MODULE 2: CULTURALLY RESPONSIVE PEDAGOGY AND PRACTICE

Academy 2: Culturally Responsive Classrooms

Version 1.0

Facilitator’s Manual

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Building coalitions of students, families, practitioners, policy makers, and researchers around interventions and strategic improvements in practice and policy that are culturally responsive
Academy 2: Culturally Responsive Classrooms

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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. Please check our web site regularly – www.NCCRES.t.org- to find new versions and addenda to this academy.

Module 2: Culturally Responsive Pedagogy and Practice
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 earning.
- 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.
The best way to implement this module is to bring together building leadership teams from a cluster of schools so that teams can learn from one another and create a practice community that can support innovation. The academies should be offered in sequence, spaced four weeks apart so that some application can occur between sessions, and that there is a plan for coaching on-site between academies.

The modules include:
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 diverse, multicultural context that characterizes most contemporary communities must be grounded in the outcomes, content, and activities of any professional learning activity.

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.
Tips for Facilitating Leadership Academies

Facilitator Note

You may be reading this because you are leading the professional learning efforts around this module at your school, district, or educational site. 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. More than likely, there are lots more notes provided for each Academy Session than you may need to present this module effectively. We have covered extensively the content provided in this Academy, so that even someone who is not very familiar with the topic is able to facilitate a community’s learning around the topic. If you have questions or comments about this or any other academy, please contact NCCRESt. We welcome your questions, suggestions, and feedback.

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. We hope that you enjoy facilitating these learning opportunities as much as we have.

TIPS FOR GETTING STARTED: Before participants arrive, set up the room at a comfortable temperature and with table and chair arrangement that is conducive to communication. 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 outcomes review 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.

Outcomes Review

Academy Evaluation

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Special Facilitation Tips for Talking About Potentially Emotional Topics:

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.
4. Are 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.

*If you think you have some growing you need to do on any of the above items, please spend some time on the following websites before moving on to facilitate the Academy.

Resources:
http://humanresources.about.com/od/managementtips/a/conflict_solue.htm
http://humanresources.about.com/cs/conflictresolves/l/aa071002a.htm
Academy Materials

You should have these materials prior to conducting the Academy:

- FACILITATOR’S MANUAL
- ACADEMY LECTURETTES and access to a PowerPoint presentation system

- PARTICIPANT HANDOUTS. Handouts are provided as an Appendix and contain the Leadership Academy overview and agenda, 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

- MARKER

- TAPE

- STICKY NOTES
Academy 2
Culturally Responsive Classrooms
Academy Abstract
In this academy we explore what it means to create culturally responsive classrooms in which educators implement culturally responsive pedagogy.

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

- Recognize the features of culturally responsive pedagogy and practices
- Identify the characteristics of culturally responsive teachers
- Develop an understanding of how to create culturally responsive classrooms
- Develop knowledge about assessment of practice and student learning

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 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 Culturally Responsive Classrooms 30 MINUTES
ACTIVITY 3: Unpacking the Environmental Elements of Culturally Responsive Classrooms 15 MINUTES
LECTURETTE 3: Features of Culturally Responsive Instruction 30 MINUTES
ACTIVITY 4: Formative Assessment Strategies 15 MINUTES
ACTIVITY 5: Examining Instructional Elements of Culturally Responsive Classrooms 15 MINUTES
SELF ASSESSMENT 5 MINUTES
THINGS TO REMEMBER 5 MINUTES
LEAVE TAKING & FEEDBACK 30 MINUTES
Culturally Responsive Pedagogy and Practice

Academy 2: Culturally Responsive Classrooms

Academy two will look in depth at instructional practices based in the idea of equity pedagogy.

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.
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.

Facilitator Note: It is important to get a sense of who is in the room— but not to spend too much time on introductions. Think about your audience—the number of participants, how well they know each other, how much time you have—then choose how you will have participants introduce themselves to the whole group.

What’s in an Educational System?

Before you can act systemically, you need to know what aspects of a system you need to involve. NCCRESt has developed a conceptual framework for understanding culturally responsive educational systems that identifies three key elements that comprise an educational system: the people, the practices, and the policies.

People are key since educational systems are created to educate people, infants, children, adolescents, and adults. Educational systems employ people. Teachers and other school practitioners work together to create effective learning communities for the students they serve. School leaders and other administrators help to keep the system flowing so that students enter, progress, and graduate, and teachers and other personnel are recruited, hired, coached, evaluated, and retired in a constantly flowing process.

Policies help to guide the people side of the work. They are created to maintain the learning process and reduce the amount of effort expended on activities other than learning, like getting supplies to the classroom, deciding which students are assigned to which teachers, and making sure that there are enough books, desks, classrooms, and buildings to house all the students. Policies help parents and students know what to expect, what is expected from them, and how the school calendar will flow from the time that school opens until the end of the school year.

Practices are what people do. They include simple things like how students are greeted at the beginning of the year to how reading is taught in the classroom to how assessment occurs. While policies regulate the spheres in which people operate, much of daily practice is up to the people who do the work: students and school practitioners alike. Practices also include how teachers interact with one another, their supervisors, and the building leadership. The practices of administrators at central administration affect the lives of school personnel and the choices they make to involve themselves in decision-making.
What are Culturally Responsive Educational Systems?

