Culturally Responsive Pedagogy and Practice

Academy Two: Culturally Responsive Classrooms
Introductions

Facilitator and Sponsors

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What’s in an Educational System?

People

Practices

Policies
What are Culturally Responsive Educational Systems?
Leadership Academies
Roles
Outcomes

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

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

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

Time limit: 15 minutes

Part 1: What do you already do?
Individuals complete worksheet that asks them to describe what culturally responsive teaching looks like, and then list thing they personally do or observe in their school that is culturally responsive. (5 minutes)

Part 2: Pair, share
Ask participants to discuss their ideas with their small group members. Then, invite small groups to share sample ideas with the whole group. Record their responses on chart paper (10 minutes)
Lecturette 1

Features of Culturally Responsive Pedagogy

(*Review from Academy 1 of this Module)
What Does it Mean to be Culturally Responsive?

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

- Content Integration
- Prejudice Reduction
- Equity Pedagogy
- Knowledge Construction
- School Culture
Characteristics of Culturally Responsive Pedagogy

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

• Communication of High Expectations
• Learning within the Context of Culture
• Culturally Mediated Instruction
• Teacher as Facilitator
• Student Centered Instruction
The biggest mistake of past centuries in teaching has been to treat all children as if they were variants of the same individual and thus to feel justified in teaching them all the same subjects in the same way.

-Howard Gardner
Culturally Responsive Teachers

Cultural organizers, mediators, and orchestrators of social contexts

Caring, committed, and respectful belief in their students’ abilities and desire to learn

Validate, affirm, facilitate, liberate, and empower

Experts in instruction and management

Explicitly teach skills and cultural capital

Challenge and support students

Have a sense of responsibility for all students
Activity 1 – Self Assessment of your Culturally Responsive Classroom

• Individually, complete the self assessment form
• Discuss your results with a partner or at your table group
• Whole group debrief
Activity 2: Characteristics of Culturally Responsive Teachers

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

Whole group share
Classrooms that Meet Human Needs

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

Belonging  Power

Fun  Freedom
Belonging

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

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

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

- Give students a voice in what they learn and how they complete assignments.
- Require students to design a plan for improvement when a problem occurs.
- Take students seriously in planning lessons, projects, classroom rules, and consequences.
- Allow students to have input in creating rules and consequences.
- Give students free time during the school day to choose from a variety of learning options.
• Create learning experiences that are fun, creative, relevant, and meaningful.
• Welcome physical activity.
• Allow and expecting talking and laughter.
• Give students a wide variety of choices in extracurricular activities.
• Include students’ interests in curricular planning.
Activity 2: Characteristics of Culturally Responsive Teachers

Part III: Connecting to Basic Human Needs

• List actual examples of how your assigned basic need has been met in a classroom.
• After writing some examples, discuss within the group: “How did this make you feel?”
Lecturette 2

Elements of Culturally Responsive Classrooms
Reframing the Question

Why are students failing?

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

If we seek to improve student performance we must focus on the work or learning experiences we provide to students (Schlechty, 2002).
Features of CR Pedagogy in Classrooms
Curricular Elements

- Instructional materials
- Content delivery
- Lesson adaptations
Environmental Elements

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

• Recognition of One’s Own Beliefs and Biases
• Knowledge of students
• Caring relationships
• Respect for all
• Positive and consistent interactions among teachers and students
2. Establishing a Culture of Learning

• Importance of the Content
• Student Pride in Work
• Expectations for Learning and Achievement
3. Families and Communities

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

- Monitor Own Behavior
- Ensure Positive Student Behaviors
- Manage Classroom Procedures
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
• Be aware of the broader social, economic, and political context
• Question traditional assumptions of “what works” in classroom management
• Consider when to accommodate students’ cultural backgrounds and when to expect students to accommodate (Mutual Accommodation)
• Examine current practices and policies in terms of equitable treatment
Reflection Questions for Equitable Treatment of Students

- Which students are being disciplined most often?
- What behaviors are targeted as needing disciplinary attention?
- Are we more patient and encouraging with some students, while more likely to chastise other students?
- What is the root cause of student resistance?
- Do we use hairstyle and dress to form stereotypical judgments of our students’ character and academic potential?
- Do we use inappropriate, demeaning reprimands toward some students?
• Management of Instructional Groups
• Management of Transitions
• Management of Materials and Supplies
• Routines for Non-Instructional Activities
• Supervision of Educational Assistants
- Clear and consistent expectations
- Monitoring of student behavior is preventative
- Clear and consistent responses to undesirable behavior
Activity 3 – Unpacking the Environmental Elements of CR Classrooms

- Describe what your “element” looks like….
- Rate how it happens in your room/building
  - Radar
  - Rhetoric
  - Emerging
  - Accomplishing
- What does it look like? How are culturally responsive classrooms different from traditional classrooms?
- How does instruction and assessment need to change in your setting to become more culturally responsive? Where would you start?
Lecturette 3

Features of Culturally Responsive Instruction
Features of CR Pedagogy

- Communication of High Expectations
- Learning within the context of culture
- Culturally mediated instruction
- Teacher as Facilitator
- Student Centered Instruction
• Grouping strategies
• Interactions
• Evidence of understanding
• Variety of assessment strategies
Grouping strategies

- Flexible grouping
- Classroom design
Teacher-Led Groups

Grouping Options

- Whole Class/Small Groups
- Individual

Teacher’s Role

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

Grouping Options

- Collaborative
- Performance-Based
- Dyad (Pairs)

Teacher’s Role

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

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

- Communication with students
- Classroom Assignments
Variety of Assessment Strategies

• Initial and Ongoing
• Formative and Summative Assessments
• Student self-assessment
Improving Learning through Assessment

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

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

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

During
- Develop and assess student understanding
- Student practice

Post-
- Provide informative feedback
- Determine Next Steps
Activity 4: Formative Assessment Strategies

• Split into groups
• Assign each group one aspect of formative assessment strategies
• Review strategies in the list – select one to share an example with the whole group
Activity 5: Examining the Instructional Elements of CR Classrooms

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

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

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

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

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

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Things to Remember

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

Activity: Outcomes Review
Materials: Outcomes Review Handout
Time Limit: 10 minutes

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

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

4 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.

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
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.

1 Minute
Activity: Outcomes Review
Part 2: Share your ideas with the whole group.
Outcomes Review

Activity: Outcomes Review
Part 2: Share your ideas with the whole group.

5 Minutes
Outcomes Review

Activity: Outcomes Review
Part 2: Share your ideas with the whole group.

4 Minutes
Outcomes Review

Activity: Outcomes Review
Part 2: Share your ideas with the whole group.

3 Minutes
Outcomes Review

Activity: Outcomes Review

Part 2: Share your ideas with the whole group.

2 Minutes
Outcomes Review

Activity: Outcomes Review

Part 2: Share your ideas with the whole group.
Thank you!

Tell us what you thought…