

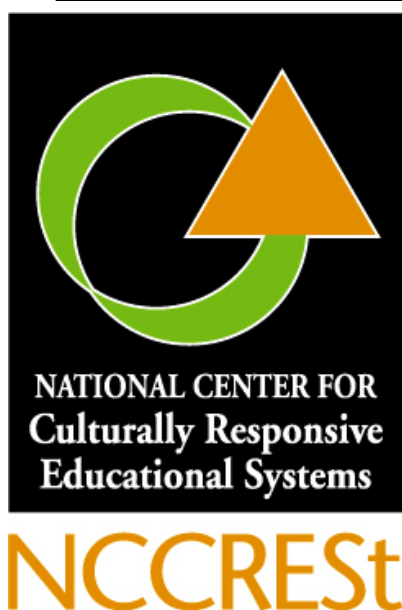
Module

2

MODULE 2: CULTURALLY RESPONSIVE PEDAGOGY AND PRACTICE

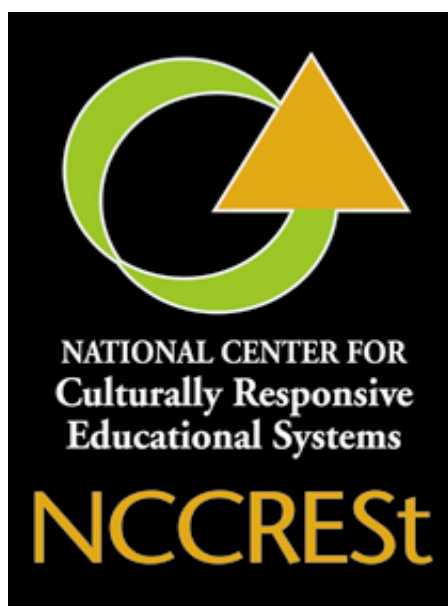
Academy 2: Culturally Responsive Classrooms

Version 1.0



Participant Handouts

Building coalitions of students, families, practitioners, policy makers, and researchers around interventions and strategic improvements in practice and policy that are culturally responsive



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What are Leadership Academies?

A strategy through which NCCRESt supports the creation of networks of skilled and knowledgeable teacher leaders, administrators, community members, and family members to serve as transformational agents of change for culturally responsive practices and systems is through the **Leadership Academy** model of professional learning. In collaboration with schools and local universities, NCCRESt creates these Leadership Academies for pre-service and in-service activities. The approach includes careful consideration of the content for professional learning, application of adult learning principles, and selection of teams from schools and districts that can support their team members' learning and practice. In this way, professional learning builds on converged needs, creates a sense of common purpose, and extends the creativity and skill of practitioners.

All Leadership Academies are based on NCCRESt's assumptions that culturally responsive educational systems:

- Use the valuable knowledge and experience that children and their families bring to school learning.
- Expand students' life opportunities, available choices, and community contributions.
- Construct education for social justice, access, and equity.
- Build on the extraordinary resources that urban communities provide for life-long learning.
- Need individuals, family, organizations, and communities to work together to create future generations of possibility.
- Practice scholarship by creating partnerships for action-based research and inquiry.
- Shape their practice based on evidence of what results in successful learning of each student.
- Foster relationships based on care, respect, and responsibility.
- Produce high achieving students.
- Understand that people learn in different ways throughout their lives.
- Respond with learning opportunities that work.



Academy participants are generally teams of educational professionals from schools and districts, selected to advance knowledge and practice related to culturally responsive systems and practices. Academies are organized into modules that share an overarching theme and are designed to (1) engage adult learners in advancing their knowledge and skills about culturally responsive practices within organizations; (2) build communities of practice in which inquiry and public discourse are cornerstones of continuous improvement in culturally responsive systems; and (3) embody approaches to learning that affirm the sociocultural histories and experiences that all members of the academies bring to shared learning. Finally, the Leadership Academies create forums for open discussion to help school and community members think more broadly and systemically about culturally responsive schools and classrooms.



Academy Abstract:

In this academy, we will look in depth at instructional practices based in the idea of equity pedagogy, with a focus on the theory of culturally responsive practice, and the practical tools to differentiate instruction.

Academy Outcomes:


As a result of the activities and information shared at this Leadership Academy, module participants will:

- Define culturally responsive pedagogy
- Identify features of culturally responsive pedagogy
- Identify Environmental and Instructional elements of culturally responsive classrooms

Academy Agenda:

Review the agenda, noting the structure of the academy (lecture, activities, question-answer period, break time, assessment), and process for answering participant questions.


| | |
|---|------------|
| ACADEMY OVERVIEW | 15 MINUTES |
| WARM UP ACTIVITY: WHAT DO YOU ALREADY DO? | 15 MINUTES |
| LECTURETTE: FEATURES OF CULTURALLY RESPONSIVE PEDAGOGY | 50 MINUTES |
| ACTIVITY 1: SELF ASSESSMENT | 15 MINUTES |
| LECTURETTE: DISPOSITIONS | 10 MINUTES |
| ACTIVITY 2: CHARACTERISTICS OF TEACHERS | 10 MINUTES |
| LECTURETTE: HUMAN NEEDS | 10 MINUTES |
| ACTIVITY 2: CHARACTERISTICS OF TEACHERS (CONT.) | 15 MINUTES |
| LECTURETTE: ELEMENTS OF CULTURALLY RESPONSIVE CLASSROOMS | 30 MINUTES |
| ACTIVITY 3: UNPACKING THE ENVIRONMENTAL ELEMENTS OF CR CLASSROOMS | 15 MINUTES |
| LECTURETTE: FEATURES OF CULTURALLY RESPONSIVE INSTRUCTION | 30 MINUTES |
| ACTIVITY 4: FORMATIVE ASSESSMENT STRATEGIES | 15 MINUTES |
| ACTIVITY 5: EXAMINING INSTRUCTIONAL ELEMENTS OF CR CLASSROOMS | 15 MINUTES |
| SELF ASSESSMENT | 5 MINUTES |
| THINGS TO REMEMBER | 5 MINUTES |
| OUTCOMES REVIEW | 10 MINUTES |



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Culturally Responsive Pedagogy and Practice

Academy Two: Culturally Responsive Classrooms



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What's in an Educational System?

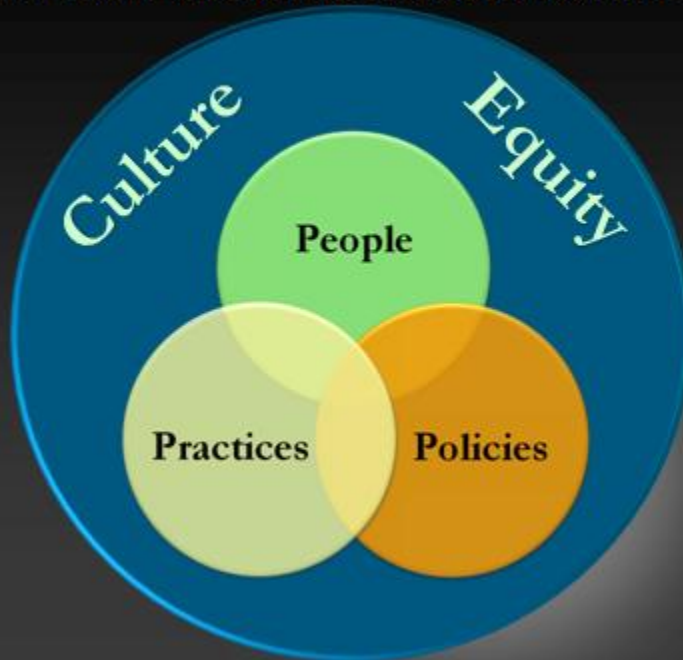


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What are Culturally Responsive Educational Systems?



