

Category	Item	Never	Rarely	Often	Usually	Always
Content	1. What is taught is connected to student's lives					
Content	2. Stories are shared that are relevant to students					
Content	3. Local examples including people are used in teaching					
Content	4. Local language and culture connections are made explicit in instruction					
Content	5. Stories about the community and its people are used to promote learning					
Practice	1. Hands-on experiences provide concrete example before any reference to the abstract					
Practice	2. Connections are made between new learning and previous learning					
Practice	3. Students are assisted with their work as they request assistance					
Practice	4. Feedback is provided as students work on tasks					
Practice	5. Students are encouraged as they work towards learning goals					
Practice	6. I give students lots of examples to help assist students in their learning					
Practice	7. I use a gradual release of responsibility in my teaching – direct instruction or modeled action, followed by shared learning, followed by independent learning					
Practice	8. Members of the community contribute to learning					
Practice	9. The learning focus and expected behavior in learning are made crystal clear – the what, why and how of learning students					
Practice	10. I provide examples of a learning product before I start learning					
Practice	11. I encourage students to monitor their learning and self-evaluate their progress in learning					
Organization	1. The learning environment has clear expectations for student learning.					
Organization	2. Teacher includes students' opinions in drawing consensus about matters					
Organization	3. There are expected routines associated with student teacher behavior					
Organization	4. I provide a variety of behavior settings and learning environments –direct teaching, working in pairs, working alone					
Organization	5. My classroom visually represents and affirms local context—					
Communication	1. Instructions and explanations are abbreviated					
Communication	2. Teacher actively listens to student responses					
Communication	3. Students are asked to volunteer answers rather than being asked directly					
Communication	4. I communicate to students I care about each student and their learning through high expectations, encouragement, challenge					
Relationships	1. I converse with individual students about the things that interest them					
Relationships	2. Students are encouraged to seek assistance from others					
Relationships	3. Students are acknowledged by name					
Relationships	4. We celebrate our successes as learners					
Priorities	1. The learning in this classroom is beyond academics					
Priorities	2. Learning focuses on topics specific to events and matters of importance in the community					
Priorities	3. High expectations for student performance are communicated					
Priorities	4. The tasks carried out in class encourage perseverance					
Priorities	5. Tasks carried out encourage student creativity and independent thinking					
Priorities	6. My teaching focuses on the development of culturally located citizens					
Priorities	7. I attend to literacy and numeracy learning possibilities across the curriculum areas					

