Culturally Responsive Pedagogy and Practice

Academy One: Understanding Cultural Responsiveness
Introductions

Participants
What’s in an Educational System?

- People
- Practices
- Policies
What are Culturally Responsive Educational Systems?

Cultures

Equity

People

Practices

Policies
Leadership Academies
Roles
Outcomes

Following this academy, you will be able to:

• Define the Dimensions of Culturally Responsive Education
• Recognize what Culturally Responsive Practices look like at the organizational, personal, and instructional levels
• Identify the role of school culture, prejudice reduction, and knowledge construction in creating culturally responsive educational systems
• Develop an understanding of contributive, additive, transformative, and social action models as they apply to practice
Agenda

Academy Overview ........................................................................................................ 15 mins
Opening Activity: Ground Rules .................................................................................. 15 mins
Lecturette 1: Dimensions of Culturally Responsive Education ................................ 30 mins
Activity: What Do You Already Do? ........................................................................... 15 mins
Lecturette 2: The Institutional, Personal, and Instructional Dimensions of Culturally Responsive Pedagogy ................................................................. 25 mins
Activity: Discussion Point ............................................................................................ 10 mins
Lecturette 3: Transforming Ourselves and our Systems: Becoming a Culturally Responsive Teacher .......................................................... 15 mins
Activity: Vignettes .......................................................................................................... 25 mins
Things to Remember .......................................................................................................... 5 mins
Leave Taking and Feedback .............................................................................................. 30 mins
Activity 1: Ground Rules

Materials: Chart paper; markers; tape

Time limit: 10 minutes

Part 1: Small Group Dialog.
What would it take to feel safe when talking, sharing, and participating in the academy? (5 minutes)

Part 2: Setting Ground Rules.
As a whole group, share suggestions from the small group activity and summarize them into three to five ground rules for the academy. (5 minutes)
Activity 1: Ground Rules
Part 1: Small Group Dialog.
What would it take to feel safe when 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.
Activity 1: Ground Rules

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1 Minute
Activity 1: Ground Rules

Part 2: Setting Ground Rules.
As a whole group, share suggestions from the small group activity and summarize them into three to five ground rules for the academy.

List the rules on a chart paper and hang them on a wall to remind everyone of the ground rules for participating in the academy.
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1 Minute
Lecturette 1

Dimensions of Culturally Responsive Education
Why Does Culture Matter?

As a nation, we are committed to ensuring that all children can learn and achieve to the best of their ability.
What is Cultural Responsiveness?
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.”
Conceptual Frameworks of Cultural Responsiveness

1. Banks: dimensions of culturally responsive education
2. Little: dimensions of culturally responsive pedagogy
3. Villegas & Lucas: characteristics of culturally responsive teachers
4. Culturally responsive pedagogy
5. Banks: levels of knowledge construction
Dimensions of Culturally Responsive Education

- Content Integration
- Prejudice Reduction
- Equity Pedagogy
- Knowledge Construction
- School Culture

Culturally Responsive Education
School Leadership
Organization
Community Involvement
Prejudice Reduction

- Adults take active role
- Uncover and address stereotypes and biases
- Discussions on identity and society
• What counts?
• Influence of socio-cultural histories
Equity Pedagogy

Responsibility for supporting learning of all students regardless of race, economic status, gender, and ability.
Content infused with examples and histories from wide range of cultural groups
Activity 2: 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 it would look like to be culturally responsive, and then list things they personally do or observe in their school that are CR. (5 minutes)

Part 2: Pair, share
Participants discuss their ideas with their small group members. Then, small groups to share sample ideas with the whole group. Record responses on chart paper. (10 minutes)
Activity 2: What do you Already Do?

Part 1: What do you already do? (need a worksheet for this)
Complete worksheet that asks you to define culturally responsive and list thing you personally do or observe in your school that are CR.

5 minutes
Activity 2: What do you Already Do?

Part 1: What do you already do? (need a worksheet for this)
Complete worksheet that asks you to define culturally responsive and list thing you personally do or observe in your school that are CR.

4 minutes
Activity 2: What do you Already Do?

Activity: Activity 2

Part 1: What do you already do? (need a worksheet for this)
Complete worksheet that asks you to define culturally responsive and list things you personally do or observe in your school that are CR.

3 minutes
Activity 2: What do you Already Do?

<table>
<thead>
<tr>
<th>Activity:</th>
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1 minute
Lecturette 2

The Institutional, Personal, and Instructional Dimensions of Culturally Responsive Pedagogy
Culturally Responsive Pedagogy

- Institutional
- Instructional
- Personal

Culturally Responsive Pedagogy
Culturally Responsive Pedagogy: Institutional Dimension

Reflected the administration and its policies and values

- Organization of the School
- School Policy and Procedures
- Community Involvement
Institutional Dimension: Organization of the School: Administrative Structure

Reflects the administration and its policies and values

Organization of the School
Administrative Structure

Institutional
Instructional
Personal
Institutional Dimension: Organization of the School: Physical Space

Reflects the administration and its policies and values

Organization of the School
Physical Space

Institutional
Instructional
Personal
Institutional Dimension: School Policy and Procedures

Reflects the administration and its policies and values

School Policy and Procedures

- Educative
- Informative
- Equitable
- Emancipatory
- Accessible
- Discursive
- Tools-Based
- Evidence-Based
- Collaborative
Institutional Dimension: School Policy and Procedures

Reflects the administration and its policies and values

School Policy and Procedures

• Resource Allocation
Institutional Dimension: Community Involvement

Reflects the administration and its policies and values

Community Involvement
• Presence
• Participation
• Emancipation

Institutional

Instructional

Personal
Institutional Dimension:
Community Involvement:
Communication with Parents

Reflects the administration and its policies and values

Community Involvement
• Communication with Parents
Institutional Practices that Improve Culturally Responsive Systems

- “Culture of Inquiry”
- Collaborative environment
- Staff resources
- Learning opportunities
- Values, beliefs, and norms
- Leadership styles
Discussion Point

What do the following three areas of the institutional dimension look like in your district? Building? Classroom?

