

# Culturally Relevant Teaching Guide



*Teacher Practice Rubric, Essential Questions, Indicators of Teacher Effectiveness, Resources*

<b>Domain 5: Cultural Competence</b>				
<b>Component 5a: Recognizing the Educational Impact of Cultural Diversity</b>				
Elements: Awareness of Own Culture* Knowledge of Students' Cultures *Patterns of Cultural Interaction				
<b>Element</b>	Level of Performance			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Awareness of own culture</b>	Teacher is unfamiliar with her/his own cultural background and demonstrates little or no awareness of the relationship between the teacher's culture and student outcomes.	Teacher demonstrates some knowledge of her/his cultural background and acknowledges that a teacher's cultural background can have an impact on classroom practice and student success.	Teacher demonstrates thorough understanding of her/his own personal cultural background and can clearly describe specific examples of how this background impacts her/his classroom practice.	Teacher demonstrates ongoing exploration of her/his personal culture and actively seeks out input from colleagues, students, and parents from different cultures to assist in understanding the impact of her/his personal culture on classroom practice.
<b>Knowledge of students' cultures</b>	Teacher demonstrates little knowledge of students' cultures and fails to make connections between cultural influences and student performance.	Teacher displays a general understanding of students' cultural backgrounds and can occasionally describe examples of cultural influences on student behavior and success.	Teacher displays accurate knowledge of the diverse cultures of students and consistently demonstrates understanding of cultural influences on students' behavior and success.	Teacher regularly incorporates accurate knowledge of students' cultures into the design of content and strategies, and engages students in reflecting on their cultural backgrounds.
<b>Patterns of cultural interaction</b>	Teacher demonstrates little interest or ability to seek alternative classroom interaction strategies based on the diverse cultures of the students.	Teacher acknowledges the importance of creating alternative strategies based on the culture of the students, but finds it difficult to describe concrete instances of having done so.	Teacher accurately describes a few instances when her/his cultural assumptions and expectations have helped or hindered the success of students from different cultures.	Teacher can consistently describe and regularly implements alternative interaction strategies based on accurate knowledge of students' cultures.

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**Domain 5: Cultural Competence**

**Component 5b: Addressing Demographic Inequities in Achievement**

Elements: Knowledge and Use of Achievement Data Across Demographic Groups to Inform Instructional Practice \* Differentiated Instruction

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Knowledge and use of achievement data across demographic groups to inform instructional practice</b>	Teacher demonstrates limited understanding of achievement disparities across demographic groups and fails to use student data to inform instructional practices.	Teacher demonstrates awareness of achievement gaps, but makes only limited use of data to inform instructional practices.	Teacher demonstrates awareness of achievement gaps and regularly uses achievement data to make instructional decisions.	Teacher continuously gathers achievement data and consistently uses it to organize and deliver instruction.
<b>Differentiated instruction</b>	Teacher demonstrates little interest or ability to differentiate classroom instruction based on students' learning needs, and fails to recognize the connection between culturally responsive, differentiated teaching and student achievement.	Teacher makes some effort to differentiate instruction according to students' learning needs and can articulate an emerging understanding of the relationship between culturally responsive, differentiated teaching and student achievement.	Teacher regularly uses differentiated instructional strategies to meet students' learning needs and can describe specific examples of how student learning was enhanced through culturally responsive, differentiated instruction.	Teacher consistently and accurately uses cultural knowledge and achievement data to design and deliver differentiated learning opportunities for students.

