**Culturally Responsive Teaching**

Geneva Gay (2000; 2010) defines culturally responsive teaching as the implicit use of the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning more appropriate and effective for them. She notes that culturally responsive pedagogy should have the following characteristics:

* Acknowledge the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students’ dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.
* Builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities.
* Uses a wide variety of instructional strategies that are connected to different learning styles.
* Teaches students to know and praise their own and each other’s cultural heritages.
* Incorporates multicultural information, resources, and materials in all subjects and skills routinely taught in schools.

Gay (2013) also notes that a culturally responsive approach to teaching connects in-school experiences with out-of-school living, promotes educational equity and excellence, and creates a community among individuals from diverse cultural, social, and ethnic backgrounds while developing students’ sense of agency, efficacy, and empowerment.

**Consider the Following As You Review the Overview of the Lesson Plan for Today**:

1. In what ways do you anticipate that the Lesson Activity Structures, Routines, Practices, and Moves that appear in the lesson plan could support Culturally Responsive Teaching?
2. How might the learning goals and activities either include or exclude students from diverse racial and/or cultural backgrounds?

**Consider the Following as You View the Teaching Enactment Today:**

1. What Moves and Practices do you see the teachers enact that could support each student to actively participate (i.e., ask questions, offer explanations, build arguments, learn from mistakes) in the lesson?
2. How do the communication styles of the teachers compare with that of the students? What Moves and Practices do the teachers use that address differences in communication styles so that the teachers and students understand each other and address misunderstandings?
3. What are the Moves and Practices the teachers are using to get to know students and include their experiences as a part of classroom discourse?