

Module

1

MODULE 1: UNDERSTANDING CULTURE AND CULTURAL RESPONSIVENESS

Academy 2: Uncovering Diversity



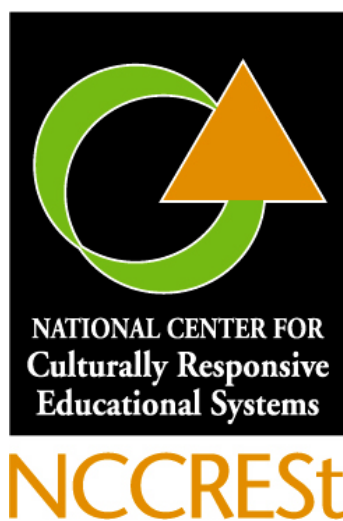
NCCREST

Facilitator's Manual



NATIONAL CENTER FOR CULTURALLY RESPONSIVE
EDUCATIONAL SYSTEMS

Facilitator's Manual



©2005 Shelley Zion and Elizabeth B. Kozleski
National Center for Culturally Responsive Educational Systems
1380 Lawrence Street, Suite 625, Denver CO 80204
Phone 303.556.3990 • Fax 303.556.6141
Mary Lou Fulton College of Education, PO Box 872011, Farmer Bldg, Room140, Tempe AZ 85287-2011
Phone 480.965.0391 • Fax 480.965.4942

Academy 2: Uncovering Diversity

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We strive to produce the most reliable and current academies possible. Therefore, our academies are updated regularly based on facilitator and participant feedback, on subject-matter expert input, and on up-to-date research. You will find the version of this academy on the Table of Contents page. Please check our web site regularly -- www.NCCREST.org – to find new versions and addenda to this academy.

Module 1: Understanding Culture and Cultural Responsiveness

Academy 2: Uncovering Diversity – version 1 (2005)

Academy Abstract:

In this academy we explore the complexity of identity. We also expand on the concept of culturally responsive pedagogy and practices to for student achievement.



Academy Outcomes:

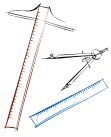
As a result of the activities and information shared at this Leadership Academy, module participants will:

- Recognize culturally responsive pedagogy, practices, and policies.
- Develop an action plan to implement culturally responsive practices within your educational setting.
- Differentiate between the concepts of equity and equality.

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.....	10 MINUTES
LECTURETTE: WHAT IS CULTURAL RESPONSIVENESS?	10 MINUTES
ACTIVITY: GROUND RULES	15 MINUTES
ACTIVITY: DIVERSITY CIRCLES.....	35 MINUTES
LECTURETTE: COMPLEXITY OF IDENTITY.....	15 MINUTES
ACTIVITY: IDENTITY QUILT	35 MINUTES
BREAK.....	10 MINUTES
LECTURETTE: MULTICULTURAL EDUCATION	10 MINUTES
ACTIVITY: SCHOOL DIVERSITY BLUEPRINT	20 MINUTES
LECTURETTE: FUNDS OF KNOWLEDGE.....	15 MINUTES
ACTIVITY: FUNDS OF KNOWLEDGE	25 MINUTES
THINGS TO REMEMBER.....	5 MINUTES
OUTCOMES REVIEW.....	10 MINUTES
TOTAL:	3:30



Academy Materials

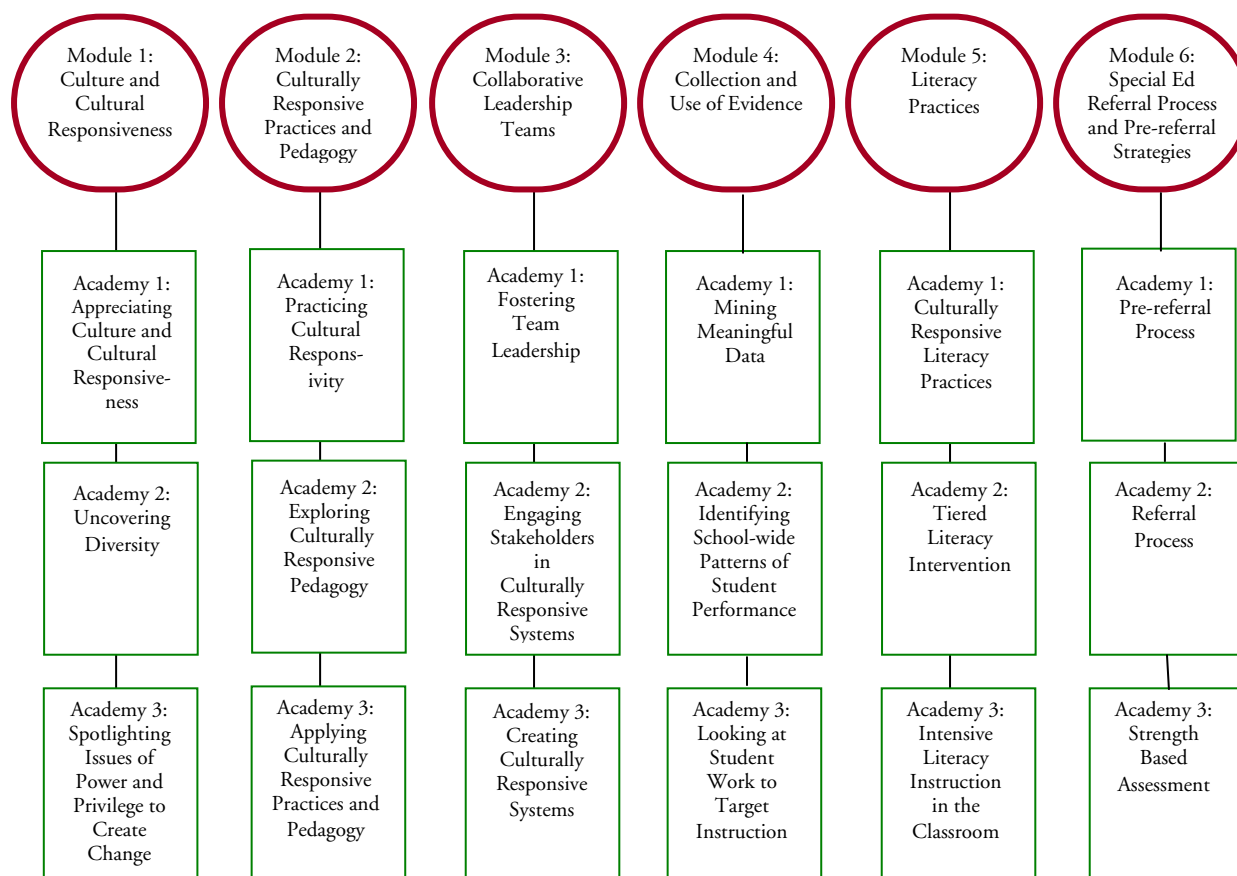
You should have these materials prior to conducting the Academy:

- FACILITATOR'S MANUAL
- ACADEMY POWERPOINTS and access to a PowerPoint presentation system
- PARTICIPANT HANDOUTS. Handouts contain the Leadership Academy overview and agenda, paper for note-taking, activity handouts, self-assessment and academy evaluations, and resources. (Handouts can be copied double sided and in black and white).
- NAME TAGS (Make sure you have broad tipped felt pens for name tags so that people write their names in large print that can be read from a distance).
- CHART PAPER
- MARKERS/CRAYONS
- TAPE



NCCREST Academies

The goal of all academies is to create a network of skilled and knowledgeable teacher leaders, administrators, community members, and family members who will serve as effective transformational agents of change for culturally responsive practices and systems. 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. The modules include:



Academies 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.



