# Culturally Responsive Instruction & Curriculum Survey (CRICS)

Rater __________________ Date _______________ Time ________________ Co-Rater __________________

School ___________________________ Teacher ___________________________

Grade __________ Class _____________________________

Demographics-
Teacher ________________ Class _____________________________________________

## Environment

1. Classroom contains visuals that represent the cultural heritage of the students  
   (1) (2) (3) (4) (5)
2. Seating arrangement supports collaboration during classroom activities  
   (1) (2) (3) (4) (5)
3. Incorporation of culturally relevant artifacts in lessons  
   (1) (2) (3) (4) (5)
4. Visual displays using native language(s) of students  
   (1) (2) (3) (4) (5)
5. Pictures of culturally relevant positive role models  
   (1) (2) (3) (4) (5)
6. Library of culturally and linguistically relevant books  
   (1) (2) (3) (4) (5)
7. Culturally relevant music is played  
   (1) (2) (3) (4) (5)
8. Work samples that reflect students’ culture are displayed  
   (1) (2) (3) (4) (5)
9. Use of a variety of teaching tools to present culturally relevant materials (video, DVD, musical instruments, internet)  
   (1) (2) (3) (4) (5)
10. Rules are positively framed with cultural sensitivity  
    (1) (2) (3) (4) (5)
11. Examples of student involvement are present in the classroom  
    (1) (2) (3) (4) (5)

## Totals

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## Curriculum

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<th>Above average</th>
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1. Main text represents diverse cultures including those represented in the classroom.
   (1) (2) (3) (4) (5)

2. Supplementary material to text or standards – The teacher incorporates various cultural events / experiences / activities to relate lessons with students’ culturally specific prior knowledge.
   (1) (2) (3) (4) (5)

3. The teacher includes open discussions of historical, cultural and political influences of the topic discussed.
   (1) (2) (3) (4) (5)

4. The teacher relates current events to the topic and how this relates to the students and allows for open discussion.
   (1) (2) (3) (4) (5)

5. Activities / discussions / questions are open ended to allow for critical analysis and inclusion of ideas by students.
   (1) (2) (3) (4) (5)

6. Teachers collect data regarding the students’ culture and background (ex: journals, quick writes, family trees).
   (1) (2) (3) (4) (5)

7. Integration of culture & background knowledge into the curriculum
   (1) (2) (3) (4) (5)
   Ex: Eng – list of relevant books posted for students to read. Math – incorporated students’ culture or math word problems & activities or history of math with students’ cultures. Science & History – are the contributions of all cultures throughout history included in topic discussions.

8. Teachers use the cultural connections activities in the teacher’s edition of textbooks.
   (1) (2) (3) (4) (5)

9. The teacher gives options and is flexible.
   (1) (2) (3) (4) (5)

Totals

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**Teaching Style**

1. The environment is nurturing and encourages participation.

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Rate of participation. Number of different students participating.

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Number of “volunteered” students vs. number of students called on by teacher. Classroom climate. Management style. Teacher walks around class frequently.

2. The teacher validates students’ language.
   (1) (2) (3) (4) (5)
   There is no wrong answer. Allows/supports primary language
   Handles speech errors/language, written and spoken errors by modeling correct grammar and sentence structure without calling student out.

3. The teacher validates students’ cultures.
   (1) (2) (3) (4) (5)
   Encourages/solicits student to talk about their own experiences
   Knows about students’ home life and culture. Teacher has conducted home or student survey.
   Incorporate different cultures in curriculum

4. Positive Student/Teacher interaction
   (1) (2) (3) (4) (5)
   Number of positive statements. Nonverbal gestures (nods and smiles)
   Proximity to students. Evidence of teacher actively building positive relationships

5. Incorporates cooperative learning strategies
   (1) (2) (3) (4) (5)
   Group vs. partners vs. individual working arrangement in class

6. Positive classroom management Style
   (1) (2) (3) (4) (5)
   Is the teacher authoritative or authoritarian?

7. Differentiated Instruction
   (1) (2) (3) (4) (5)
   Doesn’t teach to the middle, incorporates all students.
   Lecture vs small group instruction

8. Teacher self-reflection (interview)
   (1) (2) (3) (4) (5)
   Journal, daily log

9. Progress monitoring
   (1) (2) (3) (4) (5)
   Systematically evaluates effectiveness of instruction

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