

## Culturally Relevant Teaching Checklist

*This checklist is designed to help you assess, modify, and align your CS/CT PreK-12 content with the components of CRT and enhance student engagement and achievement.*

Before planning your lesson, familiarize yourself with the components (i.e., working definitions) of Culturally Relevant Teaching (CRT) below.

Prerequisites of Culturally Relevant Teaching
<ul style="list-style-type: none"> <li>→ <b>Cultural Competence</b> – maintain students’ cultural integrity during teaching and learning processes and activities</li> <li>→ <b>Cultural Critique</b> – help students recognize, understand, and critique current social inequities (i.e., locally and globally)</li> </ul>

Theoretical Underpinnings of Culturally Relevant Teaching
<ul style="list-style-type: none"> <li>→ <b>Conceptions of Self and Other</b> – commitment to the belief that all students can achieve/learn, meet students where they are</li> <li>→ <b>Social Relations</b> – enhance student-teacher and student-student relationships and collaborative learning opportunities</li> <li>→ <b>Conceptions of Knowledge</b> – build bridges to facilitate learning (i.e., scaffold learning using artifacts endemic to your students’ racial and ethnic identities and local/global culture and history)</li> </ul>

Now that you have familiarized yourself with CRT components, you can now begin to assess your Computer Science or Computational Thinking (CS/CT) lesson using the CRT Checklist below.

**Directions:**

1. **Identify the lesson** [e.g., Instructional Day (ID) or Standards of Learning (SOL)] you plan to teach.
2. **Review and familiarize yourself with your lesson** using the CRT components above and the questions listed in the table below. Fill in table 1 using the lesson’s topic, goals and objectives, student activities, and resources. While reviewing and familiarizing yourself with each component within the lesson plan, take notes addressing the table’s questions.
3. **Answer each question** in table 2 by filling in the text boxes and table below.

TABLE 1	Your Lesson Plan
<b>Instructional Day/ Standards of Learning</b>	
<b>Goals and Objectives</b>	
<b>Student Activities</b>	
<b>Resources</b>	



Component	Component's Intent and Aim	Level of Agreement	
<b>Conceptions of Self and Other</b>	<p>Does this lesson offer opportunities for all your students to demonstrate academic success (e.g., learning, academic growth)?</p> <p><b>If yes,</b> provide evidence below. <b>If no,</b> explain how you will address it below.</p>	Yes	No
<b>Please provide supporting evidence or lesson modifications below</b>			
<b>Social Relations</b>	<p>Does this lesson offer opportunities to enhance student-teacher relationships and encourage students to learn collaboratively and be responsible for another?</p> <p><b>If yes,</b> provide evidence below. <b>If no,</b> explain how you will address it below.</p>	Yes	No
<b>Please provide supporting evidence or lesson modifications below</b>			
<b>Conceptions of Knowledge</b>	<p>Does this lesson offer opportunities to demonstrate that knowledge is shared, recycled, and constructed together with providing pathways to scaffold or build bridges to facilitate learning that connects to your students' racial and ethnic identities and local/global culture and history?</p> <p><b>If yes,</b> provide evidence below. <b>If no,</b> explain how you will address it below.</p>	Yes	No
<b>Please provide supporting evidence or lesson modifications below</b>			