Facilitator Note

Each Facilitator Manual provides detailed information about every aspect of an academy from the academy outcomes through the academy content and, finally, evaluations. In most cases, you will follow the same process when presenting every academy: (1) Introduction to NCCREST Academies; (2) Academy Overview; (3) Academy Session; (4) Self-evaluation; and (5) Academy Evaluation.

Please make sure that you prepare for each academy by reviewing all the materials: Facilitator Manual, lecturette presentation, lesson plans, activity handouts, and participant materials.

If you have questions or comments about this or any other academy, please contact NCCRESt. We welcome your questions, suggestions, and feedback.



Tips for Facilitating Leadership Academies

Before delving into the flow of the academies, please read through the following tips that can help you and your participants get comfortable and maintain focus on learning and growing. Notice that each tip is accompanied by an icon. These icons signal specific types of facilitator behavior and you will notice them appearing throughout the academy as symbols for actions, explanations, and notations. We hope that you enjoy facilitating these learning opportunities as much as we have.

TIPS FOR GETTING STARTED: Introduce the academy facilitators, and provide an overview of NCCRESt and sponsors of the academy. Talk a bit about what a Leadership Academy is, its structure, how it is designed, and present the academy topic and outcomes. Explain the roles the facilitators will play and have participants introduce themselves and briefly tell what they'd like to learn or take away with them at the end of the academy, focusing on what would be useful to them in their practice. This should take no longer than 15 minutes. You are provided with a PowerPoint to lead this introduction.



TIPS FOR MOVING THINGS ALONG: Included in the academy is a time schedule for activities – stick to it! Each activity has a built in timer, simply click to the next slide when you finish reading the instructions, the timer will keep you on schedule so you won't have to watch the clock. Try to begin and end on time, and instead of scheduling multiple breaks, invite people to get up to stretch, get a drink or use the bathroom as needed.



During discussions, try not to let one person dominate the conversation or go off on tangents that are narrowly focused on their own experiences. To “cut people off” politely, ask others what they think or ask a questions to get the discussion moving in a different direction.

TIPS FOR MANAGING ACTIVITIES: Before beginning an activity, briefly review the activity with the group and discuss its purpose. Read through the tasks and look over supporting materials. Ask if there are any questions. If necessary, have each group select a person who will take notes and report to the larger group the outcomes of their discussion or work.



While the participants are working in their small groups, circulate from group to group to make sure they are on task and to answer any questions. Be available if a group gets stuck, but don't interfere in the group process unless they need assistance.

TIPS FOR LECTURETTES: Practice timing yourself so you don't run over the allotted period. Copies of the PowerPoint slides and facilitator notes are provided in this manual. Each slide is accompanied by a lecturette icon (as seen on the right), a pause for questions and answers is identified by a question icon (seen below in the “tips for participant questions” section), and a stop sign icon indicates a participant activity.



TIPS FOR PARTICIPANT QUESTIONS: Paper is included in the participant materials for note-taking. Urge participants to jot down notes and save their questions for the Q and A periods so the academy does not run over the allotted time.



TIPS FOR LEAVE-TAKING: To wrap things up, ask people to take a minute to think about what they learned during the academy. Ask the participants to complete the self-assessment and share their thoughts and any last words. Use the overhead or chart paper to record what they say as a way to highlight new learning and congratulate the group on their hard work. Ask participants to complete the Academy Evaluation before they leave as a way to improve future academies.



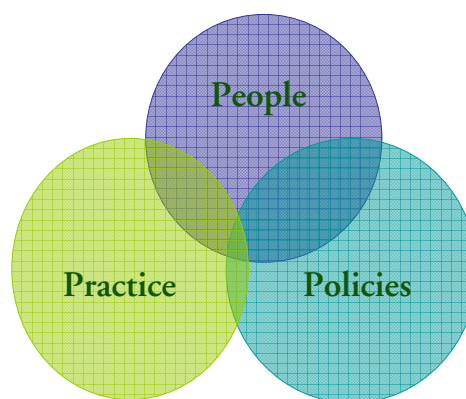


Professional Learning Principles

NCCRESt has a set of Professional Learning Principles for work with educators who work in practice, policy, and research settings. These principles emerged from a variety of research traditions, particularly those focused on sociocultural perspectives. As a lens for understanding human learning, sociocultural perspectives help us understand the relationship between individual psychological characteristics, identification with and mastery of specific cultural and linguistic heritages, and the contexts in which learning occurs. This perspective offers us a way of understanding the interaction between the tasks or activities that focus learning and the various ways that the tasks may be understood and valued by learners. Finally, the kinds of intellectual and affective tools that learners bring to tasks, or the kinds of tools they may need to develop, are also influenced by the nature of tasks and the learners' own cultural and psychological characteristics. This framework is particularly useful as the United States navigates the increasing cultural and linguistic diversity of our school-age population. Our principles have been influenced by research from the Center for Research on Education, Diversity, and Excellence (CREDE) as well as the National Staff Development Council.

PRINCIPLE 1: Professional Learning is focused on improving learning within a diverse, multicultural community. The outcomes, content, and activities of any professional learning activity must be grounded in the diverse, multicultural context that characterizes most contemporary communities.

PRINCIPLE 2: Professional Learning engages educators in joint, productive activity through discourse, inquiry, and public practice. Effective professional learning is reached by continuous, collaborative interaction with colleagues through discussion, knowledge development and understanding, and directed inquiry around practice.



PRINCIPLE 3: Professional Learning is a facet of daily practice, not a compartmentalized activity. Since professional learning is embedded within practice, it becomes part of daily discourse, shared discussions about student learning and student products, as well as more formalized mentoring and coaching, meetings, study groups, and examination of evidence from inquiry cycles.

