# Studying Culturally Responsive Teaching Through the Video Calibration Library

A protocol for discussion and reflection on culturally responsive teaching using classroom instruction videos from the [DESE Video Calibration Library](https://www.doe.mass.edu/edeval/resources/calibration/videos.html).

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| **Culturally Responsive Teaching** is an approach to teaching that involves viewing students’ cultures and identities as assets and creating learning experiences and environments that value and empower them. Culturally responsive teaching promotes three outcomes in support of student learning:* **Academic Achievement:** Educators hold high, transparent expectations for all students, and support the development of students’ academic skills and identities as learners.
* **Cultural Competence:** Educators understand culture’s role in education, their students’ cultures, and their own identity and biases to 1) affirm students’ backgrounds and identities and 2) foster their ability to understand and honor others’ cultures.
* **Sociopolitical Awareness:** Educators and students partner to identify, analyze, and work to solve systemic inequities in their communities and the world.
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DESE’s [Video Calibration Library](https://www.doe.mass.edu/edeval/resources/calibration/videos.html) includes a set of classroom instruction videos across grade-levels and content areas. These videos are not exemplars and depict a range of performance levels. These videos can be used to support calibration and reflection on what effective, culturally responsive practice looks like, and does not look like, in classrooms.

The **Culturally Responsive Teaching (CRT) Rubric** is a resource developed in partnership with the Teachers Lounge, Teachers Collaborative, and MA educators to identify observable aspects of culturally responsive teaching and provide educators with a tool to assess practice through a culturally responsive lens.

1. Use the [Video Selection and Discussion Guide](#_Reference_Guide_to) to select one or more videos to watch individually or as a team.
2. Review the [Culturally Responsive Teaching (CRT)Rubric](https://www.doe.mass.edu/edeval/resources/calibration/crt-rubric.docx) for a set of indicators and Look Fors relative to culturally responsive teaching.
3. As you watch the video, take notes on what you observe relative to the content of the lesson, instructional strategies, classroom culture, and interpersonal dynamics between the teacher and students.
4. After watching the video, use these questions for reflection and discussion:
* What strengths does this educator demonstrate relative to culturally responsive teaching in this lesson? What are some potential areas for growth?
* Where do you see evidence of the three outcomes relative to student learning: academic achievement, cultural competence, and sociopolitical awareness?
* If you were providing feedback to this educator, what recommendations would you provide for further developing their culturally responsive teaching practice?
* [for Educators] What can I interrogate, add to, or change in my own practice to work towards culturally responsive teaching?
* [for Administrators and Evaluators] What is one strategy relative to culturally responsive practice that I can support educators with moving forward?

## Video Selection and Discussion Guide

The Culturally Responsive Task Force, a group of MA educators with expertise in culturally responsive teaching, reviewed the videos in DESE’s Video Calibration Library for evidence of culturally responsive practice. The table below lists the categories and indicators of culturally responsive teaching that the Task Force assessed, and the videos that they identified as demonstrating evidence of each indicator (e.g. the 2nd Grade Reading video includes evidence of practice in six indicators across the four categories of culturally responsive teaching). Educators can use this as a guide to select videos based on focal areas for observation and discussion.

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|  |  | **English Language Arts and History/Social Studies Videos** |
| **Category** | **Indicator** | [**3rd Grade Main Idea**](https://youtu.be/ITU0OXmefyg) | [**4th Grade Reading**](https://youtu.be/ERIwByt4xc0) | [**4th Grade Main Idea**](https://youtu.be/WJVd0RmibbM)  | [**5th Grade English Group Presentations**](https://youtu.be/vvAOyVVy67A) | [**6th Grade Writing Using Adjectives**](https://youtu.be/hTAa4DLiml0) | [**6th Grade Informational Text**](https://youtu.be/Sl72MXNBEZ4) | [**9th Grade ELA**](https://youtu.be/Jyh3M8SCB3M) | [**11th Grade Reading**](https://youtu.be/t8t3axJytqI) | [**12th Grade Reading**](https://youtu.be/9KWX452cEvk) | [**10th Grade ELA/Social Studies**](https://youtu.be/NSY0dG59qjo) |
| ContentThe subject matter that students are engaging with, and the substance of the materials that students are analyzing and discussing | Students engage with relevant content that centers issues of equity, power, race, and identity |  | X |  |  |  | X | X |  | X | X |
| Lesson is aligned to Massachusetts Curriculum Frameworks and includes rigorous tasks that are cognitively demanding | X | X | X | X | X | X | X | X | X | X |
| The content itself is reflective of and affirming to students' identities, brings awareness to global diversity, and it allows for students to interrogate the presented information |  | X | X | X | X | X | X |  | X | X |
| InstructionThe teacher's practice and the observable strategies they employ to facilitate learning and push and extend student thinking | The teacher demonstrates depth and breadth of the lesson and is able to contextualize it in students’ identities, experiences, and abilities | X | X |  | X | X | X |  |  | X | X |
| Students have opportunities to demonstrate their learning in a variety of ways | X | X | X | X | X | X |  | X |  | X |
| Students have opportunities to engage in discourse | X | X | X | X | X | X | X | X |  | X |
| CultureThe classroom's climate and environment, observable artifacts, rituals and routines, and structures | The classroom environment is culturally and socially affirming to students' identities and brings awareness to global diversity | X | X | X | X | X | X |  |  |  | X |
| Rituals and routines are affirming, purposeful, and promote both community and independence | X | X | X | X | X | X | X | X | X |  |
| Expectations are co-constructed with a diverse group of stakeholders; they are ambitious, asset based, clear, and widely practiced in classroom | X | X | X | X | X | X | X | X | X | X |
| InterpersonalThe observable relationships and social dynamics that exist between the teacher and their students, as well as the relationships that exist between the students and their peers | Teachers and students are attuned to their strengths, gaps, and biases, and respond to them in constructive ways | X | X | X | X | X | X |  |  | X | X |
| Mutual respect and healthy boundaries are established amongst and across all students | X | X | X | X | X | X | X | X | X | X |
| Mutual respect and healthy boundaries are established between the teacher and all students | X | X | X | X | X | X | X | X | X | X |

