

## **STRATEGIES FOR MULTICULTURAL TEACHING**

1. Engage in a critical and continual process to examine how my prejudices, biases, and assumptions inform my teaching and thus affect the educational experiences of my students.
2. Study and understand the lenses through which I understand the people and happenings around me.
3. Work toward eliminating my prejudices, examining who is (and is not) being reached by my teaching style, and relearning how my own identity affects their learning experiences.
4. Be in a constant process of self-examination and transformation.
5. Bring the experiences of students to the fore in the classroom, making learning more active, interactive, and engaging.
6. Assess students fairly in multiple ways.
7. Believe in all students.
8. Appreciate the cultural backgrounds of all.
9. Understand language development.
10. Provide effective feedback that students can build on instead of feedback that could destroy.
11. Promote family participation.
12. Group flexibly.
13. Help develop social skills by offering formal opportunities for students to work together such as large and small groups, but also provide opportunities for students to be together informally such as recess, field trips, etc...
14. Use interactive strategies.
15. Teach justice and care.

16. Get to know your students. Use initial class days to plan activities where they can offer jdddcngjff about themselves. Use the rest of the year to really listen to what they say in class, see what their face and body language are telling you, and to research things and issues that are relevant to their lives.

17. Make lessons comprehensible.

18. Promote metacognition.

19. Have students negotiate meaning through open class discussion, debates, pros and cons, journaling, reflection, etc.

20. Provide equal opportunity for access.

21. Reduce prejudice. Understand privilege.

22. Question for high-level, critical thinking. Ask more than yes-no or one word answer questions.

23. Make your students think and question everything, not to discredit what they already know or believe , but to make sure they know why they think or believe a certain way.

24. Read multicultural literature. If you will be reading about a particular cultural group, make sure the author is a member of that group. If that is not the case, then supplement the literature with additional materials written by someone belonging to the cultural group.

25. Elicit student goals and ideas.

26. Align texts to children's needs.

27. Promote understanding of others' ways.

28. View the globe as our home.

29. Provide a win-win atmosphere.

30. Hold high expectations.
31. Reflect upon your own culture.
32. Hold zero tolerance for putdowns. One Strategy; One Story
33. Appreciate and accommodate the similarities and differences among the students' cultures.
34. Acknowledge both individual and cultural differences enthusiastically and identify these differences in a positive manner.
35. Model, teach, prompt, and reinforce social skills such as respect and cross-cultural understanding.
36. Build relationships with your students.
37. Interview students who present behavior challenges to discover what their lives are like outside of school.
38. Develop an understanding of students' lives to increase the relevance of lessons and make examples more meaningful.
39. Focus on the ways students learn and observe students to identify their task orientations.
40. Allow students time, when given a task, to prepare, provide them with advance organizers, and announce how much time will be given for preparation and when the task will begin\* Teach students to match their behaviors to the setting.
41. Teach students the differences between their home, school and community settings so that they can switch to appropriate behavior for each context.
42. Talk with students about the differences between conversations with friends in the community and conversations with adults at school and discuss how each behavior is valued and useful in that setting.
43. Involve and include families and the community in your classroom and in assignments.
44. Use a variety of.
45. Offer a variety of instructional strategies and learning activities to the students with opportunities to learn in ways that are responsive to their own communication styles, cognitive styles, and aptitudes.

