

CULTURALLY RESPONSIVE TEACHING

SUE ALDERSON UCSD ADJUNCT FACULTY

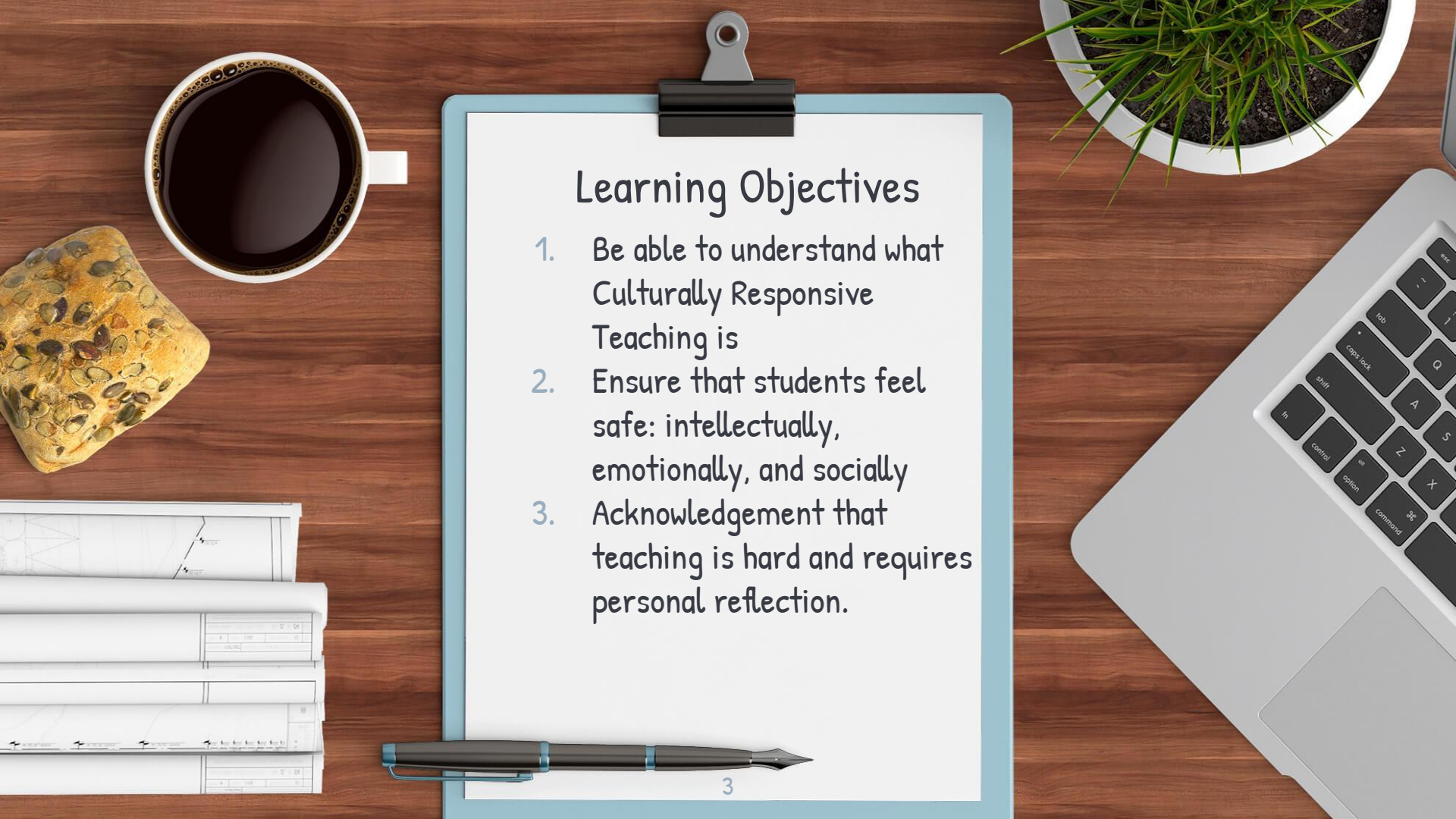


HELLO!

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Learning Objectives

1. Be able to understand what Culturally Responsive Teaching is
2. Ensure that students feel safe: intellectually, emotionally, and socially
3. Acknowledgement that teaching is hard and requires personal reflection.



Norms of Collaboration

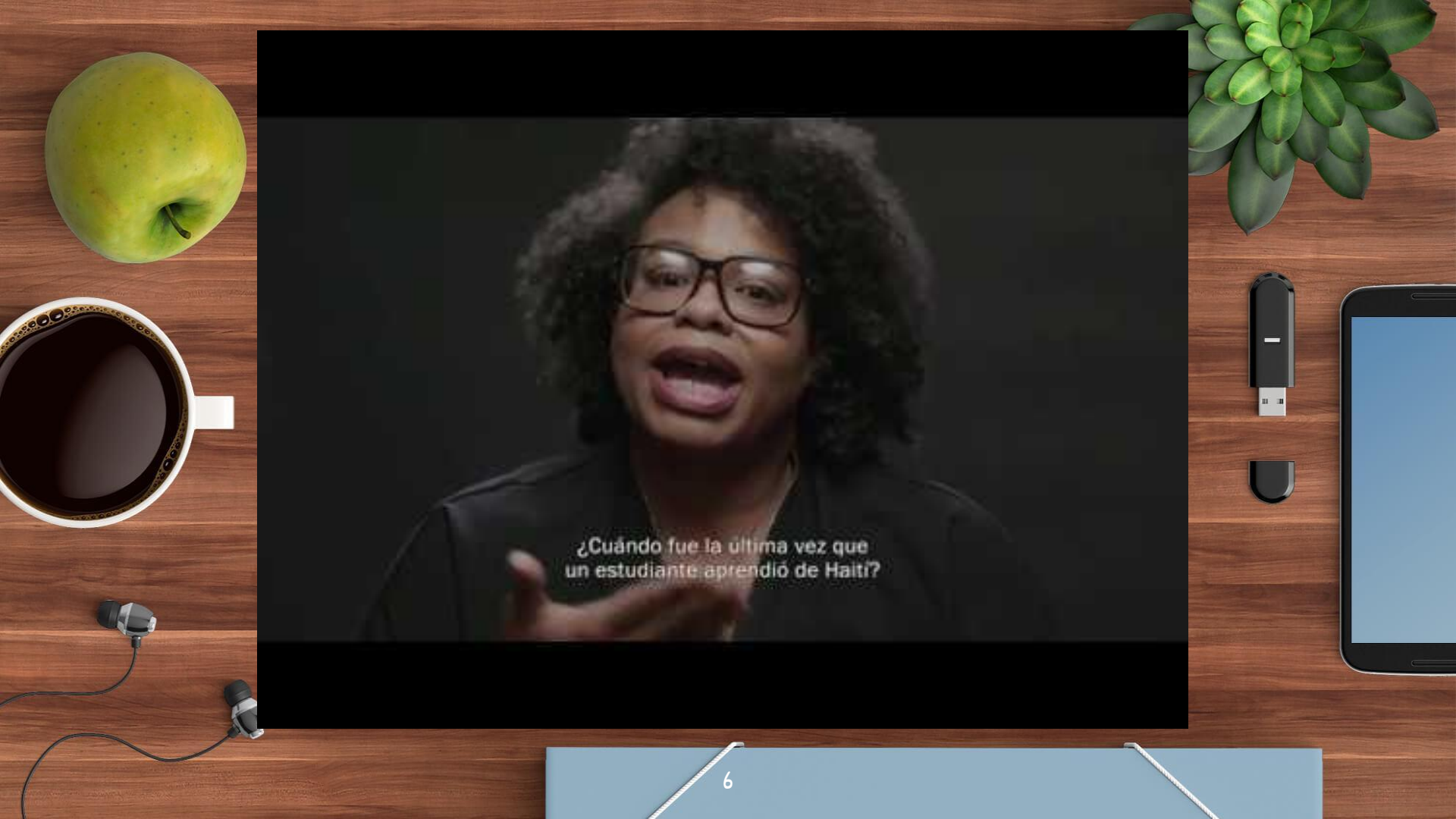
- > Be present
- > Contribute to a safe and respectful community space
- > Presume Positive Intentions

