

# Culturally Responsive Instruction

June Session

Catalina

Dr. Clarice Clash and Lorenzo Lopez--Presenters

# Connections to Prior Knowledge

- ◆ CRPI
- ◆ Culturally Responsive Teaching
- ◆ Culturally Relevant Curriculum
- ◆ Bias
- ◆ Student Engagement
- ◆ Discipline Referrals

- What do you know about these terms?
- How have previous workshops assisted in your understanding of these terms?
- How do these concepts play out at your site?
- What do you need to know about these terms to improve teacher's implementation of culturally responsive strategies?

# Outcomes

- **Define** Culturally Responsive Instruction and other applicable terms
- **Explore** the role that bias plays in the field of education specifically as it relates to cultural responsiveness
- **Illustrate** the connection between culturally responsive teaching, student engagement and discipline referrals
- **Express** the connection between culturally responsive teaching and Danielson evaluation framework

# Norms

- Equity of Voice
- Active Listening
- Respect for All Perspectives
- Safety and Confidentiality
- Respectful Use of Technology

# What's the difference?

- **CRPI-** Department of Culturally Relevant Pedagogy & Instruction
- **Culturally Relevant Curriculum (CRC)**, as used in the USP, refers to history and literature courses that relate a distinctive African American or Mexican American viewpoint (**aka Culturally Relevant Courses**)
- **Culturally Responsive Teaching-** is a feature associated with effective instruction for diverse student populations: instruction that connects school and home cultures, and is supportive, inclusive, equitable & interpersonal.
- **Bias---**“Bias...is a **judgment** that **you aren't aware of**, that affects the kinds of impressions and conclusions that you reach automatically, without thinking.”

-- Malcolm Gladwell, in *Blink*

# Strategic Plan/USP Requirement

## Curriculum

- **Strategic Priority #1: Curriculum** – TUSD will design an aligned, articulated and well administered curriculum that supports academically high standards of learning for all children, integrates college and career ready skills, incorporates fine and performing arts, and is culturally relevant for our diverse student population. It will be reviewed and revisited regularly to meet the changing demands of our students and community.
- **Strategic Priority #2: Instruction** – TUSD will ensure that teachers deliver challenging and engaging instruction that is driven by a high quality curriculum and based on meeting the individual needs of every child.
- **Strategic Priority #3: Professional Development** – TUSD will provide purposeful professional development that is collaborative and focused on providing teachers and administrators with the knowledge and skills necessary to implement: best practices for college and career preparedness, differentiation for diverse student needs, culturally responsive teaching strategies, and cohesive communities of practice.

## Diversity

- **Strategic Priority #1: Reflective Curriculum** – TUSD will have classroom curricula, instruction, and professional development that integrate diversity and high expectations for all students.

# Survey of Common Beliefs

- Take a few minutes to thoughtfully read and complete the survey

# Survey of Common Beliefs

- Take 10-15 minutes to compare the “Background Information for Discussions” document with your responses.
- Note salient points for each survey question.
- Take 10 minutes to work in groups of four, discuss your experiences with the points made in the document. (feel free to move around the room)
- Be prepared to share your group’s ideas.
  - \* Note the reference article on page two on elicit and implicit bias. This article will be referenced in future presentations on culturally responsive teaching.

