



Strategy Tool: Cultural Relevance in Content

Assessment of the Classroom Setting

- 1) Begin by creating a basic pencil sketch of your current classroom layout **without desks or moveable furniture**. You can do this in the box provided below.*

**Be sure to include doors, windows, immovable furniture and computers, restrooms, mounted pencil sharpeners, etc.*



2) Use the sketch (preferably while in your empty classroom) to determine the following components:

Room Space Usage		
<i>List the types of instructional activities for which space will be utilized (e.g., whole group instruction, small group work, centers, reading). For each type of instructional activity listed, describe the type of layout that you would prefer (e.g., how desks and furniture are arranged, location in room). Also think about the type of movement that the activity and layout of the room might permit.</i>		
Instructional Activity	Type of Layout	Type of Movement This Allows
1)		
2)		
3)		
4)		
5)		
6)		
7)		



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3) Based on your instructional activities, add to your classroom sketch the desk and furniture arrangement that would best meet your needs.

a. Do you have easy access to all parts of the room? Yes No

b. If not, how must you change the layout to gain access?

c. Do your students have the ability to move the way that the room is laid out? Yes No

d. If not, how can you change the layout to allow for more student movement and interaction?

4) Next, determine the instructional materials that are used **often** and must be accessible to students. Explain where these materials will be placed and how you will organize and/or label them.

Instructional Materials Accessibility	
Materials	Location/Organization/Labeling



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5) Now take a look at the walls and other displays in the classroom.

a. What types of posters do you have hanging on the walls?

b. Who is depicted around your classroom displays?

- i. Are they prominent figures related to the content you teach?*
- ii. Are they all white males that have dominated the field of study?*
- iii. Do you have displays of people of color and women, white and of color, who have played important roles in the content?*
- iv. Who do you want your classroom walls and displays to show?*
- v. Do you display current student work from ALL students in your classroom?*

6) Next, think about the roles or jobs that you have given to your students in the class.

a. Do you give opportunities for your students to take on roles and responsibilities in the classroom?

Yes No

b. If so, what roles are offered? Do *ALL* students have an equitable opportunity to take on the various roles and responsibilities?

c. If not, what roles and responsibilities could you offer to students? *(Consider asking your students what roles and responsibilities they might like to take on.)*



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7) Finally, think about the seating arrangement in the classroom.

a. Which students sit together? Who decides where students will sit?

b. Do you ever change the seating arrangement to provide opportunities for students to sit near and engage with other classmates?

Yes No

c. If not, how could you change the seating arrangement to encourage students to interact with all members of the class at some point?

d. Do you keep some students in the same seat every day while moving other students around?

Yes No

e. If so, by still providing preferential seating for students who have an IEP that requires that, is there a way that you can equitably provide different seating opportunities for *ALL students*?



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Item	What do I have?	What do I want to have?	Why is this important? How does this relate to my students?
Classroom Displays/Posters			
Clearly Assigned Jobs/Roles			
Seating			