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## Domain 5: Cultural Competence

### Component 5c: Building Relationships Across Cultural Differences

Elements: Culturally Responsive Classroom Relationships/Expectations \* Effective Communications with Diverse Groups of Parents \* Effective Use of Communication Support Resources

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Culturally responsive classroom relationships and expectations</b>	Teacher demonstrates limited, often stereotypical knowledge of students' cultures and seems reluctant or unable to establish caring relationships with students whose cultural background is different from her/his own.	Teacher displays a general understanding of students' cultural backgrounds and attempts to build cross-cultural relationships with students. S/he acknowledges the importance of holding high expectations for all students, but cites external factors as barriers to some students' success.	Teacher's relationships with students reflect cultural understanding, trust, and mutual respect. S/he holds and consistently communicates high expectations for all students and demonstrates, through classroom practices, a commitment to teaching all students.	Teacher's relationships with students reflect cultural understanding, trust, mutual respect, high expectations for all, and a commitment to teach all students. S/he reaches out to students and families, often in their homes and communities, to strengthen relationships, and can describe specific instances where this has positively impacted student achievement.
<b>Effective communications with diverse groups of parents</b>	Teacher shows little interest or ability to develop and use cross-cultural communication skills to enhance communications with diverse families.	Teacher acknowledges the importance of effective cross-cultural communications skills and demonstrates interest in developing greater skills in order to provide student information to families.	Teacher consistently and effectively uses cultural knowledge and cross-cultural communications skills to build relationships with families and actively engages them in supporting their students' success in school.	Teacher takes initiative in providing leadership within the school or district to create vehicles for enhanced communications and partnerships with diverse families.
<b>Effective use of communication support resources</b>	Teacher displays limited knowledge of resources available to support cross-cultural/cross-language communications and avoids using these resources to communicate with students and/or families.	Teacher displays a basic knowledge of available resources to support cross-cultural/cross-language communications and uses them occasionally to facilitate communications with students and/or families.	Teacher consistently and effectively uses available resources to enhance cross-cultural/cross-language communications with students and/or families.	Teacher consistently and effectively uses available resources to enhance cross-cultural/cross-language communications in her/his classroom, and works to develop and improve school-wide communications strategies to engage and communicate with students and families in ways that better meet their cultural and language needs.

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<b>Domain 5: Cultural Competence</b>				
<b>Component 5d: Adapting Curriculum to Reflect Cultural Diversity</b>				
Elements: Multicultural Content Integration and Multiple Perspectives * Physical Classroom Environment				
<b>Element</b>	<b>Level of Performance</b>			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Multicultural content integration and multiple perspectives</b>	Teacher does not seek multicultural resources and rarely integrates multiple perspectives to strengthen the core curriculum and engage all learners.	Teacher occasionally integrates multicultural resources and multiple perspectives to strengthen the core curriculum and engage all learners.	Teacher consistently embeds a variety of authentic multicultural resources into the core curriculum and engages students in multiple perspectives.	Teacher consistently embeds multicultural content and multiples perspectives into the core curriculum, and engages students in reflecting upon their personal cultural experience/ background in relation to the curriculum.
<b>Physical classroom environment</b>	Teacher's classroom environment reflects a single culture and s/he demonstrates little or no awareness of how the physical environment impacts student learning.	Teacher's classroom environment reflects more than one culture and s/he can provide a few general examples of how the physical environment influences student achievement.	Teacher's classroom design reflects the cultures of all of her/his students and s/he can readily give specific examples of how the physical environment supports and enriches learning for all students.	Teacher actively engages students in designing the classroom environment to reflect their personal cultural experiences and backgrounds.

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**Domain 5: Cultural Competence**  
**Component 5e: On-going Self-Reflection About Cultural Competence**  
 Elements: Collegial Dialogue \* Exposure to Differences \* Staff Development

