Defining Culturally and Linguistically Responsive Pedagogy

Guiding Question:
How do the researchers define Culturally and Linguistically Responsive Pedagogy?

Dr. Geneva Gay defines Culturally Responsive Teaching as the use of the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students. It is culturally validating and affirming. (2000, 29)

Dr. Sharroky Hollie defines Cultural and Linguistic Responsiveness as the validation and affirmation of the home (indigenous) culture and home language for the purposes of building and bridging the students to success in the culture of academia and mainstream society. (2012, 23)

Zaretta Hammond describes Culturally Responsive Teaching as the process of using familiar cultural information and processes to scaffold learning. It emphasizes communal orientation. It focuses on relationships, cognitive scaffolding, and critical social awareness.

Dr. Villegas and Dr. Lucas define culturally responsive teachers as those who are:
1. socioculturally conscious
2. have affirming views of students from diverse backgrounds
3. see themselves as responsible for and capable of bringing about change to make schools more equitable
4. understand how learners construct knowledge and are capable of promoting knowledge construction
5. know about the lives of their students
6. design instruction that builds on what their students already know while stretching them beyond the familiar

Collaborative Processing Activity: Think, Ink, Pair Share

What are the common threads or similarities present in these definitions of CLRP?

What resonates with you?

Think: Think about your responses to these questions.
Ink: Provide a written response.
Pair: Share your response with a partner.
Share: Share your response with the group.