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# Students' Six: Teaching Strategies that Work for Students of Color

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Visibility	Proximity
Connection to Students' Lives	Engaging Students' Cultures
Addressing Race	Connection to Future Selves

## **The Students' Six: Strategies for Culturally Proficient Teaching**

1. *Visibility*: Making every student feel acknowledged and included in the classroom
2. *Proximity*: Using physical space to engage students and reduce perceived threat
3. *Connecting to students' lives*: Making linkages between classroom content and student experiences and perspectives
4. *Engaging students' culture*: Incorporating positive elements of students' culture into classroom learning and community building
5. *Addressing race*: Talking openly about racial dynamics and how they impact the student experience
6. *Connecting to the larger world*: Helping students identify their future paths and using classroom experiences to guide students toward their personal goals

## **STUDENT VOICES**

I only know one teacher, which is my US History teacher that really stands at the door and greets everybody. It makes me feel more welcomed to the class.

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I learn better when my teacher is in the proximity of me. I am more engaged [and] as soon as class is over, if I need some help with some questions I can just be like, "excuse me can you help me out?"

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I learn better when my teacher connects what we're learning with our day-to-day life. My U.S. History teacher would connect the Civil War with the Civil Rights Movement with the immigration movement that is happening today. And we were able to talk about the Dream Act and other things Hispanics are doing to try to get equal rights in the United States.

## **STUDENT VOICES**

I like it when my teacher talks in Spanish or tries to connect with me in Spanish to make me realize that I'm not the only person in the classroom who isn't equal. To just be able to relate to someone more powerful than the students makes me feel better.

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When a teacher doesn't address race, it creates a wall that makes we want to backtrack with whatever relationship we were trying to build. Most definitely I'm not going for help.

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Before we even start with the subject, she goes on the website, and says, 'If you want to be an architect you're going to have to learn this.' And she shows us all the equations people have to learn, and then that gives us more of an idea why we're learning this. And it's not just something we're going to be tested on.