46. Consider students' cultures and language skills when developing learning objectives and instructional activities.
47. Facilitate comparable learning opportunities for students with differing characteristics. For example, consider opportunities for students who differ in appearance, race, sex, disability, ethnicity, religion, socioeconomic status, or ability.
48. Incorporate objectives for affective and personal development.
49. Provide increased opportunities for high- and low- achievers to boost their self-esteem, develop positive self-attributes, and enhance their strengths and talents. Such opportunities can enhance students' motivation to learn and achieve.
50. Communicate expectations.
51. Let the students know the "classroom rules" about talking, verbal participation in lessons, and moving about the room.
52. Tell students how long a task will take to complete or how long it will take to learn a skill or strategy, and when appropriate, give them information on their ability to master a certain skill or complete a task.
53. Encourage students who expect to achieve mastery but are struggling to do so. They may need to know that they have the ability to achieve mastery, but must work through the difficulty.
54. Provide rationales.
55. Explain the benefits of learning a concept, skill, or task.
56. Ask students to tell you the rationale for learning and explain how the concept or skill applies to their lives at school, home, and work.
57. Use advance- and post-organizers.
58. Give the students an overview at the beginning of lessons, and tell them the purpose or goal of the activity. If applicable, tell them the order that the lesson will follow and relate it to previous lessons. At the end of the lesson, summarize its main points.
59. Provide frequent reviews of the content learned.
60. Provide students with a brief review of the previous lesson before continuing on to a new and related lesson.
61. Facilitate independence in thinking and action.
62. Promote student on-task behavior.

63. Start lessons promptly and minimizing transition time between lessons in order to help students stay on-task.
64. Shift smoothly (no halts) and efficiently (no wasted effort) from one lesson to another.
65. Be business like about housekeeping tasks such as handing out papers and setting up audiovisual equipment in order to help maintain their attention.
66. Monitor students' academic progress during lessons and independent work.
67. Check with students during seatwork to see if they need assistance before they have to ask for help.
68. Ask if they have any questions about what they are doing and if they understand what they are doing.
69. Make students aware of the various situations in which a skill or strategy can be used as well as adaptations that will broaden its applicability to additional situations.
70. Provide frequent feedback.
72. Be respectful of a student's sensitivities to feedback given in front of other students (positive or constructive) by addressing those students in private or in writing.
71. Acknowledge a correct response.
72. Prompt a student who has given an incorrect answer by providing clues or repeating or rephrasing the question.
73. Give positive feedback by stating the appropriate aspects of a student's performance.
74. Give positive corrective feedback by making students aware of specific aspects of their performance that need work, reviewing concepts and asking questions, making suggestions for improvement, and having the students correct their work.
75. Require mastery.
76. Tell students when tasks are assigned the criteria that define mastery and the different ways mastery can be obtained.
77. Let students know when mastery is reached.
78. Learn to pronounce every student's full given name correctly.
79. Invite critique from colleagues and accept it openly.
80. Never stop being a student.

81. Build coalitions with teachers who are different in terms of race, ethnicity, sexual orientation, gender, religion, first language, disability, and other identities.
82. Improve skills as a facilitator so that when issues of diversity and equality arise in the classroom advantage can be taken over the resulting educational opportunity.
83. Hone facilitation skills so that students are not cheated out of important conversations and learning opportunities.
84. Invite critique from students and listen actively, and model a willingness to be changed by their presence.
85. Think critically about how your preferred learning style must impact your teaching style.
86. Affirm and model appreciation for all forms of intelligence and the wide variety of ways that students illustrate understanding and mastery of all skills and knowledge.
87. Draw on personal experiences as a student (positive and negative) as an insight to inform your teaching practice.
88. Take personal responsibility before looking for fault elsewhere. If a student is falling behind or being disruptive first consider what you may or may not be doing to contribute to their disengagement before problematizing their behavior or effort.
89. Fight for equality for ALL underrepresented or disenfranchised students.
90. Celebrate diversity.
91. Celebrate yourself.
92. Celebrate the presence of each student.
93. Celebrate the richness of experiences that each student brings.
94. Celebrate each moment spent in self-critique, however difficult and painful, because it will make you a better educator.
95. Actively work to learn another language.
96. Research the history of cultural groups represented in your classroom making sure to include native sources of information.
97. Allow students to take ownership of the parts of their culture that they claim, and do not assume that they claim ownership over all aspects of their culture.
98. Allow students to be individuals.

99. Care.

100. Teach.