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CALIFORNIA ADULT LITERACY PROFESSIONAL DEVELOPMENT PROJECT

Research-Based Practices

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Evidence to Action: Culturally and Linguistically Responsive Teaching in Adult Education

CALPRO's latest Evidence to Action Research Brief reviews the relevant literature on Culturally and Linguistically Responsive Teaching (CLRT), the educational approach to meeting the needs of students from diverse cultural and linguistic backgrounds. This approach fosters a learning environment that makes students feel valued, respected, and understood by incorporating their cultural experiences into the curriculum. CALPRO's research brief explores the various approaches to CLRT and shares some of the best practices California adult education agencies are leveraging to amplify student voices, nurture a sense of belonging, and make their classrooms and curriculum equitable across the wide range of cultures and nationalities that both their staff and learners represent. The contents covered in brief's three sections, **Definition, Theories, and Literature Review**, **Importance to Adult Educators in California**, and **Examples from California Local Adult Education Providers**, are outlined below.

The **Definition, Theories, and Literature Review** explores CLRT and its application in adult education settings by sharing three of its major tenets. The first is that CLRT challenges the notion of the deficit model that sees nondominant languages, cultures, and identities as barriers to learning. Instead, CLRT ensures that this diversity is valued, respected, and represented in the classroom. The second pillar is rigor and relevance. In order for adult students to feel socially and emotionally safe and ready to learn, the school environment must honor the unique languages and experiences of their learners and recognize them as funds of knowledge. Finally, CLRT requires a mindset change for practitioners as historic and current norms, privileges, world views, and biases must be recognized.

The **Importance to Adult Educators in California** examines the policies, initiatives, and teaching standards. Additionally, it includes eight competencies of CLRT. These competencies assert that culturally responsive educators do the following:

1. Reflect on one's cultural lens
2. Recognize and redress bias in the system
3. Draw on students' cultures to shape curriculum and instruction
4. Bring real-world issues into the classroom
5. Model high expectations for all students
6. Promote respect for student differences
7. Collaborate with families and the local communities
8. Communicate in linguistically and culturally responsive ways

Finally, the research brief concludes by seeing CLRT in action, sharing **Examples from California Local Adult Education Providers**. These examples include Long Beach City College's Cultural Curriculum Audit, Oxnard Adult School's embrace of student and staff diversity, and San Mateo Adult and Career Education's student leadership programs.

To access the research brief, click <https://bit.ly/3qMarxG>.