This toolkit is intended to support teachers in reflecting on their current level of cultural awareness and improving their practices to become more culturally competent. Hanover Research provides practical guidance and actionable recommendations around culturally competent instruction, as well as embedded tools and resources to support teachers’ self-reflection and work with students.
# TABLE OF CONTENTS

**Executive Summary** ........................................................................................................................................................................... 3
  - **INTRODUCTION** ........................................................................................................................................................................ 3
  - **OVERVIEW** ................................................................................................................................................................................. 4
  - **AUDIENCE** .................................................................................................................................................................................. 4
  - **RESEARCH BASE** ......................................................................................................................................................................... 4
**Increasing Cultural Awareness** ............................................................................................................................................................. 5
  - **UNDERSTANDING IMPLICIT BIAS** ................................................................................................................................................. 5
  - **ASSESSING YOUR BIASES AND CULTURAL AWARENESS** ...................................................................................................... 6

**Becoming a Culturally Competent Teacher** ......................................................................................................................................... 13
  - **EMBRACING THE VALUES OF CULTURALLY COMPETENT TEACHERS** ......................................................................................... 13
  - **ENGAGING IN ONGOING REFLECTION AND LEARNING** ........................................................................................................ 15
  - **COLLABORATING WITH PARENTS AND FAMILIES** .................................................................................................................. 17
  - **GETTING TO KNOW YOUR STUDENTS** ....................................................................................................................................... 17

**Developing Culturally Responsive Teaching Skills** .................................................................................................................................. 19
  - **USING EQUITABLE CLASSROOM PRACTICES** ............................................................................................................................ 19
  - **IMPLEMENTING A MULTICULTURAL CURRICULUM** ................................................................................................................ 23
    - Curricular Framework .................................................................................................................................................................... 23
    - Instructional Strategies ................................................................................................................................................................. 26
EXECUTIVE SUMMARY

INTRODUCTION

Cultural competence is broadly understood as the ability to communicate and work effectively across cultural lines by acknowledging and navigating differences in individuals’ worldviews. A widely-accepted understanding of the skill is:

A set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enable that system, agency, or professionals to work effectively in cross-cultural situations.

Within education, cultural competence emphasizes the ability to serve students and families from diverse cultures and backgrounds—including racial, ethnic, linguistic, socioeconomic, and religious cultures—in an effective manner. As the education system and the nation grow increasingly diverse, the centrality of culture to teaching and learning becomes more apparent. Individuals’ instructional decisions are shaped by cultural beliefs, values, and attitudes concerning what is important to teach, which vantage points to consider, and even which methods of delivery to employ. Similarly, students from different cultural environments often possess different learning styles. Indeed, “matching the contextual conditions for learning to the cultural experiences of the learner” leads to improved student engagement and performance. Overall, culturally competent teaching results in more effective teaching, reduces achievement gaps, and improves communication between teachers’ and students’ families.

Cultural competence falls on a continuum that ranges from cultural destructiveness to cultural proficiency. Becoming a culturally competent teacher is a journey that will take time. Teachers must start this journey by identifying and correcting learned biases, followed by acquiring new information and knowledge about cultures and how to appropriately interact with students who have different backgrounds than their own. This toolkit is designed to support teachers along this journey.

Cultural Destructiveness: The elimination of other people’s cultures

Cultural Incapacity: Belief in the superiority of one’s own culture and behavior that disempowers another’s culture

Cultural Blindness: Acting as if the cultural differences one sees do not matter or not recognizing that there are differences among and between cultures

Cultural Pre-competence: Awareness of the limitations of one’s skills or an organization’s practices when interacting with other cultural groups

Cultural Competence: Interacting with other cultural groups using the essential elements of cultural proficiency as the standard for individual behavior and school practices

Cultural Proficiency: Knowing how to learn about individual and organizational culture; interacting effectively in a variety of cultural environments.

Source: Colorado Department of Education

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Cultural awareness is a foundational component of cultural competence. Cultural awareness is “being cognizant, observant, and conscious of similarities and differences among and between cultural groups.” Developing cultural awareness can help teachers to:

▪ Acknowledge how culture shapes their own perceptions;
▪ Be more responsive to culturally diverse students and colleagues;
▪ Be more sensitive and accessible as a mentor and teacher; and
▪ Be alert to cultural differences and similarities that will present opportunities and challenges to working in a multicultural classroom.

OVERVIEW

This toolkit:

✓ Defines and explains the importance of implicit bias, cultural awareness, and cultural competence
✓ Explores strategies teachers can use to increase their cultural awareness and competence
✓ Discusses effective practices and instructional strategies of culturally competent teachers
✓ Provides resources and tools that teachers can use to increase their cultural awareness and implement culturally responsive teaching

AUDIENCE

This toolkit is designed to help teachers and instructional personnel in Grades K-12 reflect on their current levels of cultural awareness and improve their practices to become more culturally competent in their work with students.

RESEARCH BASE

This toolkit is based on empirical literature, policy guidance, and practical recommendations from national organizations for enhancing educators’ cultural competence. Examples of sources that Hanover Research used to develop this toolkit include Teaching Tolerance, Educational Leadership, the Equity Alliance at Arizona State University, the Region X Equity Assistance Center at Education Northwest, the Journal of International Social Research, the Kirwan Institute for the Study of Race and Ethnicity, the National Education Association, the Colorado Department of Education, and the National Center for Cultural Competence.
CULTURAL AWARENESS AND CULTURAL COMPETENCE TOOLKIT: INCREASING CULTURAL AWARENESS

INCREASING CULTURAL AWARENESS

Teachers can increase cultural awareness by:

1. Understanding implicit bias
2. Assessing their biases and cultural awareness

UNDERSTANDING IMPLICIT BIAS

Implicit biases are “attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.” Implicit bias training relates to cultural competence by supporting individuals in developing a personal awareness of their beliefs and attitudes toward diverse others. This self-awareness is a critical first step to effectively working with people of other cultures and races. The following are common research-based characteristics of implicit biases:

- Implicit biases are pervasive and robust. Everyone possesses them, even people with avowed commitments to impartiality such as judges.
- Implicit and explicit biases are generally regarded as related but distinct mental constructs. They are not mutually exclusive and may even reinforce each other.
- The implicit associations we hold arise outside of conscious awareness; therefore, they do not necessarily align with our declared beliefs or even reflect stances we would explicitly endorse.
- We generally tend to hold implicit biases that favor our own ingroup, though research has shown that we can still hold implicit biases against our ingroup.
- Implicit biases have real-world effects on behavior.
- Implicit biases are malleable; therefore, the implicit associations that we have formed can be gradually unlearned and replaced with new mental associations.

