



PRINCIPLE #1

Students are affirmed in their cultural connections.

ELEMENTS

1. Children are learners in progress. The teacher is a cultural liaison with the responsibility of developing a connection between the cultures of the student and the student and the culture of the school.
2. Teachers must help build a communication bridge that provides students an equitable opportunity to learn and grow into a bicultural citizen.
3. Teachers use the culture of their students as one way to interpret their behavior and learning style. One size does not fit all!
4. All learners need invitations or the motivation to participate.
5. Students are affirmed by content, visuals and experiences that relate to their lives.
6. "Take the strengths and experiences that students bring to school and use them in ways that foster the skills and abilities they need to function in society." –Dr. Belinda Williams.

STRATEGIES

1. Empowering and effective instruction is provided for each student.
2. Concepts are related to the personal interests and experiences of students.
3. Students are treated as individuals and are provided with equal access to learning resources.
4. Students are encouraged to reflect on important issues such as equity issues and matters for community relations.
5. Educators provide experiences that promote respect for students' uniqueness as well as the ways they are similar.
6. Students should see the value of accomplishing the task at hand and should have a sense of curiosity, purpose, and anticipation about learning.
7. Opportunities are provided for students to make choices and decisions about alternative assignments that represent achievement of the learning goals.
8. Students are coached on how to minimize their fear of making mistakes.



PRINCIPLE #2

Teachers are personally inviting.

ELEMENTS

1. Teacher builds bridges between the school culture and the cultural communities.
2. Teacher establishes an open and trusting relationship with the student.
3. Teacher is self-confident and self-knowledgeable.
4. Teacher values the student as a teacher as well as a learner.
5. Teacher establishes the intellectual climate of the classroom.
6. Teacher affirms sharing power with his/her students.
7. Teacher rejects the myth of color-blindness and celebrates and acknowledges all the diverse perspectives of students and families.
8. Teacher continues to be a learner and a reflective practitioner.
9. Teacher will understand the relationship between INTENT and IMPACT. (Ed. Exchange, 2003).
10. Teacher will celebrate his/her self as an educator and a total person.
11. Culturally responsive teachers are warm, supportive, personable, patient, understanding, enthusiastic, flexible and stay on task.

STRATEGIES

1. Use a variety of instructional strategies and learning activities.
2. Incorporate objectives for affective and personal development.
3. Communicate expectations.
4. Consider students' cultures and language skills when developing learning objectives.
5. Facilitate comparable learning opportunities for students with differing characteristics.
6. Provide frequent review of content learned.
7. Promote student on-task behavior.
8. Provide frequent feedback.
9. Parents/families are active participants in the education process.
10. Teachers and school personnel need to remember that there is as much diversity in learning patterns within a single cultural group as there is between different cultural groups.
11. Discussions about prejudice and discrimination are held openly. Young people explore their own stereotypes and unlearn the misinformation they have acquired about groups who differ from them.
12. Teachers need to provide positive feedback and encouragement to students.



Culturally Responsive Teaching

PRINCIPLE #3

Learning environment are physically and culturally inviting.

ELEMENTS

1. Classroom/space needs to incorporate all 7 principles to be inviting.
2. Students need to see themselves and their cultures respectfully reflected through:
 - Pictures
 - Displays
 - Artifacts
 - Inclusion of different language
 - Multicultural curriculum considerate
3. Students have positive sense of belonging.
4. Space is provided for interest centers and hands-on-learning styles.
5. Climate allows students to take risks, receive help, have more questions answered, and to express their creativity.

STRATEGIES

1. Use color and design with a variety of ethnic patterns, designs, etc.
2. Provide a variety of music. It can set the tone for calm reflection, prepare for tests or energize.

Research (Prichard, Taylor, Ostrander and Schroeder) shows that music helps to stimulate the brain.

Research (Dunn & Dunn) reports that some students need background sound to block out other distractions.
3. Involve students in the planning of space.
 - Change the room or seating often to accommodate students needing variety.
 - Space should be flexible for individual, cooperative or whole group learning.
4. Teacher should be able to move freely in the space and practice proximity for encouragement, reinforcement and management.
5. Each student will be able to answer affirmatively the questions:
 - Do I belong here?
 - Am I safe here?



PRINCIPLE #4

Students are reinforced for academic development.

ELEMENTS

1. Students who perceived that they could relate to the teacher performed at higher levels. (Swift and Spivak)
2. When teachers transmit acceptance and high expectation, children become academically successful. (Bruphy and Evertson)
3. Perception of student ability becomes the basis for many teacher behaviors toward the students.
4. Academic rigor is essential to all teaching and learning.
5. Teachers need to connect students' experiential and cultural learning enrichment opportunities.
6. Teacher needs to understand brain research and the relationship of cognition, culture, and learning.
7. Teacher recognizes the complexities of critical thinking elements.
 - Creativity
 - Curiosity
 - Divergent perspectives
8. Teacher understands the relationship of high interest, perseverance and motivation.