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Collegial dialogue</b>	Teacher demonstrates little or no understanding of the traits of cultural competence or the vocabulary to engage in collegial dialogue about its instructional implications.	Teacher is gaining understanding of the traits of cultural competence and is beginning to engage in collegial dialogue about the relationship between cultural competence and instructional effectiveness with all students.	Teacher demonstrates solid understanding of the traits of cultural competence and regularly talks with colleagues about how these traits impact instructional practice and student achievement.	Teacher demonstrates extensive understanding of the traits of cultural competence and their relationship to student achievement, and seeks to facilitate collegial dialogue focused on improving instructional practice and student achievement through culturally responsive teaching.
<b>Exposure to differences</b>	Teacher demonstrates little interest in learning about or engaging in activities that expose her/him to people or cultures different from her/his own.	Teacher displays some interest in learning about or engaging in activities with different peoples and cultures and can occasionally give examples of having done so.	Teacher seeks out experiences with diverse peoples and cultures and can demonstrate how these experiences influence her/his instructional practice and student achievement.	Teacher assumes a leadership role in creating intercultural learning opportunities for staff and engages colleagues in collaborative reflection on the implications for instructional practice and student achievement.
<b>Staff development</b>	Teacher demonstrates little interest in staff development or professional activities focused on building cultural competence.	Teacher acknowledges the importance of staff development focused on building cultural competence, but can give few concrete examples of having participated in such programs.	Teacher demonstrates a continuing interest and involvement in staff development focused on building cultural competence and consistently utilizes the learning to enhance her/his instructional practice and student achievement.	Teacher uses her/his training and personal/professional experiences to conduct action research on the relationship of culturally responsive teaching to student achievement.

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## **Domain 5—Culturally Relevant Teaching—Guide\***

### **Essential Questions, Indicators of Teacher Effectiveness and Resources**

#### **5a: Recognizing the Educational Impact of Cultural Diversity**

Culturally competent teachers recognize the relationship between culture and learning; they continually reflect upon their own cultural experience and the experiences of their students; and they consistently use this knowledge to create learning environments that support students' diverse learning needs.

##### **Essential Coaching or Observation Questions:**

1. How have you/do you become aware of the cultural backgrounds of your students?
2. How does your awareness of the cultural backgrounds of your students impact/inform your curricular decision making on a daily basis in your classroom?
3. How does your awareness of your own cultural identity impact your instruction and your relationship with your students?

##### **Indicators of Teacher Effectiveness:**

- Teacher recognizes the educational impact of culture and effectively uses instructional strategies that build on students' cultural strengths and promote success.
- Teacher recognizes and intervenes on their own and others' predisposed expectations about student ability and performance.
- Teacher uses various strategies to present information to students based on knowledge of students' learning and participation styles.
- Teacher creates a welcoming classroom environment that reflects the cultural and ethnic backgrounds of her/his students.
- Teacher creates opportunities for students to reflect on their cultural background and share with each other.
- Teacher continuously seeks professional development opportunities to explore their own and others' cultures.

##### **References and Resources:**

- Howard, G. R. (1999). *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools*. Teachers College Press
- Bucher, R.D. (2007). *Building Cultural Intelligence: 9 Megaskills*. Upper Saddle River, NJ: Prentice Hall.
- Landsman, J (2001) *A White Teacher Talks about Race*. New York: Rowman & Littlefield Education
- Diller, J. Moule, J (2005) *Cultural Competence: A Primer for Educators*. Toronto, Ontario: Wadsworth of Thomas Publishing
- Lanier, S (2000) *Foreign to Familiar: A Guide to Understanding Hot- and Cold-Climate Cultures*. Hagerstown, MD: McDougal Publishing

## **5b: Addressing Demographic Inequities in Achievement**

Data on students' progress is gathered and used regularly; it provides essential information for designing and differentiating classroom instruction. Disaggregating student data by demographic groups provides an opportunity for teachers to reflect on their individual instructional practices as well as institutional policies, practices, and programs that may perpetuate inequities in achievement.

### **Essential Coaching or Observation Questions:**

1. How do you gather data relevant to demographic inequities in your classroom?
2. How do you incorporate this data as you differentiate your instruction?

### **Indicators of Teacher Effectiveness:**

- Teacher takes personal initiative to learn about achievement patterns in her/his classroom, searches for answers to achievement disparities, and designs teaching strategies to address disparities.
- Teacher gets to know each individual student in order to determine their skill level and learning needs.
- Teacher seeks out and analyzes data on students' prior academic progress to inform and differentiate instruction.
- Teacher recognizes that students may not have learned grade-level skills as expected and provides classroom and supplemental experiences to accelerate learning in these skills.
- Teacher assesses student progress frequently and designs instruction accordingly.
- Teacher identifies and accesses resources outside the classroom to provide supplemental learning opportunities to meet students' needs.
- Teacher teams with other teachers to review student work, make collaborative decisions about academic performance expectations and standards, and consistently applies these expectations for all students.