What do you think of when you hear Culturally Responsive Teaching?

BIPOC children do not need remediation — they are not broken! Curriculum, teaching, schooling, and society do need remediation, and we regard culturally relevant teaching, culturally responsive teaching, and culturally sustaining pedagogies as antidotes or counterstories to culturally irrelevant teaching.

— Mariana Souto-Manning, Professor of Early
Childhood Education





¿Cuándo fue la última vez que
un estudiante aprendió de Haití?

WHAT IS CULTURALLY RESPONSIVE TEACHING (CRT)?

Culturally responsive teaching is a theory of instruction that was developed by [Dr. Gloria Ladson-Billings](#). "It is an approach that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes" (Ladson-Billings).

Culturally responsive pedagogy "is a student-centered approach to teaching in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world. Culturally responsive pedagogy is divided into three functional dimensions: the institutional dimension, the personal dimension, and the instructional dimension" (Lynch).

Culturally responsive teaching (CRT) is a research-based approach that makes meaningful connections between what students learn in school and their **cultures**, languages, and life experiences. ... Students bring this knowledge to the **classroom** every day, including their **culture**, language, and life experiences.

A pause to notice & reflect



LOOKING IN A MIRROR

Insight into myself – my beliefs, identity, experiences, assets, fears, blind spots



LOOKING OUT OF A WINDOW

Insight into my context – my students, families, colleagues, schools, organization, community



Unconscious biases are not permanent. In fact, they are malleable and steps can be taken to limit their impact on our thoughts and behaviors (Dasgupta, 2013).

When considering strategies to address unconscious bias one must consider individual and institutional strategies.

Individual strategies to address unconscious bias include:

[Video Link](#)

- Promoting **self-awareness**: recognizing one's biases using the [Implicit Association Test](#) (or other instruments to assess bias) is the first step.
- **Understanding the nature of bias** is also essential. The strategy of categorization that gives rise to unconscious bias is a normal aspect of human cognition. Understanding this important concept can help individuals approach their own biases in a more informed and open way (Burgess, 2007).
- Opportunities to have **discussions, with others (especially those from socially dissimilar groups)** can also be helpful. Sharing your biases can help others feel more secure about exploring their own biases. It's important to have these conversations in a safe space—individuals must be open to alternative perspectives and viewpoints.
- **Facilitated discussions and training sessions promoting *bias literacy*** utilizing the concepts and techniques listed about have been proven effective in minimizing bias. Evidence suggests that providing unconscious bias training for faculty members reduces the impact of bias in the workplace (Carnes, 2012).



TERMS

Diversity: The wide variety of shared and different personal and group characteristics among human beings. Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, physical or cognitive abilities, as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning.

Equity: A goal and a process that focuses on student outcomes by ensuring that all students thrive and graduate at equitable rates by intentionally creating opportunities for equal access and success in three main areas: representational equity, resource equity and equity-mindedness.



TERMS

Inclusiveness: An active, intentional, and ongoing engagement with diversity – in the curriculum, in the co-curriculum, and in communities (intellectual, spiritual, social, cultural, geographical, etc.) with which individuals might connect – in ways that increase awareness, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions. To actively demonstrate an attitude that recognizes the value and contributions of all members of the campus community.

Belonging: The word belonging is composed of two words. “Be” – as in being – signifies authenticity and freed from the need to cover aspects of one’s identity. ‘Longing’ is the profound human yearning to connect with others and be part of something that transcends us.” Belonging connotes full membership and full participation in the work of the university. This means equitable opportunities to participate in the decision-making structures of the university, equitable resources, and a felt sense of belonging.

What does
culture mean to
you?



CULTURE

Culture is more than artifacts, what we see above the surface.

Culturally responsive teaching means looking under the surface and recognizing that those aspects of culture that are an integral aspect of what each person brings to the classroom



SURFACE CULTURE

Food
Language
Flags
Festivals
Fashion
Holidays

Music
Performance
Dance
Arts & crafts
Literature
Games

Communication styles & rules

Facial expressions ~ gestures ~ eye contact
personal space ~ touching ~ body language
tone of voice ~ display of emotion
conversational pattern in different social situations

Notions of

courtesy & manners ~ friendship
leadership ~ cleanliness
modesty ~ beauty

Concepts of

self ~ time ~ past & future
roles related to age, sex, class, family etc.
fairness, justice

Attitudes towards

elders ~ adolescents ~ dependents
rule ~ expectations ~ work ~ authority
cooperation vs. competition
animals ~ age ~ sin ~ death

Approaches to

religion ~ courtship ~ marriage
raising children ~ decision making
problem solving

DEEP CULTURE

design by @infotechprach.ak

Where CRT happens

THREE COMPONENTS OF CULTURALLY RELEVANT PEDAGOGY

Student Learning

The students' intellectual growth and moral development, but also their ability to problem-solve and reason.

Cultural Competence

Skills that support students to affirm and appreciate their culture of origin while developing fluency in at least one other culture.

Critical Consciousness

The ability to identify, analyze, and solve real-world problems, especially those that result in societal inequalities.



