MODULE 2: CULTURALLY RESPONSIVE PEDAGOGY AND PRACTICE

Academy 1: Understanding Cultural Responsiveness

Version 1.0
Building coalitions of students, families, practitioners, policy makers, and researchers around interventions and strategic improvements in practice and policy that are culturally responsive

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What are Leadership Academies?

A strategy through which NCCRESt supports the creation of networks of skilled and knowledgeable teacher leaders, administrators, community members, and family members to serve as transformational agents of change for culturally responsive practices and systems is through the Leadership Academy model of professional learning. In collaboration with schools and local universities, NCCRESt creates these Leadership Academies for pre-service and in-service activities. The approach includes careful consideration of the content for professional learning, application of adult learning principles, and selection of teams from schools and districts that can support their team members’ learning and practice. In this way, professional learning builds on converged needs, creates a sense of common purpose, and extends the creativity and skill of practitioners.

All Leadership Academies are based on NCCRESt’s assumptions that culturally responsive educational systems:

- Use the valuable knowledge and experience that children and their families bring to school learning.
- Expand students’ life opportunities, available choices, and community contributions.
- Construct education for social justice, access, and equity.
- Build on the extraordinary resources that urban communities provide for life-long earning.
- Need individuals, family, organizations, and communities to work together to create future generations of possibility.
- Practice scholarship by creating partnerships for action-based research and inquiry.
- Shape their practice based on evidence of what results in successful learning of each student.
- Foster relationships based on care, respect, and responsibility.
- Produce high achieving students.
- Understand that people learn in different ways throughout their lives.
- Respond with learning opportunities that work.

Academy participants are generally teams of educational professionals from schools and districts, selected to advance knowledge and practice related to culturally responsive systems and practices. Academies are organized into modules that share an overarching theme and are designed to (1) engage adult learners in advancing their knowledge and skills about culturally responsive practices within organizations; (2) build communities of practice in which inquiry and public discourse are cornerstones of continuous improvement in culturally responsive systems; and (3) embody approaches to learning that affirm the sociocultural histories and experiences that all members of the academies bring to shared learning. Finally, the Leadership Academies create forums for open discussion to help school and community members think more broadly and systemically about culturally responsive schools and classrooms.
Academy Abstract

In this academy we explore what it means to be culturally responsive as it applies to educators and education. In education, cultural responsivity involves creating equitable opportunities for all students.

Academy Outcomes

As a result of the activities and information shared at this Leadership Academy, module participants will:

- Define the Dimensions of Culturally Responsive Education
- Recognize what Culturally Responsive Practices look like at the organizational, personal, and instructional levels
- Identify the role of school culture, prejudice reduction, and knowledge construction in creating culturally responsive educational systems
- Develop an understanding of contributive, additive, transformative, and social action models as they apply to practice

Academy Agenda

Review the agenda, noting the structure of the academy (lecture, activities, question-answer period, break time, assessment), and process for answering participant questions.

**INTRODUCTIONS, GREETINGS, & WARM-UP** ................................................................. 15 MINUTES

**OPENING ACTIVITY: GROUND RULES** ................................................................. 15 MINUTES

**LECTURETTE 1: DIMENSIONS OF CULTURALLY RESPONSIVE EDUCATION** .................................................. 30 MINUTES

**ACTIVITY: WHAT DO YOU ALREADY DO?** ................................................................. 15 MINUTES

**LECTURETTE 2: THE INSTITUTIONAL, PERSONAL, AND INSTRUCTIONAL DIMENSIONS OF CULTURALLY RESPONSIVE PEDAGOGY** ................................................................. 25 MINUTES

**BREAK** .............................................................................................................. 10 MINUTES

**DISCUSSION POINT** .............................................................................................. 10 MINUTES

**LECTURETTE 3: TRANSFORMING OURSELVES AND OUR EDUCATIONAL SYSTEMS: BECOMING A CULTURALLY RESPONSIVE TEACHER** ................................................................. 15 MINUTES

**ACTIVITY: VIGNETTES** .......................................................................................... 25 MINUTES

**THINGS TO REMEMBER** ......................................................................................... 5 MINUTES

**LEAVE-TAKING & FEEDBACK** .................................................................................. 30 MINUTES
Culturally Responsive Pedagogy and Practice

Academy One: Understanding Cultural Responsiveness

Introductions
Facilitator and Sponsors

www.nccrest.org
Introductions

Participants

What’s in an Educational System?