Leadership Academies



Roles

Outcomes

- Identify Environmental and Instructional elements of culturally responsive classrooms
- Define Culturally Responsive Pedagogy
- Identify features of culturally responsive pedagogy

Agenda



| | |
|--|------------|
| Academy Overview..... | 15 minutes |
| Orienting Activity: What Do You Already Do?..... | 15 minutes |
| Lecturette 1: Features of Culturally Responsive Pedagogy..... | 50 minutes |
| Activity 1: Self Assessment..... | 15 minutes |
| Activity 2: Characteristics of Teachers..... | 40 minutes |
| Lecturette 2: Elements of CR Classrooms..... | 30 minutes |
| Activity 3: Unpacking the Environmental Elements of CR Classrooms..... | 15 minutes |
| Lecturette 3: Features of CR Instruction..... | 30 minutes |
| Activity 4: Formative Assessment Strategies..... | 15 minutes |
| Activity 5: Examining Instructional Elements of CR Classrooms..... | 15 minutes |
| Self Assessment..... | 5 minutes |
| Things to Remember..... | 5 minutes |
| Outcomes Review..... | 10 minutes |

Warm Up Activity: What do you Already Do?



| | |
|-------------|---|
| Materials: | Worksheet; pens; tape; chart paper; markers |
| Time limit: | 15 minutes |
| Part 1: | What do you already do? Individuals complete worksheet that asks them to describe what culturally responsive teaching looks like, and then list thing they personally do or observe in their school that is culturally responsive. (5 minutes) |
| Part 2: | Pair, share Ask participants to discuss their ideas with their small group members. Then, invite small groups to share sample ideas with the whole group. Record their responses on chart paper (10 minutes) |

Lecturette 1

Features of Culturally Responsive Pedagogy

(*Review from Academy 1 of this Module)

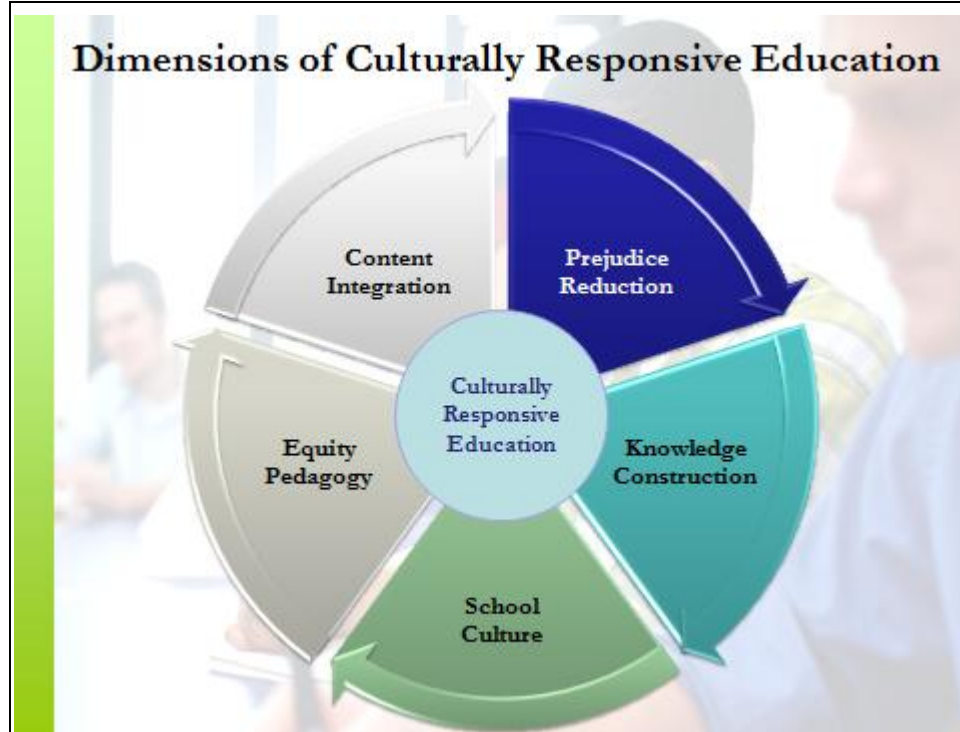


What Does it Mean to be Culturally Responsive?

“Cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures.”



Dimensions of Culturally Responsive Education



Characteristics of Culturally Responsive Pedagogy

1. Students receive equal opportunities to achieve full potential.
2. Student preparation for competent participation in increasingly intercultural society.
3. Teacher preparation for effective facilitation of learning for every student.
4. Schools are active participants in ending oppression of all types.
5. Education more fully student-centered and inclusive of the student voices and experiences.
6. Educators, activists, and others take active role in reexamining all educational practices and how they affect the learning of all students.

Features of Culturally Responsive Pedagogy




- Communication of High Expectations
- Learning within the Context of Culture
- Culturally Mediated Instruction
- Teacher as Facilitator
- Student Centered Instruction




The biggest mistake of past centuries in teaching has been to treat all children as if they were variants of the same individual and thus to feel justified in teaching them all the same subjects in the same way.


-Howard Gardner



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Culturally Responsive Teachers

| | | | |
|--|---|---|--|
| Cultural organizers, mediators, and orchestrators of social contexts | Caring, committed, and respectful belief in their students' abilities and desire to learn | Validate, affirm, facilitate, liberate, and empower | Experts in instruction and management |
| Explicitly teach skills and cultural capital | Challenge and support students | Have a sense of responsibility for all students |  |



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Activity 1 – Self Assessment of your Culturally Responsive Classroom

- Individually, complete the self assessment form
- Discuss your results with a partner or at your table group
- Whole group debrief

ACTIVITY 1: SELF-AUDIT OF YOUR CULTURALLY RESPONSIVE CLASSROOM

Academy 2: Culturally Responsive Classrooms

| Environmental Style | 1 Seeking understanding | 3 Starting to put into practice | 5 Making corrections/ culturally responsive |
|--|-------------------------------|---------------------------------------|---|
| 1. Are your visuals representative of all cultural groups? | | | |
| 2. Do you have learning centers that capitalize and focus on the different modalities/ intelligences? | | | |
| 3. Do you establish a routine and daily schedule, to provide some important structure? | | | |
| 4. Do you understand the history and experience of different cultural groups in your school and community? | | | |

| Interactional Style | 1 Never | 3 Sometimes | 5 Always |
|--|------------|----------------|-------------|
| 1. When you use cooperative groups, are you certain everyone understands their role in the performance of the task? | | | |
| 2. Are you prone to heterogeneously group by race, gender and ability unless the task specifically demands another type of grouping? | | | |
| 3. Do you find ways to engage all students in each lesson? | | | |
| 4. Do you encourage formality with role definitions and appropriate etiquette? | | | |
| 5. Do you allow students to help each other or to work together even when reading text? | | | |

| Instructional Strategies for Cognitive Style | 1 Never | 3 Sometimes | 5 Always |
|---|------------|----------------|-------------|
| 1. When giving an assignment, do you provide a global view of the task as well as a step-by-step plan for what groups or individuals are to accomplish? | | | |
| 2. Do you operate in the classroom as a guide and facilitator rather than a “performer” in front of an audience? | | | |
| 3. Does engagement mean more to you than asking and responding to questions or worksheets? | | | |
| 4. Do you model and schedule opportunities to practice the ideas or concepts before you require students to demonstrate or test their understanding? | | | |
| 5. If you use lectures to convey information, do you limit your presentation to 5-10 minutes and have visuals and examples as models of the concept about which you are speaking? | | | |
| 6. Do you plan ways of helping students process and internalize the information that has been presented? | | | |
| 7. When you use films, videos, guest speakers or lengthy readings, do you design ways to assist students to think about and understand the information? | | | |

| Instructional Design for Cognitive Style Responsiveness | 1 Never | 3 Sometimes | 5 Always |
|---|------------|----------------|-------------|
| 1. Do you have each day/lesson carefully planned? | | | |
| 2. Do you plan a lesson or unit with specific activities, themes or concepts that include materials or information to demonstrate connections across disciplines? | | | |
| 3. Do you use the knowledge of fine arts (art, music, literature) as other ways in which students can gain knowledge about concepts or ideas? | | | |

| Assessment Style | 1 Never | 3 Sometimes | 5 Always |
|--|------------|----------------|-------------|
| 1. Do you include both qualitative and quantitative data in your assessment of individuals? Your class? Yourself as a teacher? | | | |
| 2. Have you analyzed the tests given by you or the school district to ensure that the questions have an assumption of knowledge with which students are familiar or of which they will become familiar through your instruction? | | | |

Source: Shade, B.J., Kelly, C., & Oberg, M. (1998). *Creating Culturally Responsive Classrooms*. Washington, D.C.: American Psychological Association

Activity 2: Characteristics of Culturally Responsive Teachers



Personal Reflection – complete favorite and
“not-so-favorite” teacher characteristics
worksheet

Whole group share

ACTIVITY 2: CHARACTERISTICS OF CULTURALLY RESPONSIVE TEACHERS

Academy 2: Culturally Responsive Classrooms

1. Favorite Teachers

- Think back to a “favorite” teacher you had during your K-12 schooling experiences. Describe what the classroom was like, the learning experience, the characteristics of the teacher. Why was the teacher a favorite of yours?

