

The Checklist for Culturally Responsive Practices in Schools

Student Name: _____

Date: _____

Directions: Respond to questions 1-7 below by checking the description that most appropriately matches the results of the interventions tried and the student's performance. Comments may be added by typing in the comment box below each question.

1. Were the interventions tried based on data and provided at an appropriate frequency, intensity and duration?

If "A" applies, check the box. If "B" applies, complete the rubric

- A. The interventions tried were based on data and implemented with fidelity. This is not a primary factor in the student's learning or behavior difficulties in school.
- B. The fidelity of the interventions may be a factor. Our team's analysis indicates:

0	1	2	3	4
Interventions are based on data				
<input type="checkbox"/> No information available at this time.	<input type="checkbox"/> The intervention selected was based on: • previous assessment information Progress monitoring was not attempted.	<input type="checkbox"/> The intervention selected was based on: • previous assessment information, and • teachers' observation of the student's performance. Progress monitoring was infrequently attempted.	<input type="checkbox"/> The intervention selected was based on: • previous assessment information, • teachers' observation of the student's performance, and • ongoing classroom assessments. Progress monitoring was attempted at least at the beginning and end of the intervention.	<input type="checkbox"/> The intervention selected was based on: • consistently administered, frequent and varied assessments. Progress monitoring probes were frequently administered and used to determine whether the intervention was effective.
Interventions are implemented with the appropriate frequency, intensity, and duration				
<input type="checkbox"/> No information available at this time.	<input type="checkbox"/> Interventions were unable to be provided with the frequency, duration, or intensity planned. The effectiveness of the intervention cannot be determined.	<input type="checkbox"/> Interventions were inconsistently provided at the frequency intensity, and duration planned. It is likely that a different schedule of intervention implementation would result in better student progress.	<input type="checkbox"/> Interventions were usually provided at the frequency intensity and duration planned for the student. Implementation allows teams to draw conclusions regarding the effectiveness of the intervention.	<input type="checkbox"/> Interventions were consistently provided at the frequency, intensity and duration planned for the student. Implementation allows teams to draw conclusions regarding the effectiveness of the intervention.

Comments:

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2. How has the student's family been involved in the problem-solving process?

0	1	2	3	4
Staff and families share information and problem solve together				
<input type="checkbox"/> No information available at this time.	<input type="checkbox"/> Concerns about the student have not been shared with the student's family. The school and family do not yet have a cooperative working relationship.	<input type="checkbox"/> The student's family has been informed about school concerns. They have had some opportunities to learn how the school proposes to address the concerns. Opportunities for the school and family to mutually problem solve have not occurred.	<input type="checkbox"/> The student's family and staff have had several opportunities to share and exchange ideas about strategies to support the student. Mutual problem solving occurs regularly. Opportunities for the family to participate in their child's schooling are often available.	<input type="checkbox"/> A variety of information sharing approaches have been used on a consistent basis. Conversations between the student's family and staff consistently include mutual problem solving, information about family values, and the student's interests and experiences. Varying opportunities for the family to participate in their child's schooling are consistently available.
Translation is provided				
<input type="checkbox"/> No information available at this time.	<input type="checkbox"/> Materials are not translated into the student's home language. An interpreter is not offered to the family.	<input type="checkbox"/> Some materials are translated into the student's home language. An interpreter is sometimes available and offered.	<input type="checkbox"/> Written materials are usually translated into the student's home language. An interpreter is usually available and offered.	<input type="checkbox"/> Written materials are consistently translated into the student's home language. An interpreter is consistently available and offered.

Comments:

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3. Was there a mis-match between the student's race, culture, or unique background and experiences in the school environment that may contribute to the student's learning and/or behavioral difficulties?

