Culturally responsive practices are an approach to teaching; it is a part of the skill, craft, and art of teaching. It is the practice of taking the best of teaching methods and applying them to teaching students whose culture differs from the dominant culture in our society and school system. Gloria Ladson-Billings (UW-Madison) coined the term “cultural relevancy” in 1994. It is a way of teaching that “empowers students intellectually, socially, emotionally, and politically by using culture to impart knowledge, skills, and attitudes.”

**Directions:** Highlight any ECPs that were marked as “2” on the Equitable Classroom Practices Self-Assessment. Write a goal and next steps for culturally responsive practice(s) with few to no equitable classroom practices (ECPs) highlighted.

<table>
<thead>
<tr>
<th>Key components of culturally responsive practices (CRP)</th>
<th>Equitable Classroom Practices (ECP)</th>
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</table>
| **A.** Teachers who are culturally competent about their students’ cultural beliefs and practices. | ECP 3: Uses proximity with high- and low-achieving students equitably  
ECP 4: Uses body language, gestures, and expressions to convey a message that all student’s questions and opinions are important  
CP 8: Learns, uses, and displays some words in students’ heritage language  
ECP 14: Uses probing and clarifying techniques to assist students to answer  
ECP 16: Seeks multiple perspectives  
ECP 17: Uses multiple approaches to consistently monitor students’ understanding of instruction, directions, procedures, processes, questions, and content  
ECP 18: Identifies students’ current knowledge before instruction |
| **B.** Teachers who think of all of their students as capable learners, have high expectations for them, and help the students set short and long term goals for themselves. | ECP 11: Uses random response strategies  
ECP 14: Uses probing and clarifying techniques to assist students to answer  
ECP 15: Acknowledges all students’ comments, responses, questions, and contributions  
ECP 22: Provides students with the criteria and standards for successful task completion  
ECP 23: Gives students effective, specific oral and written feedback that prompts improved performance  
ECP 24: Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard  
ECP 26: Asks higher-order questions equitably of high- and low-achieving students  
ECP 27: Provides individual help to high- and low-achieving students |
| **C.** Teachers who know each student and draw on the students’ own experiences to help them learn. | ECP 1: Welcomes students by name as they enter the classroom  
ECP 2: Uses eye contact with high- and low-achieving students  
ECP 3: Uses proximity with high- and low-achieving students equitably  
ECP 4: Uses body language, gestures, and expressions to convey a message that all student’s questions and opinions are important  
ECP 14: Uses probing and clarifying techniques to assist students to answer  
ECP 16: Seeks multiple perspectives  
ECP 17: Uses multiple approaches to consistently monitor students’ understanding of instruction, directions, procedures, processes, questions, and content  
ECP 18: Identifies students’ current knowledge before instruction |
| **D.** Teachers who can create a bridge between the students’ home and school lives while meeting district and state curricular requirements. | ECP 6: Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students  
ECP 8: Learns, uses, and displays some words in students’ heritage language  
ECP 14: Uses probing and clarifying techniques to assist students to answer  
ECP 18: Identifies students’ current knowledge before instruction  
ECP 19: Uses students’ real life experiences to connect school learning to students’ lives |
### E. Teachers who have a wide variety of teaching strategies and skills to engage the students.

- ECP 5: Arranges the classroom to accommodate discussion
- ECP 7: Uses a variety of visual aids and props to support student learning
- ECP 9: Models use of graphic organizers
- ECP 10: Uses class building and teambuilding activities to promote peer support for academic achievement
- ECP 11: Uses random response strategies
- ECP 12: Uses cooperative learning structures
- ECP 13: Structures heterogeneous and cooperative groups for learning
- ECP 17: Uses multiple approaches to consistently monitor students’ understanding of instruction, directions, procedures, processes, questions, and content
- ECP 20: Uses Wait Time
- ECP 21: Asks students for feedback on the effectiveness of instruction
- ECP 23: Gives students effective, specific oral and written feedback that prompts improved performance

### F. Teachers who can help the students deal with the inequitable treatment of students of color and other underserved populations by helping them become critically conscious and knowledgeable about the students' culture.

- ECP 8: Learns, uses, and displays some words in students’ heritage language
- ECP 16: Seeks multiple perspectives
- ECP 25: Explains and models positive self-talk

### GOAL:

By the end of the school year, I will (ECP) so that (CRP).

**Example:** I will provide students with the criteria and standards for successful task completion (ECP 22) so that students will know that I see them all as capable learners and have high expectations. This will also allow them to set goals for themselves (CRP B).

### Next Steps:

**What tasks need to be completed to reach this goal?**

| Timeline
| What is the timeline for completing each task?
|