Culturally responsive educational systems are grounded in the belief that we live in a society where specific groups of people are afforded privileges that are not accessible to other groups. By privileging some over others, a class structure is created in which the advantaged have more access to high quality education and later, more job opportunities in high status careers. This leads to socio-economic stratification and the development of majority/minority polarity. We can turn the tide on this institutionalized situation by building systems that are responsive to cultural difference and seek to include rather than exclude difference.

Students who come from culturally and linguistically diverse backgrounds can excel in academic endeavors if their culture, language, heritage, and experiences are valued and used to facilitate their learning and development. These systems are concerned with instilling caring ethics in the professionals that serve diverse students, support the use of curricula with ethnic and cultural diversity content, encourage the use of communication strategies that build on students’ cultures, and nurture the creation of school cultures that are concerned with deliberate and participatory discourse practices. Moreover, culturally responsive educational systems create spaces for teacher reflection, inquiry, and mutual support around issues of cultural differences.

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.
Roles

Explain the roles the facilitators will play. 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.

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:

- Define culturally responsive pedagogy
- Identify features of culturally responsive pedagogy
- Identify environmental and instructional elements of culturally responsive classrooms

Facilitator Note: To make this academy most effective, all participants should bring their own instructional materials to review in the final activity.

Agenda
**Slide 10**

**Warm Up Activity: What do you Already Do?**

For this activity, you will find a copy of the handout (if applicable) in the Participant Handouts. Facilitator Materials: Chart paper; markers; tape

Participant Materials*: Activity 1 Worksheet

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 things 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)

*Found in Participant Handouts

Facilitator Note: Allow 5 minutes for part 1 and 10 minutes to complete the second part.

**Slide 11**

**Lecturette 1: Features of Culturally Responsive Pedagogy**

Facilitator note: the following six slides lay out some key theoretical perspectives about cultural responsivity, including the dimensions of culturally responsive education, features of culturally responsive pedagogy and characteristics of culturally responsive teachers. These slides are a review of the content presented in Academy One of this module.

**Slide 12**

**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."
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.

Villegas (1991) elaborates: “A culturally responsive pedagogy builds on the premise that how people are expected to go about learning may differ across cultures…Cultural differences present both challenges and opportunities for teachers. To maximize learning opportunities, teachers must gain knowledge of the cultures represented in their classrooms, then translate this knowledge into instructional practice,” (p. 13).

Bartolomé (1995) proposes that culturally responsive pedagogy alone is not enough to mediate the effect of historical inequity on involuntary minorities. Bartolomé emphasizes that methods by themselves do not suffice to advance the learning of involuntary minorities. She advocates what she calls “humanizing pedagogy,” in which a teacher “values the students’ background knowledge, culture, and life experiences and creates contexts in which power is shared by students and teachers” (p. 55).

These five dimensions form the bases of the three academies in this module on culturally responsive pedagogy and practice. In this academy, we will develop a foundation for thinking about culturally responsive pedagogy and practice by focusing on school culture, prejudice reduction, and knowledge construction. Then, academy two will look in depth at instructional practices based in the idea of equity pedagogy. Academy three will focus on the idea of content integration through curriculum review and redesign.

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.

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...
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.


### Features of Culturally Responsive Pedagogy

#### Communication of High Expectations

All school personnel must deliver a consistent message to every student that they are able to, and expected to, meet high standards in regards to school work and school behaviors. Teachers must, however, understand student’s behaviors and beliefs in relation to the norms in their home communities/cultures, and respect and use the reality of their knowledge and experience to build upon their learning. Consistent communication of high expectations creates a healthy self concept, builds intrinsic motivation, and creates and environment for success.

#### Learning Within the Context of Culture

All of our learning and teaching is framed within the context of our culture. Often, students’ cultural backgrounds and experiences do not match the dominant culture of schools, and they may become disengaged from learning. Students who are experiencing this disconnect may find themselves torn between the choice of maintaining their home culture, or giving up their cultural beliefs and norms in order to assimilate and become successful in school. It is the responsibility of the school/teacher to uncover the disconnects between school and home culture, and to adjust learning opportunities to correspond. This can be as simple as gaining knowledge of the students in your classroom and adjusting your instructional style to reflect ways of learning and interacting that are comfortable to your students. An easy example is that some groups may prefer to participate in cooperative learning, while others may prefer to work more independently.

#### Culturally Mediated Instruction

Culturally mediated instruction incorporates and integrates diverse ways of knowing,
understanding, and representing information. Instruction and learning take place in an environment that encourages multicultural viewpoints and allows for inclusion of knowledge that is relevant to the students. Learning happens in culturally appropriate social situations; that is, relationships among students and those between teachers and students are congruent with students' cultures.

Both adults and students need to understand that there is more than one way to interpret a statement, event, or action. Setting up a classroom/school environment in which it is ok to learn in different ways or to share viewpoints and perspectives based on their own cultural and social experiences, creates an opportunity for all to become active participants in their learning (Nieto, 1996).