If "A" applies, check the box. If "B" applies, complete the rubric

- A. Information regarding the student's racial and cultural background was obtained by talking with the student and family, record review, observation and/or consultation with other staff members. Race, culture, and unique background and experiences are not a primary factor in the student's learning or behavior difficulties in school.
- B. The student's race, culture and unique background and experiences may be a factor. Our team's analysis indicates:

0	1	2	3	4
Student's culture, language and heritage is valued				
<input type="checkbox"/> No information available at this time	<input type="checkbox"/> The student has few opportunities to share his/her life experiences with others in the classroom. The student does not see self represented in the curriculum and classroom materials. The student has few relationships with staff or peers that are trusting, reciprocal and supportive.	<input type="checkbox"/> The student has occasional opportunities to share his/her life experiences with others in the classroom. The student seldom sees self represented in the curriculum and classroom materials. The student has some relationships with staff or peers that are trusting, reciprocal and supportive.	<input type="checkbox"/> The student has regular opportunities to share his/her life experiences with others in the classroom. The student occasionally sees self represented in the curriculum and classroom materials. The student has several relationships with staff or peers that are trusting, reciprocal and supportive	<input type="checkbox"/> The student has regular opportunities to share information regarding his/her life experiences with others in the classroom. This information is considered when instructional activities are planned. The student consistently sees self represented in the curriculum and classroom materials. The student has numerous relationships with staff or peers that are trusting, reciprocal and supportive.
Student has the opportunity to utilize prior knowledge and learning style preferences are accommodated				
<input type="checkbox"/> No information available at this time	<input type="checkbox"/> The student has few opportunities to build on prior knowledge and experiences. The student experiences a few classroom activities with varied learning style activities and interactions.	<input type="checkbox"/> The student has occasional opportunities to build on prior knowledge and experiences. The student experiences some classroom activities with varied learning style activities and interactions.	<input type="checkbox"/> The student has regular opportunities to build on prior knowledge and experiences. The student's classroom experiences frequently incorporate varied learning style activities and interactions	<input type="checkbox"/> The student has regular opportunities to build on prior knowledge and experiences. The student's classroom experiences are consistently connected to his/her culture via community based experiences and activities that use varied learning styles and interactions.
Student understands the rules and expectations				
<input type="checkbox"/> No information available at this time	<input type="checkbox"/> The rules and expectations are implied but not reviewed explicitly and regularly with the student. The student seldom participates in school activities designed to increase engagement and connection to school. The student seldom receives encouragement and support.	<input type="checkbox"/> Some rules and expectations are reviewed explicitly and regularly with the student. The student occasionally participates in school activities designed to increase engagement and connection to school. The student occasionally receives encouragement and support.	<input type="checkbox"/> Most of the rules and expectations are reviewed explicitly and regularly with the student. The student frequently participates in school activities designed to increase engagement and connection to school. The student frequently receives encouragement and support.	<input type="checkbox"/> All rules and expectations are explicitly taught, visually displayed, and regularly reviewed to ensure the student's learning and understanding. The student consistently participates in school activities designed to increase engagement and connection to school. The student consistently receives encouragement and support.

Comments:

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4. Were language differences a factor contributing to the student's learning and/or behavioral difficulties?

