

# CULTURALLY RELEVANT

## Instructional Practices



Authentic Relationships	Classroom Environment	High-Yield Strategies	Student Collaboration	Contextual Learning
<p><b>GREET</b>, address, and connect with students at the door at the beginning of each day or class.</p> <p><b>KNOW</b> your students' identities.</p> <p><b>USE</b> storytelling to illustrate a point.</p> <p><b>SHARE</b> your story with students; telling about your interests, hobbies, family.</p> <p><b>UNDERSTAND</b> that biology, family, community, culture, and generation all contribute to a person's tapestry.</p> <p><b>ENGAGE</b> with students in conversation about where they are from and about issues important to them.</p>	<p><b>RECOGNIZE</b> that you may carry stereotypes and preconceived notions about students based on their perceived identity.</p> <p><b>MOVE</b> throughout your activities and day; it helps with muscle memory.</p> <p><b>RESEARCH</b> students' needs so you can accurately personalize learning and support.</p> <p><b>HOLD</b> open discussions; enabling students to talk about issues meaningful to them.</p> <p><b>DECONSTRUCT</b> dominant narratives (stories) by creating a counter narrative to empower and give agency to students.</p>	<p><b>INTERACT</b> by using student friendly language, relevant visuals to build understanding before moving to academic vocabulary.</p> <p><b>GIVE</b> positive recognition and authentic feedback</p> <p><b>PROVIDE</b> opportunities for student discourse</p> <p><b>EMPLOY</b> student notetaking strategies to capture thoughts and learnings</p> <p><b>MODEL</b> and encourage high-level questioning techniques</p> <p><b>INTEGRATE</b> authentic, formative assessment practices</p> <p><b>APPROACH</b> learning from the standpoint of inquiry.</p>	<p><b>BUILD</b> your classroom community by having students regularly learn and process in small, collaborative groups.</p> <p><b>ALLOW</b> students to make sense of concepts that you've taught by using their own words and thoughts with each other.</p> <p><b>INCORPORATE</b> talk moves into your instruction to be used during student discourse.</p>	<p><b>GUIDE</b> students to reflect upon and question situations using multiple lenses/ perspectives rather than relying on a single story.</p> <p><b>DIVERSIFY</b> learning by integrating and referencing a variety of authors (different ethnicities, genders, etc.).</p> <p><b>LINK</b> personal student interests to content learning.</p> <p><b>CREATE</b> culturally relevant word problems using students' names and interests.</p> <p><b>BE FAIR</b> by not making generalizations about a group (by race, gender, religion, etc.) Avoid comments like, "All men..., " or "We all...."</p>