2. Not So Favorite Teachers

- Think back in time to a teacher that you did not prefer or like during your K-12 schooling experiences. Describe what the classroom was like, the learning experience, the characteristics of the teacher. Why was the teacher not someone that you particularly liked?

3. Complete the “T” Chart below of “best” and “worst” characteristics of teachers from your personal experiences.

| “BEST” | “WORST” |
|--------|---------|
| | |

Classrooms that Meet Human Needs

*This slide is for use with
Activity 2: Characteristics of
Culturally Responsive Teachers

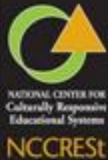


Belonging Power

Fun Freedom

Belonging

*This slide is for use with
Activity 2: Characteristics of
Culturally Responsive Teachers



- Establish a caring environment and warm, personal, positive relationships with students
- Prevent and respond to teasing, bullying and exclusion of students
- Teach conflict resolution skills to maintain friendships
- Teach social skills and use cooperative learning to build a sense of belonging

Power

*This slide is for use with
Activity 2: Characteristics of
Culturally Responsive Teachers



- Create opportunities and conditions for academic and behavioral success and accomplishment for all students
- Conduct individualized goal setting and evaluation
- Help students self-evaluate their performance and behavior
- Provide frequent positive feedback and recognition
- Give students numerous responsibilities or jobs within the classroom

Freedom

*This slide is for use with
Activity 2: Characteristics of
Culturally Responsive Teachers



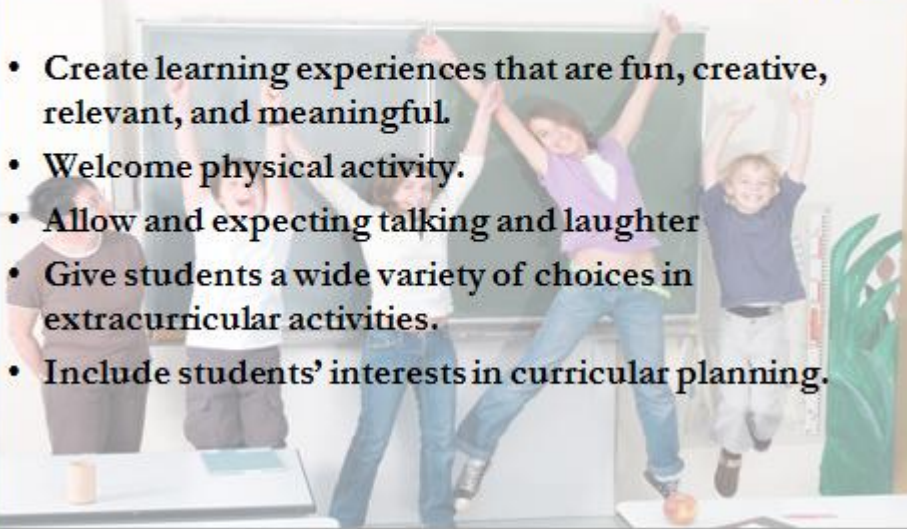
- Give students a voice in what they learn and how they complete assignments.
- Require students to design a plan for improvement when a problem occurs.
- Take students seriously in planning lessons, projects, classroom rules, and consequences.
- Allow students to have input in creating rules and consequences.
- Give students free time during the school day to choose from a variety of learning options.

Fun

*This slide is for use with
Activity 2: Characteristics of
Culturally Responsive Teachers



- Create learning experiences that are fun, creative, relevant, and meaningful.
- Welcome physical activity.
- Allow and expecting talking and laughter
- Give students a wide variety of choices in extracurricular activities.
- Include students' interests in curricular planning.



Activity 2: Characteristics of Culturally Responsive Teachers



Part III: Connecting to Basic Human Needs

- List actual examples of how your assigned basic need has been met in a classroom.
- After writing some examples, discuss within the group: “How did this make you feel?”

Lecturette 2

Elements of Culturally Responsive Classrooms

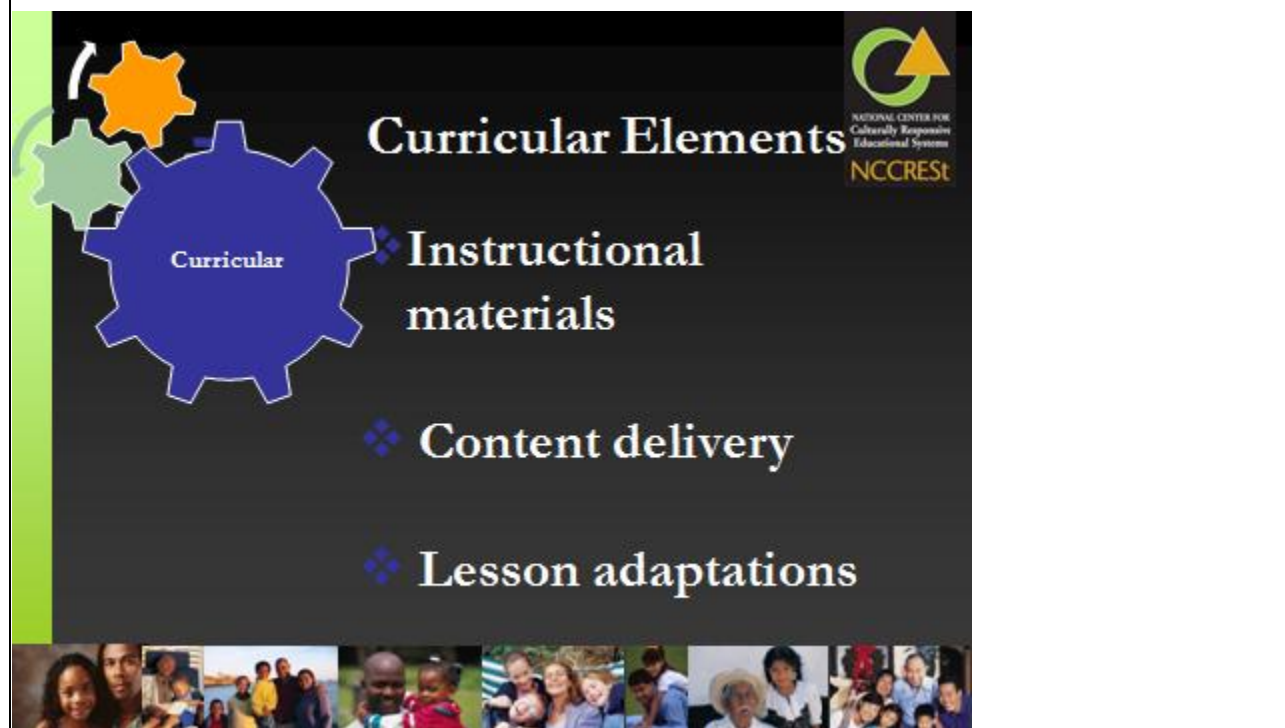
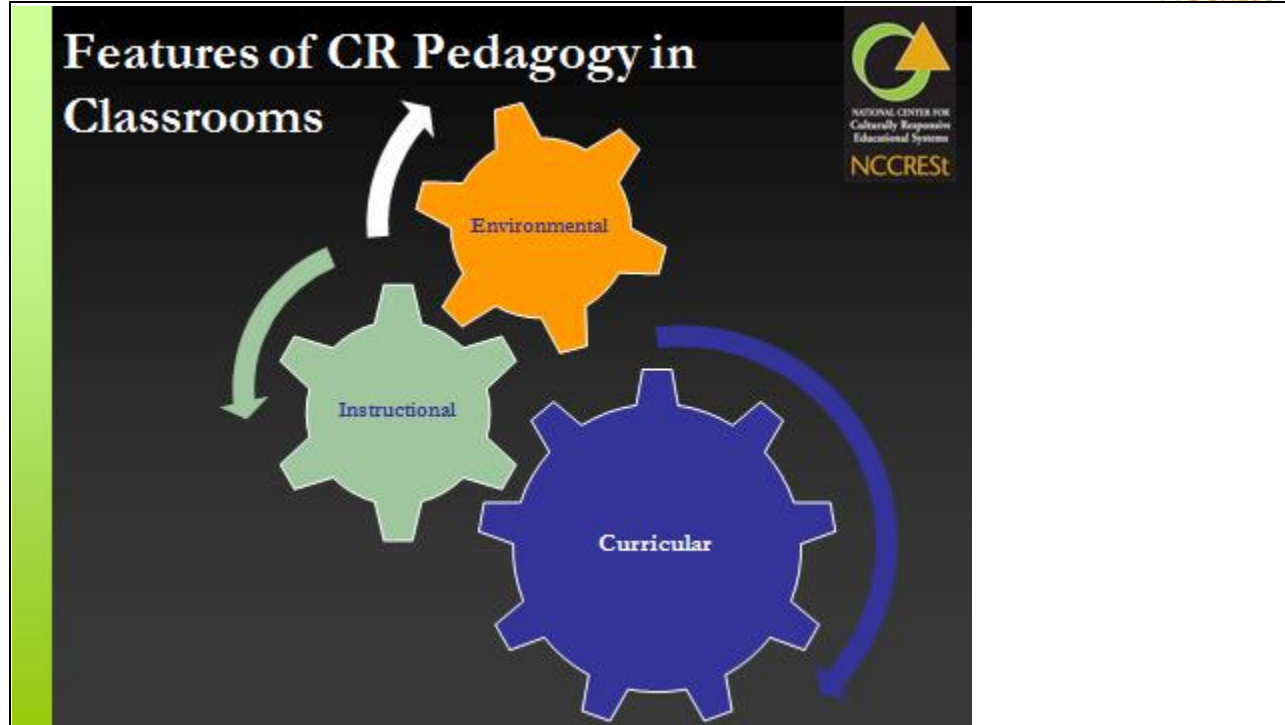