If "A" applies, check the box. If "B" applies, complete the rubric

A. Language differences are not a primary factor in the student's learning or behavior difficulties in school.

B. Language differences may be a factor. Our team's analysis indicates:

0	1	2	3	4
Student's language skills are assessed				
<input type="checkbox"/> No information available at this time.	<input type="checkbox"/> The student's use and understanding of oral and written language is not assessed.	<input type="checkbox"/> The student's use and understanding of oral and written language is assessed using quizzes and end of lesson tests.	<input type="checkbox"/> The student's use and understanding of oral and written language is assessed prior to the start and at the end of instruction.	<input type="checkbox"/> The student's use and understanding of oral and written language is consistently and continually assessed.
Interventions are provided to explicitly teach the use and understanding of oral and written language skills				
<input type="checkbox"/> No information available at this time.	<input type="checkbox"/> The student does not experience interventions to support the understanding and use of oral and written language. The student's language level and vocabulary development is not a match to the language used in classroom instruction. The student rarely has access to texts and other curriculum materials that are rich in visuals.	<input type="checkbox"/> The student sometimes experiences interventions to support the understanding and use of oral and written language. The student's language level and vocabulary development is sometimes matched to the language used in classroom instruction. The student occasionally has access to texts and other curriculum materials that are rich in visuals.	<input type="checkbox"/> The student usually experiences interventions to support the understanding of and use of oral and written language. The student's language level and vocabulary development is usually matched to the language used in classroom instruction. The student usually has access to texts and other curriculum materials that are rich in visuals.	<input type="checkbox"/> The student experiences consistent and frequent interventions to support the understanding and use of oral and written language. The student's language level and vocabulary development is consistently matched to the language used in classroom instruction. The student consistently has access to texts and other curriculum materials that are rich in visuals.
Student has the opportunity to practice and regularly use new language skills				
<input type="checkbox"/> No information available at this time.	<input type="checkbox"/> The student has opportunities to practice oral and written language as part of instruction for the whole class. Instructive feedback is not provided.	<input type="checkbox"/> The student sometimes has opportunities to practice oral and written language as part of large and small group instruction. Instructive feedback is occasionally provided.	<input type="checkbox"/> The student has frequent opportunities to practice oral and written language in large and small group instruction. Instructive feedback is usually provided.	<input type="checkbox"/> The student has consistent, ongoing opportunities to practice oral and written language skills in large and small group as well as individual instruction. Instructive feedback is consistently provided.

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5. Were mobility or excessive absences a factor contributing to the student's learning and/or behavioral difficulties?

If "A" applies, check the box. If "B" applies, complete the rubric

A. Excessive absences and/or mobility are not primary factors contributing to the student's learning or behavior difficulties in school.

B. Absences and/or mobility may be a factor. Our team's analysis indicates:

0	1	2	3	4
Attendance and mobility patterns are assessed				
<input type="checkbox"/> No information available at this time.	<input type="checkbox"/> The student's attendance and mobility patterns have not been investigated.	<input type="checkbox"/> Information about the student's attendance and mobility was gathered from school records. Root causes of the observed patterns are not yet identified.	<input type="checkbox"/> A good picture of the student's attendance and mobility was gathered from school records and interviews with the student and family. A hypothesis is formed regarding possible root causes of the observed patterns.	<input type="checkbox"/> A thorough picture of the student's attendance and mobility was gathered from school records and interviews with the student and family. Root causes of the observed patterns are well understood.
Interventions are provided to improve attendance and mobility and/or reduce the impact on learning and behavior				
<input type="checkbox"/> No information available at this time.	<input type="checkbox"/> The student has not yet experienced interventions to improve attendance or reduce the impact of poor attendance and/or mobility on learning and behavior. There has been no contact with the student's family.	<input type="checkbox"/> The student sometimes experiences interventions that address the root cause of poor attendance and reduce the impact on learning and behavior. The new student and family have received initial information to help in the transition to a new environment	<input type="checkbox"/> The student often experiences interventions that address the root cause of poor attendance and reduce the impact on learning and behavior. The new student and family often receive support to adjust to school and build relationships with peers.	<input type="checkbox"/> The student consistently experiences interventions to resolve issues that address the root cause of poor attendance and accelerate the student's progress in learning and behavior. The new student and family consistently experience support to adjust to school and build relationships with peers.
Engagement and connection to school are encouraged				
<input type="checkbox"/> No information available at this time.	<input type="checkbox"/> The student has not yet experienced opportunities to participate in activities that increase his/her connection to school.	<input type="checkbox"/> The student has some opportunities and receives some encouragement to participate in activities and events that will increase his/her connection to school.	<input type="checkbox"/> The student has frequent opportunities and receives frequent encouragement to participate in activities and events that will increase his/her connection to school.	<input type="checkbox"/> The student consistently has opportunities and receives encouragement to participate in activities and events that will increase his/her connection to school, including personal contact to invite involvement.