People

Practices

Policies
What are Culturally Responsive Educational Systems?

Culture

Equity

People

Practices

Policies

Leadership Academies
Roles

Outcomes

Following this academy, you will be able to:

- Define the Dimensions of Culturally Responsive Education
- Recognize what Culturally Responsive Practices look like at the organizational, personal, and instructional levels
- Identify the role of school culture, prejudice reduction, and knowledge construction in creating culturally responsive educational systems
- Develop an understanding of contributive, additive, transformative, and social action models as they apply to practice
Agenda

Academy Overview ................................................................. 15 mins
Opening Activity; Ground Rules .................................................. 15 mins
Lecture 1: Dimensions of Culturally Responsive Education .............. 30 mins
Activity: What Do You Already Do? ............................................ 15 mins
Lecture 2: The Institutional, Personal, and Instructional Dimensions of Culturally Responsive Pedagogy ......................... 25 mins
Activity: Discussion Point ....................................................... 10 mins
Lecture 3: Transforming Ourselves and Our Systems: Becoming a Culturally Responsive Teacher ..................................... 15 mins
Activity: Vignettes ................................................................. 25 mins
Things to Remember ................................................................ 5 mins
Leave Taking and Feedback ............................................................. 30 mins

Activity 1: Ground Rules
Materials: Chart paper, markers, tape
Time limit: 10 minutes

Part 1: Small Group Dialog
   What would it take to feel safe when talking, sharing, and participating in the academy? (5 minutes)

Part 2: Setting Ground Rules
   As a whole group, share suggestions from the small group activity and summarize them into three to five ground rules for the academy. (5 minutes)
ACTIVITY 1: GROUND RULES
Academy 1: Understanding Cultural Responsiveness

This activity establishes academy ground rules for participant and facilitator conduct. Since race, ethnicity, and culture are sensitive and potentially conflicting topics to discuss, this activity generates rules that will govern how participants can discuss the topics with comfort and without fear of negative reactions.

In small groups, discuss the following questions: What would it take to feel safe talking, sharing, and participating in the academy? Include in your dialogue how a safe, culturally responsive, and interactive learning environment can be created through body language, words and language, physical arrangement, and instructional design. Record suggestions in the spaces provided below:
Lecturette 1

Dimensions of Culturally Responsive Education

Why Does Culture Matter?

As a nation, we are committed to ensuring that all children can learn and achieve to the best of their ability.
What is Cultural Responsiveness?

What Does it Mean to be Culturally Responsive?

“Cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures.”
Conceptual Frameworks of Cultural Responsiveness

1. Banks: dimensions of culturally responsive education
2. Little: dimensions of culturally responsive pedagogy
3. Villegas & Lucas: characteristics of culturally responsive teachers
4. Culturally responsive pedagogy
5. Banks: levels of knowledge construction

Dimensions of Culturally Responsive Education
School Culture

- School Leadership
- Organization
- Community Involvement

Prejudice Reduction

- Adults take active role
- Uncover and address stereotypes and biases
- Discussions on identity and society
• What counts?
• Influence of socio-cultural histories

Knowledge Construction

Equity Pedagogy

Responsibility for supporting learning of all students regardless of race, economic status, gender, and ability.
Activity 2: What do you Already Do?

Materials: Worksheet; pens; tape, chart paper; markers
Time limit: 15 minutes

Part 1: What do you already do?
Individuals complete worksheet that asks them to describe what it would look like to be culturally responsive and then list thing they personally do or observe in their school that are CR. (5 minutes)

Part 2: Pair, share
Participants discuss their ideas with their small group members. Then, small groups to share sample ideas with the whole group. Record responses on chart paper. (10 minutes)
What do you already do? In the space below, describe what it would look like to be culturally responsive and list things you do personally or have observed in your school that are culturally responsive.

