



Everyday Settings & Family Activities

Culturally Responsive Teaching Guide for School Leaders

This [guide](#) provides several strategies and activities for teachers and schools to begin the paradigm shift to become more culturally responsive in their approach to STEM education.

From page 8 of Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably

Teacher Skills and Student Success

Other researchers have found evidence of particular, high-quality teaching skills that are successful with all students. Although researchers have used different terms in describing these skills, they have consistently identified the same ones. Figure 1 summarizes

the skills identified by researchers Delpit (2006), Ladson-Billings (1995), and Sleeter (2008) in three seminal studies (as described by Skrla, McKenzie, & Scheurich, 2009).

Figure 1: Research-based, high-quality skills for teaching all students equitably

Delpit	Ladson-Billings	Sleeter
See students' brilliance: Do not teach less content to poor, urban children but instead, teach more!	Believe that students are capable of academic success.	Hold high expectations for students' learning, regardless of how they are doing now.
Ensure that all students gain access to "basic skills"—the conventions and strategies that are essential to success in American society.	See teaching pedagogy as art—unpredictable, always in the process of becoming.	Engage students academically by building on what they know and what interests them.
Demand critical thinking, regardless of the methodology or instructional program being used.	See yourself as a member of your students' community.	Relate to students' families and communities and regard them in culturally accurate ways.
Provide the emotional ego strength to challenge racist societal views of the competence and worthiness of the children and their families.	See teaching as a way to give back to the community.	Envision students as constructive participants in a multicultural democracy.
Recognize and build on children's strengths.	Believe in a Freirean notion of "teaching as mining" or pulling knowledge out.	
Use familiar metaphors, analogies, and experiences from the children's world to connect what children already know to school knowledge.	Maintain fluid teacher/student relationships.	
Create a sense of family and caring in the service of academic achievement.	Demonstrate connectedness with all of the students.	
Monitor and assess children's needs, and then address them with a wealth of diverse strategies.	Develop a community of learners.	
Honor and respect the children's home culture.	Encourage students to learn collaboratively and be responsible for one another.	
Foster a sense of children's connection to community—to something greater than themselves.	Believe knowledge is not static but meant to be shared, recycled, and constructed.	

Source: Skrla, McKenzie, & Scheurich, 2009