PRINCIPLE 4: Professional Learning results in improved learning for students who have been marginalized from the academic and social curricula of the US public school system. Professional learning scaffolds teacher learning so that the influence of individual cultural identity and values on individual and systems practices are understood, mediated by expanding professional knowledge of the sociocultural dimensions of learning, and its impact assessed through student involvement and performance in academic and social curricula.

PRINCIPLE 5: Professional Learning influences decisions about what is taught and why. Since professional learning is generative, educators' knowledge will expand and become more complex as it develops. It is expected that professional learning will result in examination and improvements to the content and process of instruction for culturally and linguistically diverse learners.

PRINCIPLE 6: Professional Learning is focused on the diffusion of professional knowledge to build sustainable educational communities focused on improving learning outcomes for students and their families who are culturally and linguistically diverse. As educators gain knowledge, they also have the responsibility for sharing and mentoring others both in the practice of professional learning and in the expanded knowledge that comes from such activity.



Special Facilitation Tips:

Facilitating conversations about culture, race, power, and privilege requires a set of skills that may be different from other facilitation/training experiences.

To lead such conversations requires that you, as the facilitator:

1. Have read sufficient background material from the reference list provided in the academy.
2. Have a well developed understanding of your own identity and culture, and be willing to share those experiences with others.
3. Can hold a multiplicity of truths and perspectives.
4. Be able to remain objective and not take comments personally (compassionate detachment) and utilize active listening.

These topics often stir up strong emotions and reactions. Be prepared to diffuse and redirect anger or attacks, and support individuals who are struggling with feelings of guilt, shame, anger, sadness, and defensiveness.

Tips for facilitating difficult conversations

1. Don't ignore a conflict between participants if one arises, for such a situation will not disappear on its own. Invite participants to respectfully share and explore each point of view in order to ensure they are heard.
2. Recognize and acknowledge how the conflict is affecting others in the group. Invite group members to share emotions, thoughts, and solutions.
3. Encourage each member to allow others to be heard in the group
4. Create a work environment in which healthy conflict is encouraged. Conflicts can enhance discussion by spurring productive discussions and engaging participants emotionally.
5. Set clear expectations about how participants should approach sensitive topics. For example, create a group norm that conflict around ideas and direction is expected and that personal attacks are not tolerated.
6. Reward, recognize, and thank people who are willing to take a stand and support their position.

Resources:

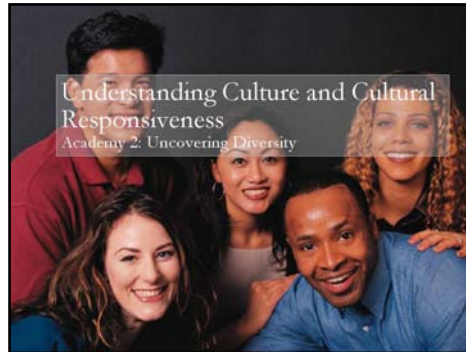
http://humanresources.about.com/od/managementtips/a/conflict_solue.htm

<http://humanresources.about.com/cs/conflictresolves/l/aa071002a.htm>

Academy 2: Uncovering Diversity



Slide 1



Understanding Culture and Cultural Responsiveness: Uncovering Diversity

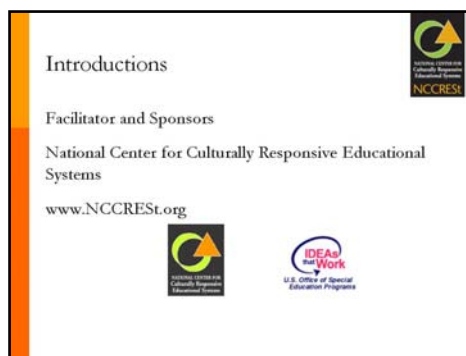
In this academy we explore the complexity of identity. We also expand on the concept of culturally responsive pedagogy and practices for student achievement.



Facilitator Note: Allow 10 minutes for the introduction to the academy (Slides 1 - 6).



Slide 2



Introduction – Facilitators, Sponsors, and NCCRESt:

Introduction: Introduce the academy facilitators (your position and background, and co-facilitators, if any) and the school or district that is sponsoring the academy.

The National Center for Culturally Responsive Educational Systems (NCCRESt) is funded by the Office of Special Education Programs at the U.S.

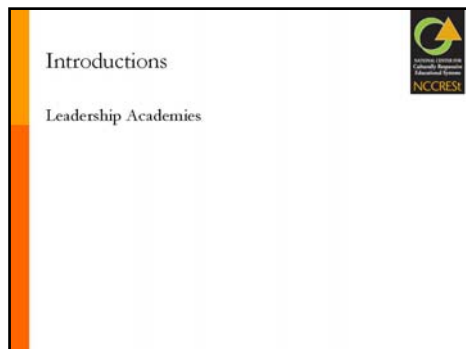
Department of Education. The mission of NCCRESt is to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and to reduce inappropriate referrals to special education.

As a result of the work of NCCRESt, we expect to see an increase in the use of prevention and early intervention strategies, a decrease in inappropriate referrals to special education, and an increase in the number of schools using effective literacy and behavioral interventions for students who are culturally and linguistically diverse.

As part of our work, we link existing general education reform networks with special education networks. We also synthesize existing research into products that are made accessible in both print and electronic versions. These publications support the efforts of professionals, families, researchers, advocacy organizations and others involved in the work to create culturally responsive, inclusive school communities.



Slide 3



Introduction – Leadership Academies:

Leadership Academies: NCCRESt helps educators develop leadership skills for culturally responsive practice through leadership academies.

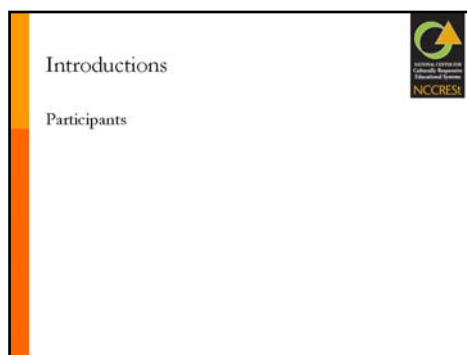
The academies are designed to be used by local researchers and professional developers who are invested in collaborating with schools. The goal of this

collaboration is to build more culturally responsive schools that successfully educate students from diverse cultural and linguistic backgrounds. The approach includes careful consideration of the content for professional development, adult learning principles, and selection of teams from schools and districts that can support their colleagues' learning and practice. In this way, professional development can build on converged needs, create a sense of common purpose and extend the creativity and skill of practitioners.

NCCRESt specifically works with school districts and state education agencies to build information systems that help leadership teams focus on goals for instructional, curricular, and cultural improvement. NCCRESt also works toward empowering action research agendas among school professionals.