Teachers, like the population at large, are susceptible to implicit biases. These unconscious beliefs can affect teachers’ expectations of students, thereby influencing how teachers teach certain students. For example, teachers may implicitly expect less of African American students and thus may provide less rigorous instruction to those students compared to the instruction they provide to white students. This differentiation in instructional quality perpetuates achievement gaps. Implicit biases in education also play a role in the overrepresentation of students of color in special education and remedial courses, as well as in disciplinary action. However, implicit biases can be modified.
CULTURAL AWARENESS AND CULTURAL COMPETENCE TOOLKIT: INCREASING CULTURAL AWARENESS

ASSESSING YOUR BIASES AND CULTURAL AWARENESS

Teachers need to examine their own beliefs and attitudes. In other words, “cultural competence starts by recognizing that every cultural group brings values which help define the concept of a true community.” To develop culturally responsive teaching practices, teachers first need to be aware of the influence of their own culture on student learning. However, teachers are commonly unaware of their own culture and how it affects students’ classroom experience. Generally, teachers must commit to:

- Asking oneself how issues of sameness, difference, and power impact interactions with colleagues, students, and families.
- Developing skills and attitudes that bridge cultural differences such as empathy, flexibility, listening without judgment, appreciation for multiple cultural perspectives, and cross-cultural communication.
- Genuinely seeing diversity as a strength and an opportunity, rather than as an “issue” or problem.
- Thinking about what each of us still needs to learn, and engaging in relevant professional development, dialogue, study, or personal reflection.
- Understanding how one’s own life experiences can help build relationships with students and enhance the curriculum.

In these ways, teachers must assume a more proactive role in understanding and internalizing cultural competence to effectively impart multicultural practices to their students. In other words, “teachers must come to understand the real lived experience of the families and children they teach.” Thus, much of the onus on developing personal cultural competence is placed on teachers themselves.

Teachers can complete self-assessments to develop an awareness of their culture and biases. Self-assessments are beneficial for developing cultural competence in that they:

- Raise awareness of cultural differences, biases, and stereotypes;
- Assess attitudes, perceptions, and assumptions; and
- Promote knowledge and skill acquisition and use items that are suggestive of best and promising practices.

Tests that evaluate individuals’ implicit biases are particularly powerful in that they reveal unconscious biases that individuals may not be aware that they have learned and internalized. A prominent implicit bias test is the Implicit Association Test (IAT), which was developed by researchers at Harvard University, the University of Virginia, and the University of Washington. The IAT measures implicit biases by evaluating “the strength of associations between concepts.” The IAT is freely available to take.

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Teachers can use the Cultural Competence Self-Assessment for Teachers, presented below, to begin to evaluate their cultural awareness. This tool is a starting point to identify areas in which teachers might need to develop their culturally competent practices.

### Cultural Competence Self-Assessment for Teachers

<table>
<thead>
<tr>
<th>Statement</th>
<th>MOST OF THE TIME</th>
<th>SOME OF THE TIME</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am aware of my own racial, ethnic, and cultural background, and understand how it affects my perceptions and values.</td>
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<tr>
<td>I seek opportunities to learn about the cultural practices in our school community, including staff, families, and students.</td>
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<tr>
<td>I regularly reflect on my own bias and how I view and treat people with cultural practices that are different than my own.</td>
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<tr>
<td>As a faculty member, I feel supported and valued for my own identity and perspectives.</td>
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<tr>
<td>I value the diverse perspectives and cultural practices of my colleagues.</td>
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<tr>
<td>I regularly examine academic and behavioral data for achievement gaps by race, native language, socio-economic status, and gender.</td>
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<tr>
<td>I review data to inform instruction in ways that best meet the needs of individual learners, and collaborate with colleagues in data-based decision-making.</td>
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<tr>
<td>I create positive relationships with families so that we can work as a team to best meet their child’s needs.</td>
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<tr>
<td>I engage in professional development to examine my own cultural awareness and develop culturally relevant teaching strategies.</td>
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<tr>
<td>I encourage all families to give me feedback and volunteer in my classroom.</td>
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<tr>
<td>I participate in action research focused on equity to better meet my students’ needs and improve my instructional strategies. I monitor student engagement within this research.</td>
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<tr>
<td>Students and families feel comfortable when reporting inequitable practices or incidents, whether parties involved include me, students, or fellow colleagues.</td>
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<tr>
<td>Communication is available to families in multiple languages.</td>
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<tr>
<td>I make sure that there are translators available to improve school and family communication.</td>
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<tr>
<td>Art work and photographs embedded in communication and classroom decor reflect the demographics of the students positively and are age appropriate.</td>
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<td></td>
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<tr>
<td></td>
<td>MOST OF THE TIME</td>
<td>SOME OF THE TIME</td>
<td>NEVER</td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>------------------</td>
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<tr>
<td>I act as a student and family advocate. I openly confront my</td>
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<tr>
<td>colleagues if I see practices that I feel are inequitable.</td>
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<tr>
<td>I preview visual media to make sure that it is culturally</td>
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<tr>
<td>relevant and anti-bias.</td>
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<tr>
<td>My behavioral expectations and policies have taken into</td>
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<td></td>
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</tr>
<tr>
<td>account the varying cultural expectations and norms in my</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>student demographics.</td>
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<td></td>
</tr>
<tr>
<td>I review curriculum and assessments for historical accuracy,</td>
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<td></td>
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<tr>
<td>cultural relevance, multiple perspectives, and anti-bias.</td>
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<tr>
<td>Culturally relevant lessons are embedded in my day to day</td>
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<tr>
<td>teaching, rather than taught in isolated units.</td>
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<tr>
<td>I differentiate to meet the needs of students from varying</td>
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<tr>
<td>backgrounds and have high expectations for all. I provide the</td>
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<td></td>
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<tr>
<td>support needed to reach expectations.</td>
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<tr>
<td>Holidays are equally represented and celebrations are sensitive</td>
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<tr>
<td>to the varying religions and cultural practices of my student</td>
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<td></td>
</tr>
<tr>
<td>population.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I actively dispel racial and cultural stereotypes in my</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>curriculum, assessments, materials, and classroom décor.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am comfortable in leading discussions about race, ethnicity,</td>
<td></td>
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<td></td>
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<tr>
<td>class, gender, sexual orientation, and religion with students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I avoid imposing my personal values and opinions and assist</td>
<td></td>
<td></td>
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<tr>
<td>students in learning the difference between fact and opinion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I encourage the sharing of opinions that are different than my</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>own and looking at multiple perspectives.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Colorado Department of Education²⁵
After completing a self-assessment, teachers can use the results to reflect on their biases and culturally competent practices. Teachers should then take actionable steps to address biases and become more culturally inclusive. The Guiding Questions and Action Steps for Addressing Bias, presented below, can guide teachers through this process.