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Lecturette 2

The Institutional, Personal, and Instructional Dimensions of Culturally Responsive Pedagogy

Culturally Responsive Pedagogy

Institutional

Instructional

Personal

Culturally Responsive Pedagogy
Culturally Responsive Pedagogy: Institutional Dimension

Reflects the administration and its policies and values

- Organization of the School
- School Policy and Procedures
- Community Involvement

Institutional Dimension: Organization of the School: Administrative Structure

Reflects the administration and its policies and values

- Organization of the School
- Administrative Structure
Institutional Dimension:
Organization of the School: Physical Space

Reflects the administration and its policies and values

Institutional

Organization of the School
Physical Space

Instructional

Personal

Institutional Dimension:
School Policy and Procedures

Reflects the administration and its policies and values

School Policy and Procedures

• Educative
• Informative
• Equitable
• Emancipatory
• Accessible
• Discursive
• Tools-Based
• Evidence-Based
• Collaborative
Institutional Dimension: School Policy and Procedures

Reflects the administration and its policies and values
School Policy and Procedures
- Resource Allocation

Institutional Dimension: Community Involvement

Reflects the administration and its policies and values
Community Involvement
- Presence
- Participation
- Emanicipation

Institutional
Instructional
Personal
Institutional Dimension: Community Involvement: Communication with Parents

Reflects the administration and its policies and values

Community Involvement:
- Communication with Parents

Institutional

Instructional

Personal
Institutional Practices that Improve Culturally Responsive Systems

- “Culture of Inquiry”
- Collaborative environment
- Staff resources
- Learning opportunities
- Values, beliefs and norms
- Leadership styles

Discussion Point

What do the following three areas of the institutional dimension look like in your district? Building? Classroom?

- Organization of the School
- School Policy and Procedures
- Community Involvement
Culturally Responsive Pedagogy: Personal Dimension

Cognitive & emotional processes teachers engage in to become culturally responsive

Self reflection
Exploration
Beliefs

Culturally Responsive Pedagogy: Personal Dimension: Self-Reflection

Cognitive & emotional processes teachers engage in to become culturally responsive

Self reflection
Culturally Responsive Pedagogy: Personal Dimension: Exploration

Cognitive & emotional processes teachers engage in to become culturally responsive

Culturally Responsive Pedagogy: Personal Dimension: Beliefs

Cognitive & emotional processes teachers engage in to become culturally responsive
Specific Activities to Develop the Personal Dimension
(from Gay, 2002; Villegas & Lucas, 2002)

Engage in reflective thinking and writing.
Explore personal and family histories.
Acknowledge membership in different groups.
Learn about the history and experiences of diverse groups.
Visit students’ families and communities.
Visit or read about successful teachers in diverse settings.
Develop an appreciation of diversity.
Participate in reforming the institution.

Discussion Point

What would the personal dimension look like in your district? Building? Classroom? Turn to a partner and discuss your ideas.
Culturally Responsive Pedagogy: Instructional Dimension

Components of instruction
- Materials
- Strategies
- Activities

Culturally Responsive Pedagogy: Instructional Dimension: The Constructivist Approach
Specific Activities for Culturally Responsive Instruction

1) Acknowledge students’ differences as well as their commonalities.
2) Validate students’ cultural identity in classroom practices and instructional materials.
3) Educate students about the diversity of the world around them.
4) Promote equity and mutual respect among students.
5) Assess students’ ability and achievement validly.
6) Foster a positive interrelationship among students, their families, the community, and school.
7) Motivate students to become active participants in their learning.
8) Encourage students to think critically.
9) Challenge students to strive for excellence as defined by their potential.
10) Assist students in becoming socially and politically conscious.

