><input type="checkbox"/> Observed (1 point) <input type="checkbox"/> Not Observed (0 points)</p>
<p>8. Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content. <i>Uses a variety of approaches to monitor students' understanding throughout instruction (Thumbs Up, Unison response, One Question Quiz, Envelope Please)</i></p>	<p><input type="checkbox"/> Observed (1 point) <input type="checkbox"/> Not Observed (0 points)</p>
<p>9. Uses students' real-life experiences to connect school learning to students' lives. <i>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</i></p>	<p><input type="checkbox"/> Observed (1 point) <input type="checkbox"/> Not Observed (0 points)</p>
<p>10. Asks higher-order questions equitably of all students. <i>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</i></p>	<p><input type="checkbox"/> Observed (1 point) <input type="checkbox"/> Not Observed (0 points)</p>

Total Points: _____