

APPENDIX V – 130

# Culturally Relevant Pedagogy & Instruction

2016-17  
Orientation  
July 21<sup>st</sup> & 22<sup>nd</sup>



# Welcome!!!

- Dir. Lorenzo Lopez
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- Alfred Chavez
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# Culturally Responsive Pedagogy

- CRP is an educational approach that responds to student's social, emotional and intellectual needs by incorporating student social and cultural assets into the curriculum.
  - ❖ Students co-creators of knowledge
  - ❖ Student-centered safe space
  - ❖ High expectations through scaffolding
  - ❖ Academic identity development
  - ❖ Incorporating community resources & creating a critical learning network
  - ❖ Meaningful educational experiences

- The School to Prison Pipeline operates directly and indirectly.
- Schools directly send students into the pipeline through zero tolerance policies that involve the police in minor incidents and often lead to arrests, juvenile detention referrals, and even criminal charges and incarceration.
- Schools indirectly push students towards the criminal justice system by excluding them from school through suspension, expulsion, discouragement and high stakes testing requirements. (NYCLU)

school culture as well.

*Myth Three:* Culturally responsive pedagogy is a “bag of tricks” that minimizes the difficulty of teaching some students of color.

*Reality:* As previously discussed, culturally responsive pedagogy has its foundation in the concept of reflection and not in simplistic solutions and “quick fixes.” Unfortunately, some writers have reduced culturally responsive pedagogy to a mere teaching method. It is clearly more than that. Culturally responsive pedagogy is not just a teaching method, but it is also an attitude about children and schools and an impetus for redefinition of teacher and student roles. It is a vehicle for social change, an empowering device, through which students of color gain access to knowledge previously denied them.

# Spring Valley H.S.-Columbia, SC

\*Student was arrested prior to physical contact.

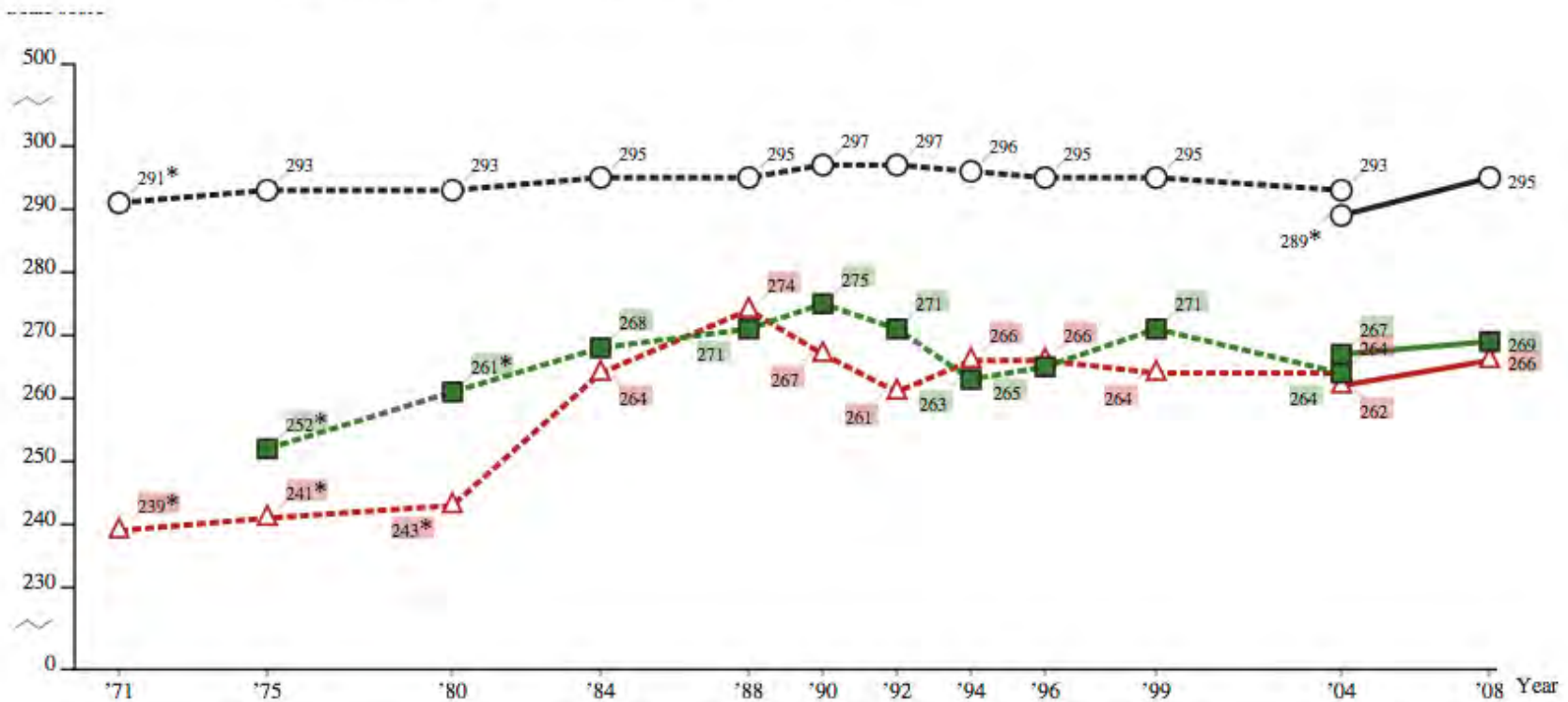
\*SRO has complaints of excessive use of force against students of color.