Reframing the Question

Why are
students
failing?

How are the
learning
experiences
provided by our
district, school,
or classroom
failing these
students?

If we seek to improve student performance we must focus on the work or learning experiences we provide to students (Schlechty, 2002).





Environmental Elements



1. **Creating an Environment of Respect and Rapport**
2. **Establishing a Culture of Learning**
3. **Families and Communities**
4. **Organizing Physical Space and Materials**
5. **Encouraging Classroom Management Systems**



Environmental Elements



1. **Creating an Environment of Respect and Rapport**
 - Recognition of One's Own Beliefs and Biases
 - Knowledge of students
 - Caring relationships
 - Respect for all
 - Positive and consistent interactions among teachers and students



Environmental Elements



2. Establishing a Culture of Learning

- Importance of the Content
- Student Pride in Work
- Expectations for Learning and Achievement




Environmental Elements




3. Families and Communities









- Connect with Families and Local Community
- Learn about their Funds of Knowledge
- Map the Community and its Resources (e.g. transportation, industry, museums and libraries, recreation centers, and other public activities)
- Build Communication Systems that Work




Environmental Elements




4. Organizing Physical Space and Materials



Environmental Elements





5. Encouraging Classroom Management Systems

Monitor Own Behavior

Manage Classroom Procedures


Ensure Positive Student Behaviors





Environmental

Monitor Own Behavior



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Teaching is first and foremost learning, and egocentric as it may sound, the teacher's chief area of study is herself or himself.


Only as I discover my own prejudices, face my own fears, give play to my own strengths, and compensate for my deficits rather than denying them can I help my students do the same.

It is both the blessing and the curse of teaching that the learning never ends.

Every day, I must confront what I am as a teacher and what I hope to be.

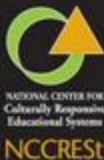
To do less is to be less of a teacher.

Author Unknown



Environmental

Monitor Own Behavior



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- Be aware of the broader social, economic, and political context
- Question traditional assumptions of “what works” in classroom management
- Consider when to accommodate students’ cultural backgrounds and when to expect students to accommodate (Mutual Accommodation)
- Examine current practices and policies in terms of equitable treatment



**Monitor Own
Behavior**



Reflection Questions for Equitable Treatment of Students


- Which students are being disciplined most often?
- What behaviors are targeted as needing disciplinary attention?
- Are we more patient and encouraging with some students, while more likely to chastise other students?
- What is the root cause of student resistance?
- Do we use hairstyle and dress to form stereotypical judgments of our students' character and academic potential?
- Do we use inappropriate, demeaning reprimands toward some students?



**Manage
Classroom
Procedures**




- Management of Instructional Groups
- Management of Transitions
- Management of Materials and Supplies
- Routines for Non-Instructional Activities
- Supervision of Educational Assistants





Environmental

Ensure
Positive
Student
Behaviors




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- Clear and consistent expectations
- Monitoring of student behavior is preventative
- Clear and consistent responses to undesirable behavior



Environmental

Activity 3 – Unpacking the Environmental Elements of CR Classrooms



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- Describe what your “element” looks like....
- Rate how it happens in your room/building
 - Radar
 - Rhetoric
 - Emerging
 - Accomplishing
- What does it look like? How are culturally responsive classrooms different from traditional classrooms?
- How does instruction and assessment need to change in your setting to become more culturally responsive? Where would you start?



Lecturette 3


Features of Culturally Responsive Instruction



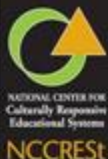
Features of CR Pedagogy



- Communication of High Expectations
- Learning within the context of culture
- Culturally mediated instruction
- Teacher as Facilitator
- Student Centered Instruction



Instructional



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- Grouping strategies
- Interactions
- Evidence of understanding
- Variety of assessment strategies



Instructional

Grouping strategies



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- Flexible grouping
- Classroom design



Teacher-Led Groups

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Grouping Options

- Whole Class/Small Groups
- Individual

Teacher's Role

- Explains procedures
- Provides instructional scaffold
- Facilitates discussion
- Provides explicit instruction
- Affirms student diversity
- Guides individual development
- Encourages individual student interests

Student-Led Groups


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Grouping Options

- Collaborative
- Performance-Based
- Dyad (Pairs)


Teacher's Role

- Describes students' roles
- Describes students' interpersonal skills
- Encourages student interaction
- Monitors group effectiveness
- Guides understanding
- Affirms student diversity
- Identifies students' needs
- Provides instructional scaffold
- Provides explicit instruction
- Identifies students' interests or needs
- Models instructional strategies
- Guides understanding




Instructional

Interactions




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- Teacher interactions with class
- Teacher interactions with individual students
- Student to student interactions
- Ongoing awareness and monitoring of interactions




Instructional

Evidence of student understanding



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- Communication with students
- Classroom Assignments





Variety of Assessment Strategies



- Initial and Ongoing
- Formative and Summative Assessments
- Student self-assessment



Improving Learning through Assessment



- Adjustment of teaching
- Effective feedback to students
- Students actively involved in their own learning
- Recognition of the influence assessment has on students motivation and self esteem
- Need for students to assess themselves and understand how to improve



Deterrents to Effective Assessment for Learning



- Assessing quantity of work versus quality
- Greater attention to marking and grading
- Teacher feedback often centered on social and managerial purposes versus helping students learn
- Teachers not knowing enough about students' learning needs



