

Purpose:

According to the author of *The Dream Keepers*, Gloria Ladson-Billings, “culturally relevant teaching is a pedagogy that empowers intellectually, socially, emotionally, and politically by using cultural references to impart knowledge, skills, and attitudes.”

“Culturally relevant teaching essentially means that teachers create a bridge between students’ home and school lives, while still meeting the expectations of the district and state curricular requirements. Culturally relevant teaching utilizes the backgrounds, knowledge, and experiences of the students to inform the teacher’s lessons and methodology.” – Heather Coffey

In order to assess the knowledge of our staff and assist in the implementation of Culturally Relevant Teaching, please take the following survey. This survey will be used to direct our professional developments in the upcoming school year around CRT.

Teacher Information

1. Demographic Data

- K-2 Teacher
- 3-5 Teacher
- Other

2. Number of Years Teaching

- 0-5 Years Teaching
- 6-15 Years Teaching
- 16+ Years Teaching

Survey Items

3..

How I value the statement

Frequency I perform the action

I display pictures, posters and other materials that reflect the cultures and ethnic backgrounds of children served

I ensure that the book/literacy area has pictures and storybooks that reflect the different cultures of children and families served in my classroom

I read a variety of books exposing children in my early childhood program or setting to various life experiences of cultures and ethnic groups other than their own

I plan trips and community outings to places where children and their families can learn about their own cultural or ethnic history as well as the history of others

I select videos, films, or other media resources reflective of diverse cultures to share with children and families served in my classroom

I am cognizant of and ensure that curricula I use include traditional holidays celebrated by the majority culture, as well as those holidays that are unique to the culturally diverse children and families served in my classroom.

I encourage and invite parents and family members to volunteer and assist with activities in my classroom

Survey Items

4..

How I value the statement

Frequency I perform the action

I reflect on how race, ethnicity, language, socioeconomic status, gender, and cultural experience influence behavior, performance, and climate

I reflect on how cultural variations and nuances of communication related to verbal and nonverbal cues such as gestures, timing, walking, eye glances, dress, and presentation style

I use curriculum materials that describe historical, social, and political events from a wide range of racial, ethnic, cultural and language perspectives

I help each student understand his or her personal perspective, of "self" as one of many cultural perspectives

I provide curriculum material on social, economic, and political issues related to ethnicity, gender and exceptionality

I use information about students' families, culture, and communities to connect to learning activities

I use culturally relevant visual representations of all cultural groups

I use culturally relevant books, pictures, and bulletin board items

I recognize culturally relevant events

I use manipulatives, models, artifacts, and concrete representation of concepts