



Up the Bar Consulting

Culturally Responsive Correlation to the Danielson Framework

1b: Demonstrating knowledge of students

- The teacher knows student backgrounds (social, emotional, academic, and cultural) and differentiates instruction accordingly.
- The teacher recognizes challenges of students with interrupted or limited formal education and adapts instruction to address the challenges.

2a: Creating an environment of respect and rapport

- The teacher is welcoming, friendly, and supportive, modeling these attributes for others in the school community.
- The student community works well together, aware that some culture conflict may exist outside the classroom, but a safe space is established within the classroom.
- The teacher knows about the languages and cultures of the students and communicates that knowledge and understanding to students and families, including some strategic use of the students' native languages in the classroom.

2c: Managing classroom procedures

- The teacher is explicit in his/her explanations of rules and classroom procedures. Rules and procedures should be posted in the classroom in language comprehensible for the students.
- The teacher demonstrates predictable and consistent classroom routines for common tasks, thus providing a safe and predictable environment in which to acquire English.

2d: Managing student behavior

- The teacher maintains classroom control, however, he/she is aware that students bring cultural backgrounds that will impact classroom behaviors.
- The teacher is explicit in communicating the principles of behavior expected in the American classroom in a culturally-aware way. (i.e. Culturally-mediated behaviors are not wrong, just different from American classroom expectations.)

2e: Organizing physical space

- Desk arrangement that is conducive to student interaction in order to practice the skills of English communication.
- The classroom contains centers for specific learning activities and to accommodate the varying instructional needs of the heterogeneous ELL student population.
- The walls, ceiling, etc., should be language and literacy rich to foster passive English language acquisition.

3a: Communicating with students

- During the lesson, the teacher uses multiple channels of communication simultaneously (speaking, writing on the board, displaying text on chart pad, using technology display) to communicate directions and important learning.