\*A second female student was arrested for disrupting behavior for filming incident

\*School-to-Prison Pipeline

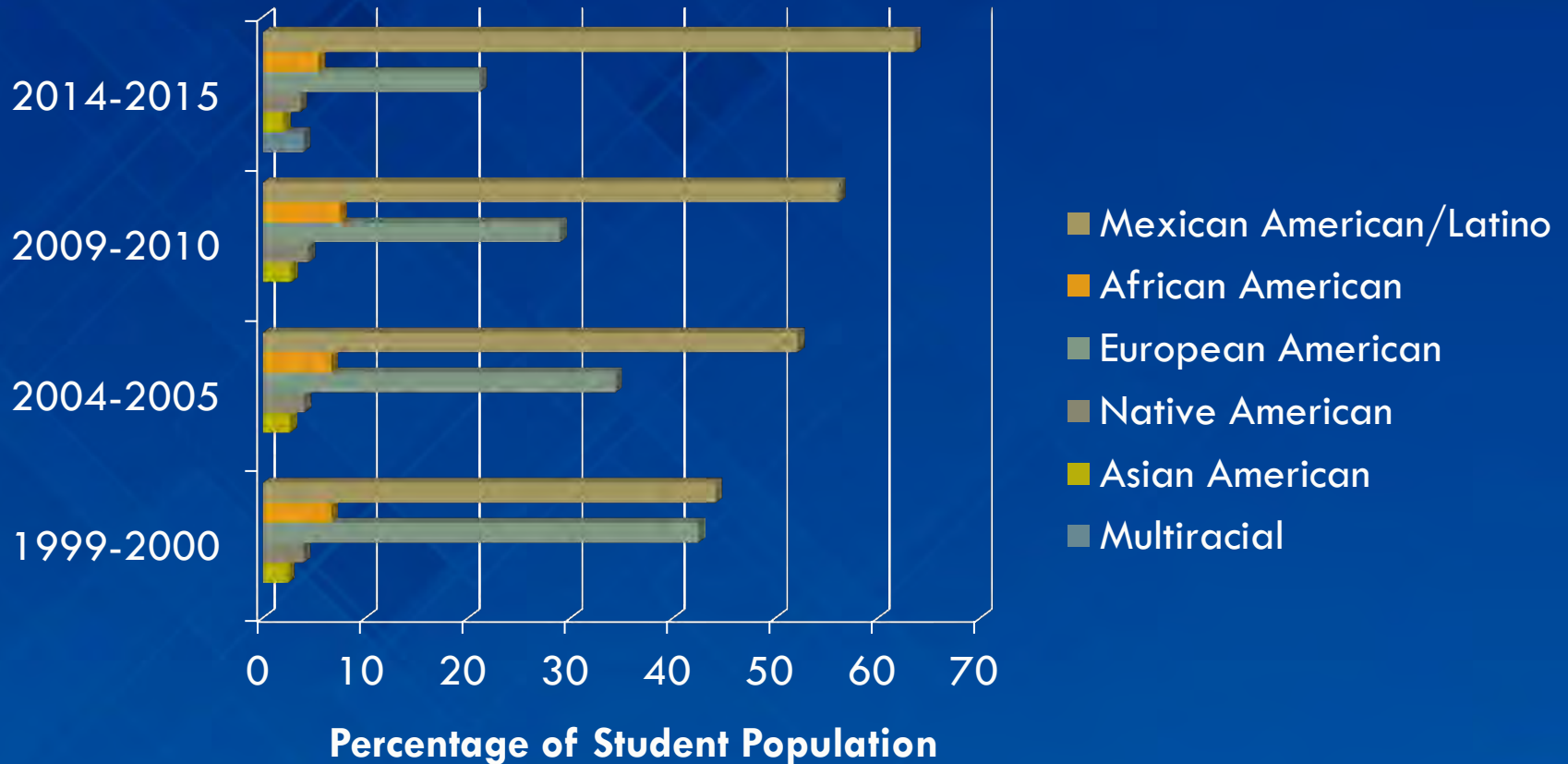
# Intentional or Unintentional Institutional Barriers

