Culturally Responsive Teaching and Social Emotional Learning:
Explore Assumptions, Model, Provide Practice, Reflect

The intention of this tool is to assist educators, youth workers, teachers and anyone in contact with young people to effectively integrate culturally responsive teaching (CRT) into their social emotional curriculum (SEL). This tool uses the SEL-CRT anchor competencies as a guide and indicates suggested methods that can be used to achieve those competencies. Instructors can utilize this checklist as they plan, deliver and reflect on their lessons.

Instructor Assessments Before Lesson:
   If time, conduct a teacher evaluation to identify and create awareness of potential biases (Build Trusting Relationships)
   Survey students (formal or informal) to learn about their backgrounds and culture (Build Trusting Relationships, Foster Self Reflection)
   What resources are being used throughout the lesson (books, media, posters, etc)? Do they represent a wide variety of life experiences? (Foster Growth Mindset)
   Identify the conditions, processes, activities (MALP)
   What are the direct connections to the real life of the students? (Foster Growth Mindset, Foster Self Reflection)
   Are there opportunities to jointly construct knowledge? (Cultivate Perseverance, Foster Growth Mindset, Practice Cooperative Learning Skills)
   Are there areas of this lesson that allows students to set goals (with you and/or on their own) (Model, Foster Growth Mindset, Cultivate Perseverance)

Instructor Assessments During Lesson:
   Survey students (formal or informal) to learn about their backgrounds and culture. (Build Trusting Relationships, Foster Self Reflection)
   Identify the “future reward” for students (assist students in understanding why learning the process will be beneficial to their lives) (Build Trusting Relationships, Cultivate Perseverance)
   Incorporate oral learning opportunities (Practice Cooperative Learning Skills)
   Activities should promote the learning process of academic skills, to encourage practice in new ways of thinking. (Practice Cooperative Learning Skills, Cultivate Perseverance)
   Encourage a supportive community for all throughout the lesson (Build Trusting Relationships, Foster Growth Mindset)
   Create opportunities for students to reflect and learn about their peers (Build Trusting Relationships, Foster Self Reflection, Practice Cooperative Learning Skills)

Instructor Assessments After Lesson:
   Reflect;
   Were lesson objectives met?
   What helped or hindered success during this lesson?
   Share the experience with others
   Revise
<table>
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<tr>
<th>Competencies</th>
<th>Suggested Methods</th>
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| **Explore Assumptions: Build Trusting Relationships** | • Welcome Rituals  
• 1:1 Check In’s, Side Coaching  
• Share About Your Experiences  
• Student Reflection Journals                  |
| **Explore Assumptions: Foster Self - Reflection**  | • Incorporate Mindfulness (breathing, stretching, coloring, writing)  
• Student Reflection Journals                    |
| **Foster a Growth Mindset**                       | • Utilize an Abundance of Resources that Highlight Affirming Counter-Narratives  
• Posters & Instructional Language Must be Affirming                                               |
| **Cultivate Perseverance**                        | • Identify for students when you see a Productive Struggle  
• Create Opportunities for Students to set daily/weekly/monthly/ yearly goals  
• Use Encouragement and Asset-Based Feedback (ie, “You were so focused!” “You were incredibly patient.”) |
| **Create Classroom Community**                    | • Utilize rituals  
• Model Enthusiasm and Engagement                                                                  |
| **Practice Cooperative Learning Skills**          | • Socratic Seminars  
• Partner Interviews  
• Question Asking Activities                                                                       |
| **Respond Constructively to Conflict Across Differences** | • Create a method for students to report conflict (suggestion box)  
• Practice consensus building (starting with low risk topics)  
• Have a plan in place to help you identify and interrupt micro-aggressions. |