CRIOP Pillar I: CLASSROOM RELATIONSIDPS

CRIOP 部分1：课堂关系

This pillar of culturally responsive instruction encompasses dimensions of teacher care and the classroom environment. Teacher care includes respect for students and their backgrounds, empathy and understanding, a commitment to helping, and dedication to teach all children while maintaining high expectations (Rightmyer, 2011). Cultura1ly responsive classroom environments emphasize student collaboration, shared community goals, and affirmation of students' social and cultural identities (Powell, 2011).

文化导向型教学的这一部分包括教师关怀和课堂环境的各个方面。教师关怀包括在保持较高的期望的同时，尊重学生及其背景、感同身受和理解学生、致力于帮助和献身于教育所有孩子 (Rightmyer, 2011)。具有文化响应性的课堂环境强调学生协作、共享的团体目标和对学生社会和文化身份的肯定(Powell, 2011)。

CRIOP 部分2：家庭协作

Collaborating with families is an integral component of culturally responsive instruction. Promoting open communication between families and the teacher, developing partnerships with parents and caregivers, and valuing families' " funds of knowledge" are culturally responsive practices that build family collaboration (Seitz, 2011).

与家庭合作是文化导向型教学的一个必需组成部分。促进家庭与教师之间的开放交流，发展与家长和看护者的伙伴关系，重视家庭的“知识资金”，这些都是有助于建立家庭协作的文化导向型实践(Seitz, 2011)。

CRIOP 部分3：评估实践

Cultivating a "culture of learning" is the goal of assessment in culturally responsive classrooms (Powell, 2011). Discovering students' strengths and literacy competencies and observing students' potential for learning are attributes of culturally responsive assessment practices. Through formative assessment strategies that allow students to demonstrate their learning in various forms, culturally responsive teachers gain information about students' literacy practices and modify their instruction to meet students' needs.

培养“学习文化”是文化导向型课堂评估的目标(Powell, 2011)。发现学生的优势和读写能力，观察学生的学习潜力是文化响应性评估实践的属性。通过形成性评估策略，让学生以各种形式展示他们的学习情况，具有文化导向型教学能力的教师获得关于学生读写能力实践的信息，并根据学生的需求修改教学方式。

CRIOP 部分4：教学实践

A framework for culturally responsive instruction incorporates students' cultural knowledge and affirms students' racial and cultural identities (Cox, 2011). Culturally responsive learning experiences integrate families' "funds of knowledge". Teachers practicing CRI will use students' prior learning to plan and guide instruction, will emphasize vocabulary development, and will incorporate opportunities for student collaborative learning and inquiry-based experiences (Cantrell & Wheeler, 2011).

文化导向型教学框架整合了学生的文化知识，肯定了学生的种族和文化身份(Cox, 2011)。文化导向型的学习经验整合了家庭的“知识资金”。使用文化导向型教学方式的教师将利用学生之前的学习经验来计划和指导教学，强调词汇的学习，并为学生提供合作学习和探究性经验的机会(Cantrell & Wheeler, 2011)。

CRIOP 部分5：话语

Teachers practicing culturally responsive instruction provide abundant opportunities for student conversation and explicitly teach the "language of power"(Powers, 2011). Elements of discourse practices in culturally responsive classrooms include valuing students' home languages, incorporating strategies to prompt academic conversations and developing language objectives that lead to linguistic competence.

实施文化导向型教学的教师为学生提供了丰富的对话机会，并明确地教授“语言的权力”(Powers, 2011)。在具有文化导向型的课堂中，话语实践的要素包括:重视学生的母语，整合促进学术交流的策略，以及制定能提高语言能力的目标。

CRIOP 部分6：社会政治意识

Culturally responsive instruction encompasses exploring issues important to students and their families, encouraging students to engage in problem-solving of real-world issues, and analyzing biases in texts and aspects of popular culture (Carter, 2011.) In culturally responsive classrooms, teachers strive to teach students to evaluate texts critically and to examine the ideologies and perspectives presented in various textual forms.

文化导向型教学包括探索对学生及其家庭重要的问题，鼓励学生参与解决现实世界问题，分析课文和流行文化方面的偏见(Carter, 2011)。在文化导向型的课堂中，教师努力教导学生批判性地评价课文，并考察以各种文本形式呈现的意识形态和观点。