Comments:

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6. Were life stressors (i.e. family health, divorce, immigration trauma, witness to violence) a factor contributing to the student's learning and/or behavioral difficulties?

If "A" applies, check the box. If "B" applies, complete the rubric

- A. Life stressors are not a primary factor contributing to the student's learning or behavior difficulties in school.
 B. Life stressors may be a factor. Our team's analysis of life stressors indicates:

0	1	2	3	4
Information about life stressors is gathered				
<input type="checkbox"/> No information available at this time	<input type="checkbox"/> Information about potential life stressors has not yet been gathered.	<input type="checkbox"/> The student and family provided some information about life stressors. The lack of a trusting relationship between school and home limited the data available.	<input type="checkbox"/> The student and family provided some information about life stressors that may have impacted the student's performance in the past. Incomplete data is available about current potential life stressors. .	<input type="checkbox"/> There is consistent ongoing communication between the student, family and school about the impact of life stressors on the student's performance, including a complete history.
Interventions are provided to reduce the impact of the life stressor				
<input type="checkbox"/> No information available at this time	<input type="checkbox"/> The student has not yet received Interventions to reduce the impact of the life stressor.	<input type="checkbox"/> The student has received some interventions to reduce the impact of the life stressor.	<input type="checkbox"/> The student has received frequent Interventions to reduce the impact of the life stressor.	<input type="checkbox"/> The student has consistently received interventions to minimize the impact of the life stressor.
Student and family connect to community supports				
<input type="checkbox"/> No information available at this time	<input type="checkbox"/> The student and family have not yet been provided with information about community resources that might help them cope with the identified life stressor.	<input type="checkbox"/> The student and family have been provided with print material about community resources that might help them cope with the identified life stressor.	<input type="checkbox"/> The student and family have had explanations about available community resources. Staff have provided some assistance to help the student and/or family access community supports.	<input type="checkbox"/> The student and family have received regular, direct assistance to access community supports. Family, school and community work together to support the success of the student.

Comments:

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7. Was socio-economic status a factor contributing to the student's learning and/or behavioral difficulties?

If "A" applies, check the box. If "B" applies, complete the rubric

A. Socio-economic status is not a primary factor contributing to the student's learning or behavior difficulties in school.

B. Socio-economic status may be a factor. Our team's analysis indicates:

0	1	2	3	4
Information about socio-economic status and how it impacts learning and/or behavior is gathered				
<input type="checkbox"/> No information available at this time	<input type="checkbox"/> Information about the family's socio-economic status and how it impacts the student's performance in school has not yet been considered.	<input type="checkbox"/> The family provided some information about their socio-economic status and how it impacts the student's performance. The lack of a trusting relationship between school and home limits the information available.	<input type="checkbox"/> The family provided some information about their socio-economic status that may have impacted the student's performance in the past. Incomplete data is available about current status.	<input type="checkbox"/> There is consistent ongoing communication between the family and school about how socio-economic status impacts the student's performance in school.
Interventions are provided to reduce impact				
<input type="checkbox"/> No information available at this time	<input type="checkbox"/> The student has not yet participated in interventions to reduce the impact of the family's socio-economic status on his/her success in school.	<input type="checkbox"/> The student has experienced some interventions to reduce the impact of the family's socio-economic status on his/her success in school.	<input type="checkbox"/> The student often experiences interventions to reduce the impact of the family's socio-economic status on his/her success in school.	<input type="checkbox"/> The student consistently experiences interventions to reduce the impact of the family's socio-economic status on his/her success in school.
Student and family connect to community supports				
<input type="checkbox"/> No information available at this time	<input type="checkbox"/> The family has not yet been provided with information about available community resources.	<input type="checkbox"/> The family has been provided with print material about available community resources.	<input type="checkbox"/> The family has received explanations about available community resources. Some assistance to help the family access community supports has been provided.	<input type="checkbox"/> The family has received regular, direct assistance to access community supports. Family, school and community work together to support the success of the student

Comments: