

Four Conditions Necessary for Culturally Responsive Teaching

1. Establish Inclusion

Norms

- Emphasize the human purpose of what is being learned and its relationship to the students' experience
- Share the ownership of knowing with all students
- Collaborate and cooperate. The class assumes a hopeful view of people and their capacity to change
- Treat all students equitably. Invite them to point out behaviors or practices that discriminate

Procedures: Collaborative learning approaches; cooperative learning; writing groups; peer teaching; multi-dimensional sharing; focus groups; and reframing

Structures: Ground rules; learning communities; and cooperative base groups.

2. Develop Positive Attitude

Norms

- Relate teaching and learning activities to students' experience or previous knowledge
- Encourage students to make choices in content and assessment methods based on their experiences, values, needs, and strengths

Procedures: Clear learning goals; problem solving goals; fair and clear criteria of evaluation; relevant learning models; learning contracts; approaches based on multiple intelligences theory; pedagogical flexibility based on style, and experiential learning

Structure: Culturally responsive teacher/student/parent conferences

3. Enhance Meaning

Norms

- Provide challenging learning experiences involving higher order thinking and critical inquiry. Address relevant, real-world issues in an action-oriented manner
- Encourage discussion of relevant experiences. Incorporate student dialect into classroom dialogue

Procedures: Critical questioning; guided reciprocal peer questioning; posing problems; decision making; investigation of definitions; historical investigations; experimental inquiry; invention; art; simulations; and case study methods

Structures: Projects and the problem-posing model

4. Engender Competence

Norms

- Connect the assessment process to the students' world, frames of reference, and values.
- Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time
- Encourage self-assessment.

Procedures: Feedback; contextualized assessment; authentic assessment tasks; portfolios and process-folios; tests and testing formats critiqued for bias; and self-assessment

Structures: Narrative evaluations; credit/no credit systems; and contracts for grades