



USF Culturally Responsive Coaching Questions



*College of Education
Childhood Education & Literacy Studies*

Classroom Caring and Teacher Dispositions

- How will you ensure all students are engaged in this lesson?
- How will you ensure all students are meeting your learning goals for this lesson?
- How will you make sure all students have a voice in this lesson?
- How will you encourage your students to be respectful of other students and their perspectives?

Classroom Climate/Physical Environment

- How will you provide all students with a representation of themselves in the lesson? (i.e. through literature, lesson examples, etc.)
- How will you foster collaboration among your students? What can you do to the physical environment of the classroom to help facilitate collaboration?

Students' Lives/Construct Knowledge/Learn about Students' Lives

- How does this lesson connect to your students' experiences?
- How did you use your relationships with your students to design your lesson/activities?
- What could you have done instead (based on students' experiences if they are unaware of the topic you are teaching)?
- Thinking about the content of the lesson, how are some students' privileged over others based on their experiences?
- How may your students' experiences lead to inequities in the classroom or privilege?
- How did you build upon the assets of your students in this lesson?
- How did you hold high expectations for you students in this lesson?
- How do you change your lessons to address students' needs?
- What data can you use about students' knowledge to help plan your lesson

Appropriate Instructional Strategies

- What do you notice your CT does in lessons to help address the cultures of your students? How does this apply to your lesson?
- What could you do to increase access to learning for students based on their placement in the classroom?
- Did you have multiple ways for students to show what they know? How?
- Call-and-response; movement; use of own experiences; multiple perspectives/values/beliefs encouraged? Funds of knowledge? Dimensions of culture? Choice?

Family

- How could you/did you connect to families' funds of knowledge and experiences within this lesson?

Assessment

- How could you allow for multiple ways for students to show their competence/learning throughout the lesson? (what about ELL students-- visual/other representation)
- How have you communicated high standards for all students within this lesson?
- How can you use specific feedback within the lesson to support students in achieving those high standards?
- How have you used data from formative assessments to determine individual student learning? How have you used the information from formative assessments to scaffold student learning?

Discourse/Instructional Conversation:

- Do you have students who speak another language in your class?
- Will you allow them to use their home language in any discussions you are engaged in during your lesson?
- Will the students be expected to engage in discussions in your lesson?
- What strategies will you use to ensure students know how to engage in the discussion?
- How will you ensure all students get a chance to participate in the conversations?
- How have you built/promoted your classroom community so that students feel comfortable participating in the class discussions?
- What language objectives do you have for your students? (ie. "I want you to reply using complete sentences)

SocioPolitical

- How will you handle any issues/questions that students have with your lesson? (If they offer a varying viewpoint from your own)
- How will you encourage students to connect your lesson with real-world and community issues related to the topic of your lesson?
- How will you encourage your students to look at your lesson from various points of view?
- What will you do to overcome biases that may be present in any of the teaching materials, student ideas, etc.?
- How will you help students understand their own cultural biases?

Curriculum/Planned Experiences

- How will you incorporate your students' life experiences into the lesson?
- How will you foster/encourage critical discussion during your lesson?
- What authentic learning tasks have you developed for this lesson?

Pedagogy/Instructional Practices

- How do the learning tasks relate to your students' lives outside of school?
- What information do you anticipate learning about/with your students while engaging in this lesson?
- What opportunities will your students have to collaborate with each other?
- What types of hands-on activities will the students be engaged in during this lesson?
- What type of "choice" will the students have during this lesson? (i.e. texts, writing topics, modes of expression, etc.)
- How will you aid in the development of your students' academic vocabularies?

Adapted from: R. Powell, S. Cantrell, Y. Gallardo Carter, A. Cox, S. Powers, E. C. Rightmyer, K. Seitz, and T. Wheeler. Funded by Kentucky's Collaborative Center for Literacy Development and the U.S. Department of Education Office of English Language Acquisition

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