

CULTURALLY RELEVANT Instructional Practices



Authentic Relationships

GREET, address, and connect with students at the door at the beginning of each day or class.

KNOW your students' identities.

USE storytelling to illustrate a point.

SHARE your story with students; telling about your interests, hobbies, family.

UNDERSTAND that biology, family, community, culture, and generation all contribute to a person's tapestry.

ENGAGE with students in conversation about where they are from and about issues important to them.

I already am...

I would like to...

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Classroom Environment

RECOGNIZE that you may carry stereotypes and preconceived notions about students based on their perceived identity.

MOVE throughout your activities and day; it helps with muscle memory.

RESEARCH students' needs so you can accurately personalize learning and support.

HOLD open discussions; enabling students to talk about issues meaningful to them.

DECONSTRUCT dominant narratives (stories) by creating a counter narrative to empower and give agency to students

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High-Yield Strategies

INTERACT by using student friendly language, relevant visuals to build understanding before moving to academic vocabulary.

GIVE positive recognition and authentic feedback

PROVIDE opportunities for student discourse

EMPLOY student notetaking strategies to capture thoughts and learnings

MODEL and encourage high-level questioning techniques

INTEGRATE authentic, formative assessment practices

APPROACH learning from the standpoint of inquiry.

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Student Collaboration

BUILD your classroom community by having students regularly learn and process in small, collaborative groups.

ALLOW students to make sense of concepts that you've taught by using their own words and thoughts with each other.

INCORPORATE talk moves into your instruction to be used during student discourse.

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Contextual Learning

GUIDE students to reflect upon and question situations using multiple lenses/ perspectives rather than relying on a single story.

DIVERSIFY learning by integrating and referencing a variety of authors (different ethnicities, genders, etc.).

LINK personal student interests to content learning.

CREATE culturally relevant word problems using students' names and interests.

BE FAIR by not making generalizations about a group (by race, gender, reli-gion, etc.) Avoid comments like, "All men...", or "We all..."

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