Initial and On-Going



Pre-

- Assess, Build or Activate background knowledge
- Set purpose for lesson

During

- Develop and assess student understanding
- Student practice

Post-

- Provide informative feedback
- Determine Next Steps



Activity 4: Formative Assessment Strategies



- Split into groups
- Assign each group one aspect of formative assessment strategies
- Review strategies in the list – select one to share an example with the whole group

Formative Assessment Strategies Examples

Pre-Instruction Strategies

| Technique | Description | Utility |
|-------------|---|---|
| Word Splash | Students learn better when they learn for a purpose. Assess prior knowledge, set a clear purpose and provide motivation for reading/lesson, decipher vocabulary, allow for a variety of learning modes. | Select 7 to 10 meaningful words or phrases related to lesson or reading. Give each student a sheet and ask him/her to spend a little time thinking about what kind of story or article could include all of these words or phrases. The students should create a narrative or an explanation that will include all of the words or phrases. |
| Key Words | Students write an informational essay using new concept vocabulary. Alternative – students create a concept map of terms. The teacher can provide a shell for the concept map or the students create their own to demonstrate the relationship between the various terms. | This is similar to the word splash, however, instead of writing a short story with the given key word, students are asked to put the words into an informative essay as if they are writing to share their knowledge about the key words with someone else. It is a way for students to describe what they already know about the terms before they actually engage in a lesson or read text. It is a good tool for activating prior knowledge and determining necessary instruction. It can be used again at the end of the unit to demonstrate increased understanding. |
| Do Now! | Students are provided a question prompt related to the lesson objective. They write down their thoughts on the topic or question. | Do Nows are typically done at the start of lessons to activate prior learning and for the teacher to assess current understanding. They enable an efficient transition between hall time and class time. They can be used to introduce a new lesson or concept, quickly review a learned concept, and get thoughts on paper for later discussion or reflection. |
| KWL Chart | Using a three-columned poster or paper, students write down what they know or think they know about the lesson topic, and then add any questions they want to have answered in the lesson. Return to the chart at the conclusion of the lesson for them to record what they learned from the lesson and/or correct any prior misconceptions. | The structure of KWL provides for a before and after lesson assessment strategy. |

| | | |
|--|--|---|
| Think-Pair-Share | Students write down thoughts on a given topic, discuss with partner, and share with class. | Forces interaction and uncovers various perspectives and comprehension. Works well with a Do Now. |
| Focused listing | <p>Focuses student attention on a single important term and/or concept, screening out irrelevant material</p> <p>Determine main topic and have students list related concepts and/or terms.</p> | Used to discover what learners recall as most important points related to a particular topic and helps to center attention on key concepts |
| Misconception/Preconception Check | <p>Examines prior knowledge and beliefs that may interfere with the ability to correctly learn new information</p> <p>Identify most troublesome common misconceptions/preconceptions. Create a simple questionnaire (multiple choice, short answer). Adjust instruction to address issues that arise.</p> | Used to identify misconceptions so that modifications can be made that facilitate the acquisition of new knowledge |
| Empty Outlines or Concept Maps | <p>Students are provided with an empty or partially completed outline of course material and required to fill in the missing components in a limited amount of time</p> <p>Create an outline with empty spaces. Determine if you want the focus to be on main ideas, sub-ideas, or supporting details.</p> | Used to discover what students have captured as important points from reading, lesson, etc. Can the students recall and organize into appropriate knowledge structure; promotes organization of information |
| Categorization Grid | Students are given a grid containing 2 or 3 important categories and required to sort a scrambled list of terms, images, equations into these categories | Used to discover how students categorize information and how well learners understand "what goes with what" |

During Instruction Strategies

| Technique | Description | Utility |
|--------------------------|--|---|
| Response Sheet | Provide students with a 2-column note structure where they write down key statements or ideas on the left side and personal responses to them on the right. | This helps students connect learning to prior knowledge, and provides a meaningful study guide later. |
| Sticky Notes | Provide students with a question prompt. Students use “post its” to write down examples, thoughts, and ideas about the question. Afterwards they post the stickies in the classroom. The class can be split into groups to review and possibly categorize responses, depending on the question prompt. | This helps students demonstrate an understanding of a topic, make connections, express thoughts or ideas. The second part pushes them to determine categories, synthesize comments, etc. |
| Think-Pair-Share | Students write down thoughts on a given topic, discuss with partner, and share with class. | Forces interaction and uncovers various perspectives and comprehension. Works well with a Do Now. |
| Do Now! | Students are provided a question prompt related to the lesson objective. They write down their thoughts on the topic or question. | Do Nows are typically done at the start of lessons to activate prior learning and for the teacher to assess current understanding. They enable an efficient transition between hall time and class time. They can be used to introduce a new lesson or concept, quickly review a learned concept, and get thoughts on paper for later discussion or reflection. |
| Whip | This is a quick around-the-room activity that ensures everyone’s participation. It is done to share many different responses to an open-ended question or to complete a quick review of a concept. | Teachers can find out if there are misconceptions or errors to clarify. A whip does not allow critical or corrective comments from either the teacher or other students that might dissuade students from sharing. It is a strategy for total participation and data gathering. It also provides students with other perspectives. |
| Memory Matrix | Provides students with a 2-dimensional matrix consisting only of row and column headings | Used to promote the organization of ideas and the illustration of relationships |
| Categorization Grid | Students are given a grid containing 2 or 3 important categories and required to sort a scrambled list of terms, images, equations into these categories | Used to discover how students categorize information and how well learners understand "what goes with what" |
| Defining Features Matrix | Learners are asked to determine whether concepts show a presence or absence of a list of important defining features | Used to discover how well learners can distinguish between similar concepts and make critical differentiation decisions |
| Pro and Con Grid | Pros/cons, costs/benefits, advantages/disadvantages are listed in relationship to a specific concept, theory, or idea | Used to discover the depth/breadth of a student's analyses and their capacity for objectivity |

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| One-sentence Summary | Students are required to synthesize information about a given topic into one long, grammatically-correct summary sentence | Used to assess how well students can concisely, completely, and creatively summarize a large amount of information |
| Word Journal | Learners summarize information into a single word, then write a short paragraph explaining the word selection | Used to examine the depth of reading comprehensive, creativity in summarizing information, and skill at defending selection |
| Concept Map | Focuses student attention on patterns of association, mental connections between a major concept and other learning while requiring them to diagram relationships | Used to assess students' understanding of the relationships between concepts and degree of "fit" between a concept map and the larger discipline |
| Directed Paraphrasing | Focuses student attention on summarizing and restating important information or concepts in their own words directed to a particular type of audience | Used to discover the learner's ability to understand and communicate newly learned information |
| Human Montage or Class Modeling | Learners use their bodies to create "living" scenes or model processes to kinesthetically show their knowledge | Used to discover how learners demonstrate knowledge through performance |

Post-Instruction Strategies

| Technique | Description | Utility |
|-------------------------|---|---|
| Reflection | Students write about the new content or perspectives learned in the lesson and describe how the new learning relates to previous understanding and future actions. It can be set up as a handout or a template for a journal. | For new learning to go into memory, students need time to think about what they've just heard, done, saw, or read. The reflection prompt is most useful when the teacher uses it to plan the next lesson. |
| Think-Pair-Share | Students write down thoughts on a given topic, discuss with partner, and share with class. | Forces interaction and uncovers various perspectives and comprehension. Works well with a Do Now. |
| KWL Chart | Using a three-columned poster or paper, students write down what they know or think they know about the lesson topic, and then add any questions they want to have answered in the lesson. Return to the chart at the conclusion of the lesson for them to record what they learned from the lesson and/or correct any prior misconceptions. | The structure of KWL provides for a before and after lesson assessment strategy. |
| Do Now! | Students are provided a question prompt related to the lesson objective. They write down their thoughts on the topic or question. | Do Nows are typically done at the start of lessons to activate prior learning and for the teacher to assess current understanding. They enable an efficient transition between hall time and class time. They can be used to introduce a new lesson or concept, quickly review a learned concept, and get thoughts on |

