

# Asset and Deficit Perspectives

CRT aligns with an asset perspective, where students' cultural differences are perceived as beneficial to the learning environment, as opposed to a deficit perspective, where cultural differences are perceived as detrimental to the learning environment. Educators with asset perspectives are more likely to innovate instruction, while those with deficit perspectives are more likely to have lower expectations for marginalized students (Diamond et al., 2004).

## When a student's home culture is dissimilar from the teacher's or school's culture...

ASSET PERSPECTIVE	DEFICIT PERSPECTIVE
...the student is perceived as entering the classroom with rich cultural knowledge due to their home environment.	...the student is perceived as entering the classroom with a lack of knowledge due to their home environment (Moll et al., 1993).
...the student's cultural knowledge is perceived as a resource that can be used to help the student learn and find meaning in new knowledge (Griner & Stewart, 2012; Moll et al., 1992).	...the student's cultural knowledge is seen as a hindrance and is not used to help the student learn and apply new knowledge.
...the teacher is strategic and systematic about how they connect cultural backgrounds to current learning, and encourage students to connect the two realms (Rueda et al., 2004).	...the teacher often has lower expectations of the student and does not feel as responsible for the student's learning, as compared to students who align with the dominant culture (Diamond et al., 2004).