Culturally and Linguistically Responsive Teaching and Learning
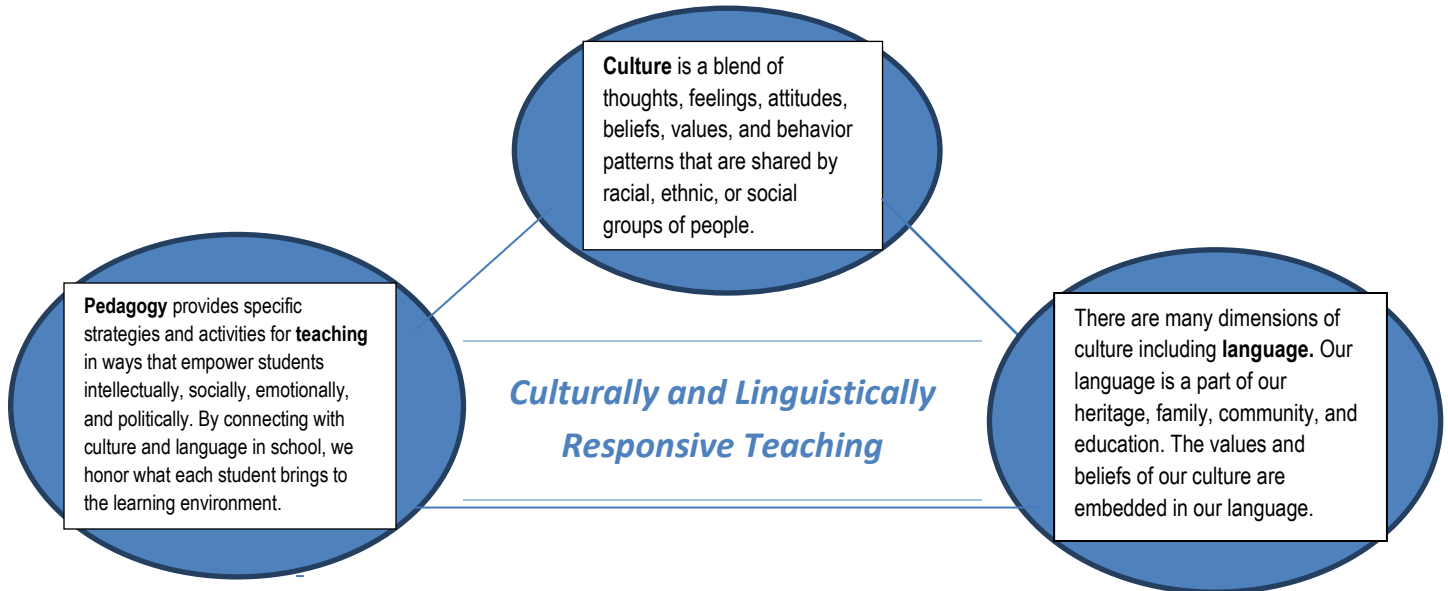
From: *The Will to Lead, The Skill to Teach*

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Culture is a blend of thoughts, feelings, attitudes, beliefs, values, and behavior patterns that are shared by racial, ethnic, or social groups of people.

Pedagogy provides specific strategies and activities for **teaching** in ways that empower students intellectually, socially, emotionally, and politically. By connecting with culture and language in school, we honor what each student brings to the learning environment.

Culturally and Linguistically Responsive Teaching

There are many dimensions of culture including **language.** Our language is a part of our heritage, family, community, and education. The values and beliefs of our culture are embedded in our language.

Each person's identity is made up of multiple characteristics: race, gender, nationality, religion, ethnicity, class, and age.

- How are race and culture different?
- How have your cultural values changed over time? Why?
- Which cultural behaviors are traditionally valued in school?
- How can classrooms or schools become more culturally and linguistically responsive?

Components of Culturally and Linguistically Responsive Teaching			
Responsive Classroom Management	**Responsive Academic Vocabulary Instruction**	**Responsive Academic Literacy**	**Responsive Learning Environment**
Variety of discussion strategies	Connect home vocabulary to academic vocabulary	Explicitly teach code-switching (contrastive analysis) – role play	Language rich: opportunities to practice academic language
Attention signals	Concept vocabulary	Help students translate home language into school language	Space for movement
Response expectations	Wide and varied reading	Engage in read alouds and oral storytelling even at the secondary level	Access to culturally and linguistically diverse resources
Movement	Provide synonyms and analyze word parts	Give supportive and explicit formative feedback on writing	Collaborative, facilitative, structured
Proactive and preventive PBIS	Contextualize vocabulary	Reader's Theatre, Reciprocal Teaching, Socratic Seminar	Rapport, Relationship, Respect

School-Home Learning Plan

Parent-Student-Teacher Goal for _____ (Name of Student)

We will work together this school year to:

Desired results for this goal:

Activity: what needs to be done	When	Student will:	Parent will:	Teacher will:	Check- ins: when and how

I can keep informed by visiting this website:

Teacher can be reached during these times:

Teacher phone: Teacher e-mail:

Action Plan for Engaging Families in School Conferences

With your team, identify how your school or district will Welcome, Honor, and Connect families during school conferences to reach school goals.

School: **School Year:**

What result(s) do we want this plan to help achieve?

Action we will take to	Date to be completed	Grade level(s)	Steps to complete activity	Who will do or help with each activity?	Funds, supplies, or resources needed
Welcome families:			1. 2. 3.		
Honor families:			1. 2. 3.		
Connect families:			1. 2. 3.		