| | | |
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| | | paper for later discussion or reflection. |
| Whip | This is a quick around-the-room activity that ensures everyone's participation. It is done to share many different responses to an open-ended question or to complete a quick review of a concept. | Teachers can find out if there are misconceptions or errors to clarify. A whip does not allow critical or corrective comments from either the teacher or other students that might dissuade students from sharing. It is a strategy for total participation and data gathering. It also provides students with other perspectives. |
| Focused Listing | Focuses student attention on a single important term and/or concept, screening out irrelevant material Determine main topic and have students list related concepts and/or terms. | Used to discover what learners recall as most important points related to a particular topic and helps to center attention on key concepts |
| Empty Outlines or Concept Maps | Students are provided with an empty or partially completed outline of course material and required to fill in the missing components in a limited amount of time Create an outline with empty spaces. Determine if you want the focus to be on main ideas, sub-ideas, or supporting details. | Used to discover what students have captured as important points from reading, lesson, etc. Can the students recall and organize into appropriate knowledge structure; promotes organization of information |
| Memory Matrix | Provides students with a 2-dimensional matrix consisting only of row and column headings | Used to promote the organization of ideas and the illustration of relationships |
| Minute Paper | Quickly assesses the learning gained from a specific instructional sequence by asking students "what was the most important thing you learned during this class?" or "what important question remains unanswered?" | Used to discover how well learners are understanding concepts during instruction |
| Muddiest Point | Determines conceptual errors by asking questions such as "what was the muddiest point in _____?" | Used to identify what learners find least clear or most confusing |
| Categorization Grid | Students are given a grid containing 2 or 3 important categories and required to sort a scrambled list of terms, images, equations into these categories | Used to discover how students categorize information and how well learners understand "what goes with what" |
| Pro and Con Grid | Pros/cons, costs/benefits, advantages/disadvantages are listed in relationship to a specific concept, theory, or idea | Used to discover the depth/breadth of a student's analyses and their capacity for objectivity |
| Content, Form, and Function Outlines | Students are given a short instructional message and required to identify the what (content), how (form), and why (function) | Used to discover how learners analyze new information; also helps students focus on form and purpose |

| | | |
|---|---|--|
| One-sentence Summary | Students are required to synthesize information about a given topic into one long, grammatically-correct summary sentence | Used to assess how well students can concisely, completely, and creatively summarize a large amount of information |
| Concept Map | Focuses student attention on patterns of association, mental connections between a major concept and other learning while requiring them to diagram relationships | Used to assess students' understanding of the relationships between concepts and degree of "fit" between a concept map and the larger discipline |
| Directed Paraphrasing | Focuses student attention on summarizing and restating important information or concepts in their own words directed to a particular type of audience | Used to discover the learner's ability to understand and communicate newly learned information |
| Student-Generated Test Questions | Students are required to write test questions based on the material they have learned | Used to discover what students consider most important, what they understand as fair/useful test items, and how well they understand related information |
| Human Montage or Class Modeling | Learners use their bodies to create "living" scenes or model processes to kinesthetically show their knowledge | Used to discover how learners demonstrate knowledge through performance |



Activity 5: Examining the Instructional Elements of CR Classrooms



- How are culturally responsive classrooms different from traditional classrooms?
- How does instruction and assessment need to change in your setting to become more culturally responsive? Where would you start?



Self Assessment



Review the self audit of a culturally responsive classroom that you completed in the first activity. Jot down some ideas about what you have learned to improve those areas in which you would benefit from the most support.

Growing as a Teacher

Teaching is first and foremost learning, and egocentric as it may sound, the teacher's chief area of study is herself or himself.

Only as I discover my own prejudices, face my own fears, give play to my own strengths, and compensate for my deficits rather than denying them can I help my students do the same.

It is both the blessing and the curse of teaching that the learning never ends. Every day, I must confront what I am as a teacher and what I hope to be. To do less is to be less of a teacher.

Autbor Un.know



Things to Remember

- Identify **Environmental** and **Instructional** elements of culturally responsive classrooms
- Define Culturally Responsive Pedagogy
- Identify features of Culturally Responsive Pedagogy



Outcomes Review



Activity: Outcomes Review

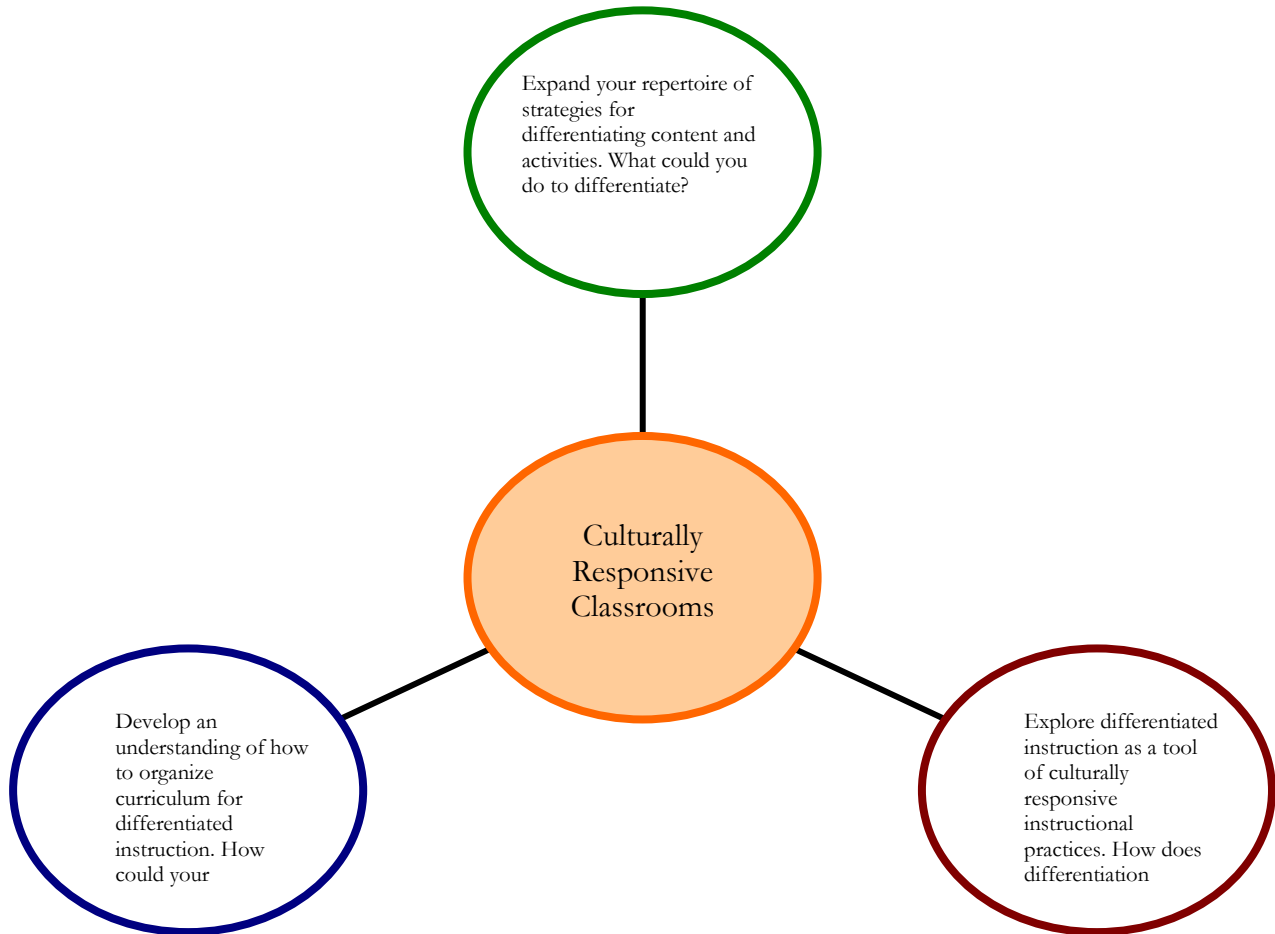
Materials: Outcomes Review Handout

Time Limit: 10 minutes

Part 1: Complete your chosen outcome and talk with your small group about what you've learned. (5 minutes)

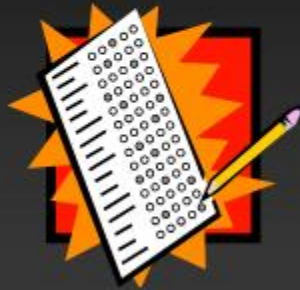
Part 2: Share your ideas with the whole group. (5 minutes)

These are the outcomes we've covered in this academy. Choose one or two and brainstorm the knowledge and skills you've gained today.