**Teacher as Facilitator**

Teachers should act as guides, mediators, consultants, instructors, and advocates for the students, helping to effectively connect their culturally- and community-based knowledge to the classroom learning experiences.

Ladson-Billings (1995) notes that a key criterion for culturally relevant teaching is nurturing and supporting competence in both home and school cultures. Teachers should use the students’ home cultural experiences as a foundation upon which to develop knowledge and skills. Content learned in this way is more significant to the students and facilitates the transfer of what is learned in school to real-life situations (Padron, Waxman, & Rivera, 2002).

**Student-Centered Instruction**

Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students are encouraged to direct their own learning and to work with other students on research projects and assignments that are both culturally and socially relevant to them. Students become self-confident, self-directed, and proactive.

Learning is a socially mediated process (Goldstein, 1999; Vygotsky, 1978). Children develop cognitively by interacting with both adults and more knowledgeable peers. These interactions allow students to hypothesize, experiment with new ideas, and receive feedback (Darling-Hammond, 1997).
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 & management
- Challenge & support students
- Explicitly teach skills and cultural capital
- Sense of responsibility

Activity 1: Self Assessment of your Culturally Responsive Classroom

Individually complete self assessment form - 10 minutes
Discuss your results with a partner or at your table group - 10 minutes
Whole group debrief to describe discoveries and identify most challenging overall items (will assist trainer in determining where to focus!) 10 minutes

Activity 2: Characteristics of Culturally Responsive Teachers

Part I: Have participants complete writing prompt
Part II: After that slide, have the whole group identify the characteristics of good and not good teachers, capture on chart paper

Facilitator Note:

This activity will draw out characteristics of classrooms/teachers that are welcoming, encouraging, and supportive. Link these teacher characteristics to meeting students’ Basic Human Needs of:

Belonging, Power, Freedom, and Fun (might also draw out feeling competent). Present the information on Basic Human Needs (Slides 17-21) before moving to the 3rd part of this activity.
Classrooms that Meet Human Needs

Belonging
- Establishing a caring environment
- Establishing warm, personal, positive relationships with students
- Preventing and responding to teasing, bullying and exclusion of students
- Teaching conflict resolution skills to maintain friendships
- Teaching social skills and use cooperative learning to build a sense of belonging

Power
- Creating opportunities and conditions for academic and behavioral success and accomplishment for all students
- Conducting individualized goal setting and evaluation
- Helping students self-evaluate their performance and behavior
- Providing frequent positive feedback and recognition
- Giving students numerous responsibilities or jobs within the classroom
Freedom

• Giving students a voice in what they learn and how they complete assignments
• Requiring students to design a plan for improvement when a problem occurs
• Taking students seriously in planning lessons, projects, classroom rules, and consequences
• Allowing students to have input in creating rules and consequences
• Giving students free time during the school day to choose from a variety of learning options

Fun

• Creating learning experiences that are fun, creative, relevant, and meaningful
• Welcoming physical activity
• Allowing and expecting talking and laughter
• Giving students a wide variety of choices in extracurricular activities
• Including 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?”

If there are not at least four groups, give some groups two pieces of the chart paper with different needs across the top. Each group then discusses and writes on the chart paper under the listed basic human need an actual example of how their group’s basic
need has been met in the workplace. Following the writing of how their basic need has been met, a discussion within the group should take place: "How did this make you feel?" The sheets of chart paper with the examples of how the needs were met should be posted around the room.

**Lecturette 2: Elements of Culturally Responsive Classrooms**

In this lecturette, the facilitator identifies specific characteristics of and suggestions for classroom environments that are culturally responsive: safe classroom atmosphere, environmental print, and classroom materials.

**Reframing the Question**

If we are seeking to improve student performance, then we need to focus on the work or learning experiences we provide to students (Schlechty, 2002). Thus, we would reframe the question from: Why are students failing? to: How are the learning experiences provided by our district, school or classroom failing these students? This allows us to target the quality of work and support at all levels that encourage and support improved student learning.

**Facilitator Instructions:**

What does this reframing do? Why is it important? Lead a short discussion about this topic.

**Features of CR Pedagogy in Classrooms**

Culturally Responsive Pedagogy has several elements as it is enacted in the classroom. They are the environmental, instructional, and curricular elements. We will introduce the curricular element in the next slide, which we will explore more deeply in the third academy of this module. Next, we will discuss in detail the environmental and instructional elements of CR pedagogy in the classroom.
Curricular Elements

Culturally responsive curriculum is integrated and interdisciplinary. It does not rely on one-time activities, “add-on” units or “sprinkling” the traditional curriculum with a few minority individuals. It is authentic, child-centered, and connected to the child’s real life. CR curriculum employs materials from the student’s culture and history to illustrate principles and concepts. It develops students’ critical thinking skills. CR curriculum often incorporates strategies that utilize cooperative learning and whole language instruction, include self-esteem building, and recognize multiple intelligences and diverse learning styles. Academy three in this module focuses in depth on examining curricula.