### Guiding Questions and Action Steps for Addressing Bias

<table>
<thead>
<tr>
<th>GUIDING QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the self-assessment reveal any biases?</td>
</tr>
<tr>
<td>Do my biases inhibit or enhance my ability to be objective in relationships?</td>
</tr>
<tr>
<td>Where do biases show up in our school community?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXAMPLE ACTION STEPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invite a mixed group of policy makers and community members for a conversation on bias.</td>
</tr>
<tr>
<td>Have conversations about bias in small groups with other teachers.</td>
</tr>
<tr>
<td>Personal Bias Reflection (this can be a journal or discussion activity): What is your earliest memory of seeing another person (someone from a different background than your own) being treated unfairly or without respect? The mistreatment might have been prejudiced attitudes or actions toward someone because of ethnicity, gender, class, religion, disability, etc. It might have been societal, institutional or personal. How did you feel?</td>
</tr>
</tbody>
</table>

Source: Colorado Department of Education

Self-reflection questions can also help teachers assess their cultural awareness and biases. Teachers can use the guiding questions presented in the Cultural Competence Self-Reflection Questions worksheet below to facilitate their self-reflection. Teachers should use the blank portions under each question to reflect on and answer the question for themselves.

### Cultural Competence Self-Reflection Questions

<table>
<thead>
<tr>
<th>ARE YOU AWARE OF YOUR OWN CULTURAL BIAS AND BEHAVIOR?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> To be open to other cultures, we need to have an understanding of our own culture and how it has affected you. You are constantly immersed in your own culture, and it is easy to become numb to how it is affecting your behavior as an educator. Understand what makes your culture unique, so you can also appreciate the differences in others.</td>
</tr>
<tr>
<td><strong>Response:</strong></td>
</tr>
</tbody>
</table>

© 2019 Hanover Research
### ARE YOU READY TO CHALLENGE ANY ASSUMPTIONS OR STEREOTYPES THAT YOU MAY HOLD?

**Description:** Are you aware of the assumptions you may hold about people from other cultures? Let go of any stereotypes you may have been holding and encourage an open mind for yourself and your students. This process is not instantaneous, but consistency is key and will pay off in the long run.

**Response:**

### CAN YOU ACKNOWLEDGE HOW CULTURE IMPACTS THE DAILY LIFE AND ACTIVITIES OF STUDENTS?

**Description:** Your hobbies, daily routine, preferred entertainment, job – there is an endless list of things that culture affects every day. Are you accepting and willing to learn to understand how a student that recently immigrated from another country seems to be struggling with the school routine?

Bear in mind that a student's culture can affect their everyday life, through religious commitments or simply their daily schedule. Although you may not understand or be aware, it is important to recognize that a student may be used to spending their day differently.

**Response:**

### CAN YOU UNDERSTAND HOW CULTURAL NORMS INFLUENCE COMMUNICATION?

**Description:** Did you know that in Japan, direct eye contact is seen as a sign of disrespect? Or that sitting cross-legged is considered offensive in Ghana and Turkey? Students from different cultures communicate in many different ways and it is important to acknowledge that some forms of communication may be very different from yours. Rather than perceiving these negatively, use these cultural differences as a learning opportunity rather than passing judgment.

**Response:**
DO YOU MAKE AN EFFORT TO LEARN ABOUT OTHER CULTURES?

**Description:** You cannot become culturally competent if you do not learn about other cultures. Ask questions and be open to hearing stories rather than making assumptions. This dialogue is a perfect opportunity for students to teach you something, in turn!

**Response:**

CAN YOU EFFECTIVELY INTERVENE WHEN YOU SEE A STUDENT BEHAVING IN A DISCRIMINATORY MANNER?

**Description:** Teachers must be able to identify when conversations in the classroom have taken a wrong turn and be able to defuse the situation. As someone in a leadership role in the classroom, teachers should quickly address derogatory comments and use the situation as a teachable moment for their students.

**Response:**

ARE YOUR TEACHING STYLES ADAPTABLE TO STUDENTS OF MULTIPLE DIFFERENT CULTURES?

**Description:** Are your lessons structured to be understood by students of many cultures? Now more than ever, teachers will likely be teaching students from many different nationalities and cultures. Does it seem like students in your class who are relatively new to the country are struggling with grasping concepts? Teaching styles that may be easy to follow for one student may be difficult for another.

**Response:**
DO YOU ALLOW FOR COMMUNICATION BETWEEN YOU AND YOUR STUDENTS’ FAMILIES?

**Description:** Family can have a large impact on a child’s behavior and interactions with others. Establish open communication with families and educate them on what their child will be doing in school and take this as a chance to learn from them as well.

**Response:**

Source: Teach Away
BECOMING A CULTURALLY COMPETENT TEACHER

Teachers can become culturally competent educators by:

1. Embracing the values of culturally competent teachers
2. Engaging in ongoing reflection and learning
3. Collaborating with parents and families
4. Getting to know their students

EMBRACING THE VALUES OF CULTURALLY COMPETENT TEACHERS

Culturally competent educators value diversity and use their understanding of students’ cultural backgrounds to adapt instruction and tailor learning environments accordingly. The National Education Association identifies four basic skill areas of cultural competence:28

<table>
<thead>
<tr>
<th>SKILL AREA</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valuing Diversity</td>
<td>Accepting and respecting different cultural backgrounds and customs, different ways of communicating, and different traditions and values.</td>
</tr>
<tr>
<td>Having the Capacity for Cultural Self-Assessment</td>
<td>Understanding that our own cultures—all of our experiences, background, knowledge, skills, beliefs, values, and interests—shape our sense of who we are, where we fit into our family, school, community, and society, and how we interact with youth.</td>
</tr>
<tr>
<td>Understanding the Dynamics of Cultural Interactions</td>
<td>Knowing that there are many factors that can affect interactions across cultures, including historical cultural experiences and relationships between cultures in a local community.</td>
</tr>
<tr>
<td>Institutionalizing Cultural Knowledge and Adapting to Diversity</td>
<td>Designing youth development services based on an understanding of youths’ cultures and institutionalizing that knowledge so that professionals, and the learning environments they work in, can adapt to and better serve diverse populations.</td>
</tr>
</tbody>
</table>

Source: National Education Association29

Culturally competent teachers should also lead by example, embodying “proactive responses to bias, discrimination, exclusion, and bullying.”30 Teachers should feel comfortable intervening when students use slurs, make biased jokes, or bully other students about their culture or identity. Additionally, with other adults in the school, teachers should speak out against stereotypes, slurs, or bias. Teachers can use “I Statements” to challenge discriminatory language; for example, a culturally competent teacher might say to another adult, “It makes me uncomfortable to hear people saying that families from the housing projects don’t value education.”31 The table on the following page lists the knowledge and skills that a culturally competent teachers should develop.
### Recognize even the subtlest biases and inequities
- Notice subtle bias in learning materials and classroom interactions;
- Show curiosity about ways school policy and practice might disadvantage some students in unintentional (or intentional) ways; and
- Reject deficit views that outcome inequalities (like test score disparities) are the result of the cultures or mindsets of students of color, students experiencing poverty, or other marginalized-identity students.

### Respond to biases and inequities in the immediate term
- Develop the facilitation skills and content knowledge necessary to intervene effectively when biases or inequities arise in a classroom or school;
- Cultivate in students the ability to analyze bias and inequity in classroom materials, classroom interactions, and school policies; and
- Foster conversations with colleagues about equity concerns in their schools.

### Redress biases and inequities in the long term
- Advocate against inequitable school practices like racially or economically biased tracking and advocate for equitable practices;
- Never confuse celebrating diversity with equity, such as by responding to racial conflict with cultural celebrations; and
- Teach about sexism, poverty, racism, ableism, transphobia, and heterosexism.

### Create and sustain bias-free and equitable classrooms, schools, and institutional cultures
- Express high expectations for [all] through higher-order pedagogies;
- Consider how they assign homework and communicate with families, understanding that students have different levels of access to resources like computers and the Internet; and
- Prioritize consideration of the needs, challenges, and barriers experienced by students who are from marginalized groups in each discussion and each decision about classroom, school, or district policy and practice.

Source: Equity Literacy Institute

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ENGAGING IN ONGOING REFLECTION AND LEARNING

Teachers should engage in ongoing reflection on their cultural awareness and implicit biases. They should also commit to continuously learning about multicultural education and cultural competence as “there is always more for both teachers and students to learn—about themselves and others, about identity and diversity, about discrimination and empowerment, and about how they all relate.” Strategies that teachers should use to continuously reflect on and learn about cultural competence include:

- Journaling;
- Reading research articles;
- Blogging;
- Participating in online discussion groups;
- Attending professional development workshops and conferences; and
- Taking courses and joining a study group.

Teachers should use these types of reflective activities to “reflect on their actions and interactions as they try to discern the personal motivations that govern their behaviors.” Gaining an understanding of how factors, which are often implicit and unconscious, such as racism and ethnocentrism influence our behaviors is the first step in acknowledging and changing the behaviors. Teachers can also use reflective activities to do the following, which are key components of developing a foundation for culturally responsive teaching:

- **Explore personal and family histories.** Teachers need to explore their early experiences and familial events that have contributed to their understanding of themselves as racial or nonracial beings. As part of this process, teachers can conduct informal interviews of family members (e.g., parents, grandparents) about their beliefs and experiences regarding different groups in society. The information shared can enlighten teachers about the roots of their own views.

- **Acknowledge membership in different groups.** Teachers must recognize and acknowledge their affiliation with various groups in society, and the advantages and disadvantages of belonging to each group. For example, for White female teachers, membership in the White middle-class group affords certain privileges in society; at the same time being a female presents many challenges in a male-dominated world. Moreover, teachers need to assess how belonging to one group influences how one relates to and views other groups.

- **Learn about the history and experiences of diverse groups.** It is important that teachers learn about the lives and experiences of other groups in order to understand how different historical experiences have shaped the attitudes and perspectives of various groups. Further, by learning about other groups, teachers begin to see differences between their own values and those of other groups. To learn about the histories of diverse groups, particularly from their perspectives, teachers can read literature written by those particular groups as well as personally interact with members of those groups.
Teachers should also engage in debiasing techniques to reflect on and address their implicit biases. Debiasing techniques are designed to reduce implicit biases by challenging individuals’ ideas and stereotypes about groups of people. Examples of effective debiasing interventions are:

**STEREOTYPE REPLACEMENT**
This strategy involves replacing stereotypical responses with non-stereotypical responses. Using this strategy involves recognizing that a response is based on stereotypes, labeling the response as stereotypical, and reflecting on why the biased response occurred. Next, one considers how the biased response could be avoided in the future and replaces it with an unbiased response.

**COUNTER-Stereotypic Imagining**
This strategy involves imagining in detail counter-stereotypic others. These can be abstract, a famous person, or non-famous person (e.g., a personal friend). The strategy makes positive exemplars salient and accessible when challenging a stereotype’s validity.

**INDIVIDUATION**
This strategy relies on preventing stereotypic inferences by obtaining specific information about group members. Using this strategy helps people evaluate members of the target group based on personal, rather than group-based, attributes.

**PERspective-taking**
This strategy involves assuming a first-person perspective of a member of a stereotyped group. Perspective taking increases psychological closeness to the stigmatized group, which ameliorates automatic group-based evaluations.

**INCREASING OPPORTUNITIES FOR CONTACT**
This strategy involves seeking opportunities to encounter and engage in positive interactions with out-group members. Increased contact can ameliorate implicit bias through a wide variety of mechanisms, including altering the cognitive representations of the group and directly improving evaluations of the group.

Source: Journal of Experimental Social Psychology
COLLABORATING WITH PARENTS AND FAMILIES

Teachers should engage all students’ parents and families. Generally, family involvement in a child’s education is associated with improved student outcomes. As such, teachers should try to engage all students’ families in educational decisions and activities. Teachers should consider cultural and linguistic differences when engaging with diverse families. More specifically, teachers can effectively engage families of diverse backgrounds by:

- Using cultural knowledge to promote successful cross-cultural communication;
- Promoting two-way learning between parents and school, explaining the school culture and learning about parents’ experiences, hopes, and goals for their children;
- Learning about parents’ and students’ educational histories;
- Assuming parents are interested in their children’s schooling;
- Creating flexible parent involvement opportunities;
- Learning from families how they want to be involved in their children’s schooling;
- Advocating for families’ needs through the school; and
- Finding out what skills families want to learn and supports them in whatever ways possible.

GETTING TO KNOW YOUR STUDENTS

Teachers should become more fluent in their students’ diverse cultural backgrounds. Culturally competent teachers “know enough about students’ cultural and individual life circumstances to be able to communicate well with them.” Further, multicultural awareness should include developing an understanding of how students of different cultures, races, and ethnicities relate to a broader social, economic, and political context. Teachers can develop deeper relationships with their students and learn more about their students and families by sharing their interests and hobbies. Sharing more with their students about themselves enables teachers to create an open dialogue in which their students might be more willing to let the teacher get to know them better.

Questions teachers can answer and ask students to develop this dialogue include:

- How do you live your life?
- What do you live for?
- What kind of person are you?
- How do you see your future?
- Where are you going?
- How do you fit into this society?
Teachers can also use the **Student Conversations Starters** tool, presented below, to develop deeper relationships with their students. Teachers can answer these questions and have students answer them as well, either orally or in a written task.

### Student Conversation Starters

- What is a favorite tradition in your family?
- What object in your home best describes your culture or your family?
- Name a family member or community member whom you admire and explain why.
- Why do you have the name you have? What is the meaning of your name?
- What type of music do you like? What kinds of dance do you like?
- What kinds of art do you like?
- What types of books do you like to read?
- What do you like to do outside of work/school? What do you do when you get home from work?
- How does it feel to know you are part of a cultural group that shares many ideas and beliefs?
- How would you describe your culture to someone who knows nothing about it?
- What is the definition of culture? Is there one American culture?
- What are some things that you do that you learned from your culture?
- What can you do to learn about and understand other cultures?
- Discuss ways that your culture, gender, or generation needs to be better understood, appreciated, or celebrated.
- Who were the original inhabitants of our area, and what contributions did they make?
- Through the years, what cultural groups have come to our community? What are some of the features of our community that represent these groups (e.g., architecture, place names, types of restaurants, religious organizations)?
- Are there different cultural ways for thinking about mathematical concepts (such as measurement, counting, computation, fractions, probability, geometry, money, and calendar time)?
- Are there different cultural ways for thinking about scientific concepts (such as health and medicine, constellations)?
- Name a historical figure you admire and explain why you admire that person.
- What does someone need to know about your learning style?
- What languages do you speak? What are the benefits of knowing those languages? How do other languages compare with English?
- Social mores are the “rights” and “wrongs” in a culture group. Do different culture groups have different mores? What impact does this have on communication between cultural groups?
- What if you were part of another culture? How might you be different from the way you are now?
- Does culture explain why other people sometimes seem to act differently? Are all of our behaviors related to culture?
- How does culture influence textbook writers and publishers?

*Source: GEAR UP SUCCESS Retreat*
DEVELOPING CULTURALLY RESPONSIVE TEACHING SKILLS

Teachers can develop culturally responsive teaching skills by:

1. Using equitable classroom practices
2. Implementing a multicultural curriculum

USING EQUITABLE CLASSROOM PRACTICES

Teachers should implement features of equitable and culturally responsive classrooms including:

- Acknowledging students' cultures
- Connecting the academic curriculum to what students already know
- Accommodating diverse learning styles
- Setting high and clear expectations
- Encouraging all students to think critically
- Providing a challenging and rigorous curriculum

Teachers should acknowledge students and their cultural heritage. By personally recognizing students and their unique characteristics, teachers set a tone of mutual respect. For example, teachers should learn how to correctly pronounce their students’ names, noting that “in many cultures, the giving of names is loaded with symbolic significance, and to mispronounce that name is to diminish it and its bearer.” In addition, teachers can make students feel welcome by ensuring that bulletin boards and other displays in the classroom reflect the diversity of students in the classroom. By surrounding students with images of themselves as learners, the teacher communicates to those students recognition of their capabilities and high expectations for their achievement.

Teachers should also connect the academic curriculum to what students already know. By acknowledging the heritage and communities in which students develop and grow, teachers help students of diverse backgrounds feel comfortable in their classroom environment. Teachers should recognize and activate “multiple avenues” to understanding and accessing information. For example, a history teacher could examine the expansion of the American West through both the perspective of the American pioneers and the indigenous peoples they encountered. Teachers should also connect the curriculum to students’ everyday lives. To make these connections, teachers can use “real life, authentic texts” and have students select and explore topics that are of interest to them.

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Teachers should accommodate diverse learning styles. Students of different backgrounds may be more comfortable with specific modes of learning. For example, some students may learn best through modeling and stories, and therefore be unmotivated by incentive-based learning systems (e.g., earning “tokens” for good behavior or achievement).54

Teachers should set high and clear expectations for student learning and behavior.55 As Education Northwest notes, “some students are more vulnerable to low expectations because of societal biases and stereotypes associated with their racial and/or ethnic identity.”56 Teachers can communicate expectations using both explicit directions and non-verbal cues. For example, the report recommends that teachers outline the criteria and standards that will be used to evaluate their work and provide students with anonymous samples of prior student work. In addition, teachers should maintain eye contact with both high- and low-achieving students while communicating expectations for learning and participation. Similarly, teachers who ask difficult questions of both low- and high-achieving students communicate equitable expectations and help students develop oral response skills.57

Teachers should also encourage all students to think critically. It is important for students to develop critical thinking skills so that they can think through and solve novel problems and challenge ideas. In particular, teachers should give students opportunities to “become critical thinkers by integrating their cultural and linguistic experiences with challenging learning experiences involving higher order thinking and critical inquiry.”58

Finally, teachers should provide an overall challenging and rigorous curriculum for all students.59 Students are more likely to enroll in college and complete a college degree program when they have a high-quality, challenging curriculum in high school.60 Teachers can implement a rigorous curriculum by using performance-based instruction and assessments such as assigning long-term and ambitious research projects (e.g., “studying, designing, and building an ecologically sensitive scale model of a zoo for various species”).61

