



## Culturally-Responsive Teaching Mindsets: Examples and Non-Examples

Culturally-Responsive Teaching Component	Example ( <i>What does this look like in practice?</i> )	Non-Example ( <i>What doesn't this look like in practice?</i> )
<b>Positive perspectives on parents and families</b>	"I believe that <b>all students and families have important strengths</b> I can draw on as an educator."	"My <b>students' home lives and backgrounds interfere</b> with their success in school."
<b>Communicating high expectations</b>	" <b>I know you are a very capable student.</b> Together we will work hard to make sure you understand this concept."	"That's okay, it's a hard task and <b>not everyone can do it.</b> "
<b>Learning within the context of culture</b>	"My curriculum includes concepts and materials that <b>reflect the racial, ethnic, and cultural diversity of my students</b> , showcasing a variety of people in a variety of roles."	"The curriculum is set and <b>does not offer the opportunity to include racially, ethnically, and culturally diverse representation.</b> "
<b>Student-centered instruction</b>	"I am responsive to the needs and interests of my students. My <b>students share in decision-making about</b> what they learn, how they learn it, and how they demonstrate their learning."	" <b>What I need to instruct drives the development of my lesson plans.</b> I choose the topics for my lessons and spend a lot of class time instructing and answering questions."
<b>Culturally-mediated instruction</b>	"I <b>incorporate diverse ways of knowing, understanding, and representing information</b> knowing that learning preferences are influenced by cultural background, country of origin, home culture, and/or primary language."	"If I'm honest with myself, <b>I present information the way I best understand it.</b> "
<b>Reshaping the curriculum</b>	"My <b>curriculum capitalizes on students' cultural backgrounds</b> rather than attempting to override or negate them. The content is malleable but the skills and standards are not." (some language adopted from Ismat Abdal-Haqq, 1994)	"It's important for <b>students of different cultural backgrounds to learn American cultural norms and history so they can be successful.</b> Unlearning certain dispositions and skills better prepares students for the world."
<b>Teacher as Facilitator</b>	"As a teacher, I am not an expert, but rather a <b>guide</b> for my students' learning. My goal is that they take increased agency and ownership of the learning process."	"My students look to me for the right answers as the <b>expert.</b> "

Adapted from Gloria Ladson-Billings definition of Culturally-Responsive Teaching