Environmental Elements

Creating an environment of respect and rapport

1. Establishing a Culture of Learning
2. Families and Communities
3. Organizing Physical Space and Materials
4. Encouraging Classroom Management Systems

Environmental Elements: Creating an Environment of Respect and Rapport

Culturally responsive classroom environments are physically and psychologically safe. In order to create a safe classroom atmosphere,

- Teachers need to explore the many facets of “White privilege” and their own ethnic histories. We need to articulate and examine the taken-for-granted assumptions of a western, White, middle-class worldview (e.g. emphasis on individual achievement, independence, efficiency). By bringing our implicit, unexamined cultural biases to a conscious level, we are less likely to misinterpret the behaviors of students from different experiences and backgrounds and treat them inequitably.

- Teachers must know and understand students’ lives and backgrounds so that students feel welcomed and valued. Teachers must also have knowledge of students’ cultural backgrounds to develop skills for cross-cultural interaction.

- Furthermore, teachers and students, like all people, thrive in environments in
which the relationships are caring. Classroom order is similar to conversation, it can only be achieved if both parties agree to cooperate. Students are not passive recipients of teachers’ actions. Students influence classroom events as much as they are influenced. Faced with directives from the teacher, they resist or cooperate, ignore or acquiesce — and the key facto determining which option they choose is often their perception of the teacher’s caring. Gay (2000) wrote that “caring is a foundational pillar of effective teaching and learning, the lack of it produces inequities in educational opportunities and achievement outcomes for ethnically different students”. Question: How do you define caring?

• Safe environments are those in which people treat each other with respect. Respect is a two-way street (process) the teacher respects students and vice versa. It is important for teachers and students to understand unpack how each defines respect and come to a common ground for respect in the classroom. Teachers should demonstrate respect for all students regardless of ethnicity, ability, language, gender, sexual orientation, age, or religion. Within a safe learning environment, personal and professional assumptions and biases can be challenged, and cultural content can be explored.

• Teacher-student interactions need to be friendly and demonstrate warmth, caring and respect. This is not something that simply happens. It needs to be cultivated, modeled by the teacher, creating an classroom community of respect and rapport for all. In a effective classroom environment the teacher-student interactions are most frequently related to instruction, not behavioral. The ultimate purpose is for teachers to create caring and nurturing relationships with students, grounded in cooperation, collaboration, and reciprocity rather than the current teacher controlling-student compliance patterns.

• Student interactions demonstrate caring for one another as individuals and students. Students help each other with instructional activities and tasks when needed. Opportunities for students to interact around lessons occur daily, purposefully planned by the teacher.

Environmental Elements: Establishing a Culture of Learning
In CR classrooms the teacher establishes a culture of learning where:

• Teachers are able to convey genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value. Students demonstrate through their active participation, curiosity, and attention to detail that they value the content’s importance. A critical component of relaying the importance of the content is making the learning relevant to students, tapping into their personal experiences, background knowledge and interests.
Students accept teacher insistence on work of high quality and demonstrate pride in their work. Students demonstrate pride in their work by initiating improvements, revising work, helping peers, and ensuring that high-quality work is displayed. Again, a critical component is the teachers' ability to create lessons and activities that are interesting, capturing student interest.

Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement. Both students and teacher establish and maintain, through planning of learning activities, interactions, and the classroom environment, high expectations for the learning of all students. Gay (2000) wrote: “Teachers have to care so much about ethnically diverse students and their achievement that they accept nothing less than high-level success from them and work diligently to accomplish it...This is a very different concept of caring than the often-cited notion of ‘gentle nurturing and altruistic concern,’ which can lead to benign neglect under the guise of letting students of color make their own way and move at their own pace.” (p. 109)

Environmental Elements: 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: Organizing Physical Space and Materials

Teachers creating a CR classroom environment create a conscientious space in which all students thrive by:

- Creating a safe physically safe environment through the arrangement of furniture. An organized work environment allows children to feel comfortable and safe—they learn to develop a classroom culture in which everything has a place.
- Fostering a strong class community through a variety of work spaces. Students learn differently and at different paces; a culturally responsive classroom provides a variety of spaces in which students can work; this might be individual desks, tables, floor space, and comfy pillows and chairs.
• Providing student access to personal space. Students should maintain their individual identities—provide every student with access to a space in which he or she can store personal belongings.

Culturally responsive classrooms demonstrate diversity and the culture of the classroom through materials and environmental print.

• A diverse classroom library includes texts that illustrate diverse points of view, cultures, abilities, and lifestyles (e.g. multicultural and multiethnic children’s literature). (Ladson-Billings, 1994; Powell, 1996; Sobel & Taylor, 2003; Watkins-Goffman, 2001)

• Banners with visual and written messages remind students the value of diversity. Show students that they are valued and important; the material on the walls should provide students with representations of themselves and their cultural, ethnic, and social backgrounds, as well as a range of diverse peoples and views.

• Students’ work as individuals should be honored. Post students’ writing, stories, and drawings.

• The class community can shine through with pictures and artifacts of class members and activities. A classroom quilt, photos of field trips, and an area for the “star of the week” reminds students that they are members of a cohesive class community. (Sobel & Taylor, 2003, 2006; Watkins-Goffman, 2001)

Reminders of the class rules and procedures, preferably student-generated, as well as learning tools geared towards students’ abilities and backgrounds, should be clearly displayed. This might include word walls, maps, graphs, charts, and reading and writing traits—in English and other relevant languages.