RESOURCES

FURTHER READING

- **Creating Excellent and Equitable Schools** provides practical examples of how schools have implemented equitable and culturally responsive instruction. Strategies include professional learning, collaboration, and a rigorous and relevant curriculum.
- **Empowering Educators Through Cultural Competence** describes strategies teachers can use to develop cultural competence including building relationships with students, creating equitable learning environments, and asking students questions when they do not understand a students’ behavior or situational factors.
- **Culturally Responsive Teaching Matters** provides a comprehensive summary of culturally responsive teaching practices. Strategies include communicating high expectations, engaging in reflective thinking, and communicating with students’ families.
- **Culturally Responsive Teaching** summarizes the characteristics of culturally responsive teachers including having positive perceptions of students’ families, communicating high expectations, and providing student-centered instruction.
VIDEOS

- **Culturally Responsive Teaching** contains links to several videos that discuss implicit bias and illustrate culturally responsive teaching in real classrooms.
- **What is ‘Culturally Competent’ Teaching?** provides two short videos. The first video addresses the importance of culturally competent teaching. The second video describes the practices one school has implemented to promote culturally competent teaching skills.
- **Becoming a Culturally Responsive Teacher** provides a brief overview of strategies teachers can use to become more culturally competent including building relationships with students and helping students develop classroom rules.

The Equity Initiatives Unit at Montgomery County Public Schools (MCPS) in Maryland outlined 27 observable and research-based classroom practices that promote equitable learning. These practices are presented in the **Equitable Classroom Practices Checklist** below, which teachers can use to guide their development of culturally competent classroom practices. The practices presented in the checklist reflect best practices in equitable and culturally competent teaching including giving students time to think before responding to a question, creating a welcoming environment, making eye contact with all students, arranging the classroom to facilitate discussion, and using graphic organizers.

### Equitable Classroom Practices Checklist

- Welcomes students by name as they enter the classroom
  - Asks students for correct pronunciation of their names; correctly pronounces students’ names
- Uses eye contact with all students
  - Makes culturally appropriate eye contact with all students
- Uses proximity with all students equitably
  - Circulates around student work areas to be close to all students
- Uses body language, gestures, and expressions to convey a message that all students’ questions and opinions are important
  - Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest
- Arranges the classroom to accommodate discussion
  - Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion
- Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students
  - Displays and uses materials (supplemental books) that reflect all students’ racial, ethnic, and cultural backgrounds year-round; Displays products and props from students’ home and community background
- Uses a variety of visual aids and props to support student learning
  - Uses multietnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content
- Learns, uses, and displays some words in students’ heritage language
  - Posts some content words or phrases in students’ heritage languages; Uses some words or phrases from students’ heritage language in the classroom
- Models use of graphic organizers
  - Uses a variety of graphic organizers during instruction; Encourages students to identify and use the task appropriate graphic organizer by modeling
- Uses class building and teambuilding activities to promote peer support for academic achievement
  - Structures academic and social interactions between students
- Uses random response strategies
  - Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks)
Uses cooperative learning structures
   Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boggle, Last Word)

Structures heterogeneous and cooperative groups for learning
   Uses random grouping methods to form small groups; Explicitly teaches collaborative learning skills to students; Provides opportunities for cooperative groups to process/reflect on how well they accomplished the task

Uses probing and clarifying techniques to assist students in answering
   Rephrases the question; Asks a related question; Gives the student a hint, clue, or prompt

Acknowledges all students’ comments, responses, questions, and contributions
   Uses affirming, correcting, or probing to acknowledge all students’ responses

Seeks multiple perspectives
   Validates all perspectives with responses such as: “That’s one idea. Does anyone else have another?”; “That was one way to solve the problem. Who did it another way?”; “Who has an alternative view?”

Uses multiple approaches to consistently monitor students’ understanding of instruction, directions, procedures, processes, questions, and content
   Uses a variety of approaches to monitor students’ understanding throughout instruction (Thumbs Up, Unison response, One Question Quiz, Envelope Please)

Identifies students’ current knowledge before instruction
   Uses a variety of methods to assess students’ knowledge before instruction such as: Word Splash, K-W-L, Anticipation Guide, Brainstorming, Webbing

Uses students’ real-life experiences to connect school learning to students’ lives
   Asks students to reflect upon and discuss the following: “What events/situations occur in your family or neighborhood that require some knowledge of ___? How does knowing about ___ benefit your interactions in your family, neighborhood, or school?”; Uses examples that are reflective of students’ lives to support learning

Uses Wait Time
   Pauses at least 3-5 seconds to consider the student’s response before affirming, correcting, or probing; Pauses following a student’s response to allow other students to consider their reactions, responses and extensions

Asks students for feedback on the effectiveness of instruction
   Asks students to indicate the learning activities that are effective in helping them to learn; Uses interviews, surveys, and questionnaires to gather feedback from students; Uses exit cards to gather feedback

Provides students with the criteria and standards for successful task completion
   Evaluates student work by providing performance criteria (i.e. rubrics, exemplars, anchor papers)

Gives students effective, specific oral and written feedback that prompts improved performance
   Confers with students to provide feedback to improve performance; Provides opportunities for students to use peer reviews; Provides written feedback that allows students to revise and improve their work

Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation
   Allows students to revise work based on teacher feedback; Encourages and structures opportunities for students to provide feedback to peers based on an established standard

Explains and models positive self-talk
   Explains the importance of positive self-talk and how positive self-talk leads to positive outcomes

Asks higher-order questions equitably of all students
   Asks analysis questions; Asks synthesis questions; Asks evaluation questions; Poses higher order questions and uses a random method for calling on students; Provides think time for all students before asking for responses

Provides individual help to all students
   Ensures all students receive individual help

Source: Montgomery County Public Schools
IMPLEMENTING A MULTICULTURAL CURRICULUM

Curricular Framework

Multicultural education is a process and broader transformative movement to build cultural competence, educational equity, and social justice. The National Association for Multicultural Education (NAME) defines multicultural education as:

[...] a process that permeates all aspects of school practices, policies, and organization as a means to ensure the highest levels of academic achievement for all students. It helps students develop a positive self-concept by providing knowledge about the histories, cultures, and contributions of diverse groups. It prepares all students to work actively toward structural equality in organizations and institutions by providing the knowledge, dispositions, and skills for the redistribution of power and income among diverse groups. Thus, school curriculum must directly address issues of racism, sexism, classism, linguicism, ableism, ageism, heterosexism, religious intolerance, and xenophobia.