Slide 4



Introduction – Participants:

Have participants introduce themselves and briefly tell what they'd like to learn or take away with them at the end of the Academy, focusing on what would be useful to them in their practice.



Slide 5



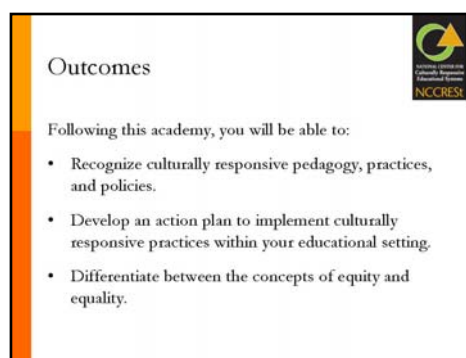
Agenda

Overview	10 minutes
Lecturette: What is Cultural Responsiveness?	10 minutes
Activity: Ground Rules	15 minutes
Activity: Diversity Circles	35 minutes
Lecturette: Complexity of Identity	15 minutes
Activity: Identity Quilt	35 minutes
Break	10 minutes
Lecturette: Multicultural Education	10 minutes
Activity: School Diversity Blueprint	20 minutes
Lecturette: Funds of Knowledge	15 minutes
Activity: Funds of Knowledge	25 minutes
Things to Remember	5 minutes
Outcomes Review	10 minutes

Lecturette: Multicultural Education	10 minutes
Activity: School Diversity Blueprint	20 minutes
Lecturette: Funds of Knowledge	15 minutes
Activity: Funds of Knowledge	25 minutes
Things to Remember	5 minutes
Outcomes Review	10 minutes
Total	3:25



Slide 6



Outcomes

Following this academy, you will be able to:

- Recognize culturally responsive pedagogy, practices, and policies.
- Develop an action plan to implement culturally responsive practices within your educational setting.
- Differentiate between the concepts of equity and equality.

Outcomes:

As a result of this academy, participants learn skills and acquire information to support them in their practice. These outcomes provide a glimpse of the academy topics. You may wish to run through these outcomes quickly, or give the participants a brief preview of the lessons as you talk about each outcome.

These are the outcomes for this academy:

- Recognize culturally responsive pedagogy, practices, and policies.
- Develop an action plan to implement culturally responsive practices within your educational setting.
- Differentiate between the concepts of equity and equality.



Slide 7



What is Cultural Responsiveness?

The slide features a collage of images illustrating cultural diversity and responsiveness, including a person in traditional red attire, a person in a yellow hat, and various cultural scenes.

What is Cultural Responsiveness?

“Cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures. It includes adjusting your own and your organization’s behaviors based on what you learn. Cultural responsiveness is not something you master once and then forget... cultural responsiveness is not about trying to change others to be more like you. It is about

cultivating an open attitude and new skills in yourself. Cultural responsiveness involves exploring and honoring your own culture, while at the same time learning about and honoring other people’s cultures.”

Excerpted from Empowering Skills for Family Workers: The Comprehensive

Curriculum of the New York State Family Development Credential (1996).
Christiann Dean. New York: Cornell Empowering Families Project.

Race, ethnicity, and culture are often used to categorize people and it is important to know how to use them when talking about an individual's identity. The importance lies in the fact all three concepts are flexible. There are parental, social, and political expectations placed upon us even before we are born, but we become individuals when we choose our cultural attachments and identify with ethnic and racial groups.



Facilitator Note: If participants are unfamiliar with the concepts of race, ethnicity, and culture, they are not prepared for this academy. Provide background knowledge by using Academy 1 instead.



Slide 8



Race:

Race is a political concept. It is the **division of humans according to their physical traits and characteristics.**

Ethnicity is a **strong sense of belonging.** Examples of ethnicity are belonging to a religion, belonging to a race, and belonging to a particular national group. Cultural characteristics are the essential attributes of an ethnic group. White

Anglo-Saxon Protestants, and Irish Americans are examples of ethnic groups. Individual members of an ethnic group vary considerably in the extent to which they identify with the group. Some individuals have a very strong identity with their particular ethnic group, whereas other members of the group have a weak identification with it.

Often, culture is thought of as the foods, music, clothing, and holidays a group of people share but it is actually much larger than just those visible traditions. Culture is a combination of thoughts, feelings, attitudes, beliefs, values, and behavior patterns that are shared by racial, ethnic, religious, or social groups of people. Culture refers not only to those that we are born into (racial or ethnic groups), but also those that we choose to belong to, such as religious or social groups.

Cultural diversity is differences in ethnicity, language, nationality, or religion among various groups within a community.



Slide 9



Digging Deeper and Taking Action: Each person is culturally unique

Each person has a different combination of thoughts, feelings, attitudes, beliefs, values, and behavior patterns. Even people from similar ethnic backgrounds are culturally unique.

Cultural groups are complex and diverse. Some ethnic groups, such as Puerto Ricans in the United States, are made up of

individuals who belong to several different racial groups.

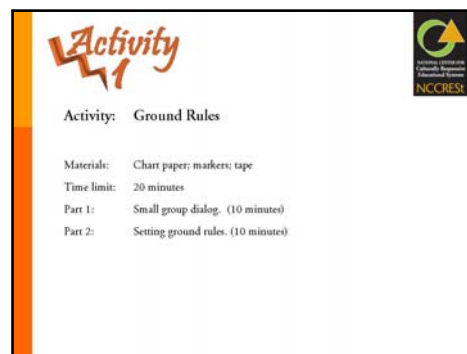
Recognize that cultural groups are complex and diverse, not monolithic.

While each person has a personal identity, he or she also possesses a group identity. This latter identity is the degree to which the individual's behavior is influenced by his or her cultural background. People may act differently among persons sharing their group identity than they would with those whose cultural background varies from their own. It is important to note that a person's group identity may be very different than what others perceive it to be. For example, a person who looks Asian but was raised in a white family might not identify with "Asian culture" at all. Rather, he or she may identify with "white culture" because of the environment in which the individual was raised.

Acknowledge culture as a predominant force in shaping behaviors, values, and institutions.



Slides 10-21



Activity: 1 Ground Rules

For this activity, you will find a copy of the handout (if applicable) in the Participant Handouts. This activity has a built in timer: simply click to the next slide when you finish reading the instructions, the timer will keep you on schedule so you won't have to watch the clock.

Facilitator Materials*: Ground Rules; chart paper; markers; tape

Participant Materials*: Ground Rules

Time Limit: 15 minutes

Purpose: This activity establishes academy ground rules for participant and facilitator conduct. Since race, ethnicity, and culture are sensitive and potentially conflicting topics to discuss, this activity generates rules that will govern how participants can discuss the topics with comfort and without fear of negative reactions.