**Environmental Elements: Encouraging Classroom Management Systems**

Culturally Responsive Classroom management is a frame of mind, more than a set of strategies or practices that guides the management decisions that teachers make. Culturally responsive classroom managers recognize their biases, beliefs, and values. They reflect on how these influence their expectations for behavior and their interactions with students. They recognize that the ultimate goal of classroom management is not to achieve compliance or control but to provide all students with equitable opportunities for learning.

CR classroom management eschews behaviorism in favor of self-regulation, community building, and social decision making (Freiberg, 1999). The goal of classroom management is to create an environment in which students behave appropriately, not out of fear of punishment or reward, but out of a sense of personal responsibility. While teachers need to function as authority figures willing
to set limits and guide students' behavior, an emphasis on external does little to
teach students to make good choices about how to act and is incompatible with
current thinking about curriculum and instruction. Most problems of disorder in
the classroom can be avoided if teachers use good preventative management
strategies. We need to distinguish between classroom management – ways of
creating a caring, respectful environment that supports learning – and discipline –
ways of responding to inappropriate behavior.

Monitor Own Behavior

Teaching is first and foremost learning, and
ego-centric 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

Monitor Own Behavior

• Teachers need to understand that
public schooling reflects and often perpetuates discriminatory practices of
the larger society. We need to become aware of the ways individual prejudices
based on the norms of dominant
groups become institutionalized. We
need to understand how differences in
race, social class, gender, language
background, and sexual orientation are linked to power. We need to recognize the
structure and practices of schools (e.g. rigid tracking, unevenly distributed
resources, standardized testing) can privilege select groups of students while
marginalizing or segregating others.

• Teachers need to question traditional assumptions of “what works” in classroom
management and be alert to possible mismatches between conventional
management strategies and students’ cultural backgrounds.

• Teachers need to consider when to accommodate students’ cultural background and
when to expect students to accommodate – what Nieto (2000) called mutual
accommodation. Teachers need to accept and build on students and their families
to function within the culture of the school in key areas needed for academic
progress and order (e.g. attendance, homework, punctuality). Teachers should help
students to articulate their own cultural assumptions and values and compare them
with the assumptions and values of the school and the dominant culture. In other
words, instead of emphasizing compliance with externally imposed demands teachers can make the accommodation explicit and visible. Teachers can explain the reasons for (and advantages of) accommodating. The goal is to help students become proficient and critical at the same time.

Reflection Questions for Teachers for Monitoring Their Own Behavior

We need to monitor our behavior in terms of equitable treatment. We need to reexamine the ways that current practices and policies may reinforce institutional discrimination.

- If we examine which students are being disciplined most often we can determine if there are patterns of racial or gender profiling.

- Teachers need to examine what behaviors they are targeting as needing disciplinary attention. Reflection from the teacher perspective on what are potential root causes of the behavior OR what aspects of the teachers’ beliefs/values are being challenged can help determine the disconnect between teacher and student expectations.

- Teachers need to uncover characteristics of students who they are more patient and encouraging with and the characteristics of students they are more likely to chastise. What teacher beliefs/values are at the heart of these actions? Where are the potential disconnects between teacher and students?

- Teachers can also reexamine incidents of student resistance (e.g. students who appear to sleep during class) and ask whether the behavior is actually an “expression of voice” in a social institution that denies some students outlets for authentic expression. Being a “bad kid” is one way that students can feel a degree of control in a system they find oppressive. Psychic and emotional withdrawal from schooling are symptomatic of students’ rejection of a system that dismisses or derogates their language, culture, and community (Valenzuela, 1999).

Manage Classroom Procedures

Management of instructional groups

- Groups and individuals productively engaged; students know and understand expectations; tasks are explicit for the group and individuals.

Management of transitions

- Transitions are seamless; students understand processes and assume responsibility for actions.
Management of materials and supplies

- Routines are seamless and students are respectful of classroom materials

Routines for Non-Instructional Activities (attendance, missed work, bathroom, locker, etc.)

- Systems for performing non-instructional activities are well established with students assuming considerable responsibility for efficient operation, resulting in minimal loss of instructional time.

Supervision of Educational Assistants

- Paras, volunteers, classroom assistants
- Assistants are productively and independently engaged with students during class making a substantive contribution to the classroom environment with students.

Handouts: Classroom Events that could use a routine or procedure

- Exit Strategies
- Goal Setting
- Journaling
- Goodbye Rituals
- Morning Greeting
- Directions/Procedures
- Noticing each student
- Anchor Activities - Provide meaningful work for students when they finish an assignment or project, when they first enter the class or when they are “stumped”. Provide ongoing tasks that tie to the content and instruction. Free up the classroom teacher to work with other groups of students or individuals.