EIGHT COMPETENCIES FOR CRT

Competency 1: Reflect on One's Cultural Lens

Competency 2: Recognize and Redress Bias in the System

Competency 3: Draw on students' culture to share curriculum and instruction

Competency 4: Bring Real-world Issues into the Classroom

Figure 1 | Eight Competencies for Culturally Responsive Teaching



NEW AMERICA

EIGHT COMPETENCIES FOR CRT

Competency 5: Model High Expectations for All Students

Competency 6: Promote Respect for Students Differences

Competency 7: Collaborate with Families and the Local

Competency 8: Communicate in Linguistically and Culturally Responsive Ways

Figure 1 | Eight Competencies for Culturally Responsive Teaching



NEW AMERICA

PHILOSOPHY OF TEACHING AND LEARNING

CRA instructors and faculty are committed to humanizing, valuing, and “empowering our students intellectually, socially, emotionally, and politically” (Ladson-Billings) and to teaching and supporting the whole student: heart, mind, and spirit, as we support them in developing the 4 C’s: Cultural Competence, Critical Thinking, Communication, and Career & Transfer Readiness. We support students in developing critical consciousness in equity and social justice and in becoming agents of change by developing for ourselves this same critical consciousness and by being agents of change. To accomplish this, CCA educators are committed to engaging in a journey of professional development and teaching and learning trainings that culminates in a culture of instructional excellence and cultivates the following tenets:

- > Student-Centered Learning
- > Inclusive Pedagogy
- > Culturally Responsive and Culturally Relevant Teaching
- > Being Reflexive Practitioners
- > Student Empowering Practices

CLASSROOM CULTURE

Students need to feel safe:
intellectually, emotionally,
and socially

How do you as the
instructor
accomplish this?





THINGS TO DO

- 1) Selection of Textbooks and Course Materials
- 2) Assignments
- 3) Student's Voice and Experiences
- 4) Course Evaluations

INSTRUCTIONAL EXCELLENCE ACTION LIST: CONNECT WITH STUDENTS

At the start of the term:

IMPART A COLLECTIVE VISION THAT ALL STUDENTS CAN SUCCEED

- > Share your vision and goals in first written and oral communications with students

BUILD POSITIVE, GENUINE RELATIONSHIPS

- > Respect diversity across all lines of identity

COMMUNICATE STUDENT LEARNING INFORMATION REGULARLY

- > Initiate positive, constructive, and helpful dialogue

INSTRUCTIONAL EXCELLENCE ACTION LIST: CONNECT WITH STUDENTS

Throughout the term:

BUILD POSITIVE, GENUINE RELATIONSHIPS

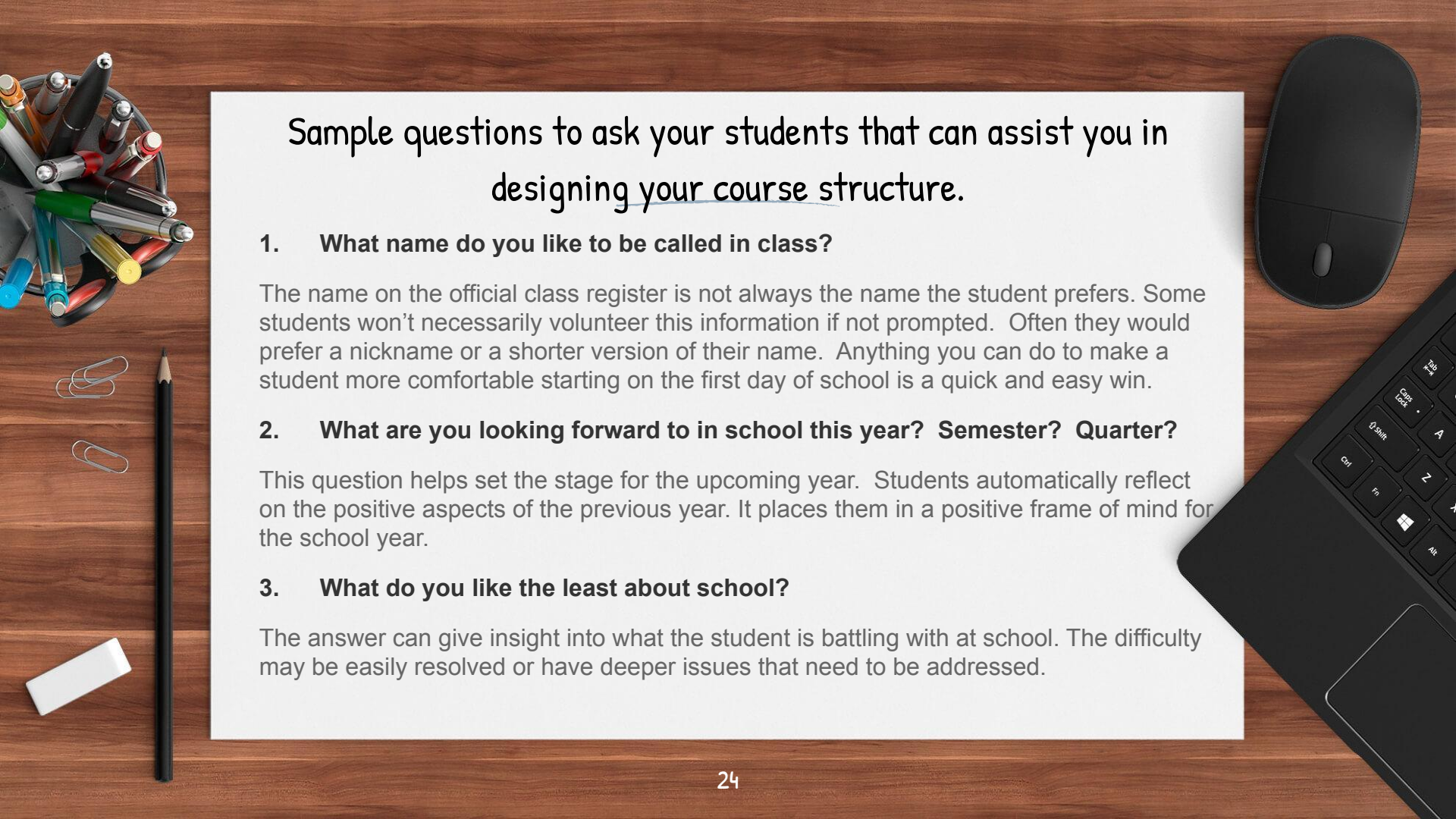
- > Proactively, positively engage with students and families
- > Respect diversity across all lines of identity

COMMUNICATE STUDENT LEARNING INFORMATION REGULARLY

- > Initiate positive, constructive, and helpful dialogue

MOTIVATE EVERYONE TO DO THEIR BEST

- > Foster trust and joy: be trustworthy and joyful



Sample questions to ask your students that can assist you in designing your course structure.