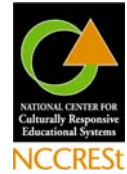


Thank you!

Tell us what you thought...



Culturally Responsive Practice and Pedagogy Module Evaluation
 Academy 2: Culturally Responsive Classrooms



This evaluation gives NCCREST's module developers a chance to see how the academy is being received and allows them to improve it as needed.

I am a

- General Ed Teacher
- Adminiserator
- Special Ed Teacher
- Parent
- Paraprofessional
- Other

I am affiliated with a(n):

- Elementary School**
- Middle School**
- High School**

Please let us know how useful you found the topics:

Activity 1

| | | | | | |
|------|---|---|---|---|-------|
| Poor | | | | | Great |
| 1 | 2 | 3 | 4 | 5 | |

Activity 2

| | | | | | |
|------|---|---|---|---|-------|
| Poor | | | | | Great |
| 1 | 2 | 3 | 4 | 5 | |

Activity 3

| | | | | | |
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| Poor | | | | | Great |
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Self evaluation

| | | | | | |
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| Poor | | | | | Great |
| 1 | 2 | 3 | 4 | 5 | |

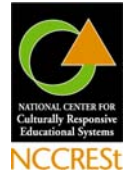
Three things I learned that made me go . . . AHH HAH!

If I were on the next academy team I would. . .

As a result of participating in this academy, I am going to . . .



Glossary



Culture: A body of learned beliefs, traditions, principles, and guides for behavior that are shared among members of a particular group.

Cultural racism: Value systems that support and allow discriminatory actions against racially and ethnoculturally marginalized communities.

Cultural responsiveness: The recognition and acknowledgement that society is pluralistic. In addition to the dominant culture, there exist many other cultures based around ethnicity, sexual orientation, geography, religion, gender, and class.

Cultural sensitivity: The ability to be open to learning about and accepting of different cultural groups.

Differentiate Instruction: To recognize students varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class.

Discrimination: Behaviors directed towards people on the basis of their group membership.

Diversity perspective: Research that seeks to emphasize a wide range of voices, viewpoints, and experiences, and may seek to include identities of ethnicity, culture, sexuality, gender, age, disability, or a wide range of other perspectives.

Ethnocentrism: To judge other cultures by the standards of one's own, and beyond that, to see one's own standards as the true universal and the other culture in a negative way.

Institutional and structural racism: Racism that systematically deprives a racially identified group of equal access to a treatment in education, medical care, law, politics, housing, etc.

Prejudice: Generalized attitude towards members of a group without adequate prior knowledge, thought, or reason.

Racism: A belief that racial differences produce an inherent superiority of a particular race.

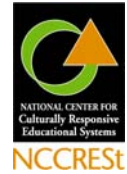
Sexism: The belief in the inherent superiority of one sex (gender) over the other and thereby the right to dominance.

Social privilege: A right or immunity granted to or enjoyed by certain people beyond the common advantage of all others.

Stereotype: Generalized belief about members of a cultural group.



Resources



Angelo, T.A., and Cross, K.P. (1993) *Classroom Assessment Techniques*, 2nd ed., Jossey-Bass, San Francisco. This handbook offers teachers at all levels how-to advise on classroom assessment, including: what classroom assessment entails and how it works; how to plan, implement, and analyze assessment projects; twelve case studies that detail the real-life classroom experiences of teachers carrying out successful classroom assessment projects; fifty classroom assessment techniques; step-by-step procedures for administering the techniques; and practical advice on how to analyze your data

Banks, James. (2006) *Cultural Diversity and Education: Foundations, Curriculum, and Teaching*, 5th ed., Boston: Allyn and Bacon. This text is designed to help pre-service and in-service educators identify the philosophical and definitional issues related to pluralistic education, derive a clarified philosophical position, design and implement effective teaching strategies that reflect ethnic and cultural diversity, and prepare sound guidelines for multicultural programs and practices. This book describes actions that educators can take to institutionalize educational programs and practices related to ethnic and cultural diversity.

Blumer, I. & Tatum, B. (1999). Creating a community of allies: How one school system attempted to create an active anti racist environment. *International Journal of Leadership In Education*, (2) 3, 255-67. Identifies key elements used in a comprehensive effort to establish anti-racism as a core value in the Newton (Massachusetts) Community School District. A professional-development course on anti-racism and effective classroom practices provided a common language and conceptual framework for moving to actively inclusive practices.

Brown, D. F. (2004). Urban teachers' professed classroom management strategies: Reflections of culturally responsive teaching. *Urban Education*, 39(3), 266-289.

Daniels, H. (2002). *Literature circles: Voice and choice in book clubs and reading groups*. 2nd ed., Portland, ME: Stenhouse. Student-led book clubs have become a key ingredient in well-balanced reading programs across the country. In this book Daniels provides an expanded guide to forming, managing, and assessing peer-led book discussion groups. New strategies, structures, tools, and stories are provided that show how to launch and guide literature circles effectively.

Darling-Hammond, L. (1997). *The right to learn: A blueprint for creating schools that work*. San Francisco: Jossey-Bass. In recent years, education has become a battleground upon which different factions have spilled ideological blood over issues such as school vouchers, teacher certification, and standardized testing. In this book, leading educational figure Linda Darling-Hammond weighs in with her own views on progressive education. To create what Darling-Hammond calls "schools that work," she believes teachers must be prepared to collaborate more often and spend more time "teaching for understanding." This means a less programmed curriculum than the one most American schools currently follow, with more time for in-depth interaction between teachers and students, and students and subject matter. Darling-Hammond believes that educational reform starts with allowing teachers to get back to what they do best: teaching.

Delpit, L. (2002). *The skin that we speak*. New York: The New Press.

The Skin That We Speak's thirteen essays delve into how speakers of "nonstandard" English —mostly varieties of African-American dialects, or Ebonics —view themselves, how schools have often perpetuated the educational inequities of African American and other children, and how educators can create the best frameworks to honor students' language and identity.

Fogarty, Robin. (1997). *Brain Compatible Classrooms*. 2nd edition. Arlington Heights: Skylight Professional Development. This book provides insight for linking brain research with the multiple intelligences and

emotional intelligence theories. It is a reconceptualization of an earlier work that presented a four-corner framework addressing: setting the climate for thinking, teaching the skills of thinking, structuring the interaction with thinking, and thinking metacognitively about thinking. It explains how to use direct instruction of skills, graphic organizers, reflection, transfer, assessment, and other interactive, brain-compatible strategies for the classroom.

Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press. This book draws together interesting case studies with a sound theoretical background. In it, Gay introduces a personalized dilemma: Why is it that students of color who are so successful in so many contexts outside school are so unsuccessful at school? She then provides five assertions to answer the question and suggest ways to deal with what she calls the "achievement dilemma."

Goldstein, L. (1999). The relational zone: The role of caring relationships in the co-construction of mind. *American Educational Research Journal*, 36(3), 647-673. Describes the affective, volitional face of the zone of proximal development. Suggests that the interpersonal character of the zone of proximal development closely resembles a caring encounter. Shows links between caring and the notion of the co-construction of knowledge.

Gonzalez, N., Moll, L.D., Floyd-Tennery, M., Rivera, A., Rendon, P., & Amanti, C. (1993). Funds of knowledge for teaching in Latino households. *Urban Education*, 29 (4), 443-470.

The conceptualization of working-class Latino students' households as being rich in funds of knowledge has engendered transformative consequences for teachers, parents, students, and researchers. The qualitative study of their own students' households by teachers has unfolded as a viable method for bridging the gap between school and community. Teachers enter the households of two to three of their students as learners of the everyday lived contexts of their students' lives. These are not home visits in the usual sense, as teachers do not attempt to teach the family or to visit for disciplinary reasons. New avenues of communication between school and home have been constructed in a way which fosters mutual trust.