Ensure Positive Student Behaviors

Clear and consistent expectations

- Rules are clearly posted; teachers and students create class rules and are the basis for positive classroom interactions.
- Every student, including those who come to the classroom throughout the school year, knows and understands the rules.
Monitoring of student behavior is subtle and preventative

- Teacher maintains organized and well-planned classroom that prevents undesirable behaviors
- Students monitor their own and their peers’ behavior according to classroom rules and processes

Clear and consistent responses to undesirable behavior

- Teacher uses clear positive and negative consequences that are effective with particular students
- Teacher considers students’ individuals needs and responds appropriately

Activity 3: Unpacking the Environmental Elements of CR Classrooms

Part I: Small Group Work

Assign each group a different section of environmental elements. Groups should provide evidences of what each sub-element would “look like” in a classroom, priority rate personal need or school needs for attention to each of the sub-elements, describe the training or interventions that would help teachers shift practices.
Lecturette 3: Features of Culturally Responsive Instruction

The teacher who is culturally responsive in her/his instruction acknowledges that students bring to the classroom different beliefs, values, and attitudes regarding appropriate ways to behave and then draws on that knowledge to work with students to develop a consensus on appropriate behaviors and classroom procedures.

Features of CR Pedagogy

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

Facilitator Note: Inserted as a review, connect to instructional element.

Instructional Element

Link back to Foundations of CR Pedagogy

1. Communication of High Expectations
2. Learning within the context of culture
3. Culturally mediated instruction
4. Teacher as Facilitator
5. Student Centered Instruction
Instructional Element: Grouping strategies

Teachers can be responsive to students when they are mindful about where and how students are seated in class to maximize opportunities for learning and to develop safe and positive environments (Sobel & Taylor, 2006).

Flexible grouping based on student assessment data, behaviors, and peer interactions throughout the school year: Occurs when there is a whole group assessment or instruction initially; and then the students are divided by their need for review, re-teaching, practice, or enrichment. Such grouping could be a single lesson or objective, a set of skills, a unit of study, or a major concept or theme. Flexible grouping creates temporary groups for an hour, a day, a week, or a month or so. It does not create permanent groups. Group membership can be determined by: readiness, interest, reading level, skill level, background knowledge, social skills, etc.

- Heterogeneous cooperative groups (based on ability, language, background, interests, gender, or random groupings);
- Student interactive pairs: partner groups (student’s choice) or “buddies” (teacher input);
- Short-term groups (numbers, coloroded spinners, clothing colors, favorites);
- Groups with assigned tasks and roles (recorder, timer, peer facilitator)

Desk arrangements:

- Provide seating that allows all students to view displayed materials;
- Seat students according to individual student needs—students may work best when placed up front, in the back, or near particular peers;
- Provide flexible desk arrangements for student group work—students should be able to face each other and to engage in conversation comfortably
Instructional Element: Teacher-Led Groups

Whole Class/Small Group Activities:
- Outlining day’s agenda/schedule
- Giving an overview of concepts
- Sharing student work
- Presenting strategies
- Developing background knowledge

Individual Activities:
- Applying key concepts, strategies and skills
- Composing written responses
- Completing understanding
- Creating own investigations

Instructional Element: Student-Led Groups

Collaborative Activities:
- Organizing collaborative project
- Collaborating on projects
- Sharing group projects
- Discussing students’ evaluation of group’s success
- Applying key strategies and concepts
- Discussing different perspectives

Performance-Based Activities:
- Organizing short-term groups
- Introducing new concepts
- Teaching specific concepts, strategies, and skills

Dyad Activities:
- Assisting partners
- Tutoring peers
- Responding to peer writing
- Collaborating
Instructional Element: Interactions

Teachers can be responsive to students by ensuring they are attentive to each and every student in the classroom. Furthermore, when teachers distribute their attention equitably in class, they demonstrate respect for their students’ unique abilities and needs and emphasize the value of the class community and cooperative learning (Sobel & Taylor, 2006).

Teacher interactions with class

- Distribute attention according to gender, language, ability, seating arrangement, and other individual traits
- Use nonverbal attention to attend to student, such as eye contact, facial and hand gestures
- Move around the room to distribute attention
- Use positive attention to encourage students to take risks
- Give positive attention, whether responses or correct or incorrect
- Give attention to all students, including those who are usually on task

Teacher interactions with individual students

- Use time that students are working in pairs, groups, or individually to direct attention towards students that require individual support
- Provide students with a “conference sign up sheet” so that they can indicate to the teacher when they would like to have a conference

Assessment of distributed attention

- Monitor own attention given to students by using a checklist of your responses and/or take notes daily about student interactions
- Select a student on which to focus daily and conduct observations
Instructional Element: Evidence of Student Understanding

Teachers can be responsive to students by ensuring that each and every student understands content and concepts and are able to carry out class activities. Students demonstrate their understanding and learning through verbal expression and writing/drawing.

Communication with students—using verbal and non-verbal observations, questions, listening, and prompting will help you to understand the level of student understanding.

- Ask explicit questions directly to individual student or group of students
- Observe student’s performance in independent and group work
- Solicit students’ questions
- Listen to students’ questions and feedback
- Conduct teacher-student individual or small group conferences
- Prompt students to repeat directions, expectations, and understandings of content and concepts
- Use non-verbal communication to indicate to students that they are or are not demonstrating understanding
- Prompt regular student-to-teacher “check in” with content and concepts introduced in class
- Use reciprocal teaching with students by explicitly asking them to state and demonstrate content information or concepts
- Ask students to give oral instructions and the teacher demonstration directions

Classroom assignments can be used to determine the degree to which students understand class material and are learning content and concepts.

