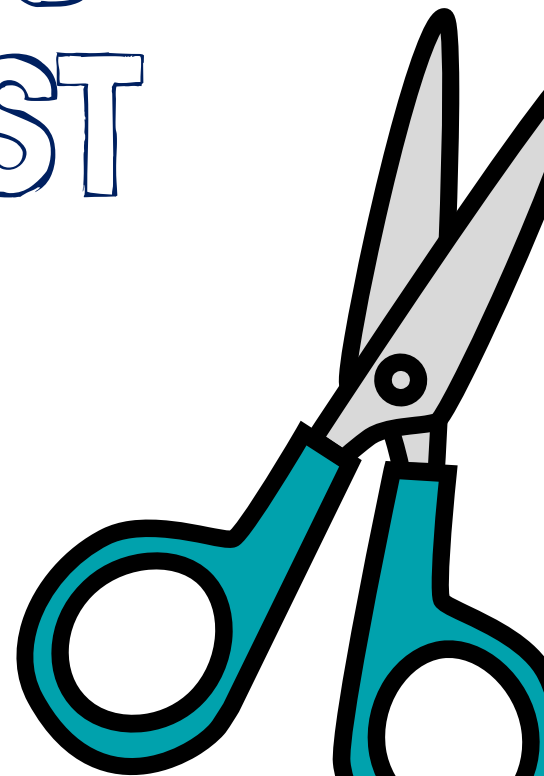
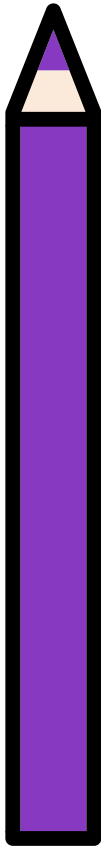


**Re-Imagining  
Migration**

**CULTURALLY  
RESPONSIVE  
TEACHING  
CHECKLIST**



# Culturally Responsive Teaching

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University of Washington Professor of Education, *Geneva Gay*, defines culturally responsive teaching as: “the behavioral expressions of knowledge, beliefs, and values that recognize the importance of racial and cultural diversity in learning. It is contingent on . . . seeing cultural differences as assets; creating caring learning communities where culturally different individuals and heritages are valued; using cultural knowledge of ethnically diverse cultures, families, and communities to guide curriculum development, classroom climates, instructional strategies, and relationships with students; challenging racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression; being change agents for social justice and academic equity; mediating power imbalances in classrooms based on race, culture, ethnicity, and class; and accepting cultural responsiveness as endemic to educational effectiveness in all areas of learning for students from all ethnic groups.”

*Geneva. Gay. (2010). Culturally responsive teaching: theory, research, and practice. New York: Teachers College, p. 31.*

While many educators understand the value of creating a culturally responsive classroom, for many teachers it difficult to imagine what a culturally responsive classroom looks like in practice. This tool, developed by members of the Re-Imagining Migration team and researchers at UCLA, is intended to help make the concept of a culturally responsive classroom concrete and to provide an opportunity for reflection and self-assessment.

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## Important definitions:

**Multi-cultural** includes racial, ethnic, linguistic minority, gender, sexual orientation, socioeconomic status (SES), disability, and their various intersections.

**Dominant culture** a.k.a mainstream, majority and Eurocentric.

# IS CULTURALLY RESPONSIVE PEDAGOGY INCORPORATED INTO MY TEACHING?

## LEVEL 0

No culturally or linguistically relevant materials were included in my class.

## LEVEL 2: ADDITIVE APPROACH

*Multicultural content, concepts, themes are incorporated to the lesson from multi-cultural students' perspectives.*

- I include resources and texts that (e.g., reading, film, etc.) present multicultural perspectives in the lesson.
- I include lectures/discussions that present multi-cultural perspectives my lessons.
- I teach a unit that presents multi-cultural perspectives into my curricula.