Trend in NAEP reading average scores for 17-year-old students, by race/ethnicity





# Demographic shift heightens urgency



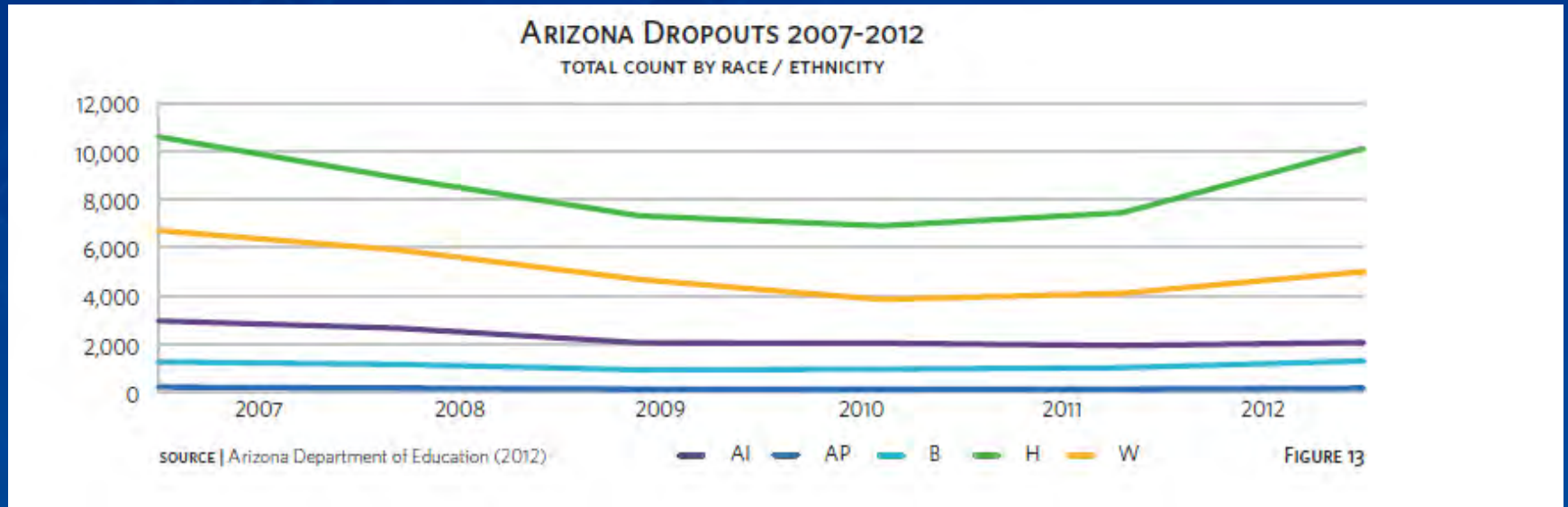
## AMEPAC

### Arizona Minority Education

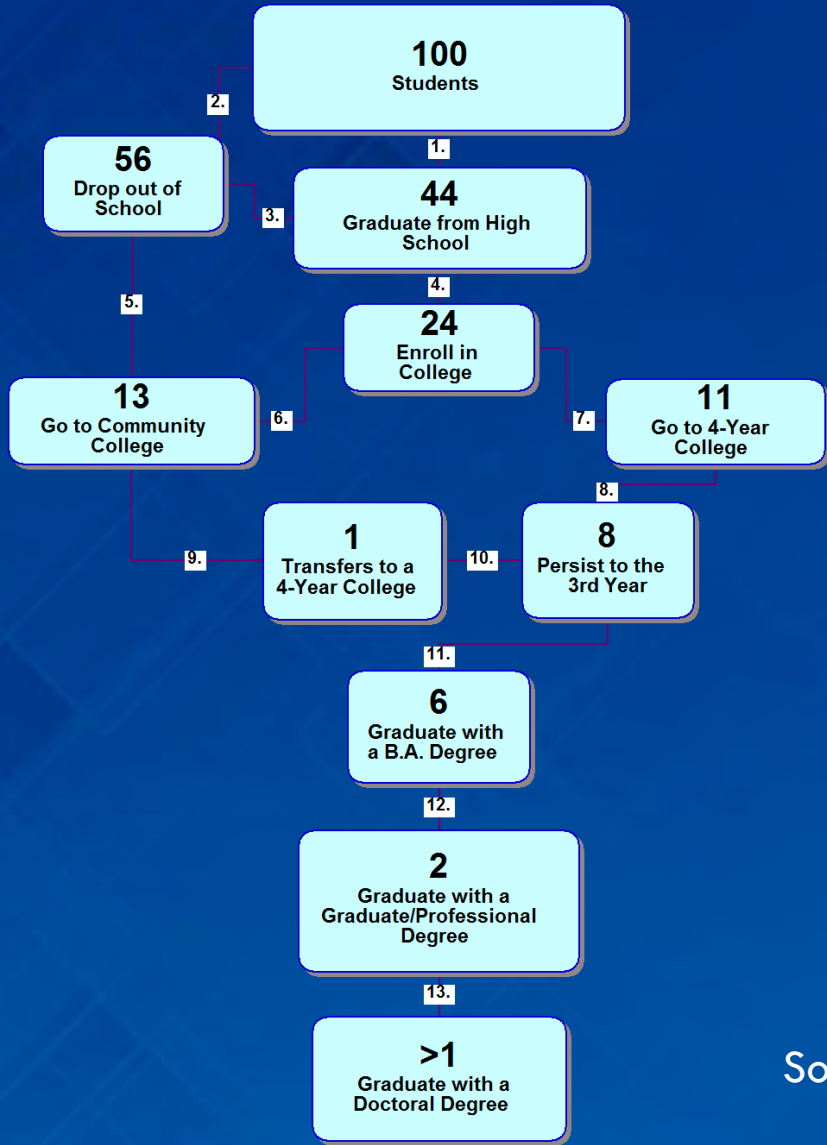
#### Policy Analysis Center: 2013 Report- *On Demographic Shift*

In its 2012 report, *Dropped? Latino Education and Arizona's Economic Future*, the Morrison Institute for Public Policy described the important connection between education and the workforce, and issued an urgent warning that "Arizona is at risk of becoming a second-tier state, educationally and economically" (p. 5). This warning was based on demographic projections and the predicted economic effects of maintaining current educational and public policies. These projections are supported by the trend analyses of demographics and education in this report, which indicate a major racial and ethnic gap in education with regard to access and attainment—a gap that widens as educational attainment levels increase. Coupling these trends with the shift in demographics toward a majority-minority population in Arizona intensifies the challenges of education, particularly public higher education, to be an effective driver of economic growth.

