**Culturally Responsive Teaching**

Wlodowski, R.J. & Ginsberg, M.B (1995) *Diversity & Motivation: Culturally Responsive Teaching.* San Francisco: Jossey-Bass.

* **Establishing inclusion**
* **Developing attitude**
* **Enhancing meaning**
* **Engendering competence**

**Establishing Inclusion**

* The norms, procedures and structures that are woven together to form a learning context in which all learners and the teacher feel respected by and connected to one another.
* Collaborate to create the norms
* If norms are different from what students are used to at home, they are able to understand and negotiate them
	+ Model behavior
	+ Elicit information about clarity through on-going feedback
	+ Establish ground rules with students for the discussion of controversial or sensitive topics
	+ use dialogue structures

**Developing Attitude**

* Develop creative and effective ways to learn about your student’s lives and interests.
	+ Conduct interest inventories both general and content specific.
	+ Use “getting to know you” activities.
* Organize regularly scheduled discussion topics (including current events) that allow students to connect course material to the “real world”
* Design course in ways that encourages learners to make choices about class topics and assignments.

**Enhancing Meaning**

* Norms, procedures and structures that expand, refine, or increase the complexity of what is learned in ways that matter to learners, includes their values and purposes, and contributes to a critical consciousness.
* Examine the embedded values in your discipline that may confuse or disturb students, or may be challenging to their own cultural perspectives.
	+ Have students identify their prior knowledge and understandings of key concepts, issues, or content or how it is understood in their culture/community.
	+ Include readings/authors that reflect the diversity of thought and people within your discipline.
	+ Encourage students to represent alterative perspectives or construct panels that can discuss issues from diverse perspectives.
	+ Use language that reflects the disciplinary way of “knowing” or “understanding” as one way, not the only or “right way.”
	+ Explicitly address the embedded values in the discipline.
* Critically examine the examples you use to illustrate key points to ensure they are meaningful and sensitive to your students.
	+ Use analogies or metaphors from everyday life to help illustrate abstract concepts.
	+ Have students suggest other examples, analogies or metaphors, or ones that illustrate other key points.
	+ Systematically collect examples, metaphors, and analogies from students to use in the future--and give credit!
	+ Use graphic organizers, and context-rich visuals or materials

**Engendering Competence**

* The norms, procedures and structures that create an understanding for learners of how they are or can be effective in learning something of personal value.
* Support student in goal setting for projects.
* Create some learning activities and assessments that are suited to different multiple intelligences.
* Provide clear and explicit criteria for assignments/assessments.
* Use multiple forms of assessment that reflect the modes of teaching and learning you have employed.
* Provide models of “high quality” work and discuss them with students.
* Adopt a “cognitive coaching” stance to teaching; model and highlight in course readings & discussions the thinking, ways of making arguments, and use of academic rhetoric.
* Provide frequent feedback that is based on agreed-upon standards, specific and constructive, and personally informative to student development and growing competence.
* Use the “writing process” format so that students get on-going feedback from you and form peers as they develop their work.
* Use self-assessment to engender student understanding of their attainment and on-going development toward competence.
* Use reading & anticipation guides to support critical engagement with text.
* Increase the amount of time that students are talking about the concepts and ideas--collaborative and cooperative group work.

How do you set and reinforce norms in your setting?

Are there any “unwritten” norms?

How do you organize and allow social interactions and connect them to content?

How do you organize opportunities for students to use academic discourse (not just word-burping)?

What are your methods for tapping students background experiences and connecting them to content?

Do you connect lessons (or parts of lessons) to a purpose that makes sense to the student?

Do your students have multiple avenues for expressing ideas – visual, musical, written, oral, etc?

How do you provide feedback and assessment?