

A Framework for Culturally Responsive Teaching

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Research has shown that no one teaching strategy will consistently engage all learners. The key is helping students relate lesson content to their own backgrounds. Excerpt from: <http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx>

Four Conditions Necessary for Culturally Responsive Teaching

1. Establish Inclusion

Norms:

Emphasize the human purpose of what is being learned and its relationship to the students' experience.

Share the ownership of knowing with all students.

Collaborate and cooperate. The class assumes a hopeful view of people and their capacity to change.

Treat all students equitably. Invite them to point out behaviors or practices that discriminate.

Procedures: Collaborative learning approaches; cooperative learning; writing groups; peer teaching; multi-dimensional sharing; focus groups; and reframing.

Structures: Ground rules, learning communities; and cooperative base groups.

2. Develop Positive Attitude

Norms:

Relate teaching and learning activities to students' experience or previous knowledge.

Encourage students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.

Procedures: Clear learning goals; problem solving goals; fair and clear criteria of evaluation; relevant learning models; learning contracts; approaches based on multiple intelligences theory, pedagogical flexibility based on style, and experiential learning.

Structures: Culturally responsive teacher/student/parent conferences.

3. Enhance Meaning

Norms:

Provide challenging learning experiences involving higher order thinking and critical inquiry. Address relevant, real-world issues in an action-oriented manner.

Encourage discussion of relevant experiences. Incorporate student dialect into classroom dialogue.

Procedures: Critical questioning; guided reciprocal peer questioning; posing problems; decision making; investigation of definitions; historical investigations; experimental inquiry; invention; art; simulations; and case study methods.

Structures: Projects and the problem-posing model.

4. Engender Competence

Norms:

Connect the assessment process to the students' world, frames of reference, and values.

Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.

Encourage self-assessment.

Procedures: Feedback; contextualized assessment; authentic assessment tasks; portfolios and process-folios; tests and testing formats critiqued for bias; and self-assessment.

Structures: Narrative evaluations; credit/no credit systems; and contracts for grades.

Based on Wlodkowski, R. J., and M. B. Ginsberg. (1995). *Diversity and Motivation: Culturally Responsive Teaching*. San Francisco: Jossey-Bass.