# Equitable Classroom Practices Observation Checklist: EL Focus

Equitable Classroom Practices is a checklist of 18 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.

| Teacher | | Observer | | Subject | | Time Frame Observing | |
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| Equitable Classroom Practice | Observed | Not Observed |
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| 1. Welcomes students by name as they enter the classroom<br>*Asks students for correct pronunciation of their names; correctly pronounces students' names* | | |
| 2. Uses eye contact with all students<br>*Makes culturally appropriate eye contact with all students* | | |
| 3. Uses proximity with all students equitably<br>*Circulates around student work areas to be close to all students* | | |
| 4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important<br>*Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest* | | |
| 5. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students<br>*Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background* | | |
| 6. Learns, uses, and displays some words in students' heritage language<br>*Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom* | | |
| 7. Models use of techniques to make concepts clear<br>*Uses a variety of graphic organizers during instruction: pictures, objects, gestures, facial expressions, multimedia, word labels, sentence strips* | | |
| 8. Uses random response strategies<br>*Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks)* | | |
| 9. Uses cooperative learning structures<br>*Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boggle, Last Word)* | | |
| 10. Uses probing and clarifying techniques to assist students to answer<br>*Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt* | | |
| 11. Acknowledges all students' comments, responses, questions, and contributions<br>*Uses affirming, correcting, or probing to acknowledge all students' responses* | | |
| 12. Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content<br>*Uses a variety of approaches to monitor students' understanding throughout instruction (Thumbs Up, Unisonresponse, One Question Quiz, Envelope Please)* | | |

**Adapted from *"A Resource for Equitable Classroom Practice" 2010***
**SIOP Training and Comprehensible Input**

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| 13. Uses students' real life experiences to connect school learning to students' lives<br>*Asks students to reflect upon and discuss the following: "What events/situations occur in your family or neighborhood that require some knowledge of____?" How does knowing about____benefit your interactions in yourfamily, neighborhood, or school?";Uses examples that are reflective of students' lives to support learning* | | |
| 14. Uses speech appropriate for a variety of student English proficiency levels<br>*Pauses for appropriate wait-time, attends to rate and enunciation of speech, points out cognates, avoids idioms, repeats and/or paraphrases* | | |
| 15. Asks higher-order questions equitably of all students<br>*Asks analysis questions; Asks synthesis questions; Asks evaluation questions; Poses higher order questions anduses a random method for calling on students; Provides think time for all students before asking for responses* | | |
| 16. Provides clear explanation of academic tasks<br>*Provides step by step directions, provides oral and written directions, models and/or demonstrates tasks, provides tools and supports for the tasks* | | |
| 17. Provides individual help to all students<br>*Ensures all students receive individual help* | | |
| 18. Selects/utilizes grouping configurations which support language and content objectives of the lesson. | | |
| Comments: | | |