Teachers should understand that multicultural aspects of a student’s education are driven by their individual life histories and experiences, and learning is contextualized in large part through this paradigm. Further, “multicultural education attempts to offer all students an equitable educational opportunity, while at the same time, encouraging students to critique society in the interest of social justice.” To make multicultural education a truly transformative experience, the content of multicultural education should be infused into the entire curriculum, and into all school programs, rather than treated as a separate unit of learning. That is, multiculturalism should not be an “additive” component of a child’s education, but rather an intrinsic and embedded element of day-to-day instruction.

Overall, a multicultural curriculum should acknowledge the contributions and perspectives of all groups and include perspectives of both traditionally under- and over-represented groups to contrast. However, it is important to avoid presenting under-represented groups as “the other” or addressing these groups only through special units and lesson plans instead of integrating them into the overall curriculum. This practice, in particular, helps to elevate a multicultural curriculum from an “additive” element to a transformative and integrated component of the school day.

Teachers should include activities and texts that touch on a variety of perspectives; discussions of social contexts, equity, and justice; and critical thinking and self-awareness activities in a multicultural curriculum. Additionally, teachers should connect activities and text to students’ own cultures. For example, a teacher might ask students “to research topics that relate to their community or present artifacts from home that connect to their cultural identity.” Teachers should also feel comfortable engaging with students in discussions on hard topics such as “racism, historical atrocities, and powerlessness.”

The common characteristics of a multicultural curriculum are summarized on the following pages.

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### Key Characteristics of a Multicultural Curriculum

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<thead>
<tr>
<th>Characteristic</th>
<th>Description</th>
<th>Key Considerations</th>
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</table>
| **Delivery**                    | Delivery must acknowledge and address a diversity of learning styles while challenging dynamics of power and privilege in the classroom | ▪ Vary instructional techniques  
  o Cooperative learning, dialogue, individual work, student teaching  
  ▪ Understand the dynamics of power in the room so you do not perpetuate privilege and oppression  
  o On whom do you call more or less frequently?  
  o Who do you encourage to work through a problem and to whom do you provide the answer?  
  ▪ Challenge the notion of teaching as “mastery”  
  o Ask students what they already know about a topic.  
  o Ask students what they want to learn about a topic.  
  o Ask students to participate in the teaching of a topic. |
| **Content**                     | Content must be complete and accurate, acknowledging the contributions and perspectives of all groups | ▪ Ensure that content is as complete and accurate as possible  
  o “Christopher Columbus discovered America” is neither complete nor accurate.  
  ▪ Avoid tokenism – weave content about under-represented groups seamlessly with that about traditionally over-represented groups  
  o Do you present underrepresented groups as “the other”?  
  o Do you “celebrate” differences or study, acknowledge, and explore its implications as part of the overall curriculum?  
  ▪ Study the history of discrimination in curriculum and ensure that you are not replicating it  
  o Are you supporting stereotypes (learning about Native Americans by making headdresses and tomahawks) or challenging them (learning about Native Americans through resources by Native Americans)?  
  o Are you supporting or challenging the assumption that our society is inherently Eurocentric, male-centric, Christian-centric, heterosexual-centric, and upper-middle-class centric? |
| **Teaching and Learning Materials** | Teaching and learning materials must be diverse and critically examined for bias | ▪ Vary instructional materials  
  o Texts, newspapers, videos/movies, games, workbooks  
  ▪ Examine all materials for bias and oppressive content  
  o Does your history book show stereotypical or inaccurate images of people from certain groups or eras (e.g., railroad workers)?  
  o Do your science materials use male-centric language?  
  o Do your reading or literature materials have racist language or stereotypical images?  
  ▪ Diversify images and content in bulletin boards, posters, and other constantly-visible materials  
  o Do you always diversity, or only during special months or celebrations? |
## Key Characteristics of a Multicultural Curriculum

<table>
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<th>Key Considerations</th>
</tr>
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</table>
| **Perspective**      | Content must be presented from a variety of perspectives and angles in order to be accurate and complete | ▪ Present content from a variety of perspectives, not only that of majority groups  
  o How do we define “classic literature” or “great books” or “the classics,” and from what perspective?  
  o From whose perspective do we tell history? When is “westward expansion” the same as “genocide”? When are champions of “liberty” the same as slave owners?  
  ▪ Present content through a variety of lenses, not just those of a few heroic characters  
  o Slave narratives to teach about slavery (not Frederick Douglas)  
  o Slave narratives to teach about colonial Virginia  
  o American Indians texts to teach about westward expansion |
| **Critical Inclusivity** | Students must be engaged in the teaching and learning process – transcend the banking method and facilitate experiences in which students learn from each other’s experiences and perspectives | ▪ Bring the perspectives and experiences of the students themselves to the fore in the learning experience  
  ▪ Encourage students to ask critical questions about all information they receive from you and curricular materials, and model this type of critical thinking for them  
  o Who wrote or edited that textbook?  
  o Who created that website?  
  o Whose voice am I hearing and whose voice am I not hearing?  
  ▪ Make content and delivery relevant for the students – facilitate experiences in which they connect what they are learning to their everyday lives  
  ▪ Recognize your students as your most important multicultural resources |
| **Social and Civic Responsibility** | If we hope to prepare students to be active participants in an equitable democracy, we must educate them about social justice issues and model a sense of civic responsibility within the curriculum | ▪ Starting with the youngest students, incorporate discussions about difference and inequality into your lessons – this can be done across all subject areas  
  o How has misapplied science been used to justify racism, sexism, and religious oppression?  
  ▪ Look for ways in which recognized names in various disciplines have used their work and stature to fight social injustices  
  o Mark Twain, Albert Einstein, Eleanor Roosevelt  
  ▪ When an opportunity arises to address racism, sexism, homophobia, classism, or other forms of oppression, facilitate it  
  ▪ Have honest conversations with your students about the history of privilege and oppression  
  ▪ Connect teaching and learning to local community issues and larger global issues |
| **Assessment**        | Curriculum must be assessed constantly for completeness, accuracy, and bias | ▪ Work with a cohort of teachers to examine and critique each other’s curricular units, lesson plans, and entire frameworks  
  ▪ Request and openly accept feedback from your students  
  ▪ Return to this model from time to time to make sure you have not reverted to former practices |

Source: Equity Literacy Institute
INSTRUCTIONAL STRATEGIES

Teachers must actively work to embed a multicultural program within the broad curricular and instructional frameworks of mainstream classrooms. Effective classrooms that promote multicultural education underline the importance of accuracy, completeness, and inclusion; that is, “accuracy and completeness are closely related and refer to the extent to which information presented represents a full picture of a given topic through various sources and perspectives [...] Inclusion refers to the extent to which different voices and perspectives are heard in [the] classroom.” Ultimately, teachers who promote accuracy, completeness, and inclusion from a multicultural lens can help students from all backgrounds more critically engage with the material.

