

Tenets of Cultural Responsive Teaching: Questioning Your Practice

VALIDATING: In what ways is my teaching *validating*? How am I using cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning encounters more relevant and effective for them?

COMPREHENSIVE: In what ways is my teaching *comprehensive*? Am I using instructional approaches with their ethnic groups and communities? How do I encourage them to develop a sense of community, friendship, and shared responsibility...to acquire an ethic of success? Are expectations and skills interwoven throughout the curriculum? Does my instruction help them internalize the value of learning as communal, reciprocal, and interdependent?

MULTIDIMENSIONAL: In what ways is my teaching *multidimensional*? How can I better collaborate on content, learning contexts, classroom climate, student-teacher relationships, instructional techniques, and performance assessments in order to provide a more integrated and interdisciplinary experience for the students?

EMPOWERING: In what ways is my teaching *empowering*? Do I enable students to become academically competent and confident? Is my instruction participatory, problem-based, dialogic, active, critically analytical and inquiring?

TRANSFORMATIVE: In what ways is my teaching *transformative*? How do I guide students in developing the knowledge, skills, and values needed to become social activists?

EMANCIPATORY: In what ways is my teaching *emancipatory*? How can I encourage students to find their voices, to contextualize issues in multiple cultural perspectives, to engage in multiple ways of knowing and thinking? Do I help them become more active participants in shaping their learning?

Thombs, M., Gillis, M., & Canestrari, A. (2009). Using webquests in the social studies classroom: A culturally responsive approach. Thousand Oaks, CA: SAGE