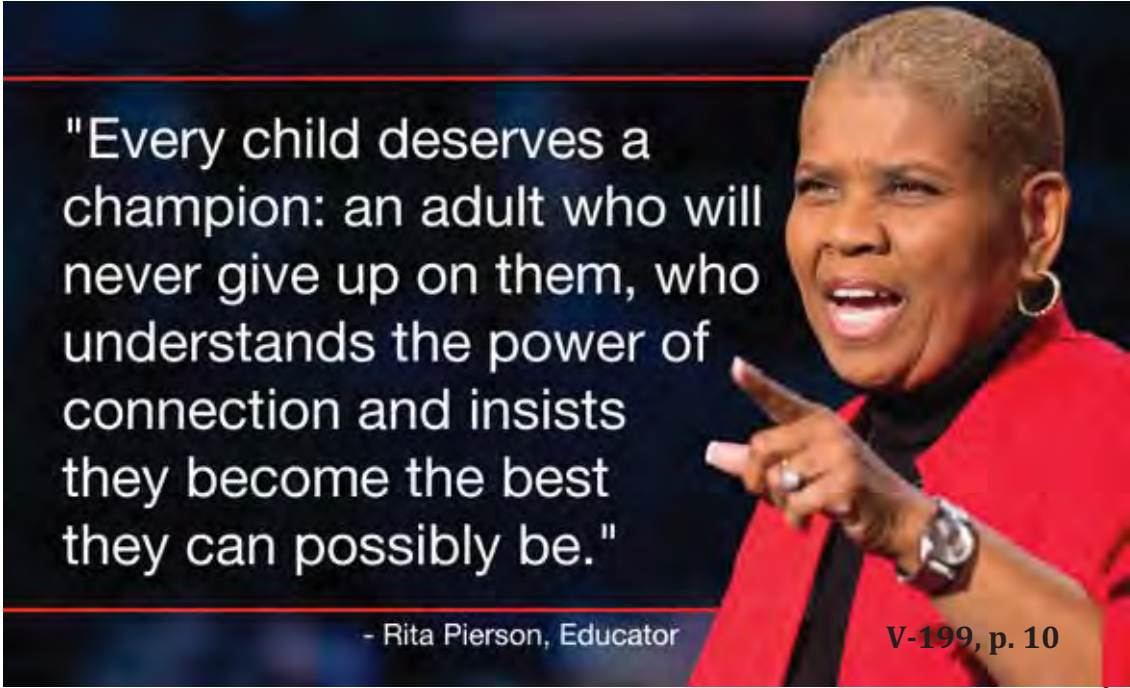


# Survey of Common Beliefs: Group Discussion

- Where there any “A ha” moments?
- Critique of the authors points
- Reflective Dialog

# The Expectation of Success

In the following video Dr. Pierson notes that when we focus on our failures, it "...sucks all the life out of you."



"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator

V-199, p. 10

# Rita Pierson TED Talk



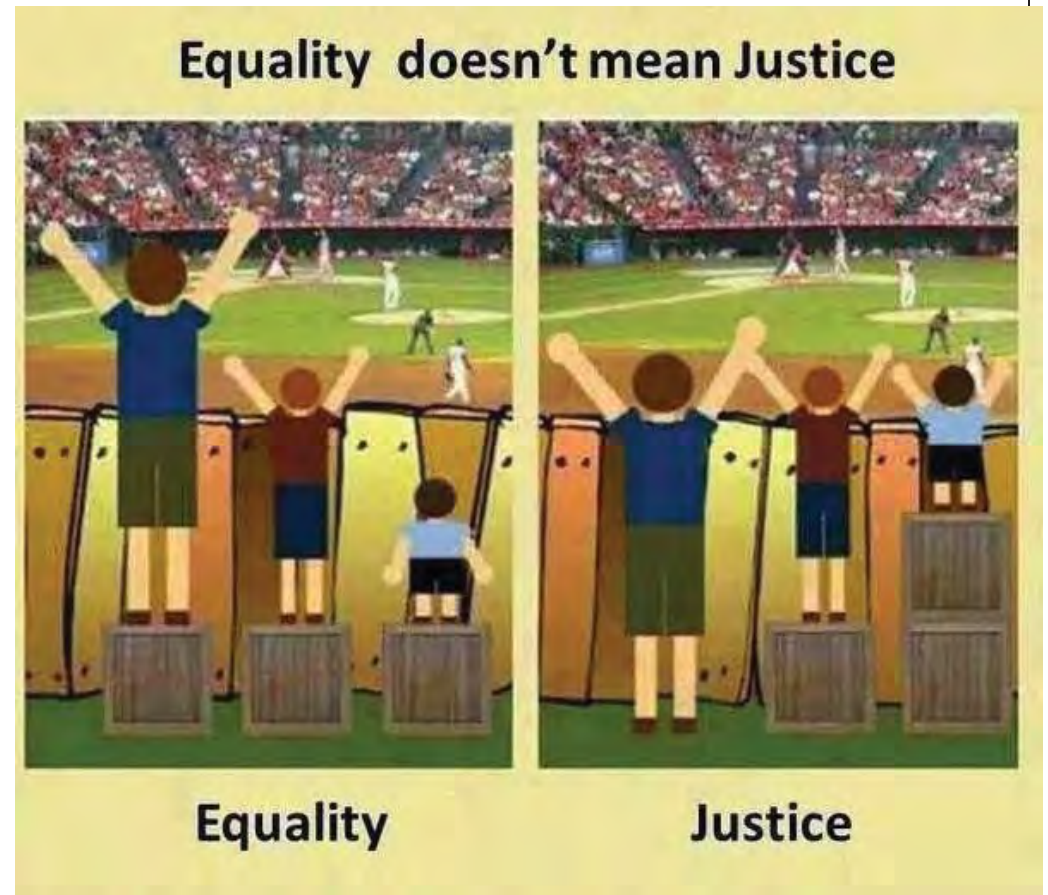
## Equality vs. Equity

**“I believe in having high expectations for all my students. Each one gets the same materials, the same instruction, and the same assessments as everyone else.”**