STRATEGIES

1. Be accepting of students. Their language, appearance and behavior are part of the package they present to you.
2. Incorporate instructional strategies into practice.
 - Assure equitable opportunity for student participation/response.
 - Utilize wait time to allow student to think and/or formulate a response.
 - Use probing techniques.
 - Break tasks into small workable chunks, after introducing assignment with rubrics.
 - Use higher level questioning techniques with all students.
 - Use graphic organizers.
 - Facilitate independence in thinking and action.
 - Monitor students' academic progress during lessons and independent work time.
 - Teachers demonstrate the value of students by giving critical, analytical and frequent feedback; thus acknowledging student work is important to her.
3. Select one of the above instructional strategies. Ask a colleague to observe your teaching. Get specific feedback regarding how student learning was reinforced during the observation.



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Culturally Responsive Teaching

PRINCIPLE #4 (CONTINUED)

Students are reinforced for academic development.

ELEMENTS

STRATEGIES

4. Teacher effectively uses multiple modalities of learning to increase student achievement. (e.g. –Blooms Taxonomy, Gardners Intelligences.)
5. Teacher uses multiple and on-going assessments to determine student progress and inform instruction. (e.g.– student work, portfolios and student production.)



PRINCIPLE #5

Instructional changes are made to accommodate differences in learners.

ELEMENTS

1. When students learn in ways that are natural to them, they will experience increased academic achievement and improved self-esteem.
2. Students should have the opportunity to demonstrate what they have discovered, learned by various means.
3. Teachers disaggregate data on norm referenced tests (by race, ethnicity, and gender) to direct their instruction and student learning.
4. Teachers use strategies that are interactive, student centered, visual, and oriented toward discovery and problem solving.
5. Curriculum, audio, visual materials, and “human resources” should be representative of a variety of cultures and perspectives.
6. Teachers must develop, understand, and model cultural competence.

STRATEGIES

1. Use a variety of instructional strategies and learning activities that reinforce higher order and critical thinking.
2. Incorporate learning objectives for affective and personal development.
3. Consider students’ cultures and language skills when developing learning objectives.
4. Facilitate comparable learning opportunities for students with differing ways of knowing.
5. Provide frequent reviews of content learned toward mastery. Use culturally connected instructional strategies to facilitate independence in divergent thinking and action.
6. Parents, families, communities, are active participants in the educational process.
7. Educators need to remember that there is as much diversity in learning patterns within a single cultural group as there is between different cultural groups.
8. Discussions about prejudice and discrimination are held openly.
9. Provide opportunities for young people to explore their own stereotypes and unlearn the misinformation they have acquired about individuals who differ from them.



PRINCIPLE #6

Classroom is managed with firm, consistent, loving control.

ELEMENTS

1. Students are engaged in well-planned constructive learning.
2. Teachers model the class/school expectations so there is student understanding, internalization and application.
3. Teachers need to be observant of teachable moments so as to reinforce the school expectations.
4. Consistency of consequences for similar/same behaviors.
5. Effective management approaches are based on the principle that certain actions result in certain consequences (GESA).
6. Teachers must assist students in understanding the relationship between school expectations and school culture.
7. Discipline is educative rather than punitive.

STRATEGIES

“Wanted: One teacher. Must be able to listen, even when mad.” –Lisa Delpit

1. Separate the behavior from the child and the teacher relationship.
2. School should consider adopting programs such as restorative measures or peer mediation.
3. Teach all expectations to a level of student mastery.
4. Be respectful and maintain the human dignity of the student when correcting inappropriate behavior.
5. Teachers should use a variety of techniques to de-escalate conflict.
6. Never show fear.
7. Help students recognize expectations that may differ between school and home/community.
8. Teachers should have a repertoire of conflict resolution and mediation strategies.



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PRINCIPLE #7

Interactions stress collectivity as well as individuality.

ELEMENTS

1. Teachers support the cultural worldview of collectivity in their practice.
 - Need for collective action rather than stressing individualistic or competitive social interaction.
2. Teachers should use individual and group work as a response to the uniqueness of each student.
3. The purpose of collectivity is to provide opportunities for students to develop academic rigor.
4. Teachers create an environment where academic excellence and cultural identity are synonymous.
5. The most significant factor of collectivity may be the recognition of each individual and his/her humanity.

STRATEGIES

1. Teachers create an environment in which students can live in both worlds (school, home/community) without guilt, anxiety, and isolation.
2. As teachers plan for cooperative learning opportunities, they should:
 - Provide student practice in various roles
 - Be culturally sensitive in assigning students' roles (e.g. –ethnicity, gender, socioeconomic, ability, language)
 - Design cooperative group assessments that include a combination of individual, group and final product/project grade(s).
3. Promote academic excellence while maintaining the cultural identity of your students.