Discussion Point

What would the instructional dimension look like in your district? Building? Classroom? Turn to a partner and discuss your ideas.
Lecturette 3

Transforming Ourselves and Our Educational Systems: Becoming a Culturally Responsive Teacher

Characteristics of a Culturally Responsive Teacher

• Social Consciousness
• An affirming attitude toward students from culturally diverse backgrounds
• Commitment and skills to act as agents of change
• Constructivist views of learning
• Learning about students
• Culturally responsive teaching strategies
Characteristics of Culturally Responsive Pedagogy

1. Students receive equal opportunities to achieve full potential.
2. Student preparation for competent participation in increasingly intercultural society.
3. Teacher preparation for effective facilitation of learning for every student.
4. Schools are active participants in ending oppression of all types.
5. Education more fully student-centered and inclusive of the student voices and experiences.
6. Educators, activists, and others take active role in reexamining all educational practices and how they affect the learning of all students.

Profoundly Multicultural Questions
Transforming Ourselves and our Systems: Becoming Culturally Responsive

Social Action

Transformational

Additive

Contributions

Transforming Ourselves and our Systems: Becoming Culturally Responsive

Contributions
Transforming Ourselves and our Systems: Becoming Culturally Responsive

- Additive
- Transformational
Activity 3: Vignettes

Materials: Vignettes; pens; tape; chart paper; markers

Time limit: 25 minutes

Part 1: Read vignettes and talk about what is happening on the institutional, personal, and practice levels. What might improve each situation? (15 minutes)

Part 2: Pair, share
Ask participants to discuss their ideas with their small group members. Then, invite small groups to share sample ideas with the whole group. Record their responses on chart paper. (10 minutes)
Please read the following vignette and consider what you would do if the child were one of your students. There are no correct answers; the best answers are those that honestly reflect your views.

Background Information

Luis González is a Latino boy in the third grade. He lives with his parents and younger brother in a small apartment near the school. His father is a convenience store clerk who makes about $16,000 a year. His mother has been unemployed for the last two years because “there aren’t any jobs in this city.” He attended preschool for one year. Luis enrolled in a bilingual education program for two years before he transitioned to his current third grade regular classroom. Teacher reports indicate that he is of average intelligence. Reportedly, he was cooperative and friendly, although he had difficulty learning basic concepts in kindergarten. According to reports, these learning problems continued throughout the first two grades. In first grade, he was able, for the most part, to keep up with his class after being given assistance with reading. However, he continued to exhibit learning problems in second grade.

Current Situation

Luis is experiencing difficulty in his present third-grade class. Although he continues to be well behaved, he is performing below grade level in most areas. He has difficulty turning in or completing class assignments. His teacher reports that he has particular difficulty in reading, being unable to comprehend most written material. His writing skills are below grade level and he is unable to reproduce letters legibly. Although he readily recognizes each letter of the alphabet, he has difficulty both remembering what the letters look like and executing the motor patterns necessary to form each letter. Luis's teacher is undecided about whether to refer him to the schools’ Child Study Team to consider special education eligibility assessment.
RAYNETTE THOMPSON VIGNETTE

Academy 1: Understanding Cultural Responsiveness

Please read the following vignette and answer the questions as if the child were one of your students. There are no correct answers; the best answers are those that honestly reflect your views.

Background Information

Raynette Thompson is a fifth grader of African-American descent. She lives with her two younger brothers, grandma and mom. All three siblings attend the same school. One brother is in fourth grade, the other in second. Raynette’s mom works at the neighborhood convenience store as a clerk. The grandmother receives monthly disability checks from the State. While Raynette’s mom has a high school diploma, Raynette’s grandmother did not graduate from high school. Raynette’s family lives in a modest, two-bedroom apartment within walking distance of the school. Raynette shares a bedroom with her grandmother. Her mother has the other bedroom while the two boys sleep on a foldaway sofa in the living room. Raynette is a good student with average standardized test scores in reading. Raynette’s math scores show strength in numerical reasoning. Raynette’s classmates are primarily of African-American descent although this has not always been the case at this school. Four years ago, the class would have been primarily European-American and middle class. Raynette’s current teacher has taught in this building for the past 12 years.