## LEVEL 1: CONTRIBUTIONS APPROACH

*Heroes, holidays, historical events, & discrete cultural elements are incorporated into class lessons.*

- I linguistically code switch to establish rapport.
- I linguistically code switch, as needed, to facilitate understanding.
- I include major figures, contributors, or historical events from cultures other than the dominant culture into the lesson.
- I include cultural or artistic works (literature, music, visual and performing arts/artists) from cultures other than the dominant culture into the lesson.
- I include research contributions from cultures other than the dominant cultures into my lessons.

# IS CULTURALLY RESPONSIVE PEDAGOGY INCORPORATED INTO MY TEACHING?

## **LEVEL 3:** TRANSFORMATION APPROACH

*The structure of the curriculum enables students to view concepts, issues, events & themes from the perspectives of diverse ethnic, racial, & cultural groups.*

- I provide resources and instruction that enables students to view concepts, issues, themes and problems from several multi-cultural perspectives.
- I provide resources and instruction that enables students to view class concepts being studied from multiple perspectives, frames of references from various groups and various individuals within those groups.
- I infuse multiple perspectives, frames of references, and content from various groups and perspectives to extend students' understandings of the nature, development, and complexity of the society in which they live.
- I introduce the "canons" of my discipline and augment them to reflect the complex synthesis and interaction of the diverse racial/ethnic/religious/cultural elements that comprise our society.

## **LEVEL 4:** SOCIAL ACTION APPROACH

*Students make decisions on important social issues & take action to help solve them.*

- My teaching encourages students to identify existing social problems or issues from multi-cultural perspectives.
- My lessons and assignments encourage students to gather pertinent data from multi-cultural perspectives on existing social problems or issues.
- My teaching encourages students to clarify their values and make decisions about existing social problems using multi-cultural perspectives.
- My teaching encourages students to take reflective actions to help resolve social problems.

# As I teach, consider:

**Do I view my students through a deficit lens?  
Or do I recognize the assets they bring?**

- How do I talk about my students' identities?
- How do I speak about the histories and cultures of groups other than my own?
- Are members, histories, and cultures of the non-dominant group characterized/represented through a deficit lens or with demeaning messages by me or through the resources I use?



*If so, how?*

## **RACE**

Specify: \_\_\_\_\_

## **COUNTRY/ETHNICITY**

Specify: \_\_\_\_\_

## **IMMIGRATION STATUS**

Specify: \_\_\_\_\_

## **LANGUAGE/ACCENT**

Specify: \_\_\_\_\_

## **RELIGION**

Specify: \_\_\_\_\_

## **GENDER**

Specify: \_\_\_\_\_

## **SOCIO-ECONOMIC STATUS**

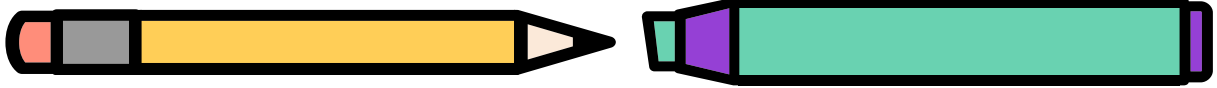
Specify: \_\_\_\_\_

## **DISABILITY**

Specify: \_\_\_\_\_

## **AGE**

Specify: \_\_\_\_\_



# References

This checklist is adapted from "Integrating the Curriculum with Ethnic Content: Approaches and Guidelines", pp 189-207 in J.A. Banks & C. A. McGee Banks (Eds.), *Multicultural Education: Issues & Perspectives*, Boston: Allyn and Bacon.

Desdemona Cardoza, PhD and Margaret Fieweger, PhD developed a version of this checklist for the 4th Annual All Campus Faculty Symposium, (1990). "Communicating, Advising and Teaching in a Multicultural University", California State University, Los Angeles, April 24.

The UCLA Institute for Immigration, Globalization, & Education research team (PI-Carola Suárez-Orozco) further adapted it for the Spencer Foundation funded "Making the Invisible Visible Project" by adding the Cultural Deficit Lens (CRT-1) and No Cultural Relevant Pedagogy Observed (CRT Level 0).

**Created by Re-Imagining Migration.**

For more information, visit:

[www.reimaginingmigration.org](http://www.reimaginingmigration.org)



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