1. What name do you like to be called in class?

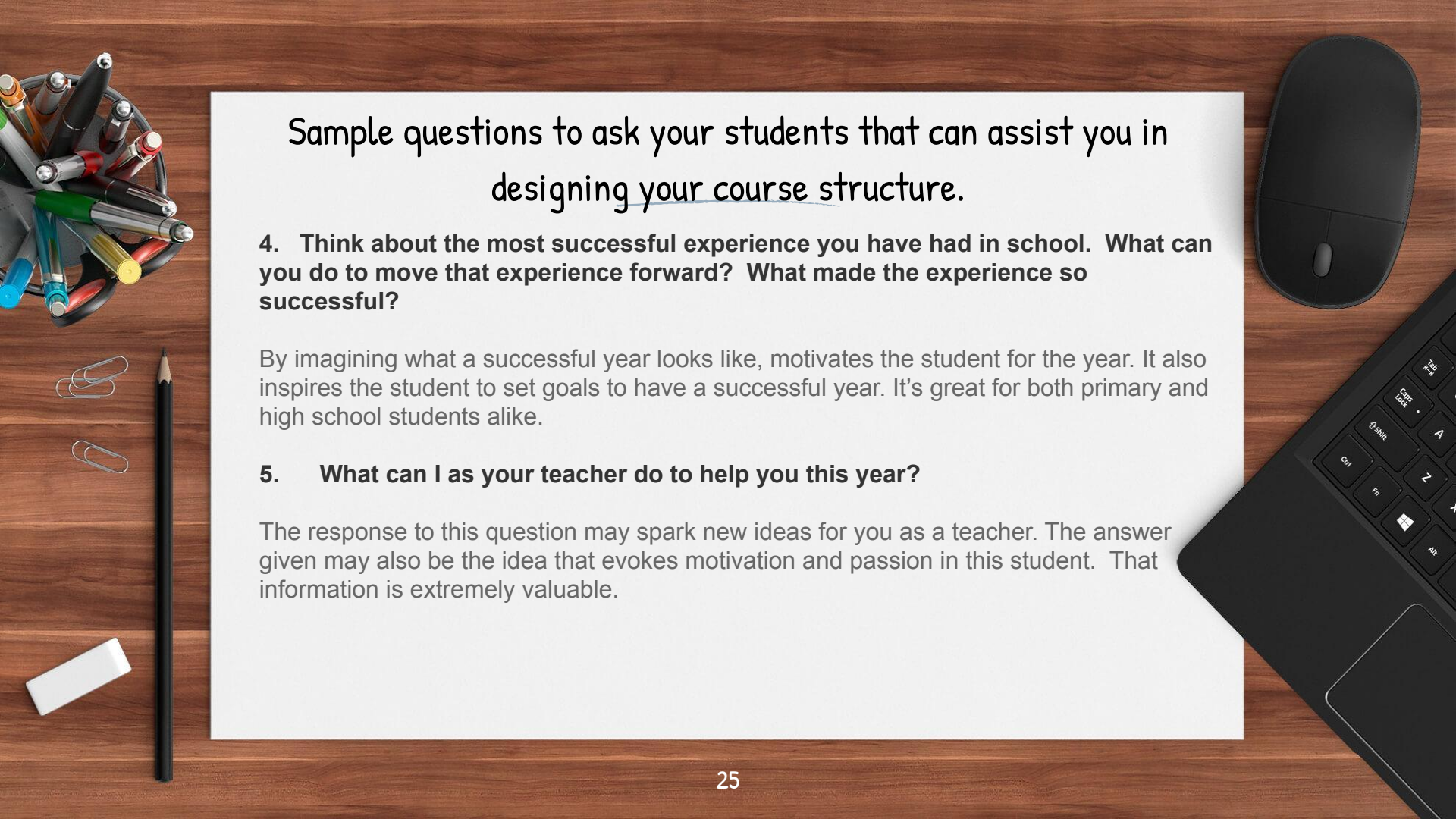
The name on the official class register is not always the name the student prefers. Some students won't necessarily volunteer this information if not prompted. Often they would prefer a nickname or a shorter version of their name. Anything you can do to make a student more comfortable starting on the first day of school is a quick and easy win.

2. What are you looking forward in school this year? Semester? Quarter?

This question helps set the stage for the upcoming year. Students automatically reflect on the positive aspects of the previous year. It places them in a positive frame of mind for the school year.

3. What do you like the least about school?

The answer can give insight into what the student is battling with at school. The difficulty may be easily resolved or have deeper issues that need to be addressed.



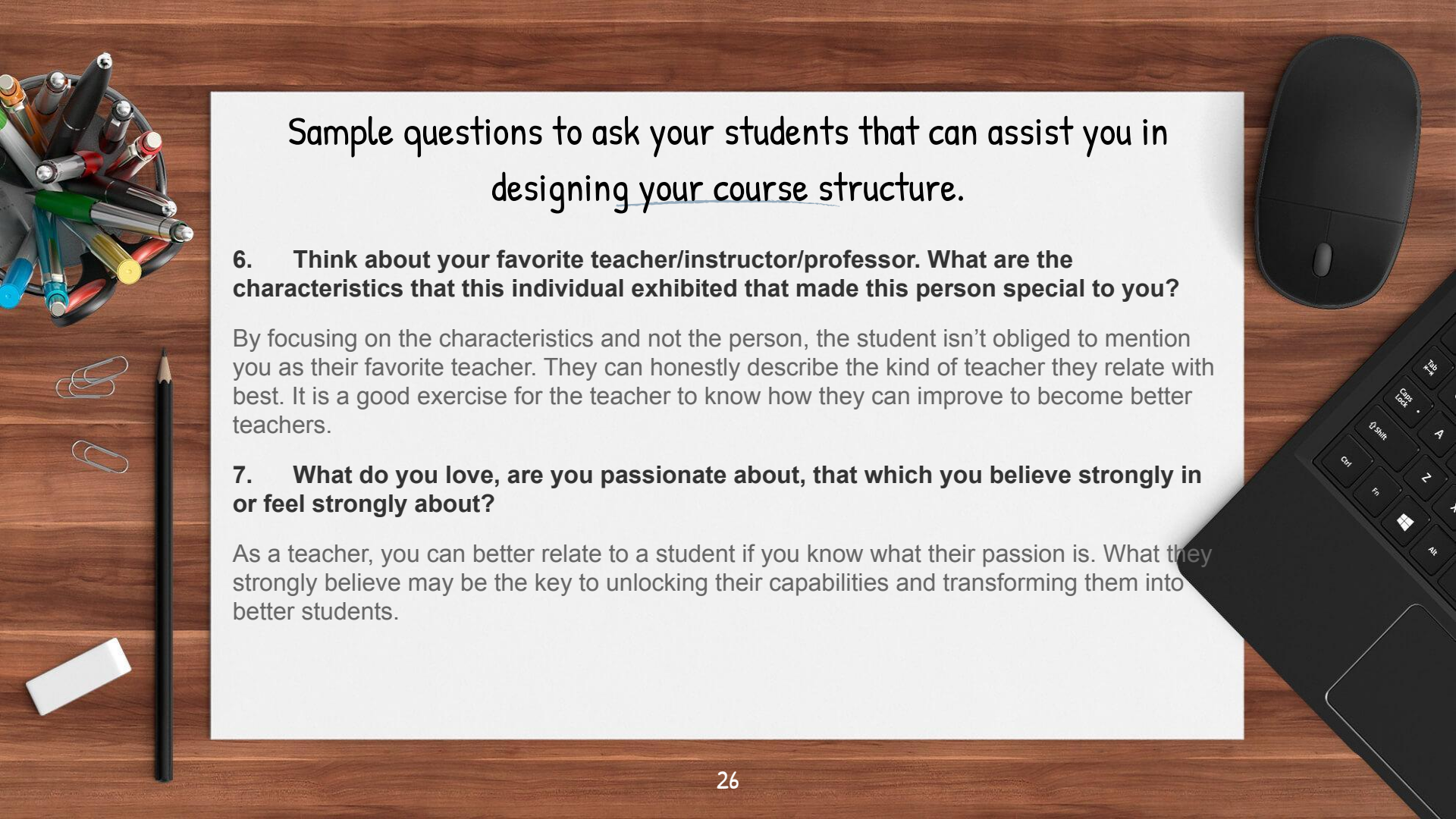
Sample questions to ask your students that can assist you in designing your course structure.