Current Situation

Raynette is experiencing difficulty in her present fifth-grade class. Raynette tells her mother often that she doesn’t want to go to school. Her mother has encouraged her and her grandmother makes sure that she shows up, on time, every day with her hair done and freshly washed clothes. In a parent-teacher conversation, the teacher indicates that she is dissatisfied with Raynette’s effort and participation. The teacher recognizes Raynette’s ability and skills and is confused with Raynette’s apparent lack of interest in school. The teacher is concerned that Raynette may not perform well on this year’s achievement tests. She asks Raynette’s mother to provide some tutoring at home on her homework. Raynette’s grandmother reports that Raynette’s brothers are also experiencing a lack of interest and excitement about school. Raynette’s teachers are part of a growing number of teachers who recognize that there is a pattern of disinterest among many of the children in this school. Faculty discussions center on this issue and the problems of the community.
TYRELL VIGNETTE

Academy 1: Understanding Cultural Responsiveness

Please read the following vignette and answer the questions as if the child were one of your students. There are no correct answers; the best answers are those that honestly reflect your views.

Background Information

Tyrell is a 13 year old student at Central Middle School. He is in eighth grade, and has always made average grades. Lately, he has been skipping most of his classes, ditching school, and being hostile and aggressive towards teachers and students. Tyrell has lived in the neighborhood served by Central his entire life- he currently lives with his father, Maurice and grandmother, Pearl. The school does not have any contact information other than the home. Also living in the home are Tyrell’s younger sister (age 8) and cousin Wayne who dropped out of high school and is known to be affiliated with a local gang. Tyrell’s mother was diagnosed with breast cancer when he was in the 6th grade, and passed away last year. Tyrell was referred to the staffing team as a result of his behaviors in class- the eighth grade team believes that his behavior creates a danger to himself and others, and cannot continue to spend large portions of class time dealing with his disruptions. Additionally, due to the large amount of classes he has missed, he is falling further and further behind.

Current Situation

The school truancy officer reports that each time Tyrell is missing from class or from school each day, the automated attendance systems calls home and leaves a message for the family. Additionally, the officer has sent home three letters informing the family of Tyrell’s attendance and behavior issues, but has received no response from anyone. The officer has gone to Tyrell’s home on at least a dozen occasions, but no one ever answers the door. The truancy officer recommends that a truancy action be filed against Tyrell in the juvenile court.

The school social worker has met with Tyrell on a couple of occasions, to try and find out what is going on with him. Tyrell is uncooperative during these conversations, responding to questions with smart remarks, or refusing to answer questions at all. The social worker has also participated in disciplinary hearings when Tyrell has been involved in fights with other students, and thinks that his behavior is out of control. The social worker has called the home several times and left messages, sent a letter home, and stopped by and left a card on the door. There has been no response from the family. The school has a self-contained classroom for students with emotional and behavioral disorders, and the social worker believes that this would be a good placement for Tyrell, as his behavior is out of control and he obviously has no support from his family.
Things to Remember

- Define the Dimensions of Culturally Responsive Education
- Recognize what Culturally Responsive Practices look like at the organizational, personal, and instructional levels
- Identify the role of school culture, prejudice reduction, and knowledge construction in creating culturally responsive educational systems
- Develop an understanding of contributive, additive, transformative, and social action models as they apply to practice

Outcomes Review

Activity: Outcomes Review

Materials: Outcomes Review Handout

Time Limit: 10 minutes

Part 1: Complete your chosen outcome and talk with your small group about what you've learned. (5 minutes)

Part 2: Share your ideas with the whole group. (5 minutes)
OUTCOMES REVIEW

Academy 1: Understanding Cultural Responsiveness

These are the outcomes we’ve covered in this academy. Choose one or two and brainstorm the knowledge and skills you’ve gained today.
Thank you!

Tell us what you thought...
Academy 1 Evaluation

This evaluation gives NCCRESt’s module developers a chance to see how the academy is being received and allows them to improve it as needed.

I am a
- General Ed Teacher
- Administrator
- Special Ed Teacher
- Parent
- Paraprofessional
- Other

I am affiliated with a(n):
- Elementary School
- Middle School
- High School

Please let us know how useful you found the topics:

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Self-evaluation

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Three things I learned that made me go... HA! HA!

If I were on the next academy team I would...

As a result of participating in this academy, I am going to...
Glossary

**Culture:** A body of learned beliefs, traditions, principles, and guides for behavior that are shared among members of a particular group.

