**Exploring the Intersection of Evidence-Based Practices and Culturally and Linguistically Responsive Practices:**

**Checklist of Guiding Questions**

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| **Instruction** | **N/P/F** | **Notes** |
| 1. Do I provide explicit instruction to ensure students’ access to the curricular goals?
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| 1. Do I model to ensure students understand expectations?
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| 1. Do I use different types of questions, appropriate wait times, and supporting instructional materials to scaffold learning?
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| 1. Do I pre-teach new or content-based vocabulary?
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| 1. Do I integrate instructional materials that reflect the contributions of a variety of culturally diverse individuals?
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| 1. Do I utilize ongoing and informal assessments to guide my instructional decisions?
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N=Not in place, P=Partially in place, F=Fully in place

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| **Language** | **N/P/F** | **Notes** |
| 1. Do I foster a learning environment that encourages my students to speak or participate in class discus- sions in the language they feel most comfortable speaking?
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| 1. Do I provide feedback that incorporates students’ responses, ideas, language, and experiences?
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| 1. Do I model appropriate grammar in English and/or the students’ home language(s)?
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| 1. Do I make cross-linguistic connections such as pointing out cognates when instances arise?
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| 1. Do I foster a linguistic environment where all languages and dialects are respected?
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| **Social** | **N/P/F** | **Notes** |
| 1. Do I consistently provide positive feedback to my students?
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| 1. Do I intentionally ask about or refer to the students’ families or lived experiences during instruction and during brief interactions (e.g., greetings, interpersonal interactions)?
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| 1. Do I recognize my students’ accomplishments and important life events?
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| 1. Do I share about my own life and experiences as appropriate?
 |  |  |

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| **Cultural Knowledge** | **N/P/F** | **Notes** |
| 1. Do I seek out knowledge of my students’ cultural backgrounds?
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| 1. Do I use knowledge of students’ cultural and familial background to plan instruction?
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| 1. Do I leverage my students’ diverse experiences and abilities when I scaffold their learning?
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| 1. Do I recognize diverse contributions to content areas and social issues?
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| 1. Do I engage my students in discussions that evoke multiple perspectives?
 |  |  |

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