Chapter Overview

CHAPTER 1: WHY CULTURALLY RESPONSIVE TEACHING MATTERS

This chapter frames the content that you will encounter in the rest of the book. We define who we mean by multilingual learners, comparing them to other groups of students. We then examine the concepts of race, ethnicity, and culture as facets of MLs' identities. Next, we ask you to reflect on the relationship between culture and equity for MLs. In the subsequent part of the chapter, we share concepts of culturally responsive teaching (CRT) from three leading educators. The following portion of our chapter is devoted to framing our five guiding principles for CRT of MLs and presenting suggestions for a culturally responsive teaching cycle.

CHAPTER 2: BUILDING CULTURAL COMPETENCY

In Chapter 2, we discuss what it means to build cultural competency in today's context, weave in relevant research, and provide five elements of cultural competency, ranging from understanding your own culture to looking at the role of culture at an institutional level. You can then reflect on your own cultural beliefs and expectations and also explore potential personal bias that you might bring to your interactions with MLs. We conclude this chapter—and the next several chapters that follow—with three practical steps that you can use to continue your exploration of this topic at an individual and/or school level.

CHAPTER 3: OPERATING FROM AN ASSETS-BASED APPROACH

This chapter is framed around the following guiding principle "Culturally responsive teaching is assets-based." This chapter

examines what an assets-based approach is for MLs and provides multiple strategies to help shift yourself and others to operate from a place of MLs' strengths. The chapter shares relevant research and contains many practical tools as well as three concrete steps in order to respond to and mitigate deficit-thinking related to multilingual students in your schools and districts. Case studies and reflection questions found in this chapter also guide your work in this area.

CHAPTER 4: SIMULTANEOUSLY SUPPORTING AND CHALLENGING STUDENTS

Chapter 4 is framed around the following guiding principle: "Culturally responsive teaching simultaneously challenges and supports students." In this chapter, we ask you to examine equitable education opportunities for MLs in your context and reflect on how you can support all learners on their academic journeys. We focus on three key areas supported by research: (1) MLs' access to content and programs, (2) ways to support MLs as they acquire language and content, and (3) how to challenge MLs to think critically and build cross-curricular connections. The chapter contains a wealth of strategies supporting MLs through scaffolded instruction, as well as using interdisciplinary, project-based learning and social justice units.

CHAPTER 5: PLACING STUDENTS AT THE CENTER OF THE LEARNING

This chapter is framed around the following guiding principle: "Culturally responsive teaching places students at the center of learning." We begin by defining what it means to put students at the center of learning and share research that supports student-centered pedagogy. You will benefit from specific strategies for learning about your students and their

learning preferences and setting a collaborative tone in your classroom. Next, we explore strategies for engaging ML students and families in goal setting and involving MLs in taking part in self- and peer assessment. We also share strategies for fostering engaging, peer-to-peer interactions and ways to honor ML growth and achievement.

CHAPTER 6: LEVERAGING STUDENTS' LINGUISTIC AND CULTURAL BACKGROUNDS

Chapter 6 is framed around the following guiding principle: "Culturally responsive teaching leverages students' linguistic and cultural backgrounds." In this chapter, we share relevant research and the urgency around why leveraging MLs' linguistic and cultural backgrounds is essential to culturally responsive teaching and what it means to do so. We then take an in-depth look at strategies for leveraging MLs' cultural and linguistic backgrounds, tools for incorporating multicultural resources into the curriculum, and strategies for incorporating translanguaging and home language practices into your teaching.

CHAPTER 7: UNITING STUDENTS' SCHOOLS, FAMILIES, AND COMMUNITIES

This chapter is framed around our final guiding principle: "Culturally responsive teaching unites students' schools, families, and communities." In this chapter, we expand our lens to focus on the critical job of building partnerships with families and communities in support of MLs. We begin by exploring research on what family engagement is and why it is important for our work with MLs. Next, we share five strategies related to fostering ML family engagement and collaborating with ML communities. These five strategies are as follows: (1) create a welcoming environment for ML families, (2) build relationships with ML families, (3) communicate effectively with ML families, (4) overcome barriers to ML family engagement, and

(5) empower ML families. As with our other chapters, we provide examples and tools to support three practical steps you can take to unite MLs' schools, families, and communities.

CHAPTER 8: PUTTING IT ALL TOGETHER

In our final chapter, we share examples of practical ML advocacy tools and strategies that you can use as you work to implement the five principles in your context. We begin by introducing the National Education Association's (NEA) five-step framework for EL advocacy and reflect on how it can be applied to strengthening culturally responsive teaching for MLs and their families. We weave a specific case study throughout the chapter as a way to exemplify the ML advocacy steps. We then share several examples of innovative programs that are being used in various school districts that help to foster a districtwide climate that is supportive of MLs. We conclude the chapter by sharing some final thoughts on the urgent need for CRT work and highlighting key themes that are found throughout this book.