**Cultural racism:** Value systems that support and allow discriminatory actions against racially and ethnoculturally marginalized communities.

**Cultural responsiveness:** The recognition and acknowledgement that society is pluralistic. In addition to the dominant culture, there exist many other cultures based around ethnicity, sexual orientation, geography, religion, gender, and class.

**Cultural sensitivity:** The ability to be open to learning about and accepting of different cultural groups.

**Differentiate Instruction:** To recognize students varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class.

**Discrimination:** Behaviors directed towards people on the basis of their group membership.

**Diversity perspective:** Research that seeks to emphasize a wide range of voices, viewpoints, and experiences, and may seek to include identities of ethnicity, culture, sexuality, gender, age, disability, or a wide range of other perspectives.

**Ethnocentrism:** To judge other cultures by the standards of one’s own, and beyond that, to see one’s own standards as the true universal and the other culture in a negative way.

**Institutional and structural racism:** Racism that systematically deprives a racially identified group of equal access to a treatment in education, medical care, law, politics, housing, etc.

**Prejudice:** Generalized attitude towards members of a group without adequate prior knowledge, thought, or reason.

**Racism:** A belief that racial differences produce an inherent superiority of a particular race.

**Sexism:** The belief in the inherent superiority of one sex (gender) over the other and thereby the right to dominance.

**Social privilege:** A right or immunity granted to or enjoyed by certain people beyond the common advantage of all others.

**Stereotype:** Generalized belief about members of a cultural group.
Angelo, T.A., and Cross, K.P. (1993) *Classroom Assessment Techniques*, 2nd ed., Jossey-Bass, San Francisco. This handbook offers teachers at all levels how to advise on classroom assessment, including: what classroom assessment entails and how it works; how to plan, implement, and analyze assessment projects; twelve case studies that detail the real-life classroom experiences of teachers carrying out successful classroom assessment projects; fifty classroom assessment techniques; step-by-step procedures for administering the techniques; and practical advice on how to analyze your data.

Banks, James. (2006) *Cultural Diversity and Education: Foundations, Curriculum, and Teaching*, 5th ed., Boston: Allyn and Bacon. This text is designed to help pre-service and in-service educators identify the philosophical and definitional issues related to pluralistic education, derive a clarified philosophical position, design and implement effective teaching strategies that reflect ethnic and cultural diversity, and prepare sound guidelines for multicultural programs and practices. This book describes actions that educators can take to institutionalize educational programs and practices related to ethnic and cultural diversity.


Delpit, L. (2002). *The skin that we speak*. New York: The New Press. The Skin That We Speak's thirteen essays delve into how speakers of "nonstandard" English —mostly varieties of African-American dialects, or Ebonics —view themselves, how schools have often perpetuated the educational inequities of African American and other children, and how educators can create the best frameworks to honor students' language and identity.


Darling-Hammond, L. (1997). *The right to learn: A blueprint for creating schools that work*. San Francisco: Jossey-Bass. In recent years, education has become a battleground upon which different factions have spilled ideological blood over issues such as school vouchers, teacher certification, and standardized testing. In this book, leading educational figure Linda Darling-Hammond weighs in with her own views on progressive education. To create what Darling-Hammond calls "schools that work," she believes teachers must be prepared to collaborate more often and spend more time "teaching for understanding." This means a less programmed curriculum than the one most American schools currently follow, with more time for in-depth interaction between teachers and students, and students and subject matter. Darling-Hammond believes that educational reform starts with allowing teachers to get back to what they do best: teaching.

Fogarty, Robin. (1997). *Brain Compatible Classrooms*. 2nd edition. Arlington Heights: Skylight Professional Development. This book provides insight for linking brain research with the multiple intelligences and emotional intelligence theories. It is a reconceptualization of an earlier work that presented a four-corner framework addressing: setting the climate for thinking, teaching the skills of thinking, structuring the interaction with thinking, and thinking metacognitively about thinking. It explains how to use direct
instruction of skills, graphic organizers, reflection, transfer, assessment, and other interactive, brain-compatible strategies for the classroom.

Gay, G. (2000). Culturally responsive teaching: Theory, research, and practice. New York: Teachers College Press. This book draws together interesting case studies with a sound theoretical background. In it, Gay introduces a personalized dilemma: Why is it that students of color who are so successful in so many contexts outside school are so unsuccessful at school? She then provides five assertions to answer the question and suggest ways to deal with what she calls the "achievement dilemma."


Gonzalez, N., Moll, L.D., Floyd-Tennery, M., Rivera, A., Rendon, P., & Amanti, C. (1993). Funds of knowledge for teaching in Latino households. Urban Education, 29(4), 443-470. The conceptualization of working-class Latino students' households as being rich in funds of knowledge has engendered transformative consequences for teachers, parents, students, and researchers. The qualitative study of their own students' households by teachers has unfolded as a viable method for bridging the gap between school and community. Teachers enter the households of two to three of their students as learners of the everyday lived contexts of their students' lives. These are not home visits in the usual sense, as teachers do not attempt to teach the family or to visit for disciplinary reasons. New avenues of communication between school and home have been constructed in a way which fosters mutual trust.

Hollins, E. R. (1996). Culture in school learning: Revealing the deep meaning. Mahwah, NJ: Lawrence Erlbaum Associates. This publication presents a process for developing a teaching perspective that embraces the centrality of culture in school learning. The six-part process presented in the book involves objectifying culture, personalizing culture, inquiring about students' cultures and communities, applying knowledge about culture to teaching, formulating theory linking culture and school learning, and transforming professional practice to better meet the needs of students from different cultural and experiential backgrounds. All aspects of the process are interrelated and interdependent. Designed for preservice teachers, the volume is organized to facilitate its use as a textbook. Focus questions at the beginning of each of the eight chapters assist the reader in identifying complex issues to be examined. The discussion in the chapter is not intended to provide complete and final answers to the questions posted, but rather to generate discussion, critical thinking, and further investigation.

Howard, D. R. (1999). We can't teach what we don't know: White teachers, multiracial schools. New York: Teachers College Press. With lively stories and compelling analysis, Gary Howard engages his readers on a journey of personal and professional transformation. From his 25 years of experience as a multicultural educator, he looks deeply into the mirror of his own racial identity to discover what it means to be a culturally responsive. Inspired by his extensive travel and collaboration with students and colleagues from many different cultures, We Can’t Teach What We Don’t Know offers a healing vision for the future of education in pluralistic nations.


Teachers bring themselves — their life experiences or histories and their cultures — into the classroom. Experience, culture, and personality are just part of who teachers are and go wherever teachers go — including into their classrooms. To come to this understanding requires that teachers acknowledge and understand their own cultural values and how this impacts their own teaching practice.
Ladson-Billings, G. (1994). The dreamkeepers. San Francisco: Jossey-Bass Publishing Co. This book highlights several individuals and programs that have been responsible for improving the academic achievement of African-American students. The author reports on the positive results of culturally conscious education and highlights eight teachers who, though they differ in personal style and methods, share an approach to teaching that strengthens cultural identity.

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. Theory into Practice, 34(3), 159-165. Describes the centrality of culturally relevant pedagogy to academic success for minority students who are poorly served in public schools, discussing linkages between school and culture, examining the theoretical grounding of culturally relevant teaching in the context of a study of successful teachers of black students. Provides examples of culturally relevant teaching practices.

How can committed city teachers boost the literacy skills of their poor, minority students? According to some educational researchers, the answer lies in a more "sociocultural" approach to literacy instruction. One of the leading advocates of this approach is Luis C. Moll, associate professor at the University of Arizona. Moll has been studying bilingual literacy and directing field studies for more than a decade. His findings have made him a strong advocate for minority and bilingual students.


Nieto, S. M. (2002). Equity and opportunity: Profoundly Multicultural Questions. Educational leadership, 60(4), 6-10. Educators must ask themselves profoundly multicultural questions, that is, troubling questions about equity, access, and fair play—questions that examine the sociopolitical context of education and school policies and practices. We must address the deeply ingrained inequities of today’s schools by asking difficult questions related to equity and access.

For many years to come, race will undoubtedly continue to be a significant source of demarcation within the U.S. population. For many of us it will continue to shape where we live, pray, go to school, and socialize. We cannot wish away the existence of race or racism, but we can take steps to lessen the ways in which the categories trap and confine us. As educators who should be committed to helping young people realize their intellectual potential as they make their way toward adulthood, we have a responsibility to help them find ways to expand their notions of identity related to race and, in so doing, help them discover all that they may become.

Racism is a system of advantage based on race. And you have to ask yourself, who is advantaged by this system, and who is disadvantaged? In the U.S., it’s the white people who are advantaged. This is all about preparing kids for leadership in the 21st century. Everyone pays a price for racism. Racism harms white people as well as people of color, particularly in terms of the rising tide of fear and violence that exist when people don't know how to cross racial boundaries.
Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms.* (2nd Ed.) Alexandria, VA: ASCD. Noting that teachers in mixed-ability classrooms face multiple challenges at every grade level, this book provides guidance for teachers who are interested in creating learning environments that address the diversity typical of mixed-ability classrooms. The principles and strategies included can help teachers address a variety of learning profiles, interests, and readiness levels. The goal of the book is to help teachers determine what differentiated instruction is, why it is appropriate for all learners, how to begin to plan for it, and how to become comfortable enough with student differences to make school comfortable for each learner. Numerous practical examples assist teachers to use instructional strategies such as curriculum compacting, entry points, graphic organizers, contracts, and portfolios.

Tomlinson, C.A. (2000b). *Differentiation of instruction in the elementary grades.* ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education. In most elementary classrooms, some students struggle with learning, others perform well beyond grade-level expectations, and the rest fit somewhere in between. Within each of these categories of students, individuals also learn in a variety of ways and have different interests. To meet the needs of a diverse student population, many teachers differentiate instruction. This Digest describes differentiated instruction, discusses the reasons for differentiating instruction and what makes the approach successful, and suggests how teachers can start implementing this type of instruction.

Villegas, A. M. (1991). *Culturally responsive pedagogy for the 1990's and beyond.* Washington, DC: ERIC Clearinghouse on Teacher Education. The purpose of this trends and issues paper is to advance the search for creative solutions to the difficulties experienced by minority students and to draw attention to what teachers need to know and do in order to work effectively with a culturally heterogeneous population. Attention is given to the schooling of minority students in general, with an emphasis on the experiences of African Americans, Hispanics, and American Indians.

Villegas, A. M. & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education, 53* (1), 20-32. To successfully move the field of teacher education beyond the fragmented and superficial treatment of diversity that currently prevails, teacher educators must articulate a vision of teaching and learning in a diverse society and use that vision to systematically guide the infusion of multicultural issues throughout the preservice curriculum. A vision is offered of culturally responsive teachers that can serve as the starting point for conversations among teacher educators in this process.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds. and Trans.). Cambridge, MA: Harvard University. Carefully edited by a group of outstanding Vygotsky scholars, the book presents a unique selection of Vygotsky's important essays. In these essays he outlines a dialectical-materialist theory of cognitive development that anticipates much recent work in American social science. The mind, Vygotsky argues, cannot be understood in isolation from the surrounding society. Man is the only animal who uses tools to alter his own inner world as well as the world around him. From the handkerchief knotted as a simple mnemonic device to the complexities of symbolic language, society provides the individual with technology that can be used to shape the private processes of mind. In *Mind in Society* Vygotsky applies this theoretical framework to the development of perception, attention, memory, language, and play, and he examines its implications for education.

Zion, S., & Kozleski, E. B. (2005). *Understanding culture.* Denver, CO: National Institute for Urban School Improvement. In urban centers, almost two-thirds of the students are neither European-American nor middle-class. Urban students need to be surrounded by adults who live, speak and act with respect for the diversity of heritages and experiences that children bring to school. In this article, authors use anthropological definitions of culture, particularly as they define the elements of culture, and combine that viewpoint with psychological perspectives as we discuss the formation of cultural identity. Finally, the sections on cultural responsiveness rely on research from work in both education and counseling fields related to multiculturalism and relating to other cultures.