



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

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