*Found in Participant Handouts



Facilitator Note: Allow 5 minutes to explain this activity, and 10 minutes to complete the activity.

Part 1 – Dialoging

Provide 5 minutes for this part of the activity.

In small groups, participants discuss the following questions (found on handout): What would it take to feel safe talking, sharing, and participating in the academy? Include in your dialogue how a safe, culturally responsive, and interactive learning environment can be created through body language, words and language, physical arrangement, and instructional design.

Part 2 – Setting Ground Rules

Provide 5 minutes for this part of the activity.

As a whole group, share suggestions from small group activity and summarize them into three to five ground rules for the academy. List the rules on a chart paper and hang on a wall to remind participants of the ground rules for participating in the academy.



Facilitator Note: “Respect” holds different meanings for different people. Make sure to explain this to the group. If needed, a brief discussion may help clarify opinions and beliefs surrounding respect.

Some ideas that you may find are:

- Confidentiality
- Create a safe environment
- Listen respectfully
- Use “I” statements
- You have a right to express your opinion point of view
- Time- don’t hog the floor
- There are no stupid questions
- There is no hierarchy of oppression



Slides 22-54



Activity 2: Diversity Circles

Activity: Diversity Circles

Time limit: 30 minutes

Part 1: Diversity Circles (20 minutes)

Part 2: Debrief (10 minutes)

Activity 2: Diversity Circles

For this activity, the lesson plan follows. This activity has a built in timer: simply click to the next slide when you finish reading the instructions, the timer will keep you on schedule so you won’t have to watch the clock.

Facilitator Materials: Open space to allow

people to move about and form circles.

Time Limit: 35 minutes

Purpose: This activity provides participants with the opportunity to explore the complexity of diversity and identity, to experience the similarities and differences we share, and to explore the ways in which we self-identify.



Facilitator Note: Allow 5 minutes to explain this activity, and 30 minutes to complete the activity.

Part 1 – Diversity Circles

Provide 20 minutes for this part of the activity.

Step 1:

Set up – Prepare an open space to allow people to move about and form circles.

Step 2:

Provide participants with the Diversity Circle directions:

Please stand and form a large circle.

I will ask you to form a circle with people who share a specific trait or characteristic with you. For example - form a circle with people who are the same age as you. We'll do this many times and each will take several minutes.

There are two rules: a) you define the circles (for example you can define age by year, decade, over 30 etc.), and b) no one can ask you to leave a circle that you choose (for example if you are fifty but put yourself in the circle with thirty somethings, no one can call you out).

If you do not want to identify a specific characteristic you can choose to stand aside – your choice.

Facilitator Note: Circles can be adjusted depending on the participants. If time is short, omit similar questions such as sports or music, parents, profession, or education.

Step 3:

Let's begin:

Please form a circle with people who(se)

- Work in the same area as you
- Have been in education the same length of time as you
- Come from the same geographical area as you
- Grew up in the same size family as you
- Parents have the same educational background as your parents

- Parents had the same type of job as your parents
- Come from the same socio-economic background as you
- Like the same type of music as you
- Have the same favorite holiday as you
- Are the same religion as you
- Like the same sports as you
- Are the same gender as you
- Have the same marital status
- Are the same sexual orientation*
- Are the same nationality
- Are the same ethnicity
- Are the same race

*(Note this can be a very difficult subject – you will have to judge whether it is appropriate for your participants. If you choose not to use it, you may want to address this in the debrief.)

Part 2 – Debrief.

Provide 15 minutes for this part of the activity.

Best if everyone can sit in a circle. Ask participants:

What they noticed about the exercise?

What surprised them?

How often were the same people in their circles?

How was it for people who were by themselves?

Which circles caused confusion? Which discomfort? Why?

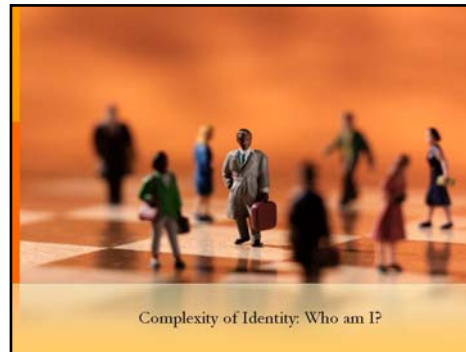
Why did we do this activity – what does it have to do with understanding diversity?
Developing cultural responsiveness?



Facilitator Note: You should now be around **1 hour 10 minutes** into the academy. Adjust your presentation if you are running over this allotted schedule.



Slide 55



Complexity of Identity:

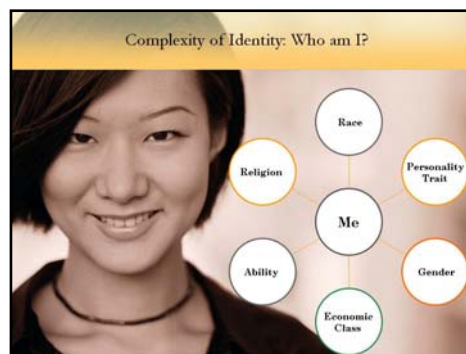
The United States has historically focused on the use of race as the most significant cultural identifier; a narrow definition of an individual that does not allow for individual identity development and the influences around diversity or cultural responsiveness has had a tendency to focus on “checklists” that attempt to describe how a particular group of people will act or

what they will value. This method of defining individuals in relation to a single group does not account for within group differences, the fluid nature of identity development, or the multiple contributing factors that make up an individual’s cultural identity. It also leads to negative stereotyping; in that all members of a racial or ethnic group are presumed to hold a static set of beliefs and values.

Facilitator Note: Allow 15 minutes for this lesson on identity (Slides 19 - 21).



Slide 56



Complexity of Identity:

In her book “Why Are All the Black Kids Sitting Together in the Cafeteria,” Beverly Daniel Tatem suggests that, in a large part, the world around you defines your identity. Who do your parents say you are? Your teachers, peers, and neighbors? What do you learn from the media about yourself? Are you represented in the cultural images that surround you?

Most of us can identify ourselves within these identity-groups. See how your identity grows in complexity as you define yourself within each circle listed on the slide.

Facilitators: Some of the options you and your participants may choose within these circles are listed below (participants are provided with this list in a handout called *Identity Quilt*). You can use the list as a lecture by itself, or you may add an activity in the form of a group discussion about the complexities by letting the participants discuss what choices they may have within each circle. Participants will have an opportunity to explore this topic in-depth in the following activity.