- Organization of the School
- School Policy and Procedures
- Community Involvement
Culturally Responsive Pedagogy: Personal Dimension

Institutional

Instructional

Personal

Cognitive & emotional processes teachers engage in to become culturally responsive

Self reflection

Exploration

Beliefs
Culturally Responsive Pedagogy: Personal Dimension: Self-Reflection

Cognitive & emotional processes teachers engage in to become culturally responsive

Self reflection
Culturally Responsive Pedagogy: Personal Dimension:
Exploration

Institutional

Instructional

Personal

*Cognitive & emotional processes teachers engage in to become culturally responsive*
Culturally Responsive Pedagogy: Personal Dimension: Beliefs

Institutional

Instructional

Personal

Cognitive & emotional processes teachers engage in to become culturally responsive Beliefs
Specific Activities to Develop the Personal Dimension
(from Gay, 2002; Villegas & Lucas, 2002)

Engage in reflective thinking and writing.

Explore personal and family histories.

Acknowledge membership in different groups.

Learn about the history and experiences of diverse groups.

Visit students’ families and communities.

Visit or read about successful teachers in diverse settings.

Develop an appreciation of diversity.

Participate in reforming the institution.
Discussion Point

What would the personal dimension look like in your district? Building? Classroom? Turn to a partner and discuss your ideas.
Culturally Responsive Pedagogy: Instructional Dimension

Components of instruction

- Materials
- Strategies
- Activities

Institutional

Instructional

Personal
Culturally Responsive Pedagogy: Instructional Dimension: The Constructivist Approach
Specific Activities for Culturally Responsive Instruction

1) Acknowledge students’ differences as well as their commonalities.
2) Validate students’ cultural identity in classroom practices and instructional materials.
3) Educate students about the diversity of the world around them.
4) Promote equity and mutual respect among students.
5) Assess students’ ability and achievement validly.
6) Foster a positive interrelationship among students, their families, the community, and school.
7) Motivate students to become active participants in their learning.
8) Encourage students to think critically.
9) Challenge students to strive for excellence as defined by their potential.
10) Assist students in becoming socially and politically conscious.
What would the instructional dimension look like in your district? Building? Classroom? Turn to a partner and discuss your ideas.
Lecturette 3

Transforming Ourselves and Our Educational Systems: Becoming a Culturally Responsive Teacher
Characteristics of a Culturally Responsive Teacher

- Social Consciousness
- An affirming attitude toward students from culturally diverse backgrounds
- Commitment and skills to act as agents of change
- Constructivist views of learning
- Learning about students
- Culturally responsive teaching strategies
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.
Profoundly Multicultural Questions
Transforming Ourselves and our Systems: Becoming Culturally Responsive
Transforming Ourselves and our Systems: Becoming Culturally Responsive

Contributions
Transforming Ourselves and our Systems: Becoming Culturally Responsive

Additive
Transforming Ourselves and our Systems: Becoming Culturally Responsive

Transformational
Transforming Ourselves and our Systems: Becoming Culturally Responsive
Activity 3: Vignettes

Materials: Vignettes; pens; tape; chart paper; markers

Time limit: 25 minutes

Part 1: Read vignettes and talk about what is happening on the institutional, personal, and practice levels. What might improve each situation? (15 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)
Activity 3: Vignettes

Part 1:

Read vignettes and talk about what is happening on the institutional, personal, and practice levels. What might improve each situation?
Activity 3: Vignettes

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).
Things to Remember

• Define the Dimensions of Culturally Responsive Education
• Recognize what Culturally Responsive Practices look like at the organizational, personal, and instructional levels
• Identify the role of school culture, prejudice reduction, and knowledge construction in creating culturally responsive educational systems
• Develop an understanding of contributive, additive, transformative, and social action models as they apply to practice
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)
Outcomes Review

Activity: Outcomes Review

Part 1: Complete your chosen outcome and talk with your small group about what you’ve learned. Focus on one outcome, or at the most, two outcomes.

5 Minutes
Outcomes Review

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Part 1: Complete your chosen outcome and talk with your small group about what you’ve learned. Focus on one outcome, or at the most, two outcomes.

4 Minutes
Outcomes Review

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3 Minutes
Activity: Outcomes Review

Part 1: Complete your chosen outcome and talk with your small group about what you’ve learned. Focus on one outcome, or at the most, two outcomes.

2 Minutes
Activity: Outcomes Review

Part 1: Complete your chosen outcome and talk with your small group about what you’ve learned. Focus on one outcome, or at the most, two outcomes.
Activity: Outcomes Review
Part 2: Share your ideas with the whole group.
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5 Minutes
Outcomes Review

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4 Minutes
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1 Minute
Thank you!

Tell us what you thought…