4. Think about the most successful experience you have had in school. What can you do to move that experience forward? What made the experience so successful?

By imagining what a successful year looks like, motivates the student for the year. It also inspires the student to set goals to have a successful year. It's great for both primary and high school students alike.

5. What can I as your teacher do to help you this year?

The response to this question may spark new ideas for you as a teacher. The answer given may also be the idea that evokes motivation and passion in this student. That information is extremely valuable.



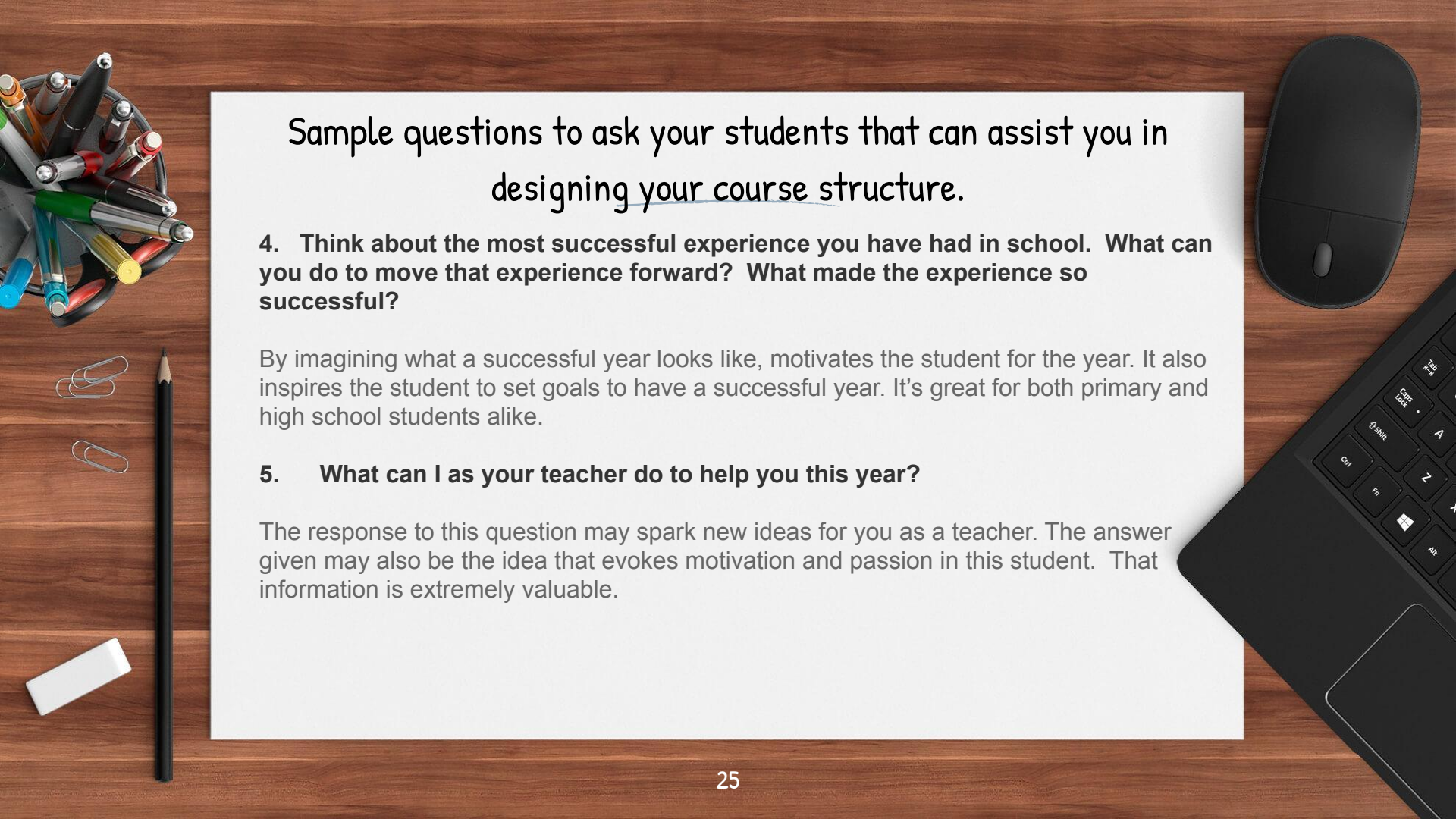
Sample questions to ask your students that can assist you in designing your course structure.

6. Think about your favorite teacher/instructor/professor. What are the characteristics that this individual exhibited that made this person special to you?

By focusing on the characteristics and not the person, the student isn't obliged to mention you as their favorite teacher. They can honestly describe the kind of teacher they relate with best. It is a good exercise for the teacher to know how they can improve to become better teachers.

7. What do you love, are you passionate about, that which you believe strongly in or feel strongly about?

As a teacher, you can better relate to a student if you know what their passion is. What they strongly believe may be the key to unlocking their capabilities and transforming them into better students.



Sample questions to ask your students that can assist you in designing your course structure.