# Equity: A Higher Expectation

- “I believe in having high expectations for all my students. Each one gets the **right** materials, the **right** instruction, and the **right** assessments **in response to her or his individual needs.**”
- *For teachers, what is the challenge in this view?*



# Appendix K- Characteristics of Culturally Responsive Teaching

## Teacher Actions

**1. The teacher consistently compares and contrasts different cultures, languages, experiences, and values with the dominant community cultures in the classroom, regardless of the content area.**

The teacher consistently allows students the opportunity to discuss their own and their families' experiences, values, and cultural experiences during the course of lessons and activities, within a context of acknowledging differences and similarities with the predominant community culture. The teacher displays an attitude of appreciating differences, presenting them in a positive light. This is a consistent approach every day, during various lessons or classroom scenarios.

**2. Actively researches different cultural perspectives and examples connected to instructional content and incorporates these into classroom lessons and discussions.**

The teacher actively seeks examples, from his/her students' own representative cultures as well as from other cultures, that tie into classroom lessons and discussions. For example, in a lesson on basic mathematical algorithms (division/multiplication), the teacher researches common global approaches to the same and introduces them in the classroom.

**3. Involves students, parents, and the community in contributing to cultural awareness and appreciation.**

Whenever possible, the teacher invites contributions from students, parents, and the community at large in learning activities that focus on curriculum content being taught with diverse cultural perspectives.

**4. Facilitates and encourages students to discuss concepts and new learnings in their native language in earlier stages of language development (not translating).**

When possible or desirable, the teacher allows small groups or pairs of students to discuss new learnings in their native language, to assure understanding of key curriculum concepts and vocabulary. For example, when reading a novel in class, students are occasionally grouped by native language to allow discussion of the plot and themes in the book, so students' comprehension is supported. This approach is not to be confused with translating for students, although occasional translation (among students only) is acceptable. The teacher also allows students to contribute to classroom discussions in their native language if

their English is not yet strong enough, with another student translating. This enables all students to contribute to discussions and activities.

**5. Incorporates cross-language, as well as cross-cultural, comparison and development.**

The teacher facilitates comparing languages and cultures in a deliberate way. For example, word walls, graphic organizers, and concept maps may be used with bilingual terms and expressions.

**6. Respects and values student input and frequently (daily) elicits student involvement and supports their personal connection to the learning.**

Students are always encouraged to contribute to classroom activities and discussions, sharing personal experiences.

# Appendix K- Characteristics of Culturally Responsive Teaching

## Student Actions

**1. The student consistently compares and contrasts different cultures, languages, experiences, and values with the dominant community cultures in the classroom, regardless of the content area.**

The teacher consistently allows students the opportunity to discuss their own and their families' experiences, values, and cultural experiences during the course of lessons and activities, within a context of acknowledging differences and similarities with the predominant community culture. The teacher displays an attitude of appreciating differences, presenting them in a positive light. This is a consistent approach every day, during various lessons or classroom scenarios.

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The teacher actively seeks examples, from his/her students' own representative cultures as well as from other cultures, that tie into classroom lessons and discussions. For example, in a lesson on basic mathematical algorithms (division/multiplication), the teacher researches common global approaches to the same and introduces them in the classroom.

**3. Involves other students, parents, and the community in contributing to cultural awareness and appreciation.**

Whenever possible, the teacher invites contributions from students, parents, and the community at large in learning activities that focus on curriculum content being taught with diverse cultural perspectives.

**4. Facilitates and encourages other students to discuss concepts and new learnings in their native language in earlier stages of language development (not translating).**

When possible or desirable, the teacher allows small groups or pairs of students to discuss new learnings in their native language, to assure understanding of key curriculum concepts and vocabulary. For example, when reading a novel in class, students are occasionally grouped by native language to allow discussion of the plot and themes in the book, so students' comprehension is supported. This approach is not to be confused with translating for students, although occasional translation (among students only) is acceptable. The teacher also allows students to contribute to classroom discussions in their native language if

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**6. Respects and values other student input and frequently (daily) elicits student involvement and supports their personal connection to the learning.**

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# The Danielson Framework

The Framework, grounded in a constructivist view of learning, divides teacher responsibilities into 4 Domains:

## 1. Planning and Preparation

## 2. Classroom Environment

## 3. Classroom Instruction

## 4. Professional Responsibilities

**Charlotte Danielson's FRAMEWORK FOR TEACHING**

<p><b>DOMAIN 1: Planning and Preparation</b></p> <p><b>1a Demonstrating Knowledge of Content and Pedagogy</b>                      • Content knowledge • Prerequisite relationships • Content pedagogy</p> <p><b>1b Demonstrating Knowledge of Students</b>                      • Child development • Learning process • Special needs                      • Student skills, knowledge, and proficiency                      • Interests and cultural heritage</p> <p><b>1c Setting Instructional Outcomes</b>                      • Value, sequence, and alignment • Clarity • Balance                      • Suitability for diverse learners</p> <p><b>1d Demonstrating Knowledge of Resources</b>                      • For classroom • To extend content knowledge • For students</p> <p><b>1e Designing Coherent Instruction</b>                      • Learning activities • Instructional materials and resources                      • Instructional groups • Lesson and unit structure</p> <p><b>1f Designing Student Assessments</b>                      • Congruence with outcomes • Criteria and standards                      • Formative assessments • Use for planning</p>	<p><b>DOMAIN 2: The Classroom Environment</b></p> <p><b>2a Creating an Environment of Respect and Rapport</b>                      • Teacher interaction with students • Student interaction with students</p> <p><b>2b Establishing a Culture for Learning</b>                      • Importance of content • Expectations for learning and behavior                      • Student pride in work</p> <p><b>2c Managing Classroom Procedures</b>                      • Instructional groups • Transitions                      • Materials and supplies • Non-instructional duties                      • Supervision of volunteers and paraprofessionals</p> <p><b>2d Managing Student Behavior</b>                      • Expectations • Monitoring behavior • Response to misbehavior</p> <p><b>2e Organizing Physical Space</b>                      • Safety and accessibility • Arrangement of furniture and resources</p>
<p><b>DOMAIN 4: Professional Responsibilities</b></p> <p><b>4a Reflecting on Teaching</b>                      • Accuracy • Use in future teaching</p> <p><b>4b Maintaining Accurate Records</b>                      • Student completion of assignments                      • Student progress in learning • Non-instructional records</p> <p><b>4c Communicating with Families</b>                      • About instructional program • About individual students                      • Engagement of families in instructional program</p> <p><b>4d Participating in a Professional Community</b>                      • Relationships with colleagues • Participation in school projects                      • Involvement in culture of professional inquiry • Service to school</p> <p><b>4e Growing and Developing Professionally</b>                      • Enhancement of content knowledge and pedagogical skill                      • Service to the profession</p> <p><b>4f Showing Professionalism</b>                      • Integrity/ethical conduct • Service to students • Advocacy                      • Decision-making • Compliance with school/district regulations</p>	<p><b>DOMAIN 3: Instruction</b></p> <p><b>3a Communicating With Students</b>                      • Expectations for learning • Directions and procedures                      • Explanations of content • Use of oral and written language</p> <p><b>3b Using Questioning and Discussion Techniques</b>                      • Quality of questions • Discussion techniques • Student participation</p> <p><b>3c Engaging Students in Learning</b>                      • Activities and assignments • Student groups                      • Instructional materials and resources • Structure and pacing</p> <p><b>3d Using Assessment in Instruction</b>                      • Assessment criteria • Monitoring of student learning                      • Feedback to students • Student self-assessment and monitoring</p> <p><b>3e Demonstrating Flexibility and Responsiveness</b>                      • Lesson adjustment • Response to students • Persistence</p>

[www.danielsongroup.org](http://www.danielsongroup.org)



Video

## Assessing the Content of Culturally Responsive Professional Development in Your School

### Rubric A: Assessing the Content of Professional Development Related to Culturally Responsive Instructional Strategies

Focus on Uniform Pedagogy			Focus on Responsive Pedagogy
<b>Teachers are taught to use specific instructional strategies for teaching the content to be learned to all students.</b>	Professional development is about using different but specific instructional strategies for students with different levels of prior achievement.	Teachers are taught to identify each student as having group-related learning attributes (e.g. learning styles and cultural characteristics) related to their race, ethnicity and language facility and how to teach students with these attributes accordingly.	Teachers learn to employ varied representations of content that avoid stereotyping and use each student’s own cultural perspectives and everyday experiences to motivate and enable them to learn and use new knowledge and skills.

# Closing Questions/Comments