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|  |  | **Mathematics and Science Videos** |
| **Category** | **Indicator** | [**Kindergarten Mathematics**](https://youtu.be/D2o6MDpL1v0) | [**4th Grade Spatial Reasoning with Polygons**](https://youtu.be/QuK-LS21c_k) | [**4th Grade Math**](https://youtu.be/Nw4R3HwwiUY) | [**8th Grade Math**](https://youtu.be/gDT5xFGBXUw) | [**10th Grade Modeling with Systems of Equations**](https://youtu.be/d7YA0Dd6Hn0) | [**11th Grade Mathematics**](https://youtu.be/HyDTdzEc6mA) | [**High School Algebra**](https://youtu.be/HAbxLCQXZ3U) | [**High School Polynomial Functions**](https://youtu.be/RW7TfIi8Npw) | [**High School Math Story Problems**](https://youtu.be/Qkl_KcyY3kM) | [**4th Grade Science**](https://youtu.be/wg83S9OoX4o) | [**4th Grade Motion Science**](https://www.youtube.com/watch?v=C8zHoYW2b34&feature=youtu.be) | [**9th Grade Biology**](https://youtu.be/g9kyl_WPFhU) |
| ContentThe subject matter that students are engaging with, and the substance of the materials that students are analyzing and discussing | Students engage with relevant content that centers issues of equity, power, race, and identity |  | X |  |  |  |  |  |  | X | X |  |  |
| Lesson is aligned to Massachusetts Curriculum Frameworks and includes rigorous tasks that are cognitively demanding | X | X | X | X | X | X | X | X | X | X | X |  |
| The content itself is reflective of and affirming to students' identities, brings awareness to global diversity, and it allows for students to interrogate the presented information |  |  |  | X | X | X |  | X | X | X | X |  |
| InstructionThe teacher's practice and the observable strategies they employ to facilitate learning and push and extend student thinking | The teacher demonstrates depth and breadth of the lesson and is able to contextualize it in students’ identities, experiences, and abilities |  | X | X | X |  | X | X |  |  | X |  |  |
| Students have opportunities to demonstrate their learning in a variety of ways | X | X | X | X | X | X | X |  | X | X | X |  |
| Students have opportunities to engage in discourse | X | X | X | X | X | X | X | X |  | X | X |  |
| CultureThe classroom's climate and environment, observable artifacts, rituals and routines, and structures | The classroom environment is culturally and socially affirming to students' identities and brings awareness to global diversity |  | X | X | X |  | X | X |  | X | X | X |  |
| Rituals and routines are affirming, purposeful, and promote both community and independence | X | X | X | X | X | X |  |  | X | X | X | X |
| Expectations are co-constructed with a diverse group of stakeholders; they are ambitious, asset based, clear, and widely practiced in classroom | X | X | X | X | X | X | X | X |  | X | X | X |
| InterpersonalThe observable relationships and social dynamics that exist between the teacher and their students, as well as the relationships that exist between the students and their peers | Teachers and students are attuned to their strengths, gaps, and biases, and respond to them in constructive ways |  |  | X | X | X | X | X | X | X |  |  |  |
| Mutual respect and healthy boundaries are established amongst and across all students | X | X | X | X | X | X | X | X |  | X | X | X |
| Mutual respect and healthy boundaries are established between the teacher and all students |  | X | X | X | X | X | X | X |  | X | X | X |