8. What is your best quality or greatest strength?

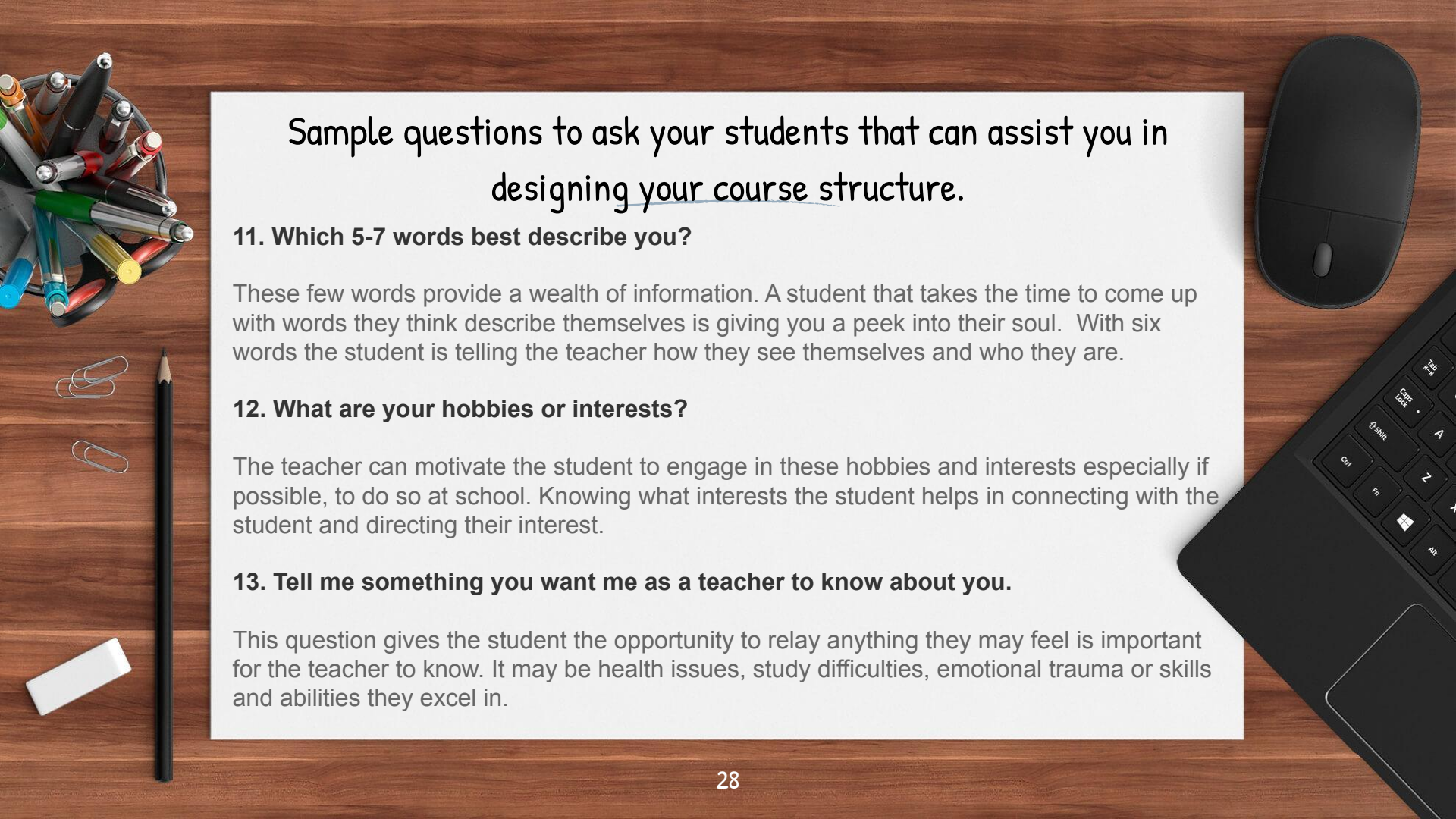
The question allows the student to acknowledge their strength. It gives the teacher the opportunity to focus on the strength and to help the student grow in these qualities.

9. What online software, websites, and apps do you use to help you study and with projects?

It's surprising how many online tools students use to help them with their schoolwork. This answer gives insight into the most common tools students use. It is an opportunity to incorporate these tools into the classroom framework.

10. What new technology are you interested in trying this year?

A great opportunity to connect technology with education in an engaging manner. Google Drive and OneDrive are useful tools to share documents between students, and between teacher and student, for example. Edudemic and Educational Technology and Mobile Learning are two resources to assist teachers in using online tools.



Sample questions to ask your students that can assist you in designing your course structure.

11. Which 5-7 words best describe you?

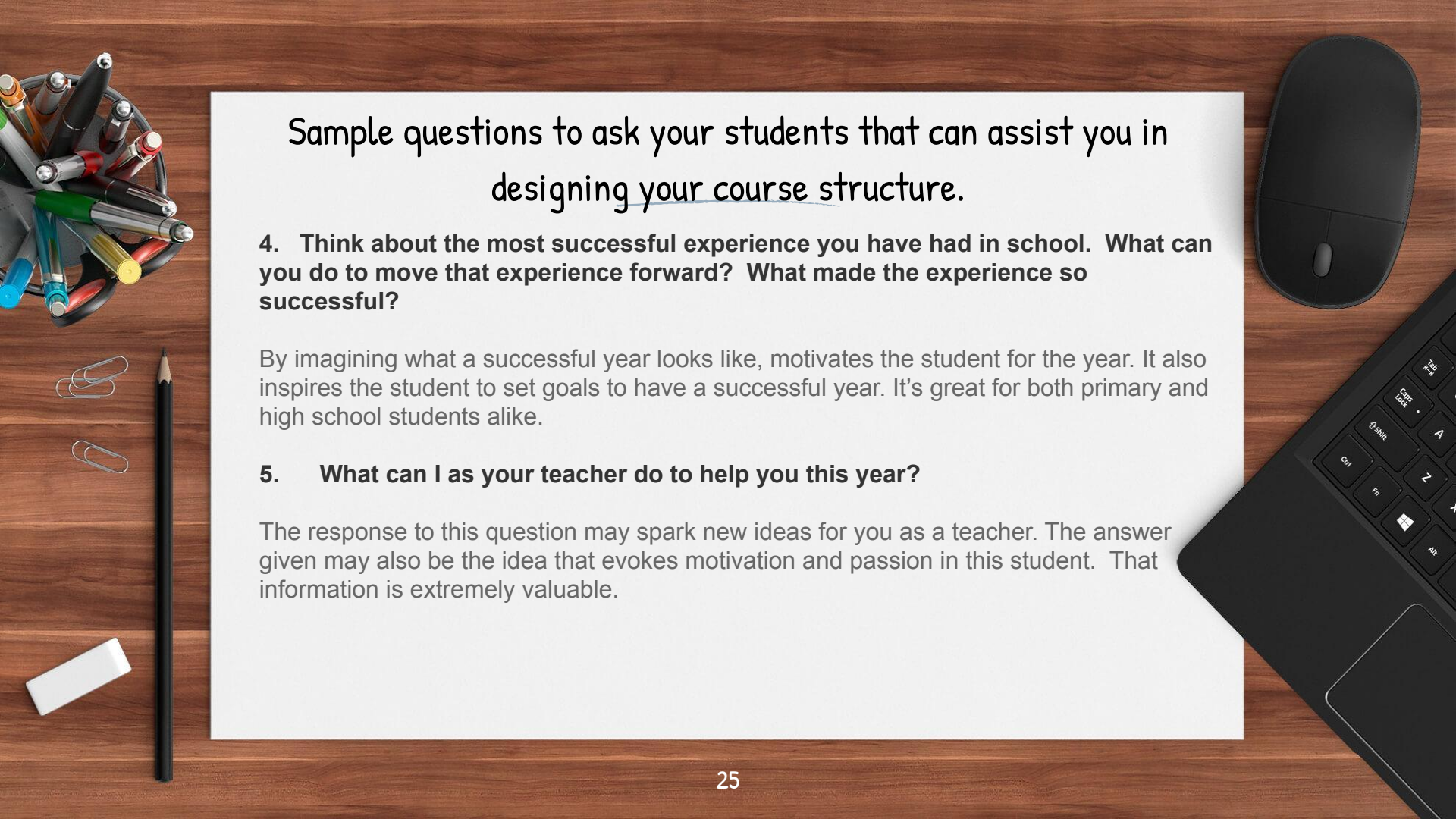
These few words provide a wealth of information. A student that takes the time to come up with words they think describe themselves is giving you a peek into their soul. With six words the student is telling the teacher how they see themselves and who they are.

