

Culturally responsive teaching is an educational approach that validates and affirms students' social, emotional, cultural, linguistic, and intellectual assets through an integration of the assets into curriculum resources.

SPARKS

<p>Student-centered: Teachers provide opportunities for students to engage in learning about issues relevant to students' lives. Inquiry about these issues is facilitated through project-based and inquiry learning. Teachers cultivate student dialogue as essential to the learning process that enables students' negotiation and construction of knowledge. Fostering student voice, opinions, and ideas will enrich the learning environment and ensure the shift to a student-centered classroom.</p>	<p>Positive learning communities: Teachers create positive learning communities by fostering a safe space free of gender, racial, and other microaggressions. Teachers display artwork, posters, signs and labels that reflect and welcome the cultures representative of their students. Teachers foster a sense of belonging through genuine reciprocal and authentic caring relationships critical to facilitate authentic learning opportunities.</p>	<p>Academic and ethnic identity development through relevant content integration: Teachers promote cultural and linguistic relevance through the integration of curriculum and resources that are relevant to students. The implementation of a relevant curriculum serves to foster students' academic and cultural identity development. Moreover, students' cultural identity is validated when learning about contributions members of their cultural group have made to society.</p>	<p>Rigor through critical thinking integration: Teachers hold high academic and behavioral expectations of all students. Students are challenged to think deeply, critically, and divergently. Well-cultivated critical thinkers raise vital questions and issues with clarity and precision; gather and assess relevant information; come to well-reasoned conclusions and solutions; consider alternative points of view, assess their assumptions, implications, and practical consequences; collaborate with others to search for solutions.</p>	<p>Knowledge co-creation: Students and teachers interact as co-creators of knowledge, learning with and from each other through multimedia resources that build on students' knowledge. Teachers regularly communicate with students' parents to establish a relationship that facilitates connections between the home experience and academic knowledge. By inviting parents and community members to serve as storytellers, guest lecturers, and family historians, teachers can tap into a family's "Funds of Knowledge" and take inventory of students' assets.</p>	<p>Social justice/Civic engagement: Teachers foster opportunities to examine real life issues related to students' lives. Using a social justice perspective teachers guide students in the process of becoming productive and contrib uting citizens by engaging in investigations through project-based and inquiry learning. Through civic engagement, students develop agency and engage in civic action based on the meaningful application of the following skill set they have developed, historical analysis, academic, organizational, and the social skills. Civic engagement provides purposeful and meaningful opportunities for authentic and meaningful learning.</p>
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SPARKS culturally responsive teaching practices foster reflective, inclusive, relevant, and engaging learning experiences for all students. Incorporation of these practices sets the conditions in the classroom for strong Tier I instruction and the effective implementation of TUSD's multicultural curriculum, sure to ignite authentic learning.

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Student-centered: Teachers provide opportunities for students to engage in learning about issues **relevant to students' lives**. Inquiry about these issues is facilitated through **project-based and inquiry learning**. Teachers **cultivate student dialogue** as essential to the learning process that **enables students' negotiation and construction of knowledge**. Fostering **student voice, opinions, and ideas** will enrich the learning environment and **ensure the shift to a student-centered classroom**.

Positive learning communities: Teachers create positive learning communities by **fostering a safe space free** of gender, racial, and other **microaggressions**. Teachers display artwork, posters, signs and labels that **reflect and welcome the cultures representative of their students**. Teachers foster a **sense of belonging** through genuine **reciprocal and authentic caring relationships** critical to facilitate authentic learning opportunities.

Academic and ethnic identity development through relevant content integration: Teachers promote **cultural and linguistic relevance** through the **integration** of curriculum and resources that are relevant to students. The implementation of a **relevant curriculum** serves to **foster students' academic and cultural identity development**. Moreover, students' cultural identity is validated when learning about contributions members of their cultural group have made to society.

Rigor through critical thinking integration: Teachers **hold high academic and behavioral expectations** of all students. Students are challenged to **think deeply, critically, and divergently**. **Well-cultivated critical thinkers** raise vital questions and issues with clarity and precision; gather and assess relevant information; come to **well-reasoned conclusions** and solutions; consider **alternative points of view**, assess their assumptions, implications, and practical consequences; collaborate with others to search for solutions.

Knowledge co-creation: Students and teachers interact as co-creators of knowledge, **learning with and from each other** through multimedia resources that **build on students' knowledge**. Teachers regularly communicate with students' parents to **establish a relationship** that facilitates **connections** between the **home experience** and academic knowledge. By inviting parents and community members to serve as storytellers, guest lecturers, and family historians, teachers can tap into a family's **"Funds of Knowledge"** and take inventory of students' assets.

Social justice/Civic engagement: Teachers foster opportunities to examine **real life issues** related to students' lives. Using a social justice perspective teachers guide students in the process of **becoming productive and contributing citizens** by engaging in investigations through project-based and inquiry learning. Through **civic engagement**, students develop **agency** and **engage in civic action** based on the meaningful application of the following skill set they have developed, historical analysis, academic, organizational, and the social skills. Civic engagement provides **purposeful and meaningful opportunities** for authentic and meaningful learning.

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