### **References and Resources:**

- Capper, C. Frattura, E. (2009) Meeting the Needs of Students of All Abilities: How Leaders Go Beyond Inclusion. Thousand Oaks, CA: Sage Publishing
- Chenoweth, K (2007) It's Being Done: Academic Success in Unexpected Schools. Cambridge MA. Harvard Education Press
- Delpit, L (2012) Multiplication is for White People: Raising Expectations for Other People's Children. New York: The New Press
- Kozol, J. (2005). The Shame of the Nation: The Restoration of Apartheid Schooling in American. New York: Three Rivers Press.
- Valencia, R (2010) Dismantling Contemporary Deficit Thinking: Educational Thought and Practice. NYC: Routledge
- Pollock, M (2008) Everyday Anti-Racism: Getting Real About Race in School. The New Press
- Ferguson, R. (2002). What Doesn't Meet the Eye: Understanding and Addressing Racial Disparities in High-Achieving Suburban Schools. North Central Regional Education Laboratory.
- Brambrick-Santoyo, P. (2010) Driven by Data: A Practical Guide to Improve Instruction. Jossey-Bass Publishing
- Skrla, L. McKenzie, K.B., (2011). Using Equity Audits in the Classroom to Reach and Teach All Students. Corwin.

## **5c: Building Relationships across Cultural Differences**

Teaching and learning are fundamentally relational activities. Culturally competent teachers create learning environments that are characterized by caring relationships, high expectations, and a diversity of instructional methods that respond to the learning needs of all students. Culturally competent teachers also build strong relationships with families to support student success.

### **Essential Coaching or Observation Questions:**

1. In your classroom, how do you work to build cross-cultural relationships with, among, and between your students?
2. What do you do to enhance communication and partnerships with families? How do these actions incorporate the culture and values of each family?

### **Indicators of Teacher Effectiveness:**

- Teacher gets to know each individual student in order to determine their skill level and learning needs.
- Teacher regularly communicates to every student, in various ways, her/his belief in their ability to achieve.
- Teacher understands the importance of home/school partnerships in the learning process and actively seeks to build strong relationships with students' families.
- Teacher seeks to learn about the family culture and values of her/his students in order to build relationships that support learning.
- Teacher regularly seeks to engage and communicate effectively with families through a variety of means and methods.

### **References and Resources:**

- Ladson-Billings, Gloria (1994) *The Dream Keepers: Successful Teachers of African American Children*. Josey-Bass. Inc.
- Delpit, L (2006). *Other People's Children: Cultural Conflict in the Classroom*. New York: The New York Press
- Gay, G. (2000) *Culturally Responsive Teaching: Theory, Research and Practice*. NYC: Teachers College Press
- Noguera, P. (2009) *The Trouble with Black Boys: And Other Reflections on Race, Equity, and the Future of Public Education*. San Francisco, CA: Josey-Bass
- Daniel-Tatum, B. (2003) *Why Are All the Black Kids Sitting Together in the Cafeteria: And Other Conversations about Race*. Basic Books

## **5d: Adapting Curriculum to Reflect Cultural Diversity**

Culturally competent teachers ensure that their students are provided with an academically challenging curriculum that includes the contributions and perspectives of the variety of racial, ethnic, and cultural groups that make up our society, and they consistently link the curriculum to the personal cultural resources that their students bring to school. Culturally competent teacher do not assume that because the curriculum works for some, even most, learners, it is adequate for all learners. They are attuned to the curricular needs of all students and they prepare instructional materials that provide equitable learning opportunities.

