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## **Culturally Responsive Pedagogy**

### **Resources**

School ReDesign Network - <http://www.schoolredesign.net>

LAB At Brown - <http://www.alliance.brown.edu/tl/tl-strategies/crt-principles>

NCCREST Library: National Center for Culturally Responsive Educational Systems -  
<http://www.nccrest.org>

### **But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy**

Describes the centrality of culturally relevant pedagogy to academic success for minority students who are poorly served in public schools, discussing linkages between school and culture, examining the theoretical grounding of culturally relevant teaching in the context of a study of successful teachers of black students. Provides examples of culturally relevant teaching practices. (SM)

- Author/Creator: Ladson-Billings, Gloria
- Date Published: Sum
- Journal/Secondary Title: Theory into Practice
- Notes: FirstSearch indicates your institution subscribes to this publication. Libraries worldwide that own item: 1073 UNIV OF COLORADO AT BOULDER Search the catalog at the library of the University of Colorado at Boulder. ISSN: 0040-5841 English Theme issue title: "Culturally Relevant Teaching." Journal Article (CIJE) 120 Opinion Papers; 080 Journal Articles
- Number: 3
- Volume: 34
- Year: 1995

### **Creating Highly Motivating Classrooms for All Students: A Schoolwide Approach to Powerful Teaching with Diverse Learners. The Jossey-Bass Education Series**

Link: <http://www.josseybass.com>.

This book focuses on teaching diverse students, providing a pedagogical framework and concrete strategies that school staff and educators can use in the context of: professional development related to school renewal; professional development related to K-12 teaching; and teaching strategies for K-12 classrooms.

- Author/Creator: Ginsberg, Margery B., Wlodkowski, Raymond J.
- Author's address: Jossey-Bass, 350 Sansome St., San Francisco, CA 94104-1342 (\$29.95). Tel: 888-378-2537; FAX: 800-605-2665 (toll-free)
- Date Published: 00-00
- Notes: Search the catalog at the library of the University of Colorado at Boulder. English ISBN: 0-7879-4330-4 Audience: Administrators/ Practitioners/ Teachers Document (RIE) 010 Books; 020 Collected Works--General; 055 Guides--Nonclassroom EDRS: Document Not Available from EDRS.
- Year: 2000

### **From Remedial to Gifted: Effects of Culturally Centered Pedagogy**

Describes a culturally relevant Spanish program in a high school that helped native speakers avoid failure due to culturally inappropriate teaching. The class maintained Latino students' native language and increased language fluency by developing thinking, oral, and written Spanish skills. Eventually, students previously labeled "at risk" performed at levels expected of gifted students. (SM)

- Author/Creator: Sheets, Rosa Hernandez
- Date Published: Sum
- Journal/Secondary Title: Theory into Practice
- Notes: FirstSearch indicates your institution subscribes to this publication. Libraries worldwide that own item: 1073 UNIV OF COLORADO AT BOULDER Search the catalog at the library of the University of Colorado at Boulder. ISSN: 0040-5841 English Theme issue title: "Culturally Relevant Teaching." Journal Article (CIJE) 141 Reports--Descriptive; 080 Journal Articles
- Number: 3
- Volume: 34
- Year: 1995

### **In Search of Wholeness: African American Teachers and Their Culturally Specific Classroom Practices**

This collection of essays is a theoretical and practice-oriented treatment of how culture and race influence African American teachers. After an introduction, "The Common Experience" (Jacqueline Jordan Irvine), there are eight chapters in two parts.

- Author/Creator: Irvine, Jacqueline Jordan
- Author's address: Palgrave, 175 Fifth Avenue, New York, NY 10010 (hardback: ISBN-0-312-29462-X, \$69.95; paperback: ISBN-0-312-29561-8, \$21.95). Web site: <http://www.palgrave.com>.

- Date Published: 00-00
- Notes: Search the catalog at the library of the University of Colorado at Boulder. English ISBN: 0-312-29561-8 Foreword by James W. Fraser./ Audience: Practitioners Document (RIE) 010 Books; 020 Collected Works--General EDRS: EDRS Price MF01/PC08 Plus Postage.
- Year: 2002

### **Incorporating Student Voice into Teaching Practice. ERIC Digest**

Link: <http://www.ericsp.org>.

In some classrooms, student voices are barely heard while teachers monopolize classroom talk, and knowledge is treated as residing entirely with the teacher. This Digest explores different ways in which student voices can be heard in the classroom. Negotiating a curriculum is one means through which students share authority in the classroom.

- Author/Creator: Kordalewski, John Corp Author Eric Clearinghouse on Teaching, Teacher Education, Washington D. C.
- Date Published: 11-00
- Notes: Connect to the catalog at the library of the University of Colorado at Boulder. English Report No: EDO-SP-1999-4 Funding: Office of Educational Research and Improvement (ED), Washington, DC. ED-99-CO-0007/ Report: EDO-SP-1999-4 Document (RIE) 071 Information Analyses--ERIC IAPs; 073 Eric Digest in Full Text EDRS: EDRS Price MF01/PC01 Plus Postage.
- Year: 1999

### **Literacy Instruction for Culturally and Linguistically Diverse Students: A Collection of Articles and Commentaries**

Addressing issues arising from increasing student diversity, this book brings together articles from "The Reading Teacher," "Journal of Reading," and "Language Arts" which offer teaching strategies, ways to capitalize on differences, and ways to use multicultural literature.

- Author/Creator: Opitz, Michael F.
- Author's address: Order Department, International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139 (\$23.95 members, \$29.95 nonmembers). Web site: <http://www.reading.org>.
- Date Published: 00-00
- Notes: Search the catalog at the library of the University of Colorado at Boulder. English ISBN: 0-87207-194-4 Audience: Practitioners/ Teachers Document (RIE) 010 Books; 020 Collected Works--General EDRS: EDRS Price MF01/PC14 Plus Postage.
- Year: 1998

### **Teaching Asian American Students**

Uses data from interviews with parents of Asian American students, observations, and literature reviews to identify cultural and language issues that must be considered in teaching this population. The paper discusses the history of Asian immigrants, attitudes toward education among Asians, the relationship between teaching styles and Asian culture, and suggestions for teachers working with Asian American students. (SM)

- Author/Creator: Chiang, Linda H.
- Date Published: Sum
- Journal/Secondary Title: Teacher Educator
- Notes: FirstSearch indicates your institution subscribes to this publication. Libraries worldwide that own item: 341 UNIV OF COLORADO AT BOULDER Search the catalog at the library of the University of Colorado at Boulder. ISSN: 0887-8730 English Journal Article (CIJE) 080 Journal Articles; 143 Reports--Research
- Number: 1
- Volume: 36
- Year: 2000

### **Telling Their Side of the Story: African-American Students' Perceptions of Culturally Relevant Teaching**

Examined African American elementary school students' interpretations of culturally relevant teachers within urban contexts. Student responses indicated that culturally relevant teaching strategies had a positive effect on student effort and engagement in class content. Students preferred teachers who were caring, who established community- and family-type classroom environments, and who made learning entertaining and fun. (SM)

- Author/Creator: Howard, Tyrone C.
- Date Published: Jun
- Journal/Secondary Title: Urban Review
- Notes: FirstSearch indicates your institution subscribes to this publication. Libraries worldwide that own item: 510 UNIV OF COLORADO AT BOULDER Search the catalog at the library of the University of Colorado at Boulder. ISSN: 0042-0972 English Journal Article (CIJE) 080 Journal Articles; 143 Reports--Research
- Number: 2
- Volume: 33
- Year: 2001

### **Then the Beauty Emerges: A Longitudinal Case Study of Culturally Relevant Teaching**

Explores the classroom curriculum and instructional strategies of a white, second career teacher who created a culturally relevant teaching practice. Longitudinal data chronicled the development of her beliefs,

values, and dispositions for meeting diverse student needs. Important themes were acquiring cultural sensitivity, reshaping the classroom curriculum, and inviting students to learn. (SM)

- Author/Creator: Powell, R.
- Date Published: Jul
- Journal/Secondary Title: Teaching and Teacher Education
- Notes: FirstSearch indicates your institution subscribes to this publication. Libraries worldwide that own item: 343 UNIV OF COLORADO AT BOULDER Search the catalog at the library of the University of Colorado at Boulder. Local Holdings Information: v.5- 1989- ISSN: 0742-051X English Journal Article (CIJE) 080 Journal Articles; 143 Reports--Research
- Number: 5
- Volume: 13
- Year: 1997

## Example of Culturally Relevant Lesson Plan

Courtesy of: New Horizons for Learning - <http://www.newhorizons.org/>

by [Mary Stone Hanley](#)

The following is a culturally relevant activity for 6-12 grades that can be incorporated into a unit based on the parallel struggles in South Africa and the United States. The content and instructional methods place the African Diaspora experience at the center of learning and provides a way for teachers to tap into the thinking of their students.

Students read a poem by Langston Hughes after discussing Hughes' poetry and his contribution to U. S. culture.

### ***Question and Answer***

Langston Hughes  
(1997)

Durban, Birmingham, Cape Town, Atlanta, Johannesburg, Watts, The earth around  
Struggling, fighting, Dying--for what?

A world to gain.

Groping, hoping, Waiting--for what?

A world to gain.

Dreams kicked asunder, Why not go under?

There's a world to gain.

But suppose I don't want it, Why take it?

To remake it.

---

### ***Questions***

1. Where are Durban, Birmingham, Cape Town, Atlanta, Johannesburg, and Watts?
2. What do these places have in common?
3. What do these struggles have to do with who you are today?
4. What is Hughes' vision of life in this poem? What is your vision?
5. In Hughes' view, what is the goal of struggle? What is your goal?

After the discussion the students do a choral reading of the poem several times. The teacher or another student may direct the reading, but suggestions for added sounds, music, rhythms, repetitions of phrases, etc. may be added by members of the class to experiment with the presentation of the meaning. All readers should try to represent the mood of their lines in the reading. The following is a representation of the way 22 8th graders decided to represent the poem. There are many other ways

that are possible based on student interpretations. The numbers in brackets represent the number of voices.

**Question and Answer** [5] By Langston Hughes [1]

*Drum and shakaree begin and continue throughout*

Durban [1], Birmingham [1],  
Cape Town [1], Atlanta[1],  
Johannesburg[1], Watts [1],  
The earth around [all]  
Struggling[2], fighting[2],  
Dying[4]--for what?[all][

A world to gain.[5]

Groping, hoping, [2]  
Waiting--for what? [2]  
(repeat)  
Groping, hoping, [2]  
Waiting-for what? [2]

A world to gain. [8]

Dreams kicked asunder, [3] Why not go under? [3] go under?  
[1] go under? [1] go under? [1]

There's a world to gain. [2]

But suppose I don't want it,[1]  
Why take it? [1]

To remake it. [all]  
*(whispered)*  
To remake it [5]  
To remake it [5]  
*(overlapped)*  
Tooo reeee [5] maaoke [10] iiiit [all]

*(Drum and shakaree fade out)*

After the reading students discuss the question

1. How would you remake the world?

They then write an essay or a poem on their vision of a world, and as important, how they think they might contribute to that vision. Projects can be developed to implement social action.