Cultural Responsiveness Assessment (CRA)

What the tool is?

The CRA is a global self assessment of culturally responsive practices. This tool asks responders to self assess five areas of culturally responsive practices.

Why it was created?

The CRA was created as a self assessment tool, so that school staff can self assess their CR knowledge and implementation of CR practices. The CRA can be used to assess practices and address deficits in practices.

How it was created?

The CRA was developed by examining literature about culturally proficient education and instruction, family and community engagement, professional development, culturally responsive teaching, culturally responsive practices, and the CRPBIS training curriculum. The CRA was created as a quantitative tool to accompany the CR Walkthrough, a qualitative assessment of the same features. The CRA is organized by five features, and each feature includes assessment items.

<table>
<thead>
<tr>
<th>Curriculum, Instruction and Classroom Management</th>
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<tbody>
<tr>
<td>1. Clear and consistent expectations created with students.</td>
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<tr>
<td>2. Instructional strategies and teaching styles are frequently varied to meet the needs of all learners.</td>
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<td>3. Struggling students receive ongoing support that incorporates their strengths.</td>
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<td>4. The students’ culture is incorporated into instructional materials.</td>
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<td>5. Cultural examples are incorporated in teaching and learning.</td>
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<th>Assessment and Accountability</th>
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<td>1. Varied assessment methods are used to assess student learning.</td>
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<tr>
<td>2. Assessment data is disaggregated by race/ethnicity, language, and IEP status.</td>
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<td>3. Assessment data is consistently used to inform instructional practice.</td>
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<td>4. Racial/ethnic representation in advanced placement and gifted and talented programs is proportionate to the racial/ethnic population of the school.</td>
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<td>5. Racial/ethnic representation in remedial classes and special education is proportionate to the racial/ethnic population of the school.</td>
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<th>Family and Community Engagement</th>
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<td>1. A system is in place to determine family preferences for ongoing communication.</td>
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<td>2. Specific efforts are made to involve families who generally have low participation rates.</td>
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<tr>
<td>3. Family and community are involved in making decisions about programs and services that meet the needs of all students.</td>
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<tr>
<td>4. Staff finds ways to include the use of community resources (such as libraries, cultural and community centers).</td>
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<td>5. Some family events are held off site in the community.</td>
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### Professional Development

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<td>1.</td>
<td>Professional development helps staff reflect on their own cultural backgrounds, experiences, and expectations.</td>
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<tr>
<td>2.</td>
<td>Professional development helps staff understand other cultures.</td>
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<tr>
<td>3.</td>
<td>Professional development activities are culturally relevant to the lives of the students at the school.</td>
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<td>4.</td>
<td>Book study and/or discussion groups are an ongoing part of professional development.</td>
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<td>5.</td>
<td>Professional Development enhances teacher skill in integrating culturally relevant materials into the content areas.</td>
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### Environment

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<tbody>
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<td>1.</td>
<td>Information, students work, and other materials displayed around the building represent the cultures of the school community.</td>
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<tr>
<td>2.</td>
<td>Bilingual staff or interpreters are utilized during assessments, interventions, and family events.</td>
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<tr>
<td>3.</td>
<td>Signs and labels around the school are in relevant languages.</td>
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<tr>
<td>4.</td>
<td>Teachers frequently collaborate to implement best practices for teaching culturally and linguistically diverse students.</td>
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<tr>
<td>5.</td>
<td>School is a safe, caring, and responsive learning environment for all students.</td>
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### How it is used?

The CRA is collected via an online survey database. The CRA is completed using a rating scale of 1-5. This rating scale is used to help inform an individual or school of the current status in the implementation of a feature or item. The rating scale is as noted below:

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<tbody>
<tr>
<td>1</td>
<td>No Awareness</td>
</tr>
<tr>
<td>2</td>
<td>Know of, but not used</td>
</tr>
<tr>
<td>3</td>
<td>Good awareness - beginning to use</td>
</tr>
<tr>
<td>4</td>
<td>Frequently in use - not universal</td>
</tr>
<tr>
<td>5</td>
<td>Well established school wide</td>
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</tbody>
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Individuals are expected to answer the prompts or questions based on their perception of the application of the rating on the item listed.

### Who uses it?

Currently, the PBIS-IN team uses the data gained from the CRA in order to learn more about implementation of culturally responsive practices within schools. Additionally schools can request a report and use the data to improve their culturally responsive practices by addressing the items and updating their current status.