12. What are your hobbies or interests?

The teacher can motivate the student to engage in these hobbies and interests especially if possible, to do so at school. Knowing what interests the student helps in connecting with the student and directing their interest.

13. Tell me something you want me as a teacher to know about you.

This question gives the student the opportunity to relay anything they may feel is important for the teacher to know. It may be health issues, study difficulties, emotional trauma or skills and abilities they excel in.



Sample questions to ask your students that can assist you in designing your course structure.

14. How do you study? Where do you complete your outside classwork?

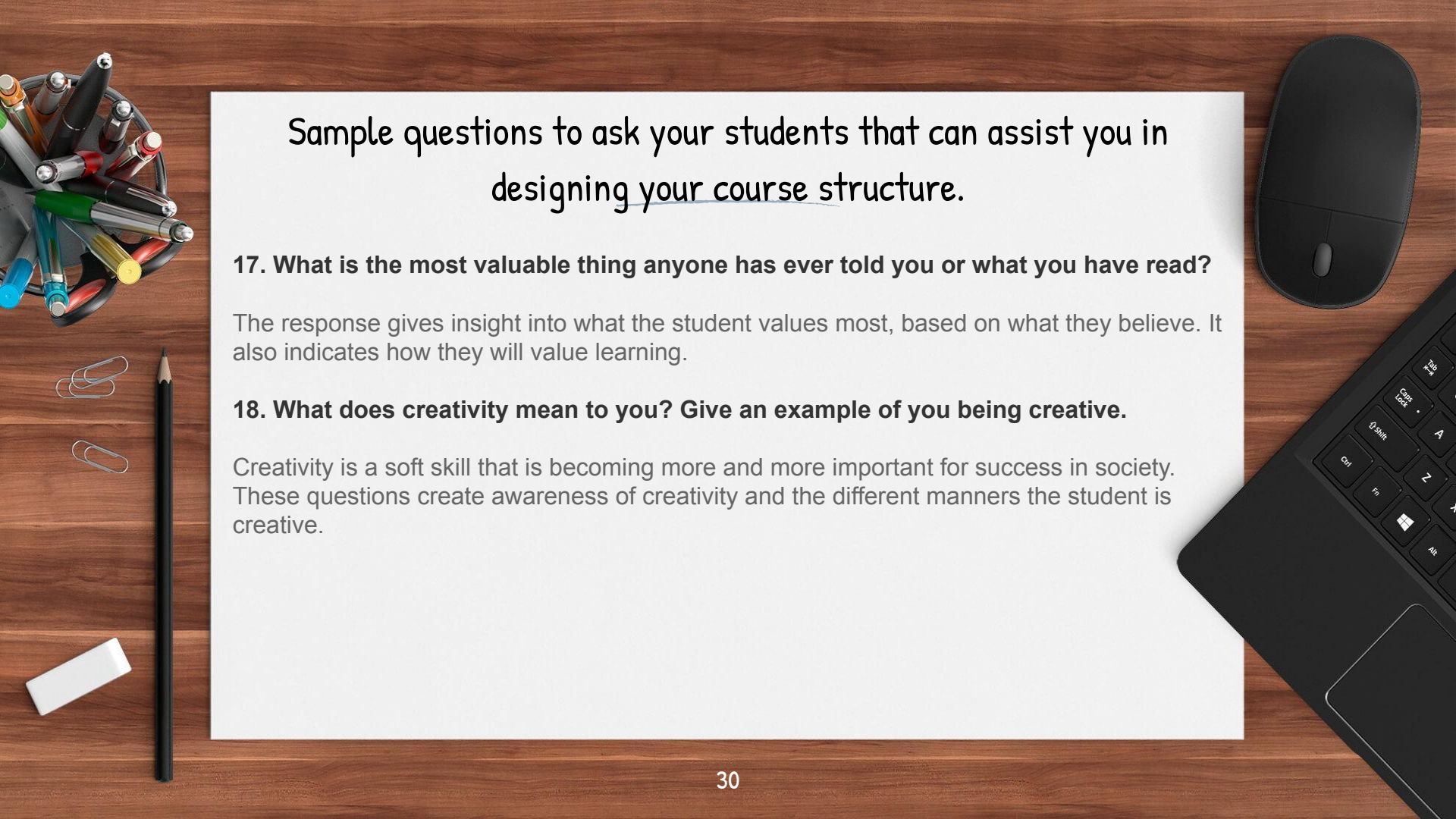
Insight into how the student studies can start to help guide the teacher in teaching students improved study methods

15. If you were the teacher, a leader or someone who influences society, what will you do differently?

The reply will indicate the student's aspirations and ambition in life. It also indicates what extent the student believes they can make a difference and if they want to.

16. What does your daily life look like? Describe it in 5-7 words.

By describing their daily life, the student gives insight into how their lifestyle influences their studies. That which they do consistently describes their values. It also indicates how conscientious they are about homework and studying.



Sample questions to ask your students that can assist you in designing your course structure.

17. What is the most valuable thing anyone has ever told you or what you have read?

The response gives insight into what the student values most, based on what they believe. It also indicates how they will value learning.

18. What does creativity mean to you? Give an example of you being creative.

Creativity is a soft skill that is becoming more and more important for success in society. These questions create awareness of creativity and the different manners the student is creative.

