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?