

Thinking Through Teacher Cultural Competencies

García (2002) also describes a set of attributes that characterize effective teachers of ELLs. Derived from studies of effective teachers of ELLs, the attributes fall into four distinctive domains: knowledge, skills, dispositions, and affect. Specifically, effective teachers know what outcomes students are working toward and what students must do to get there. They are dedicated, have a sense of efficacy, and know how to communicate high expectations. They use active teaching methods, making explicit what students need to know and be able to do. They engage students by pacing instruction appropriately, monitoring progress, and providing appropriate and expedient feedback. They also mediate instruction for their students by using native language strategies and English to make instruction clear.

Leading With Diversity
The Education Alliance at Brown University



TEXAS COMPREHENSIVE CENTER
<http://txcc.sedl.org>

Thinking Through Teacher Cultural Competencies

García (2002) also describes a set of attributes that characterize effective teachers of ELLs. Derived from studies of effective teachers of ELLs, the attributes fall into four distinctive domains: knowledge, skills, dispositions, and affect. Specifically, effective teachers know what outcomes students are working toward and what students must do to get there. They are dedicated, have a sense of efficacy, and know how to communicate high expectations. They use active teaching methods, making explicit what students need to know and be able to do. They engage students by pacing instruction appropriately, monitoring progress, and providing appropriate and expedient feedback. They also mediate instruction for their students by using native language strategies and English to make instruction clear.

Leading With Diversity
The Education Alliance at Brown University



TEXAS COMPREHENSIVE CENTER
<http://txcc.sedl.org>

Thinking Through Teacher Cultural Competencies

Gay (2000) describes effective teaching practice as “anchored in caring, commitment, cultural competence, and an understanding that school performance takes place within a complex sociocultural ecology and is filtered through cultural screens both students and teachers bring to the classroom” (p. 54). Many other studies on culturally responsive education examine teaching practices that are effective for students from diverse backgrounds (Ladson-Billings, 1994; Sheets, 1995; Powell, 1996).

Leading With Diversity
The Education Alliance at Brown University



TEXAS COMPREHENSIVE CENTER
<http://txcc.sedl.org>

Thinking Through Teacher Cultural Competencies

Gay (2000) describes effective teaching practice as “anchored in caring, commitment, cultural competence, and an understanding that school performance takes place within a complex sociocultural ecology and is filtered through cultural screens both students and teachers bring to the classroom” (p. 54). Many other studies on culturally responsive education examine teaching practices that are effective for students from diverse backgrounds (Ladson-Billings, 1994; Sheets, 1995; Powell, 1996).

Leading With Diversity
The Education Alliance at Brown University



TEXAS COMPREHENSIVE CENTER
<http://txcc.sedl.org>

Thinking Through Teacher Cultural Competencies

According to Villegas and Lucas (2002), teachers who are socioculturally conscious are able to maintain affirming views of students from diverse backgrounds in their classrooms. They consider themselves responsible for creating necessary changes and capable of making schools more equitable for all learners. They understand how learners construct knowledge and they promote knowledge construction with great confidence. They make connections to their students and their communities. Above all, they design instruction that builds on their students' background knowledge while stretching their minds beyond what is familiar.

Leading With Diversity
The Education Alliance at Brown University



TEXAS COMPREHENSIVE CENTER
<http://txcc.sedl.org>

Thinking Through Teacher Cultural Competencies

According to Villegas and Lucas (2002), teachers who are socioculturally conscious are able to maintain affirming views of students from diverse backgrounds in their classrooms. They consider themselves responsible for creating necessary changes and capable of making schools more equitable for all learners. They understand how learners construct knowledge and they promote knowledge construction with great confidence. They make connections to their students and their communities. Above all, they design instruction that builds on their students' background knowledge while stretching their minds beyond what is familiar.

Leading With Diversity
The Education Alliance at Brown University



TEXAS COMPREHENSIVE CENTER
<http://txcc.sedl.org>

Thinking Through Teacher Cultural Competencies

Wong-Fillmore and Snow (2000) proposed critical competencies that effective teachers of ELLs should develop. They distinguished five functions related to language: (1) knowledge of linguistics and language, (2) language and cultural diversity, (3) sociolinguistics, (4) language development and second language acquisition, and (5) an understanding of academic discourse.

Leading With Diversity
The Education Alliance at Brown University



TEXAS COMPREHENSIVE CENTER
<http://txcc.sedl.org>

Thinking Through Teacher Cultural Competencies

Wong-Fillmore and Snow (2000) proposed critical competencies that effective teachers of ELLs should develop. They distinguished five functions related to language: (1) knowledge of linguistics and language, (2) language and cultural diversity, (3) sociolinguistics, (4) language development and second language acquisition, and (5) an understanding of academic discourse.

Leading With Diversity
The Education Alliance at Brown University



TEXAS COMPREHENSIVE CENTER
<http://txcc.sedl.org>