- Homework
- Individual and group presentations
- Journal responses
- Student self-assessments
**Instructional Element: Variety of Assessment Strategies**

In a differentiated classroom, assessment is not so much an event that happens at the end of a unit, but an ongoing pulse-taking that helps both teacher and students know how to proceed. Each day’s activities and interactions provide information on how to sculpt the next day’s activities and interactions.

- Ongoing and diagnostic to understand how to make instruction more responsive to student needs
- Excellence is defined in large measure by individual growth from a starting point
- Students are assessed multiple ways
- Multi-option assignments are frequently used
- Students work with teacher to establish both whole-class and individual learning goals

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**Instructional Element: Improving Learning through Assessment**


Research indicates that improving learning through assessment depends on five deceptively simple factors:

- Adjusting teaching to take into account results of assessment.
- The provision of effective feedback to students.
- The active involvement of students in their own learning.
- Recognition of the profound influence assessment has on the motivation and self esteem of students.
- The need for students to be able to assess themselves and understand how to improve.
Instructional Element: Deterrents to Effective Assessment for Learning

At the same time, there are several inhibiting or deterrents of effective assessment strategies focused on student learning.

- A tendency for teachers to assess quantity of work and presentation rather than quality of learning.
- Greater attention to marking and grading, much of it tending to lower the self-esteem of students rather than provide advice for improvement.
- Teachers’ feedback to students often serves social and managerial purposes rather than to help the students learn more effectively.
- Teachers not knowing enough about their students’ learning needs.

Instructional Element: Initial and On-Going

What are BDAs? Teaching involves connecting new concepts/ideas to that which students already understand (prior knowledge). BDA strategies are used to get students to activate existing knowledge, creating a mental framework to which new text, terms, ideas, concepts, etc. can be attached. This mental framework is begun before the lesson even begins, is strengthened as students interact with text, concepts, ideas, etc. during the lesson, and reflected upon after the lesson as students incorporate what they have just learned or explored into their core knowledge or understanding. Key processes used throughout BDAs are RWSL.

NOTE: None of the formative assessment strategies are used as a graded product.
NOTE: Question Prompts
How many of you use before? Should be using more? Etc…

Facilitator Note: See Handout on Strategies and Ideas- dependent upon time constraints, organize groups to discuss assessment strategies and brainstorms ways that they might use them.

3-2-1 - This strategy can be used as a post-reading activity after the students complete a unit of study. It could be during a reading strategy that teachers and students build together as they learn more of the related content. Make sure you first model how to use the strategy to your students and explain how and why you chose the 3-2-1 points.
3 Things You Found Out
2 Interesting Things
1 Question You Still Have

---

3 ways in which animals have adapted to living in the Arctic
2 characteristics of the climate of the Arctic
1 question about animals living in the Arctic

---

Describe 3 ways Stanley’s perception of Camp Green Lake changes in the book
Describe 2 characters and their relationship to each other
Provide 1 question about something you, at first, found confusing in the book, then explain how and where it was resolved in the text

Exclusion Brainstorming - Exclusion Brainstorming helps students activate and build prior knowledge of a topic as a way of learning new words or phrases that connect to a larger concept. Regardless of their choices, thinking and talking about why a word might or might not appear enlarges students' thinking about language as it relates to a specific event. Students can revisit the words after they’ve read the material to see whether their guesses have held true. Talking about what words fit, how words they didn’t anticipate made their way into the text about the topic, and ways that common words took on uncommon meanings in relation to the topic are all rich learning experiences.

1. Write the vocabulary words on the board including one that is not in today’s reading.
2. Discuss their meanings.
3. Have students predict which word will NOT be in today’s reading.
4. Record predictions on the board.
5. Read the text
6. Allow students to share sentences from the book with the vocabulary words in them.
7. Which word was not in the text?

Text-to-Text, Text-to-Self, Text-to-World (Stephanie Harvey)
Using what a student knows (connections) to understand what they read.

- It reminds me of when I read ... because ... (text to text)
- It reminds me of the time I ... because ... (text to self)
- It reminds me of something I read because ... (text to text, or text to world)
- It reminds me of something I heard about because ... (text to world)
Activity 4: Formative Assessment Strategies

**Handout 3: Formative Assessment Strategies**

Have table groups take one aspect of assessment (pre-, during, post-), review examples on handout and select one to share with group that they particularly found interesting.

Activity 5: Examining the Instructional Elements of CR Classrooms

**Part I: Small Group Work**

Assign each group a different section of environmental elements. Groups should provide evidences of what each sub-element would “look like” in a classroom, priority rate personal need or school needs for attention to each of the sub-elements, describe the training or interventions that would help teachers shift practices.

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?
Self Assessment

Review the self audit of a culturally responsive classroom that you completed in the first activity. Jot down some ideas of what you have learned that will help you improve those areas that you are lowest.

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.