Race: African-American; White; Asian-American; Latino; mixed-race; other

Many factors contribute to the formation of each individual’s cultural identity. As an example, we can consider the concept of race, which is commonly defined as a biological fact, with specific genetic characteristics. The Human Genome Project (<http://www.nhgri.nih.gov/10001772>) has shown that there is truly no such thing as race; all individuals in our world have similar DNA, and there are no specific genetic markers attributable to any one race of people. Race is a political and social construction, with historical significance as it has been used to justify the enslavement, extermination, and marginalization of specific groups of people. Indigenous

Americans, African Americans, poor immigrants, and non-English speakers all have stories to tell about their experiences with discrimination based solely on assumptions made about them because of their supposed membership in these groups.

Personality Trait: Extroverted; Optimistic; Pessimistic; Aggressive; Energetic; other

Each individual is born with or develops a unique set of personality traits; a person may be introverted or extroverted, passive or aggressive, optimistic or pessimistic. These personality traits add complexity to whatever roles, norms or values might be attributed to any specific cultural group. What does it mean for an individual who is born into a community that is typically seen as shy, quite and reserved to have an outgoing, extroverted personality?

Gender: Male or female

Our ideas about gender are also impacted by society, as we develop understandings of the roles of women and men, our own gender identity, and the values and beliefs associated with gender. Ideas of gender are complex and interdependent upon our membership in other cultural groups; many groups have well defined gender roles, others may be less obvious. Gender roles are one area in which people change their identity over time. A child may be raised in a household that has very defined gender roles, but then leave home and experience a greater flexibility of roles and adopt those values. Sexual orientation adds further complexity to our ideas about gender and identity. To be gay, lesbian, bisexual, or transgendered impact the ways we are treated in society, as well as the values and beliefs we hold.

Economic Class: Middle-class; Poor; other

Economic class distinctions play a significant role in our cultural identity development, even though some would say that the United States is not a class based society. The life experiences of individuals in poverty differ significantly from those in the middle class, and from individuals in the wealthy class. Perceptions about the privilege, power, self-determination, opportunity, and the ability of the individual to exert control over life choices are impacted greatly by the obvious and not so obvious opportunities afforded based on membership in a given class.

Ability: Able-bodied or with disabilities

The labels of “gifted” or “disabled” are socially constructed. In other words, a culture’s values and the characteristics of its majority group determine what is considered a disability. For example, most persons are able to see; blindness is therefore considered a disability. Similarly, in some cultures, the ability to use and manipulate language is highly valued. Individuals in these cultures may be devalued or disabled by their lack of linguistic skills. In the United States, we know that students who receive a particular label in one community or school district may not be labeled in another community or school district. Thus, individual and cultural features interact to create ability or disability.

Religion: Christian; Muslim; Jewish; Buddhist; Hindu; Atheist; other

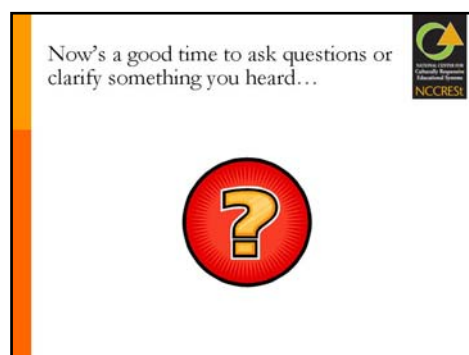
A significant contributor that is often overlooked in our definitions of culture is religion or spirituality. The United States was founded on the idea that individual choice and expression of religious beliefs is an unalienable right[1]; these beliefs and practice contribute significantly to our cultural identity. Given that culture is a

combination of beliefs, values, attitudes, and behavior patterns, and that for many, religion is the primary source of these, it seems that religion must play an important role in our individual conception of ourselves as cultural beings.

[1] We must remember, however, that at the time the United States was founded, Native Americans and Black Slaves were not considered to be protected by these rights- women were in large part excluded from these protections also, along with men who did not own property.

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

Zion, S., & Kozleski, E. B. (2005). *Understanding culture*. Denver, CO: National Institute for Urban School Improvement.

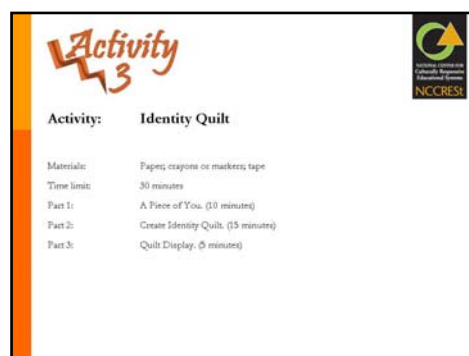


Now's a good time to ask questions or clarify something you heard...

Participants may have jotted notes on the information you presented. Take a moment to ask if they have questions or need clarification on anything they've heard to this point. Don't get caught up in a debate over the information – make sure you stay on task and on the material presented since you have only a short time to facilitate the

academy.

Limit this period to 5 - 7 minutes.



Activity 3: Identity Quilt

For this activity, you will find a copy of the handout (if applicable) in the Participant Handouts. This activity has a built in timer: simply click to the next slide when you finish reading the instructions, the timer will keep you on schedule so you won't have to watch the clock.

Facilitator Materials: Identity Quilt*

Participant Materials: Identity Quilt*; paper; crayons or markers; tape

Time Limit: 35 minutes

Purpose: The identity quilt represents the diversity that exists among people.

*Found in Participant Handouts

Facilitator Note: Allow 5 minutes to explain this activity, and 30 minutes to complete

the activity.

Part 1 – A Piece of You

Provide 10 minutes for this part of the activity.

How do you describe yourself? Participants make a quilt piece using crayons or markers to describe themselves using words and/or pictures. They may use their handouts as a reference for creative ideas.

Facilitator Note: Remind participants that they will be sharing their responses with other participants.

Part 2 – Create Identity Quilt

Provide 15 minutes for this part of the activity.

Step 1:

Ask participants to break into groups of around 6 to share the meanings of their quilt pieces. Each participant should explain how their piece represents them.

Step 2:

Now, have participants tape the pieces together to form an identity quilt which represents the diversity of the group. Invite participants to note how each quilt piece is unique and to consider how the pieces fit together and compliment each other.

Step 3:

Finally, ask participants to discuss how the identity quilt represents the diversity of students within classrooms.

Part 3 – Quilt Display

Provide 5 minutes for this part of the activity.

Tape the quilts on walls around the room. During break, encourage participants to look at the quilts.



Facilitator Note: You should now be around **2 hours** into the academy. Adjust your presentation if you are running over this allotted schedule.



Slide 92

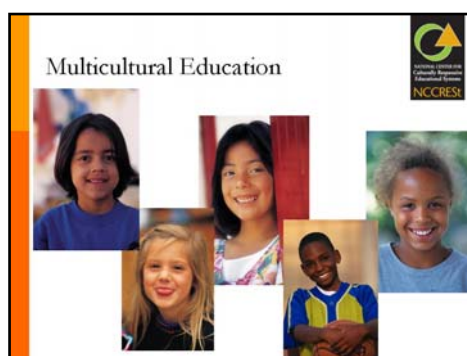


Stretch!

