<table>
<thead>
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<th>Culturally Responsive Teaching Practices</th>
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<tr>
<td><strong>Northwest Regional Laboratory</strong></td>
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<td><strong>Student 6 - Chapel Hill</strong></td>
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<td><strong>Local Culture</strong></td>
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<td><strong>Relationships</strong></td>
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<td>In a climate of caring, respect, and the</td>
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<td>sharing of information, the learning</td>
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<td>tasks of the learner and the learner</td>
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<td>curriculum.</td>
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<td>Students' lives.</td>
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<td><strong>Prior Knowledge</strong></td>
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<td><strong>Learn the Culture of the Student</strong></td>
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<td>School knowledge, language, and culture</td>
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<td>are fully integrated into the curriculum,</td>
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<td><strong>High Expectations</strong></td>
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<td>Staff members hold students to high</td>
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<td>standards and have high expectations of</td>
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<td>all students.</td>
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**What kind of anti-racist strategies do your teachers use to make your feel a part of the group?** Do they acknowledge your needs?
### Instructional Strategies

- Differentiated (a) content, (b) control and perquisite, and (c) context to assure success/engagement of diverse learners and students living in poverty.
- Staff (curriculum) - honors, includes/represents, social action, and equity.
- Staff members have high level if staff in classes
- Teachers use instructional relational strategies reflecting an understanding that effective modulates learning. Use multiple methods of presenting information and allow students to experience the efforts of students acting. Provide opportunities for students ability and participation to be seen.
- Teachers adjust teaching style to the affective impact of the performance of minority students. Instruct from low-income backgrounds.
- Staff members have high level of presence in classrooms. Instructional, academic, students trying to do the best they can.
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### Assessment

Teachers continuously assess students' knowledge using a variety of strategies that allow students to incorporate their own cultural knowledge and show their ability to apply newly learned information in innovative ways.

- Teachers formally and informally assess students' knowledge to prepare and adjust instruction, and to assess student outcomes.

### Information Processing

The promotion of acquisition and use of information processing assets for students of color in academic settings.

Educators must directly provide for their acquisition and use both inside and outside school settings.

### No Labels

Stop labeling students.

### Equitable Treatment of Behavior

Monitor our behavior in terms of equitable treatment. Question traditional assumptions of “what works” in classroom management and be alert to possible interactions between our management practices and students' cultural backgrounds.

Provide feedback to teachers.

Do your students use any good strategies to check and see if they understand what they have taught? Do they use exit slips or thumbs up/thumbs down?

Do these things on your teacher walls or in that room that make you feel like your culture is represented? What kind of instructional tools do teachers use that reflect your culture?