Hollins, E. R. (1996). *Culture in school learning: Revealing the deep meaning*. Mahwah, NJ: Lawrence Erlbaum Associates. This publication presents a process for developing a teaching perspective that embraces the centrality of culture in school learning. The six-part process presented in the book involves objectifying culture, personalizing culture, inquiring about students' cultures and communities, applying knowledge about culture to teaching, formulating theory linking culture and school learning, and transforming professional practice to better meet the needs of students from different cultural and experiential backgrounds. All aspects of the process are interrelated and interdependent. Designed for preservice teachers, the volume is organized to facilitate its use as a textbook. Focus questions at the beginning of each of the eight chapters assist the reader in identifying complex issues to be examined. The discussion in the chapter is not intended to provide complete and final answers to the questions posed, but rather to generate discussion, critical thinking, and further investigation.

Howard, D. R. (1999). *We can't teach what we don't know: White teachers, multiracial schools*. New York: Teachers College Press. With lively stories and compelling analysis, Gary Howard engages his readers on a journey of personal and professional transformation. From his 25 years of experience as a multicultural educator, he looks deeply into the mirror of his own racial identity to discover what it means to be a culturally responsive. Inspired by his extensive travel and collaboration with students and colleagues from many different cultures, *We Can't Teach What We Don't Know* offers a healing vision for the future of education in pluralistic nations.

Jones, V., & Jones, L. (2004). *Comprehensive Classroom Management*. Boston: Pearson.

Ladson-Billings, G. (1994). *The dreamkeepers*. San Francisco: Jossey-Bass Publishing Co. This book highlights several individuals and programs that have been responsible for improving the academic achievement of African-American students. The author reports on the positive results of culturally conscious

education and highlights eight teachers who, though they differ in personal style and methods, share an approach to teaching that strengthens cultural identity.

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34(3), 159-165. Describes the centrality of culturally relevant pedagogy to academic success for minority students who are poorly served in public schools, discussing linkages between school and culture, examining the theoretical grounding of culturally relevant teaching in the context of a study of successful teachers of black students. Provides examples of culturally relevant teaching practices.

Long, N. J., Morse, W. C., & Newman, R. G. (1996). *Conflict in the classroom: The education of at-risk and troubled students*. Austin: Pro-Ed.

McAllister, G., & Irvine, J. (2002). The role of empathy in teaching culturally diverse students: A qualitative study of teachers' beliefs. *Journal of Teacher Education*, 53(5), 433-443.

McCaslin, M., & Good, T. (1998). Moving beyond the conception of management as sheer compliance: Helping students to develop goal coordination strategies. *Educational Horizons*, 86(4), 169-176

Moll, L.C., Armanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31 (2), 132-141.

How can committed city teachers boost the literacy skills of their poor, minority students? According to some educational researchers, the answer lies in a more "sociocultural" approach to literacy instruction. One of the leading advocates of this approach is Luis C. Moll, associate professor at the University of Arizona. Moll has been studying bilingual literacy and directing field studies for more than a decade. His findings have made him a strong advocate for minority and bilingual students.

Nieto, S. (1996). *Affirming diversity: The sociopolitical context of multicultural education* (2nd ed.). White Plains, NY: Longman. This book examines the meaning, necessity for, and benefits of multicultural education for students of all backgrounds, providing a conceptual framework and suggestions for implementing multicultural education in today's classrooms. It presents case studies, in the words of students from a variety of backgrounds, about home, school, and community experiences and how they influence school achievement.

Nieto, S. M. (2002). Equity and opportunity: Profoundly Multicultural Questions. *Educational leadership*, 60 (4), 6-10. Educators must ask themselves profoundly multicultural questions, that is, troubling questions about equity, access, and fair play—questions that examine the sociopolitical context of education and school policies and practices. We must address the deeply ingrained inequities of today's schools by asking difficult questions related to equity and access.

Noguera, P. A. (2003). How racial identity affects school performance. Harvard Education Letter. Retrieved November 17, 2005, from <http://www.edletter.org/past/issues/2003-ma/noguera.shtml> For many years to come, race will undoubtedly continue to be a significant source of demarcation within the U.S. population. For many of us it will continue to shape where we live, pray, go to school, and socialize. We cannot wish away the existence of race or racism, but we can take steps to lessen the ways in which the categories trap and confine us. As educators who should be committed to helping young people realize their intellectual potential as they make their way toward adulthood, we have a responsibility to help them find ways to expand their notions of identity related to race and, in so doing, help them discover all that they may become.

Powell, R. R. (1996). "The music is why I teach": Intuitive strategies of successful teachers in culturally diverse learning environments. *Teaching & Teacher Education*, 12(1), 49-61.



Richards, H. V., Brown, A. F., & Forde, T. B. (2004). Addressing diversity in schools: Culturally responsive pedagogy. *National Center for Culturally Responsive Educational Systems*. [Online]. Available at: <http://www.nccrest.org/>.

Rosenberg, Marshall B. (2003). *Nonviolent communication: A language of life*. (2nd Ed). Encinatas, CA: Puddle Dance Pres

Tatum, B.D. (1997). *Why are all the black kids sitting together in the cafeteria?* New York: Basic Books.

Racism is a system of advantage based on race. And you have to ask yourself, who is advantaged by this system, and who is disadvantaged? In the U.S., it's the white people who are advantaged. This is all about preparing kids for leadership in the 21st century. Everyone pays a price for racism. Racism harms white people as well as people of color, particularly in terms of the rising tide of fear and violence that exist when people don't know how to cross racial boundaries.

Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*. (2nd Ed.) Alexandria, VA: ASCD. Noting that teachers in mixed-ability classrooms face multiple challenges at every grade level, this book provides guidance for teachers who are interested in creating learning environments that address the diversity typical of mixed-ability classrooms. The principles and strategies included can help teachers address a variety of learning profiles, interests, and readiness levels. The goal of the book is to help teachers determine what differentiated instruction is, why it is appropriate for all learners, how to begin to plan for it, and how to become comfortable enough with student differences to make school comfortable for each learner. Numerous practical examples assist teachers to use instructional strategies such as curriculum compacting, entry points, graphic organizers, contracts, and portfolios.

Tomlinson, C.A. (2000b). *Differentiation of instruction in the elementary grades*. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education. In most elementary classrooms, some students struggle with learning, others perform well beyond grade-level expectations, and the rest fit somewhere in between. Within each of these categories of students, individuals also learn in a variety of ways and have different interests. To meet the needs of a diverse student population, many teachers differentiate instruction. This Digest describes differentiated instruction, discusses the reasons for differentiating instruction and what makes the approach successful, and suggests how teachers can start implementing this type of instruction.

Villegas, A. M. (1991). *Culturally responsive pedagogy for the 1990's and beyond*. Washington, DC: ERIC Clearinghouse on Teacher Education. The purpose of this trends and issues paper is to advance the search for creative solutions to the difficulties experienced by minority students and to draw attention to what teachers need to know and do in order to work effectively with a culturally heterogeneous population. Attention is given to the schooling of minority students in general, with an emphasis on the experiences of African Americans, Hispanics, and American Indians.

Villegas, A. M. & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, 53 (1), 20-32. To successfully move the field of teacher education beyond the fragmented and superficial treatment of diversity that currently prevails, teacher educators must articulate a vision of teaching and learning in a diverse society and use that vision to systematically guide the infusion of multicultural issues throughout the preservice curriculum. A vision is offered of culturally responsive teachers that can serve as the starting point for conversations among teacher educators in this process.

Vitto, J.M. (2003) *Relationship-Driven Classroom Management: Strategies that Promote Student Motivation*. Thousand Oaks: Corwin.

Watkins-Goffman, L. (2001). *Lives in two languages*. Ann Arbor, MI: University of Michigan Press.

Weinstein, C. S., Tomlinson-Clarke, S., & Curran, M. (2004). Toward a conception of culturally responsive classroom management. *Journal of Teacher Education*, 55(1), 25-38.