### **Essential Coaching or Observation Questions:**

1. What are you doing to embed multi-cultural perspectives into your curriculum and classroom environment?
2. How do you embed student culture, experiences, interests and expertise into teaching and learning?
3. How have you shifted your instructional practices to meet the variety of cultural values and learning styles of your students?
4. How do ensure that you are holding students to the same rigorous standards while also differentiating instruction?

### **Indicators of Teacher Effectiveness:**

- Teacher effectively uses resources from a diversity of cultures to provide “windows and mirrors” for students.
- Teacher creates welcoming classroom environment that physically reflects the diverse cultures, interests and experiences of her/his students.
- Teacher effectively integrates cultural activities into the curriculum so that students can demonstrate their knowledge, talents, and skills.
- Teacher presents the curriculum so that students understand historical and contemporary events and issues for the perspectives of various racial, ethnic, and cultural groups.
- Teacher creates opportunities for students to bring their life experiences, cultures, and languages into the classroom as a foundation for curriculum that will be relevant to their lives outside of school.
- Teacher holds all students to the same rigorous academic standards.

### **References and Resources:**

- Hollie, S. (2012) Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success. Huntington Beach, CA: Shell Publishing
- Sleeter, C. Grant, C. (2009) Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender. Danvers, MA: John Wiley and Sons
- Banks, J. et. Al. (2012) Multicultural Education: Issues and Perspectives. Wiley Publishing
- Steffen, S. et. Al. (2011) Culturally Responsive Standards-Based Teaching: Classroom to Community and Back. Thousand Oaks, CA: Sage Publishing

## 5e: On-going Self-reflection about Cultural Competence

Culturally competent teachers are committed to the practice of expanding their own capacity to hold and seek a vision for educational equity and diversity, reflecting on their practice and the learning success of their students, building their capabilities for collegial collaboration, and understanding and shaping educational systems so they support high levels of learning for all groups of students.

### Essential Coaching or Observation Questions:

1. In what ways has on-going personal reflection on cultural diversity affected your relationships with students, families, and colleagues?
2. Reflecting on your cultural competence professional development experiences, how has your thinking, attitudes, behaviors or expectations changed your approach to teaching?
3. In what ways have you served as a formal or informal leader in creating a more culturally responsive equitable education environment?

### Indicators of Teacher Effectiveness:

- Teacher continuously seeks professional development and cross-cultural experiences to explore their own and others' cultures.
- Teacher regularly engages colleagues in discussions about the relationship of culture to instructional practices and student achievement via team meetings, grade level meetings, etc.
- Teacher shares successes and challenges vis-à-vis culturally responsive teaching strategies with colleagues.
- Teacher regularly participates in staff development focused on meeting the needs of all students, and implements new strategies in the classroom.
- Teacher demonstrates thoughtfulness and intentionality about the relationships between teaching, learning and culture in her/his classroom practices.
- Teacher visits students' homes to learn about family cultures and traditions.
- Teacher attends cross-cultural experiences in order to learn about the cultural foundations of her/his students, and discusses these experiences with colleagues and students.
- Teacher talks with leaders and colleagues about the educational/instructional systems that are in place, and how they serve (or not) the learning needs of all students.

### References and Resources:

- Senge, P. (2006). *The Fifth Discipline: The Art and Practice of the Learning Organization*. Doubleday.
- DuFour, R. et. Al. (2004) *Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn*. Bloomington, IN. Solution Tree Press
- Muhammad, A. Hollie, S. (2012) *The Will to Lead, the Skill to Teach: Transforming Schools at Every Level*. Bloomington, IN: Solution Tree Press
- Pollock, M (2008) *Everyday Anti-Racism: Getting Real About Race in School*. New York: The New Press
- Skrla, L. McKenzie, K.B., and Scheurich, J.J. (2009). *Using Equity Audits to Create Equity and Excellent Schools*. Thousand Oaks, CA: SAGE, NSDC, and NASSP.

*\*This Domain 5—Cultural Relevant Teaching—Guide was compiled with contributions from Hopkins School District, Roseville School District and Eden Prairie Schools*