Give your participants a chance to stretch their legs, get a drink, make a phone call, or chat with others. You'll find them re-energized after this 10 minute break.



Slide 93



Multicultural Classrooms:

Sonia Nieto says: "Multicultural education needs to be accompanied by a deep commitment to social justice and equal access to resources..., in short it needs to be about much more than ethnic tidbits and cultural sensitivity."

Urban classrooms are filled with children with complex identities, just as the participants in this academy are. Their

identities reach far beyond their skin colors, though many programs and standardized assessments clearly show that children of color are disadvantaged at school.

A teacher can look around a classroom and see the faces of children and end her study of multiculturalism there. She can pick out how many students of color are in her classroom, and assume that, based on the neighborhoods around the school and last names of the students, with what background and beliefs her students will come into her class. She may even base these beliefs on her years of teaching. For example, a new teacher in a predominately Hispanic neighborhood may have preconceived notions that all Latino students speak Spanish in their homes. Another teacher's experience is that his Asian students have excelled in math and now assumes that a student, Pete Wong, who is transferring from another school next week will be at the same proficiency, or better, than his current students.

We know that identity goes beyond skin color, as we experienced in the previous activity, although we know that it plays a big part in how people are undervalued and at a disadvantage. How does a teacher, staff member, or administrator become culturally responsive to all the students in a classroom when identities aren't visible?

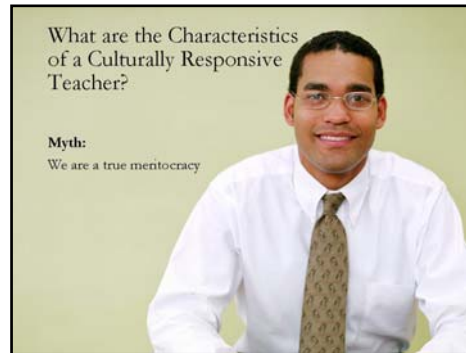
Nieto, S. M. (2002). Equity and opportunity: Profoundly Multicultural Questions. *Educational leadership*, 60 (4), 6-10.



Facilitator Note: Allow 10 minutes for this lesson on cultural responsiveness (Slides 24 - 28).



Slide 94



What Are the Characteristics of Culturally Responsive Teachers?

Villegas and Lucas (2002) encourage teacher educators to critically examine their programs and systematically interweave six salient characteristics throughout the coursework, learning experiences, and fieldwork of prospective teachers. These characteristics will better prepare culturally responsive teachers to work successfully in culturally and linguistically diverse

classrooms. Below is a brief description of the six characteristics.*

1. *Sociocultural consciousness* means understanding that one's way of thinking, behaving, and being is influenced by race, ethnicity, social class, and language. Therefore, prospective teachers must critically examine their own sociocultural identities and the inequalities between schools and society that support institutionalized discrimination to maintain a privileged society based on social class and skin color. Teacher candidates must inspect and confront any negative attitudes they might have toward cultural groups.
2. *An affirming attitude toward students from culturally diverse backgrounds* significantly impacts their learning, belief in self, and overall academic performance. By respecting cultural differences and adding education related to the culture of the students, programs become inclusive.
3. *Commitment and skills to act as agents of change* enable the prospective teacher to confront barriers/obstacles to change, and develop skills for collaboration. As agents of change, teachers assist schools in becoming more equitable over time.
4. *Constructivist views of learning* contend that all students are capable of learning, and teachers must provide scaffolds between what students already know through their experiences and what they need to learn. Constructivist teaching promotes critical thinking, problem solving, collaboration, and the recognition of multiple perspectives.
5. *Learning about students' past experiences, home and community culture, and world both in and outside of school* helps build relationships and increase the prospective teachers' use of these experiences in the context of teaching and learning.
6. *Culturally responsive teaching strategies* support the constructivist view of knowledge, teaching, and learning. As teachers assist students to construct knowledge, build on their personal and cultural strengths, and examine the curriculum from multiple perspectives, an inclusive classroom environment is created.

*Villegas, A. M. & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, 53 (1), 20-32.



Facilitator note:

Hold a brief whole-group discussion about this myth.

Myth: We are a true meritocracy.

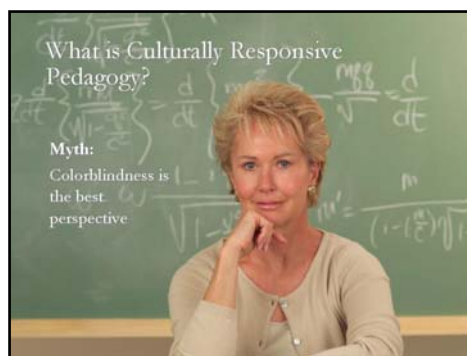
You may get this idea from the group:

This is a myth. If we believe that the talented are chosen and moved ahead on the basis of their achievement, then the disproportionality for students of color in assessment achievement gaps, and in being identified with severe learning and behavior disabilities would not happen. Instead, it is far more common for children of color to fall behind in school or drop out of school than their white peers. When we stop believing in this myth and start believing in the reality of disproportionality and become more culturally responsive educators, then we will affect change and improve the learning and lives for students of color.

Facilitator Note: This is a brief overview of culturally responsive teaching. For a more in-depth presentation, please refer to Module 2, Culturally Responsive Practices and Pedagogy.



Slide 95



What do we mean by culturally responsive pedagogy?

Pedagogy is the art, science, and profession of teaching. *Culturally responsive* pedagogy is educating students while keeping in mind every student's history, culture, and identity.

Previously we established how to become a culturally responsive teacher by providing tips for self-improvement and teaching

techniques. Gorski & Covert* provide these six conditions for how the culturally responsive educational curriculum and setting must support students.

1. Every student must have an equal opportunity to achieve her or his full potential.
2. Every student must be prepared to competently participate in an increasingly intercultural society.
3. Teachers must be prepared to effectively facilitate learning for every student, no matter how culturally different or similar from her or himself.
4. Schools must be active participants in ending oppression of all types, first by ending oppression within their own walls, then by producing socially and critically active and aware students.
5. Education must become more fully student-centered and inclusive of the voices and experiences of the students.
6. Educators, activists, and others must take a more active role in reexamining all educational practices and how they affect the learning of all students: testing methods, teaching approaches, evaluation and assessment, school

psychology and counseling, educational materials and textbooks, etc.

*Gorski, P. & Covert, B. (2000). Multicultural pavilion: Defining multicultural education.



Facilitator note:

Hold a brief whole-group discussion about this myth.

