

# Inclusive Classroom Reflection & Checklist

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## Context on Tool

Julie is the Assistant Program Manager, Elementary Programs for the Innovation and Community Engagement team at the Zoological Society of Milwaukee. She is a white, cisgender, woman. She has worked with BIPOC community members throughout Milwaukee for more than 25 years.

Amy is the Education Specialist for Empathy Programs at the Zoological Society of Milwaukee. She is a white, cisgender woman. She has been an educator for 5 years in the greater Milwaukee area where she has worked with students of varying backgrounds.

Both authors recognize and acknowledge that their life experiences and inherent privilege may affect the content in this tool. Both authors aimed to check their own and each other’s biases as this tool was created. Because of that, and because we are all constantly learning to do better, this is a living document. Please reach out with any feedback at any time. In addition to this, the Innovation and Community Engagement team will conduct an annual review of this document.

## Purpose and Practice of this Tool

This tool is to be used for curriculum that you are developing or revising. Educators are encouraged to work through the reflection questions with peer(s) to aid in collaboration and cross check for potential unconscious biases. Additionally, please note that as a nonformal education setting, we have limited time with our students and that can affect what is included in our curriculum. If you have questions or ideas please reach out to the Assistant Manager, Elementary Programs, Julie at [juliep@zoosociety.org](mailto:juliep@zoosociety.org).

# Reflection Questions

The questions below are focused on representation within your curriculum.

The questions below can be answered verbally with a thought partner, or the educator can write notes under each question. The expectation is not that every component listed is present, but that each question is considered. Educators are encouraged to include what is feasible and try to include other components in future revisions.

**1. Is there a part of the curriculum that reflects the diversity of the community we serve?**

*[Example: Ecosystems of Wisconsin Program features an urban ecosystem to reflect the outdoor spaces that students in the city of Milwaukee would have more experience with.]*

**2. Do you have examples of BIPOC/LGBTQ+/neurodivergent representation in your curriculum (especially if you are teaching about careers and conservationists)?**

*[Example: In Young Conservationist summer camp Wangari Maathai is included as a notable conservationist.]*

**3. Does the media (pictures, video clips, books, etc.) used in class represent diverse people and perspectives?**

*[Example: In What's Up Doc? Summer camp presentation there is BIPOC photo representation.]*

**4. Does your curriculum intentionally incorporate a range of cultural backgrounds and perspectives?**

*[Example: Animal Symbolism summer camp teaches about different groups of nonwhite and nonwestern people and their beliefs and associations of animals.]*

**5. Does your curriculum use the most culturally respectful/significant name for the topics (animal names, groups of people, and places) that you cover?**

*[Example: Using the name Sihek in place of Guam Kingfisher (and if applicable, explaining the reason this name change occurred).]*

# Classroom Culture and Structure Checklist

The checklist below can be used for educators to reflect on how they teach and what components are present in their curriculum instructions. The goal is that when we create or revise curriculum, we are considering all learners and making our classes accessible to them.

	Yes	Emerging (Sometimes)	No	Plan to Improve this component in my curriculum...
<b>Element(s) for Kinesthetic Learners:</b> <ul style="list-style-type: none"> <li>• Movement answers</li> <li>• Biomimicry</li> <li>• Movement breaks during class</li> </ul>				
<b>Element(s) for Visual Learners:</b> <ul style="list-style-type: none"> <li>• Visuals for main concepts being referenced</li> <li>• Visuals of animals being referenced</li> <li>• Visuals of important vocabulary words written out</li> </ul>				
<b>Element(s) for Auditory Learners:</b> <ul style="list-style-type: none"> <li>• Information is given orally</li> <li>• Concepts and terms are repeated</li> </ul>				

<b>Element(s) for Hands-On Learners:</b> <ul style="list-style-type: none"> <li>• Biofacts used</li> <li>• Art and learning projects</li> <li>• Project Based Learning</li> </ul>				
<b>Elements of Student STEAM Identity:</b> <ul style="list-style-type: none"> <li>• Participating in science</li> <li>• Using scientific &amp; mathematic language</li> <li>• Project Based Learning</li> <li>• Opportunities for creativity/critical thinking</li> </ul>				
<b>Time:</b> <ul style="list-style-type: none"> <li>• Have a visual schedule</li> <li>• Reference visual schedule throughout class</li> <li>• Consistent project time reminders</li> <li>• Transition Support</li> </ul>				

<p><b>Culturally Inclusive Language (E.g. Using grown-ups in place of parents, friends instead of boys and girls)</b></p> <ul style="list-style-type: none"> <li>• Consider backgrounds</li> <li>• Don't assume (e.g. access to food or shelter)</li> </ul>				
<p><b>Student Choice:</b></p> <ul style="list-style-type: none"> <li>• Quiet time options</li> <li>• Seating options</li> <li>• Project options</li> </ul>				
<p><b>Student Voice:</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to share about themselves (e.g. whole group or with a partner)</li> <li>• Icebreaker /get-to-know-you activity</li> <li>• Student-driven projects</li> </ul>				
<p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>• Clear expectations that are accessible for all students</li> <li>• Clear and fair consequences for students</li> </ul>				

# Citations

4 Practices to Promote Equity in the Classroom

Applying Cultural and Linguistic Competence to a Framework for Creating Learning Spaces for the Enhancement of Experiential Learning (National Center for Cultural Competence)

Oregon Outdoor School: Cultural Responsiveness Self-Evaluation Tool

Promoting Cultural Diversity and Cultural Competency

Re-imagining Migration (UCLA): Culturally Responsive Teaching Checklist

SupportEd – Culturally Responsive School Checklist and Goal Setting

The Culturally Responsive–Sustaining STEAM Curriculum Scorecard