Teachers should use three broad instructional practices to facilitate multicultural education:

<table>
<thead>
<tr>
<th>STRATEGY</th>
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<tr>
<td>DIFFERENTIATED INSTRUCTION</td>
<td>Supports student success while maintaining the cognitive demand of the curriculum. An example of differentiated instruction is organizing a classroom with spaces for both individual work and collaborative conversation; students can choose the space that fits their needs.</td>
</tr>
<tr>
<td>COOPERATIVE AND COLLABORATIVE LEARNING</td>
<td>Prioritizes peer conversation and student-driven inquiry. In diverse classrooms, cooperative learning allows students to learn from peers with different backgrounds and work with partners they may not reach out to as friends.</td>
</tr>
<tr>
<td>REAL-WORLD CONNECTIONS</td>
<td>Helps students connect what they learn to their lives and to the world around them. Research has shown that meaningful connections between learning and real life promote student engagement, positive identity development, and achievement.</td>
</tr>
</tbody>
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More specifically, teachers should use the instructional strategies listed below to promote multicultural education. Many of these strategies rely on asking students to think differently (i.e., from a different perspective) about various elements of the core curriculum.

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<th>STRATEGY</th>
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| Open-Ended and Higher-Order Questions | The questions teachers ask profoundly shape learning. Critical engagement requires open-ended inquiries for which there is no single “right” answer. Students should be asked to form and defend their opinions about the meaning of complex texts and social realities.  

It is important that those questions also promote discussion, stimulate student thinking, and allow students to hypothesize, speculate, and share ideas. |
| Reading Against the Grain         | A “reading” refers to what we believe a text means, yet a text can have entirely different meanings depending on the context in which it is read. In this critical literacy strategy, students analyze the prevailing interpretations of a text and produce alternative or “resistant!” reading to draw attention to gaps, silences, contradictions, beliefs, and attitudes that typically go unexamined by the dominant cultural reading. |

Source: Teaching Tolerance

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Other instructional strategies that teachers should use to facilitate multicultural education include:

**RESPONSIVE FEEDBACK**

Culturally responsive feedback is provided when teachers offer critical, ongoing, and immediate feedback regarding students’ responses and participation. Through culturally responsive feedback, teachers supply individualized support regarding performance in a manner sensitive to students’ individual and cultural preferences. This strategy includes incorporating students’ responses, ideas, languages, and experiences into the feedback that is provided while inviting students to construct new understandings regarding what they are learning.

**TEACHER MODELING**

As a culturally responsive practice, modeling involves explicit discussion of instructional expectations while providing examples based on students’ cultural, linguistic, and lived experiences. Culturally responsive modeling requires teachers to exemplify learning outcomes of culturally responsive teaching which include strategy use, content learning, metacognitive and critical thinking, and interest and respect for cultural and linguistic diversity.

**INSTRUCTIONAL SCAFFOLDING**

Culturally responsive instructional scaffolding occurs when teachers control for task difficulty and promote a deeper level of understanding using students’ contributions and their cultural and linguistic backgrounds. Scaffolding skills include using different types of questions (e.g., open-ended questions, analytic questions); providing appropriate wait time and taking turns; extending and acknowledging students’ responses; and using supporting instructional materials (e.g., visual organizers, story maps).

Source: Ceedar Center™

**Teachers are most successful in embedding multicultural elements into classroom activities if they adopt a questions-based approach.** That is, teachers should always be asking questions—both to students and themselves—about the underlying assumptions and paradigms that are prevalent in different activities. For example, the Equity Alliance states that “viewing behavioral systems from a culturally responsive perspective means asking questions about what rules are being set, by whom, and for what purpose.” Beyond taking stock of personal biases, educators are encouraged to equally question students – this exercise can help limit assumptions that many teachers have and help students develop key skills such as deep thinking and critical discussion.

Correspondingly, **multicultural education should be based on a problem-solving approach** that requires students to “investigate real, open-ended problems; formulate questions; and develop
solutions to genuine challenging situations.” Teachers can use this instructional approach to encourage students to “critique, challenge, and transform examples of injustice or inequity in their daily lives and communities.” For example, teachers can have students investigate a current social issue in their community and propose a solution to the issue, thereby having them think critically about social justice and inequity and encouraging them to care about their community.

**Multicultural education should be student-centered.** Teachers should structure lessons and activities in ways that give students a choice in what they learn and how they learn it. This instructional approach is a way in which teachers can respond to students’ unique cultures, backgrounds, communication styles, and learning preferences.

### RESOURCES

#### FURTHER READING

- **Culturally Relevant Teaching Strategies** provides a one-page summary of the characteristics of culturally competent teachers and culturally responsive teaching strategies.
- **The Call to Teach: Multicultural Education** is a HuffPost article that defines multiculturalism and provides common characteristics of multicultural curricula including observing students, helping students find their unique learning style, and encouraging pride in cultural heritage.

#### INSTRUCTIONAL RESOURCES

- **Resources for Addressing Multicultural and Diversity Issues in Your Classroom** from the National Education Association offers links to book lists, articles and books for teachers, and helpful websites to help teachers implement a multicultural curriculum.
- **Social Justice Book List** is a list of books related to equity, equality, and social justice. The list is broken down into books for early learning, elementary grades, middle school grades, and high school grades. The list also includes books for teachers on teaching equity and social justice issues.
- **Booklists** from Social Justice Books offers a list of books related to multiculturalism and social justice. The list is broken down by topic (e.g., gender identity, Dominican Republic, white identity, and civil rights).
- **Anti-Bias Education Materials** provides a list of books and articles on topics such as racial identity, different abilities, and culture and language.
- **Lesson Plans and Curriculum Resources** from the Equity Literacy Institute provides links to several multicultural lesson plans and accompanying resources and activities.
- **Teaching Tolerance** offers the following resources to support anti-bias and multicultural education:
  - Student Tasks
  - Lessons
  - Learning Plans
  - Teaching Strategies

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