Equitable Classroom Practices Observation Checklist

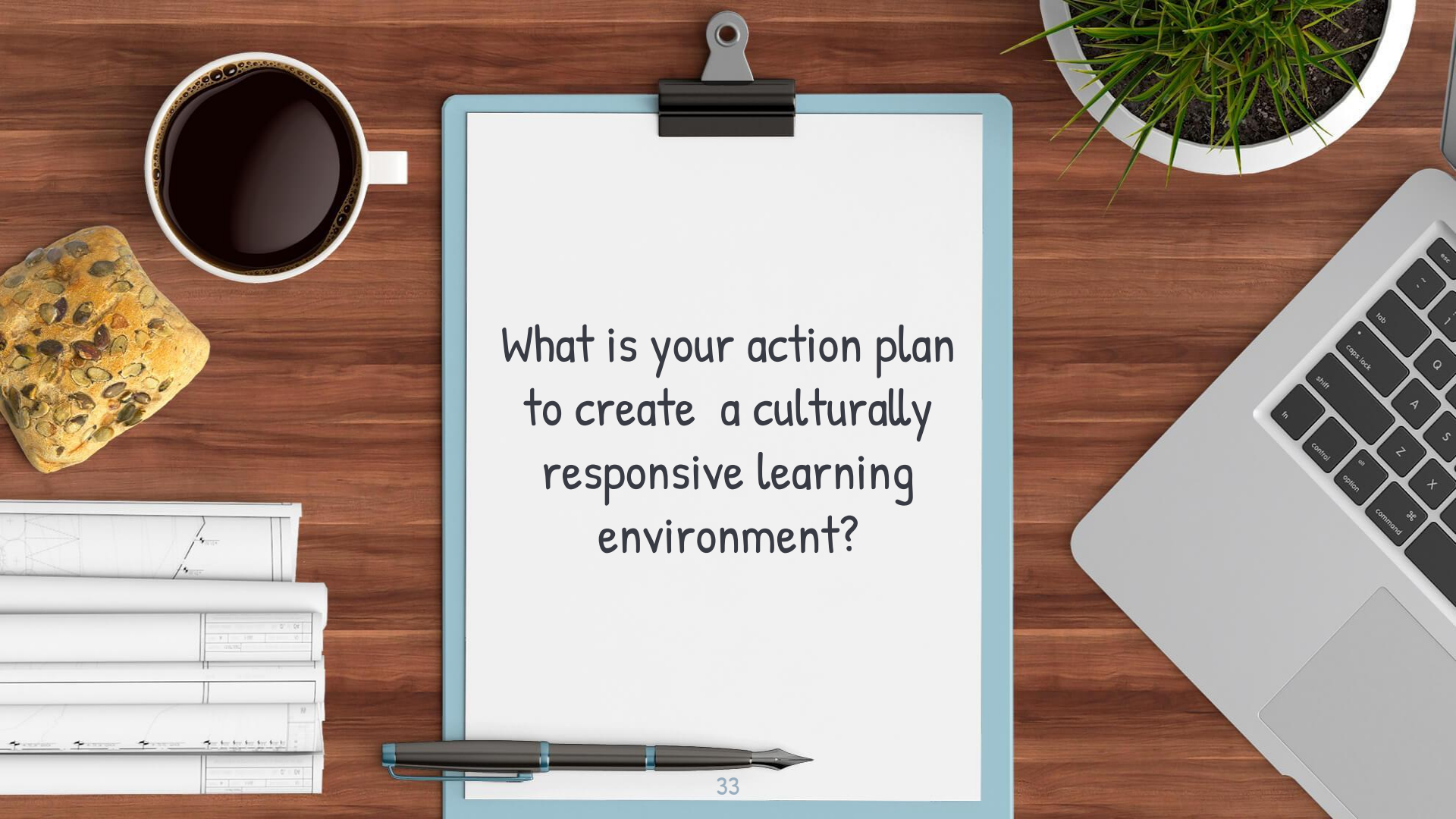
Equitable Classroom Practices is a checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.

Teacher	Observer	Subject	Date/Time	
Equitable Classroom Practice				Not Observed (0 points)
1. Welcomes students by name as they enter the classroom <i>Asks students for correct pronunciation of their names; correctly pronounces students' names</i>				
2. Uses eye contact with all students <i>Makes culturally appropriate eye contact with all students</i>				
3. Uses proximity with all students equitably <i>Circulates around student work areas to be close to all students</i>				
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important <i>Smiles, Nods head in affirmation; Turns toward students; Turns toward students who are speaking to show interest</i>				
5. Arranges the classroom to accommodate discussion <i>Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion</i>				
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students <i>Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background</i>				
7. Uses a variety of visual aids and props to support student learning <i>Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content</i>				
8. Learns, uses, and displays some words in students' heritage language <i>Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom</i>				
9. Models use of graphic organizers <i>Uses a variety of graphic organizers during instruction; Encourages students to identify and use the task appropriate graphic organizer by modeling</i>				
10. Uses class building and teambuilding activities to promote peer support for academic achievement <i>Structures academic and social interactions between students</i>				
11. Uses random response strategies <i>Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks)</i>				
12. Uses cooperative learning structures <i>Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boggle, Last Word)</i>				
13. Structures heterogeneous and cooperative groups for learning <i>Uses random grouping methods to form small groups; Explicitly teaches collaborative learning skills to students; Provides opportunities for cooperative groups to process/reflect on how well they accomplished the task</i>				
14. Uses probing and clarifying techniques to assist students to answer <i>Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt</i>				

Adapted from "A Resource for Equitable Classroom Practice" 2010
Louisiana State Personnel Development Grant

Equitable Classroom Practice	Observed (1 point)	Not Observed (0 points)
15. Acknowledges all students' comments, responses, questions, and contributions <i>Uses affirming, correcting, or probing to acknowledge all students' responses</i>		
16. Seeks multiple perspectives <i>Validates all perspectives with responses such as: "That's one idea. Does anyone else have another?"; "That was one way to solve the problem. Who did it another way?"; "Who has an alternative view?"</i>		
17. Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content <i>Uses a variety of approaches to monitor students' understanding throughout instruction (Thumbs Up, Unison response, One Question Quiz, Envelope Please)</i>		
18. Identifies students' current knowledge before instruction <i>Uses a variety of methods to assess students' knowledge before instruction such as: Word Splash, K-W-L, Anticipation Guide, Brainstorming, Webbing</i>		
19. Uses students' real life experiences to connect school learning to students' lives <i>Asks students to reflect upon and discuss the following: "What events/situations occur in your family or neighborhood that require some knowledge of ____?" How does knowing about ____ benefit your interactions in your family, neighborhood, or school?" Uses examples that are reflective of students' lives to support learning</i>		
20. Uses Wait Time <i>Pauses at least 3-5 seconds to consider the student's response before affirming, correcting, or probing; Pauses following a student's response to allow other students to consider their reactions, responses and extensions</i>		
21. Asks students for feedback on the effectiveness of instruction <i>Asks students to indicate the learning activities that are effective in helping them to learn; Uses interviews, surveys, and questionnaires to gather feedback from students; Uses exit cards to gather feedback about instruction</i>		
22. Provides students with the criteria and standards for successful task completion <i>Evaluates student work by providing performance criteria (i.e. rubrics, exemplars, anchor papers)</i>		
23. Gives students effective, specific oral and written feedback that prompts improved performance <i>Confers with students to provide feedback to improve performance; Provides opportunities for students to use peer reviews; Provides written feedback that allows students to revise and improve their work</i>		
24. Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard <i>Allows students to revise work based on teacher feedback; Encourages and structures opportunities for students to provide feedback to peers based on an established standard</i>		
25. Explains and models positive self-talk <i>Explains the importance of positive self-talk; Shares examples of how positive self-talk leads to positive outcomes</i>		
26. Asks higher-order questions equitably of all students <i>Asks analysis questions; Asks synthesis questions; Asks evaluation questions; Poses higher order questions and uses a random method for calling on students; Provides think time for all students before asking for responses</i>		
27. Provides individual help to all students <i>Ensures all students receive individual help</i>		
Total Points:		
Comments:		

Adapted from "A Resource for Equitable Classroom Practice" 2010
Louisiana State Personnel Development Grant



What is your action plan
to create a culturally
responsive learning
environment?



Thank You

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