Author Unknown

Things to Remember

These are the highlights of the academy. Participants should have a good understanding of these outcomes. Briefly run through the list. In the next activity, Outcomes Review, the participants will have the opportunity to explore these in depth.

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

Facilitator Note: Allow 5 minutes to highlight the main topics of the academy.
Outcomes Review

For this activity, you will find a copy of the handout 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*: Outcomes Review

Participant Materials*: Outcomes Review

Time Limit: 10 Minutes

Purpose: The outcomes review provides the participant with a brief way of reflecting on knowledge and skills gained in this academy.

*Found in Participant Handouts

Facilitator Note: Allow 5 minutes to explain this activity, and 10 minutes to complete the activity (Slides 56 - 67).

Part 1 – Review Academy

Provide 5 minutes for this part of the activity.

Participants use the Outcomes Review handout to work in groups and brainstorm the knowledge and skills they learned in the academy. Groups should focus on one outcome, or at most, two outcomes.

Part 2 – Sharing Results

Provide 5 minutes for this part of the activity.

Bring the whole group together to share the results from the small groups. Since the groups focused on one outcome, take time to have all groups report out and make sure that groups cover the big ideas from the academy.

Thank you!

Thank the participants for coming, congratulate them on what they’ve learned, and ask them to fill out the Academy Evaluation as they leave.
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., & Cross, K.P. (1993) Classroom Assessment Techniques, 2nd ed., Jossey-Bass, San Francisco. This handbook offers teachers at all levels how-to advice 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.


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.


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.

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."


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 posted, 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.

Kennedy White, K., Zion, S. & Kozleski, E. B. (2005). Cultural identity and teaching. Denver, CO: National Institute for Urban School Improvement. Retrieved November 17, 2005 from http://www.urbanschools.org/pdf/cultural.identity.LETTER.pdf Teachers bring themselves — their life experiences or histories and their cultures — into the classroom. Experience, culture, and personality are just part of who teachers are and go wherever teachers go — including into their classrooms. To come to this understanding requires that teachers acknowledge and understand their own cultural values and how this impacts their own teaching practice.

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.

Moll, L.C., Armani, 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. 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.


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.

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.

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds. and Trans.). Cambridge, MA: Harvard University. Carefully edited by a group of outstanding Vygotsky scholars, the book presents a unique selection of Vygotsky’s important essays. In these essays he outlines a dialectical-materialist theory of cognitive development that anticipates much recent work in American social science. The mind, Vygotsky argues, cannot be understood in isolation from the surrounding society. Man is the only animal who uses tools to alter his own inner world as well as the world around him. From the handkerchief knotted as a simple mnemonic device to the complexities of symbolic language, society provides the individual with technology that can be used to shape the private processes of mind. In Mind in Society Vygotsky applies this theoretical framework to the development of perception, attention, memory, language, and play, and he examines its implications for education.

Zion, S., & Kozleski, E. B. (2005). Understanding culture. Denver, CO: National Institute for Urban School Improvement. In urban centers, almost two-thirds of the students are neither European-American nor middle-class. Urban students need to be surrounded by adults who live, speak and act with respect for the diversity of heritages and experiences that children bring to school. In this article, the authors use anthropological definitions of culture, particularly as they define the elements of culture, and combine that viewpoint with psychological perspectives as we discuss the formation of cultural identity. Finally, the sections on cultural responsivity rely on research from work in both education and counseling fields related to multiculturalism and relating to other cultures.
FACILITATOR EVALUATION
Academy 2: Culturally Responsive Classrooms

Please answer the following questions to let us know how you feel the academy went and to help us improve future academies.

1. What is your profession?

2. What professions were represented by the academy participants?

3. How many participants attended the academy?

4. How long did the academy take to complete?

5. Provided is a list of the activities and lecturettes. Please circle the rating you feel best suits the activity or lecturette. A rating of 1 = very poor, a rating of 5 = excellent.

   Warm Up Activity: What do you Already Do?
   1  2  3  4  5

   Lecturette 1: Features of Culturally Responsive Pedagogy
   1  2  3  4  5

   Activity 1: Self Assessment
   1  2  3  4  5

   Activity 2: Characteristics of Teachers
   1  2  3  4  5

   Lecturette 2: Elements of Culturally Responsive Classrooms
   1  2  3  4  5

   Activity 3: Unpacking the Environmental Elements of Culturally Responsive Classrooms
   1  2  3  4  5

   Lecturette 3: Features of Culturally Responsive Instruction
   1  2  3  4  5

   Activity 4: Formative Assessment Strategies
   1  2  3  4  5

   Activity 5: Examining Instructional Elements of Culturally Responsive Classrooms
   1  2  3  4  5
6. Which parts of the academy went quickly? Were there parts that ran over the time limit? If so, why do you think this occurred?

7. How did you learn about the academy? Would you lead another academy?

8. Please list suggestions for new topics as well as possible additions or deletions from this module.

9. Please list any changes that you feel should be made to the activities or lectureettes of this academy.

10. Please write any additional comments you want the module developers to hear.

Thank you for your feedback! Your suggestions will improve experience of future facilitators and academy participants. Please fax this form to the National Center for Culturally Responsive Educational Systems at (480) 965-4942.