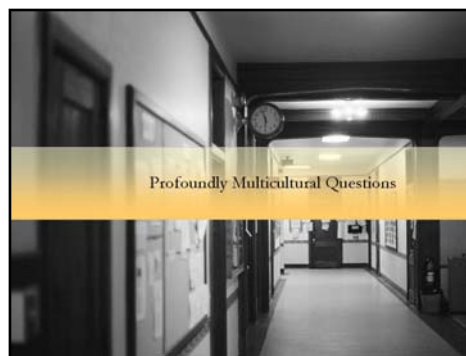
Myth: Colorblindness is the best perspective

You may get this idea from the group:

Pretending that racism doesn't exist is the wrong approach to take with students. Teachers are in great positions to be advocates for students of color. Although teachers can attempt to assure that all students within the classroom have an equal chance at her attention and supplies, turning a blind eye to what is happening among students within and outside of the classroom, as well as to what is happening with adults, in the media, within books, with neighborhood segregation, problems with transportation and shopping, etc., is doing an injustice not only to students of color, but to all students who can learn from an acknowledgement of what is happening, why it is wrong, and what they can do.



Slide 96



Equity and Opportunity: Profoundly Multicultural Questions

Sonia M. Nieto, Educational leadership, Volume 60 Number 4, December 2002/January 2003, Pages 6-10

“It is easier to adopt a multicultural reader than to assure all children learn to read, to have a concert of ethnic music than to give all children instruments.” Sonia Nieto

We must address the deeply ingrained inequities of today's schools by asking difficult questions related to equity and access.

Equity and equality are different concepts. While equality means everyone receives the same treatment, equity means the individual needs of all are met. For a brief activity to illustrate this point, invite participants to think of an illness. Now, ask them to imagine that they went to a doctor for treatment for this illness, and the doctor told him or her to take two aspirin. If the illness was a headache, this would be a successful treatment. If the illness was diabetes, the needs of the patient would not be met.

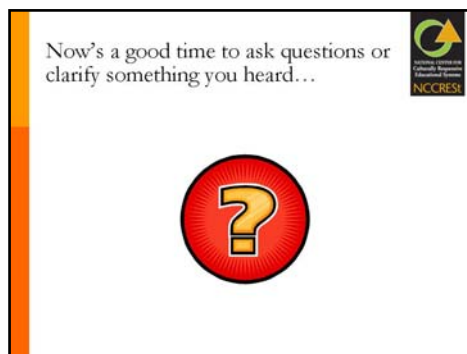
Educators must ask themselves profoundly multicultural questions, that is, troubling questions about equity, access, and fair play—questions that examine the sociopolitical context of education and school policies and practices. Who is taking calculus and other academically challenging courses? Are programs for bilingual or special education students placed in the basement? Who is teaching the children—for example, why aren't highly qualified teachers teaching children in low-income districts? How much are children worth—do we value some children over others? Until we confront these broader issues and do something about them, we will be only

partially successful in educating young people for the challenging future.

Besides focusing on matters of culture and identity, educators also need to ask profoundly multicultural questions—that is, troubling questions that often go unanswered or even unasked. The answers tell us a great deal about what we value because the questions are about equity, access, and social justice in education.



Slide 97



Now's a good time to ask questions or clarify something you heard...

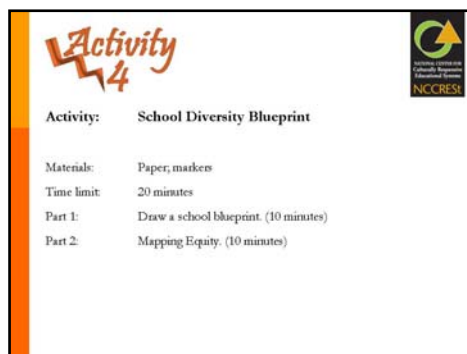
Participants may have jotted notes on the information you presented. Take a moment to ask if they have questions or need clarification on anything they've heard to this point. Don't get caught up in a debate over the information – make sure you stay on task and on the material presented since you have only a short time to facilitate the

academy.

Limit this period to 5 - 7 minutes.



Slides 98-120



Activity 4: School Diversity Blueprint

For this activity, you will find a copy of the handout (if applicable) in the Participant Handouts. This activity has a built in timer: simply click to the next slide when you finish reading the instructions, the timer will keep you on schedule so you won't have to watch the clock.

Facilitator Materials: School Diversity Blueprint*

Participant Materials: School Diversity Blueprint*; chart paper; markers

Time Limit: 20 minutes

Purpose: This activity allows participants to ask profoundly multicultural questions about equity and access in their schools.

*Found in Participant Handouts



Facilitator Note: Allow 5 minutes to explain this activity, and 15 minutes to complete the activity.

Part 1 – School Blueprint

Provide 10 minutes for this part of the activity.

Ask participants to draw a blueprint of their school, labeling:

Parking lots; Entrances; General education classrooms; Special education classrooms (LD/MR/ED/Autism/other); Title programs; Gifted/talented classrooms; Gym; Tennis courts/track/football field/other; Cafeteria; Administrative and teacher offices; Student support staff offices (psychologist/speech therapist/other); Theater; Library; Playgrounds; Mobiles/Portables; Before- and after-school program areas; Detention area; Other pull-out programs; Music; Art; Science lab; Computer lab; Life-skills class; Media room; Nurse office; Student and teacher bathrooms; Other

Part 2 – Mapping Equity

Provide 10 minutes for this part of the activity.

Hold a whole group discussion with participants about equity and access in their schools.

Questions for discussion:


1. Hold a discussion about special education classrooms. Where are the classrooms located? What are the demographics of the students who spend time in these classrooms (ethnicity/gender/age)? What are the teachers' experience, education, and credentials? Talk about these in relation to cultural responsiveness.
2. What is the turn-over rate for teachers in your school? What are the characteristics of those teachers who stay? Discuss the possible reasons for these statistics.
3. Where are the gym, art room, music room, theater, and science lab located? Are there students excluded from these programs? Why? Are the rooms used for their intended purposes?



Facilitator Note: You should now be around **2 hours 40 minutes** into the academy. Adjust your presentation if you are running over this allotted schedule.



Slide 121



Funds of Knowledge

"Funds of Knowledge" is a form of culturally responsive teaching.

It seeks to improve participation and heighten students' interest by using an inquiry-based method that draws upon their home and community resources.

Myth:
Children of one ethnicity, race, class, or group will respond to a particular teaching style

Funds of Knowledge:

Pioneered by Dr. Luis Moll and colleagues at the University of Arizona, "Funds of Knowledge" is a form of culturally responsive teaching. It seeks to improve participation and heighten students' interest by using an inquiry-based method that draws upon their home and community resources.

Funds of knowledge are the cultural

