

Culturally Proficient Classrooms

***Supporting all students *Living the growth mindset *Targeting student needs**

Directions:

- As a [group](#) discuss and complete the following self-assessment. Make notes of ideas as you discuss. We will use the results to create a digital portfolio of artifacts you already have, and of those you will create as a result. (Discussion- 15 minutes)
- As a PLC team go on a scavenger hunt for artifacts (pictures, lesson plans, communications, student work, etc) to upload in your [digital portfolio](#). (Scavenger hunt- 30 minutes)
- As a PLC team reflect on the activity and complete the goal map under the rubric. (Reflection- 15 minutes)

Proficiency Item	I haven't thought of this before.	I can think of a time when I have, but it's not a pattern in my classroom, and I do not have artifacts to support it.	I have planned this before, and have thought about it intentionally, but I have one or two artifacts to support it.	I strategically include this in my classroom as a pattern and have many artifacts to support it.	Action Ideas
Instruction					
I1. Instruction is rigorous and intentionally targeted to common core standards for all students, especially those in underperforming subgroups.					
I2. Strategy groups are based on data sources, are time bound and goal-oriented, and planned strategically for individual					

student needs.					
I3. Guide students in examining bias and stereotypes related to language, culture, ethnicity, faith, gender, economic status, etc					
I4. Respect, value, and tap into the language and culture students bring to school.					
Curriculum					
C1. Take care that home/school tasks are equitable – e.g., recognize that tasks that require access to technology, use of libraries, parental help may result in inequities and create barriers to success for some students.					
C2. Read aloud books are representative of the varied races in the room.					
C3. Classroom libraries are rich with texts, resources and learning materials that reflect diversity of culture,					

ethnicity, faith, and language, and differences in socioeconomic status, physical ability and family structure.					
C4. Plans are rigorous and intentionally targeted to common core standards for all students, especially in underperforming subgroups.					
Environment					
E1. Classroom and hallway displays reflect gender and racial balance. They mirror the diversity of the community and the world outside the classroom.					
E2. Teacher has researched students in under-performing subgroups (as well as rest of students) in order to understand and know the story of the student's academic and behavioral background					
E3. Regardless of student backgrounds, students are					

still held accountable to rigorous standards, and goal-oriented instruction.					
E4. Communicate with parents/guardians about behavioral and academic student growth.					
E5. Parents/guardians receive notifications and information in their own language.					
E6. When a student behavior is problematic, the teacher considers multiple perspectives and reasons behind that behavior before reacting.					

Reflection & Goal Map:

In reflecting upon this activity, what is your ultimate goal for implementation in your classroom and on your team?

Ultimate Goal:

In working towards this goal, how will you measure your success towards it in November?

November Progress measured by: