

# Realize every student's potential access. equity. diversity.



**N A P E**  
National Alliance for  
Partnerships in Equity

Imagine a world where every person is able to fulfill their potential through equal access to and equity in educational options that lead to the entire spectrum of career choices. This vision inspires NAPE's mission:

**NAPE builds educators' capacity to implement effective solutions for increasing student access, educational equity and workforce diversity.**

NAPE's portfolio of research-based, strategy-driven curriculum continues to expand, providing more practical and proven applications to improve student success.



The National Alliance for Partnerships in Equity (NAPE) is a consortium of state and local agencies, corporations, and national organizations. The NAPE Education Foundation, Inc. was established in 2002 as a 501(c)(3) nonprofit in response to requests for assistance by education and workforce agencies across the nation.

The Foundation's work centers on providing professional development, tools and resources, and technical assistance and conducting research to enhance students' career options and ensure equitable learning environments in every classroom and for every student.

*Together, we can  
make a difference.*



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Virtual  
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Comprehensive  
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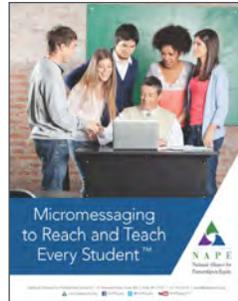
Learn more about NAPE's services, request information, and order resources at [napequity.org](http://napequity.org).

# NAPE Resources

2018-2019



The National Alliance for Partnerships in Equity offers research-based, strategy-driven, practical-application-focused professional development services that equip educators with tools to address specific school needs related to equitable learning environments, student academic success and ultimately, readiness to pursue high-wage, high-skill, high-demand careers.



## NAPE Curriculum:

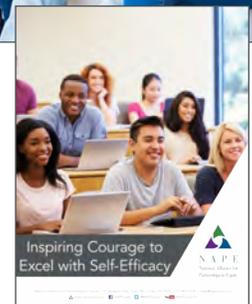
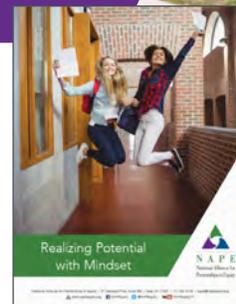
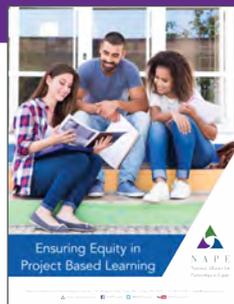
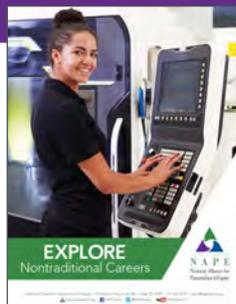
- 1) Micromessaging to Reach and Teach Every Student™
- 2) Program Improvement Process for Equity™
- 3) Realizing Potential with Mindset
- 4) Explore STEM Careers
- 5) Explore Nontraditional Careers
- 6) Ensuring Equity in Project Based Learning
- 7) Inspiring Courage to Excel through Self-Efficacy
- 8) Eliminating Barriers through Culturally Responsive Teaching

*Coming later this year:*

- 9) Leading for Equity

## Turnkey Implementation Toolkits

NAPE's series of turnkey implementation toolkits provide research-grounded strategies and processes designed to equip educators with new tools to reach, teach, and guide every student to realize their potential. Activities and lesson plans within the series are intended to be turnkey implementation tools for individual development and professional learning communities (PLCs), and, in many cases, for direct use with students. *Each of the toolkits serves as a workbook for an accompanying professional development workshop led by Certified Equity Instructors.*



## Infographic Posters — find these and more at [napequity.org](http://napequity.org)



# 1

## A Culturally Responsive Educator Has Deep and Diverse Cultural Knowledge

### ★ **Actively examines cultural characteristics, contributions, and learning styles** ★

Knowledge about the characteristics, values, contributions, traditions, and learning styles of diverse cultures is an essential requirement for a culturally responsive classroom (Gay, 2002). For example, different cultures approach problem-solving differently, have different conventions for how to interact with educators, and have different mores pertaining to how to socialize (Gay, 2002). A culturally responsive educator purposefully learns about diverse cultures so that they have the necessary foundation to best decide what and how to teach.

# 2

## A Culturally Responsive Educator Implements Culturally Responsive Curricula and Instructional Strategies

### ★ **Evaluates and amends curriculum** ★

Curriculum may not have diverse models and authors, the cultural representations may be oversimplified or inaccurate, and the learning activities may not include culturally responsive instructional strategies (Gay, 2002). This scrutiny is not only for textbooks, but also for symbolic curriculum such as the posters, images, and other artifacts that hang on the walls (Gay, 2002).

### ★ **Encourages students to analyze socio-political contexts** ★

Culturally responsive curriculum develops students' agency and their ability to analyze the roles of race, ethnicity, and other cultural classifications in the larger sociopolitical context (Banks, 1998; Ladson-Billings, 1995). By contextualizing experiences, histories, and other issues through different cultural lenses, students can uncover bias in what, and how knowledge is taught (Gay, 2000). Culturally responsive curricula engages students in social and political critiques and encourages them to consider what or who is excluded from the curriculum (Banks, 1998).

### ★ **Directly confronts controversial topics** ★

A culturally responsive educator confronts political topics such as race directly and helps students develop a critical consciousness (Ladson-Billings, 1995).

## A Culturally Responsive Educator Builds a Culturally Caring Learning Environment

### ★ Has high expectations and is dedicated to student success ★

High expectations lead to academic success when students' cultural backgrounds are not seen as being oppositional to academic achievement (Gay, 2002). Culturally responsive educators understand how lowered expectations can hurt student outcomes, particularly for students who often underachieve (Gay, 2013; Ladson–Billings, 1995). The educator genuinely respects, honors, and believes every student, sees the student–teacher relationship as a partnership, and supports students as they work toward achieving appropriately challenging goals (Gay, 2002).

### ★ Uses a student–centered approach ★

In a culturally responsive environment, educators co–construct knowledge with their students (Banks, 1998). CRT involves the teacher moving from the center to the margins of the classroom so that students are empowered to help guide the learning. Students are not perceived as “empty vessels,” into which educators impart their knowledge (Freire, 1970). Rather, student's prior knowledge is a starting point to learning. Culturally responsive educators employ multiple instructional strategies that align with diverse cultures and learning styles (Banks, 1998; Griner & Stewart, 2012; Ladson–Billings, 1995).

### ★ Understands and appreciates their own and others' cultures ★

A culturally responsive educator helps students understand and appreciate their own and others' cultural heritages (Gay, 2002, 2013; Griner & Stewart, 2012; Ladson–Billings, 1995) and feel safe and valued within the classroom (Banks, 1998). In this environment, students engage in conversations about their different lived experiences and question their privilege or standpoint when sharing thoughts (Banks, 1998). When educators effectively structure interracial or cross–cultural cooperative learning environments, students (particularly those who are marginalized) increase academic achievement, and interracial friendships (Banks, 2006). This community also empowers students socially and emotionally (Banks, 2014; Ladson–Billings, 1995), holds them accountable for each other's learning, and requires students to work together to support each other. (Gay, 2000).



### Definition of Culture and Cultural Competence

The word culture implies the integrated patterns of human behavior that include thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups. Cultural competence is the ability to understand one's own and others' cultural backgrounds and values, to be aware of how different cultural backgrounds create different perspectives (Gay, 2002; Harrison et al., 2010), and to use knowledge and strategies to allow culturally diverse people to successfully learn and work together (Cross et al., 1989).

## A Culturally Responsive Educator Communicates Effectively with Culturally Diverse Students

### ★ Has cultural competence ★

A culturally responsive educator understands that all curriculum is steeped in (often hidden) culture. They can understand their own and others' cultural backgrounds and values and be aware of how different cultural backgrounds create different perspectives (Gay, 2002; Harrison et al., 2010). This skill is known as cultural competence. Cultural competence allows educators to develop instructional strategies as well as interpersonal skills to allow students from dissimilar cultural backgrounds to thrive in the learning environment (Diller & Moule, 2005). A culturally competent educator values diversity, is aware of the influence of their own and other's culture on interactions, and strives to create and implement effective multicultural curriculum that transforms institutional values (Van Roekel, 2008).

### ★ Accurately interprets students' thinking and teaches code-switching ★

All language is situated within culture. Culture influences "what we talk about; how we talk about it; what we see, attend to, or ignore; how we think; and what we think about" (Porter and Samovar, 1991, p. 21). A culturally responsive educator understands the interconnectedness between language and culture and can decode students' messages from their own culture to the dominant academic culture, avoiding potentially damaging misinterpretations. For example, the rules of speaking that are used and accepted in school may not be the same as those in a student's home, even within the same language.<sup>1</sup> Educators who know about different language rules can accurately decode students' speaking and will not make the damaging mistake of thinking a student is less intelligent based on how they speak (Delpit, 1995). Explicitly teaching code switching empowers students to recognize when each language is needed. Decoding also occurs with other communication paths, such as body language and eye contact. In some Asian cultures, lack of eye contact is a sign of respect, and in some Muslim cultures, eye contact between men and women is inappropriate (Galanti, 2000). In some Latino cultures, it is rude to make eye contact with authority figures, and in some African American cultures, eye contact occurs more during speaking than listening (Johnson, 1975; LaFrance & Mayo, 1976). In most White cultures, eye contact is considered respectful (Centers for Disease Control and Prevention, 2012).<sup>2</sup> If an educator is not aware of these differences, they may inaccurately interpret a student's behavior as defiance, rather than respect. Be mindful that generalizing someone by their culture is dangerous. Students should be encountered as unique individuals whose identities represent intersections of different backgrounds, and one should not assume they understand who a student is because they are familiar with their general cultural background.



### Definition of Code-Switching

Code-Switching is the practice of shifting the languages you use or the way you express yourself in your conversations and environments. Decoding is the awareness and deciphering of difference cultural codes. Read the NPR article "Five Reasons Why People Code-Switch" to learn more about this practice at [n.pr/Xyakij](http://n.pr/Xyakij)

<sup>1</sup> Learn about the "habitual be" grammar rule used in African-American Vernacular English (AAVE) on pages 28–29.

<sup>2</sup> For more information about communication patterns among different cultures, search google for "Communication Patterns and Assumptions of Differing Cultural Groups in the United States by Elliott," or go directly to: <http://www.awesomelibrary.org/multiculturaltoolkit-patterns.html>

## 5

### A Culturally Responsive Educator Integrates Culturally Responsive Strategies and Examples into Curriculum

#### ★ **Matches instructional strategies to the learning styles of diverse students** ★

Matching diverse learning styles to instructional strategies requires deep multicultural knowledge of how students learn best. For example, Native American, African, Latino, and Asian cultures often communicate through storytelling, when speakers set the scene and use artistic techniques to engage listeners (Gay, 2002; Ladson–Billings, 1995). Knowing this, a culturally responsive educator may use a storytelling technique to introduce topics. Rather than having students work independently, the educator may have students work in groups and learn cooperatively and collaboratively, which aligns to the learning styles of Native American, African, Latino, and Asian cultures (Gay, 2002). In many Native American cultures, people value cooperation, patience, and listening over competition, aggression, and speaking (Pewewardy & Hammer, 2003). Rather than having teams compete against each other in a debate, a teacher may implement interest–based negotiations. A culturally responsive educator also considers different cultures’ approach to learning tasks, preferred content, arrangement of work and study space, and preferred style of feedback, motivation, and incentives (Gay 2002). See the strategies on pages 36-39 for more instructional strategies that align with diverse learning styles.

#### ★ **Integrates cultural diversity into core curriculum frequently** ★

A culturally responsive educator purposefully includes diverse voices that represent different cultural, racial, and gendered perspectives in the learning environment (Banks, 1998; Gay, 2000). Students’ diverse cultures are central to the curriculum, thereby legitimizing the diverse cultural heritages and their value in education (Banks, 2006; Gay, 2000; Griner & Stewart, 2012; Ladson–Billings, 1995). Best practices in teaching require educators to reinforce concepts, skills, and tasks through models, examples, vignettes, and scenarios. Culturally responsive educators see these outlets as opportunities to infuse instruction with rich, culturally diverse representations (Gay, 2002). Additionally, centering the curriculum around student culture helps students find meaning between school and lived experiences at home (Gay, 2000, 2013).

## 6

### A Culturally Responsive Educator Transforms and Empowers School Culture

#### ★ **Reflects on and increases the institution’s cultural responsivity** ★

Beyond working within the classroom, a culturally responsive educator strives to develop cultural competence in the larger institution. A culturally responsive educator advocates equitable practices when looking at personnel, codes of conduct, the larger curriculum, and other aspects of the institutional culture (Banks, 1998). Educators examine differences, such as in achievement, disciplinary action, and hiring procedures, and address inequities by changing policies so that every participant is included, treated fairly, and set up to succeed.

# The Five Stages of Multicultural Curriculum Transformation

## INSTRUCTIONS

Read the example of each of the Five Stages of Multicultural Curriculum Transformation and answer the reflection questions to help you consider where you are in your culturally responsive practice and how you can move forward.

| Stage                        | Examples of the five stages   | Reflection Question  |
|------------------------------|---|--|
| Curriculum of the Mainstream | When studying the U.S. Civil War, the teacher focuses on the perspective of white, male, Union soldiers.  | Who is best served by this curriculum? What are the consequences of this curriculum on students from non-dominant cultures?  |
| Heroes and Holidays          | When studying the U.S. Civil War, the teacher briefly discusses African American heroes of the Civil War, such as Alexander T. Augusta and John Lawson in celebration of Black History Month. | Who decides what heroes and holidays to celebrate? What are the implications of celebrating certain races/ethnicities/sexes, only during certain months of the year? |
| Content Integration          | When studying the U.S. Civil War, the teacher includes a weekly reading from one of a variety of perspectives, including diary entries from women and slaves.                                 | What "real issues" should be included at this stage? What are the pros and cons of dealing with sensitive issues in schools?   |



| Stage                                       | Examples of the five stages   | Reflection Question   |
|---|---|---|
| Structural reform                           | When studying the U.S. Civil War, the teacher begins by having students study civil wars from other countries, including those represented in the classroom and highlight key aspects which the class will compare and contrast to the U.S. Civil War later. The teacher allots equal time to each perspective of the war, including those from Confederate slaves, African American Union soldiers and civilians, women, Mexican-American soldiers, and compares them to the perspective of white, male, union soldiers. | Why is it important for teachers to expand their knowledge base?  |
| Multicultural, social action, and awareness | Racism, sexism, and economic injustices are purposefully highlighted and analyzed when studying the U.S. Civil War from multiple perspectives (as discussed in Stage 4). The teacher works with students to help them develop and investigate research questions regarding inequities and perspectives of the civil war.  | What specific justice issues should be included at this stage? How does including students in this process relate to CRP? |

**REFLECTION**

Which stage or stages align most closely with how you were taught when you were a student? Provide examples that align to the stage(s).

Consider what these stages would look like in your current role and context. Which stage or stages align most closely with your current practice as an educator? Provide examples that align to the stage(s) and try to focus on one stage.



# Strategies

## KNOW YOURSELF

### Know Your Own Implicit Biases

Visit [napequity.org/iat](http://napequity.org/iat) to take the Implicit Association Test (IAT) and discover some of your own implicit biases. Culturally responsive educators confront and accept their implicit biases and use this knowledge to better interrupt their own and others' microinequities.

### Conduct a Critical Self-Analysis

Examine the artifacts within your classroom (posters, objects, books) and consider whether they represent many cultures or just yours. Brainstorm how you can incorporate new artifacts to represent all of your students' cultures. (Remember to avoid cultural stereotypes, and add objects, posters, and texts, written by cultural insiders.) Review your own curriculum, and question the assumptions you may have made while adapting or creating it. Use the "Reflect on Your Hidden Curriculum" Activity as a guideline for what questions to ask yourself as you review this work.

### Peer Observation

Have a knowledgeable, trusted peer watch your class with attention towards micromessages. Ask them to note discrepancies in how you interact with students. For example, note who is called on the most, who is corrected, and how they are corrected. Alternately, consider filming yourself and reviewing the film through the lens of cultural responsiveness. Be open to the small ways you value or devalue students. Observe peer teachers and note culturally responsive practices you would like to adopt.

### Grade Anonymously

Consider covering up student names or having students submit work using ID numbers when grading work. This can help prevent bias in how you grade work.

### Do Self-Work

Read texts, listen to stories and watch films that help you question your own privilege. For example, if you are white, consider material connected to white privilege.

## Reflect Before You React

Practice pausing before issuing a punishment, considering academic placement or support services, or harshly grading work and considering whether the behavior or academic work is due to defiance, inability, a lack of effort, or a cultural mismatch. For example, differences in intonation when responding to questions may be viewed as a lack of interest, enthusiasm, disrespect, or even lack of ability and can account for the larger percentages of students of color receiving more referrals (both for behavior and special education services) from white teachers than their white counterparts (Hudley and Mallinson, 2011). The process of considering how your own cultural lens affects your interpretations and actions can help limit damaging decisions due to cultural differences.

## KNOW YOUR STUDENTS

### Know Your Students' Names

Know all of your students' names and call students what they want to be called. If you struggle with learning names, ask students to make and show name tents in class, create rosters that include student photos to study, and pass out papers in person as an opportunity to practice names. Do not give up if you consistently forget or mistake certain students' names, and make their names a priority to remember. Make a concerted effort to pronounce their names correctly. Do not create your own version of a student's name because it is easier to you.

### Invite Students to Talk

Engage in conversations with your students by purposefully finding time to talk. This could mean hosting lunches where you get to know groups of students, hosting an after-school club, and attending school events. Getting some students to talk, particularly during middle school and early high school can be challenging. Consider playing a card game or focusing attention on a shared goal, and come prepared with good conversation-starter questions.



# Strategies

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## Catch and Learn From Cultural Mismatches

Ask students to share their experiences when their cultural practices are misperceived. Addressing cultural mismatch through direct conversation allows you to explicitly learn about how your worldviews are different and shows students you care to address and learn from these moments.

## Learn About Different Cultures and Cultural Differences

Read texts written by members of the cultures represented within your classroom, particularly those that are different from your own. Brainstorm how you can incorporate some of this material into your curriculum. Watch films or listen to interviews about identities different from your own. Beyond learning about different cultures, learn about cultural differences in language, tone, body language, and other aspects.

## Meet All of Your Students' Families

Go to after-school functions where parents and community members are present. Invite the community to participate in your classroom or practice as well. You may struggle to connect with some students' families or communities, and these students likely have a different cultural background from you. Be purposeful in finding community events that are attended by different groups of your students (i.e., don't just go to one type of event).

## Share Your Own Story and Invite Students to Tell Theirs

Reveal something about yourself in order to better connect with students in general, or with a particular student specifically. Share your own experiences, such as where you are from, or other background that can help connect you with your students. Take time to give students the opportunity to share their own stories. If students know you, they may be more comfortable sharing who they are with you. Find ways to incorporate sharing into the curriculum.

## Give Students Interest Surveys

Create or adapt student interest surveys, such

as the samples in Appendix B, to align with your own course goals and objectives. Distribute, collect, read and analyze surveys at the beginning of the year or semester. Use this information to tailor your curriculum to your students' cultural values and interests. For example, some students may desire more activity within the classroom. Consider using survey data to create student interest groups. For example, in a literature class, students may have different topic or genre preferences and can be grouped accordingly. Allowing student interests to reshape curriculum and teaching can feel overwhelming. Consider making changes to your practice that leverage students' interests and push you towards more CRP while staying within your comfort zone.

## STRATEGIES THAT BRING STUDENT CULTURE INTO THE CLASSROOM

### Incorporate Project Based Learning (PBL)

PBL is a teaching approach that, when implemented equitably, allows students' cultural backgrounds and lived experiences to direct the learning process. PBL engages marginalized students by allowing them to have agency over the questions or problems they work on, address real world problems, and work together to create knowledge rather than relying on a teacher for information (Moje et al., 2000).

### Bring diverse cultural representations into curricula and the classroom

Convey that you value diverse cultures by including them in the curriculum and making them visible in the learning environment. Highlight contributions from diverse cultures in posters hung around the room. Supplement core curriculum to include diverse authors, or recreate curriculum to represent diverse cultures equally. Purposefully including culturally diverse autobiographies can help students connect to the material or subject (Gay, 2002). For example, use autobiographies as class texts in literature, sources for historical analysis in humanities, or to elucidate the nature of scientific or mathematical endeavors.



# Strategies

## Regularly recognize diverse student work

Evaluate the diversity of the students or student work you are celebrating (e.g., what is hung on walls) and make sure it represents the diversity of your classroom or institution.

## Include students' heritage and lived experiences into curricula

Make space for students to share their family heritage and lived experiences in the classroom. For example, students can look to their own cultural backgrounds to create a piece of writing or provide context for alternative histories.

## Include opportunities for storytelling

Rather than presenting information in a concise, reserved manner, Native American, African, Latino and Asian cultures often communicate through storytelling, where speakers set the scene and use artistic techniques to engage listeners (Gay, 2002; Ladson-Billings, 1995). When planning lessons, provide opportunities for students to communicate in a storytelling style.

## Create cooperative, collaborative learning groups

Include opportunities for students to work in groups and learn cooperatively (where students rely on each other to achieve a goal) and collaboratively (where members of a team respect each other). A cooperative, collaborative learning approach aligns to the learning styles of Native American, African, Latino and Asian cultures (Gay, 2002) as well as most females' learning styles (Onnela et al., 2014). Using peer learning centers and turn-taking in reading groups are other examples of culturally responsive cooperative strategies (Zeichner, 2003). Be careful to intentionally select teams. Self-selected groups can exclude marginalized students, and teams with only one student from a marginalized ethnic, racial or gender group on a team can be isolating and create a negative experience for the student (Rosser, 1998).

## Incorporate music and movement

Research shows that African American students process and retain more information when there

is higher levels of music and movement, while White students retain more information when there are lower levels of music and movement. Consider incorporating music and movement into lessons more frequently. Teachers can also align to African American students' strengths by using choral reading strategies (where students repeat or read aloud with the teacher) or responsive reading (where the teacher and students alternate in reading aloud) (Zeichner, 2003).

## Connect lessons to social impact

Find ways to connect lessons to a positive impact on the classroom, school or community. One study found that a caring-based approach increased success for Hispanic students, leading to increased understanding of content, improved confidence, and a greater sense of belonging within the professional community (West and Simmons, 2012). Engineering programs have likewise reported increased recruitment and retention of diverse students, particularly from marginalized populations such as women and students of color (Bielefeldt et al., 2009).

## Adapt out-of-School assignments to student needs

When requiring students to complete work outside of school, consider the specific needs of every student and made necessary modifications so that the assignment is equitable. For example, before requiring students to do computer work outside of the class, ascertain whether or not students have reasonable access to computers. Do not assume that a nearby library is sufficient, as the path to the library may be unsafe or inaccessible for other reasons. Instead, consider planning time in class for students to access computers.

## Give students agency in their learning

Promote student agency and student-centered teaching, which gives students choice in how they learn and are assessed. Consider having options for students to choose from and create grading rubrics together.

## Differentiate instruction

Use various learning styles and consider multiple intelligences when



# Strategies

designing and implementing lessons. For example, do not teach in a lecture format every day. Incorporate time for group work. Consider creative ways to have students process information, for example, have opportunities for students to create skits, raps, poems, artwork, or models to illustrate their understanding.

## Increase wait time

Increase wait time: Some students need more time to process and collect their thoughts. Give students time to do this so that not all of the same students are answering the questions all the time. Engage in Active Participation when asking questions: Ask all students to write an answer to the questions you ask when engaging in a classroom discussion. That way, all students will have prepared something to say when they are called on.

## Scaffold lessons to bridge gaps in student learning

Do not make assumptions about the prior knowledge students have. Begin lessons or units by inviting students to share their understandings of the topic ahead of time. This may mean employing discussions, surveys, or pre-assessments. Use this information to better understand the needs of individual students, and support those needs throughout the lesson.

## Do not excessively correct language mistakes

Make sure language-learning (including within dialects) is not stressful for students. Do not excessively correct students' speech or writing if they are still learning Standard English and support, include, and welcome students' native languages and dialects into the classroom. Delpit (1995) writes: "To suggest that [home languages and dialects are] 'wrong' or, even worse, ignorant, is to suggest that something is wrong with the student and his or her family (p. 53). Students naturally pick up the rules of a dialect or language through immersion, and researchers have found unconscious learning to be more effective than explicit instruction (Delpit, 1995).

## Have students study cultural differences

Invite comparisons of cultures into the curriculum. For example, have students become "language detectives" to better understand how and when different dialects or languages are used (Delpit, 1995), or introduce a unit on astronomy by sharing origin stories from different cultures.

## Move from rote to critical responses

Asking students to repeat facts or answer simplistic questions are not as effective in engaging culturally diverse students, particularly African American students, as more analytical questions which require students to think critically (Delpit, 1995). Asking higher-level questions also sends a message to students that you believe they are capable of challenging thinking, which aligns with having high expectations, a key aspect of CRP.

## Critique and employ multiple forms of assessment

Before taking off points on an assignment, evaluate whether there is a possibility that the "error" is due to a cultural difference. For example, if a student loses points for leaving off "s" on third person singular verb forms or plural nouns, this could be due to a difference in dialect. Consider how the loss of these points over years of schooling affect a student and their grades (Hudley and Mallinson, 2011). Employ multiple forms of assessment allows students to best represent their understandings. Consider co-creating rubrics or assessments with students, giving them choice in how they are evaluated, and invite students to advocate when their grade feels unfair.

## STRATEGIES THAT BRING INSTITUTIONAL AND SOCIOPOLITICAL KNOWLEDGE TO THE STUDENT:

### Teach and welcome code-switching

Code switching is the practice of changing how you speak and act in different contexts. Explicitly discussing the process of code-switching and making code-switching or code-meshing (combining vernacular styles with Standard English) an ac-



# Strategies

cepted practice in the classroom validates students' home languages and provides a supportive and affirmative environment in which to build upon their literacy skills (White, 2011). Impart to students that there are a number of varieties of English, none inherently better than another, and educate them about how using the Standard form of English leads to privilege in a manner that honors home languages and native spaces.

## Explicitly teach about activism, power and inequity in schools and society

Research the ways in which inequity has shown up in your field and address these topics explicitly in your classroom. Show students how these issues have been addressed and point out the remaining questions that have yet to be answered. For example: in art, a teacher might share statistics on the amount of museums that include artists of color in their exhibits. Discuss why that inequity exists and the activism that has been done to address it.

## Explicitly talk about race in school

Give students opportunities to talk about race in school. Allowing a space for potentially uncomfortable conversations about race to occur is critical for a successfully culturally responsive classroom. To be anti-racist, we need to not only acknowledge racism, but also to acknowledge people's lived experiences. Condemning words or language that relates to race or being "colorblind" to race perpetuates racism through its denial.

## Provide timely, effective feedback

Providing students with constructive, supportive feedback that is ongoing and immediate allows students from diverse cultures to learn how to navigate academics and become successful. Providing "wise" feedback, where a teacher explains they are providing a student with feedback because they have high expectations and believe the student can reach those expectations with support, has also been shown to increase motivation and self-efficacy, particularly for marginalized students (Yeager et al., 2014).

## Interrupt stereotyping and racial prejudice

Despite your best attempts to promote equity in your practice, the students, other adults, and the community as a whole may stereotype others, or display racial prejudice in their words and actions. Students in marginalized groups are more susceptible to bullying than dominant parties (Sallee and Diaz, 2013), and those who possess multiple marginalized identities suffer increased bullying which further marginalizes them (Misawa, 2010).

## STRATEGIES FOR ADMINISTRATORS

### Provide Training in CRP

Provide time for staff to learn about CRP and learn about the cultures and communities of their students. Consider partnering with a local university to educate staff about CRP and cultural knowledge. Include all staff, including special education teachers, volunteers, librarians, custodians, nurses, nutritional service employees, and others.

### Give Educators Time to Plan

Provide routine time for educators to plan together, allowing them the time necessary to reflect on and implement culturally responsive strategies in a recursive manner. Also provide time for educators to observe each other's teaching and give feedback to each other on their culturally responsive practice.

### Critique and Change Demographics of School Groups

Evaluate the diversity of the PTA, board members, and other community and parent groups. Purposefully invite those who are underrepresented in these groups. Similarly evaluate the diversity of students in honor societies, after school clubs, and other student-led groups and purposefully invite those who are underrepresented to join.

### Critique and Change Who is Recognized

Evaluate the diversity of students who are recognized for academic or behavioral success. Work to have a those who are recognized and thriving match the demographics of the school or grade.



# Strategies

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## **Invite Parents and the Community In**

Create an infrastructure where parents and the community routinely participate in meetings with educators. For example, set aside time at the beginning, middle and end of the year for parents to meet with advisory teachers or other faculty and discuss student success and progress. Consider including parents when discussing solutions for students who struggle to succeed academically or behaviorally. Provide space for parent support groups.

## **Prepare for Cultural Transitions**

Proactively identify students who will have a greater cultural transition to the school and meet with these students ahead of time. Build a network of supports for the student and use culturally responsive practices to help them navigate how to succeed in a different culture. For example, consider having student ambassadors who represent the ethnic group at the school help new students adjust to the institution.

## **Develop Resources to Support Non-English Speaking Families**

Train or hire administrative staff who can communicate with students' families in their native languages. Provide voicemails, emails, and other notifications in their native language.

## **Invite Student Voices into Institutional Policies**

If possible, invite diverse students to give feedback on appropriate institutional policies. For example, school policies such as the dress code, curriculum, and school climate.

## **Conduct a School Climate Survey**

Conduct a school climate survey with faculty, staff and students annually to identify culturally irresponsible practices and potential problems. Create a diverse board, including students, parents, community members, faculty and staff, to review responses and create plans to solve problems that emerge in the survey.

## **Acknowledge, Address and Respond to Culturally Traumatic News and Events**

When a distressing or traumatic event occurs in the community (whether locally or nationally),

bring the institutional community together as soon as possible to digest the events and reflect on how to move forward (Milner, 2015). Equip educators with the skills necessary to have meaningful, respectful conversations with their students about such events.

*ALL IN-LINE CITATIONS FROM THESE STRATEGIES ARE IN THE ELIMINATING BARRIERS THROUGH CULTURALLY RESPONSIVE TEACHING TOOLKIT. AVAILABLE AT [NAPEQUITY.ORG](http://NAPEQUITY.ORG).*