# Rising dropout rate for fastest growing demographic



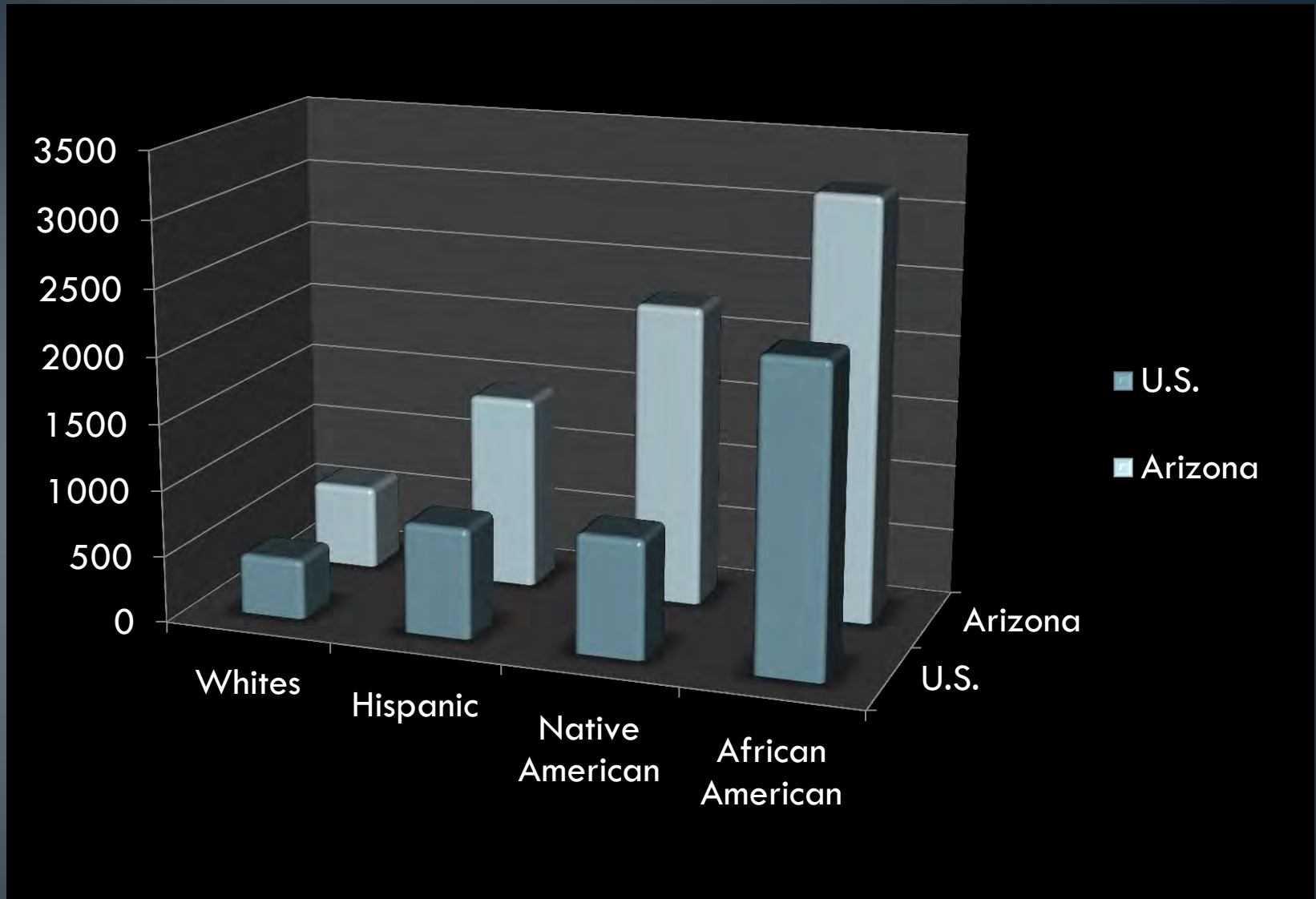
# Chicana/o Educational Pipeline



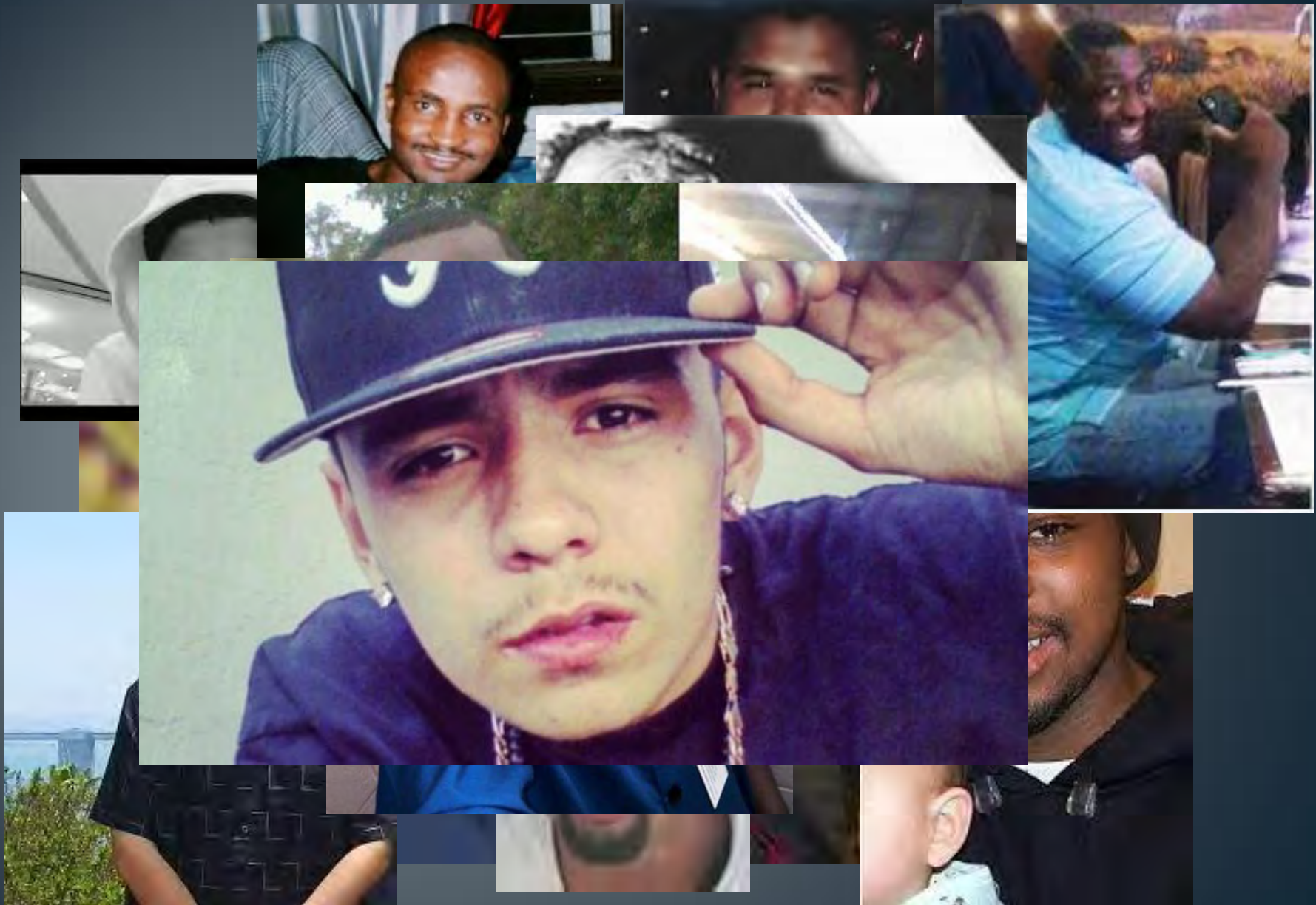
Solorzano & Yosso

# School to Prison Pipeline

- The School to Prison Pipeline is a nationwide system of local, state and federal education and public safety policies that pushes students out of school and into the criminal justice system.
- This system disproportionately targets youth of color and youth with disabilities.
- Inequities in areas such as school discipline, policing practices, high-stakes testing and the prison industry contribute to the pipeline.  
(NYCLU)



# Moral and Social Imperative





# 6 Key Tenets of Culturally Responsive Pedagogy: Overview

## 1. Student-Centered Dialog Tenet

- ❖ Class Discussion Norms:  
*Humanizing Classroom- (Social needs)*

## 2. Academic “Safe Space” Tenet

- ❖ Supportive and Inclusive Environment- *Emotional- (Affective needs)*

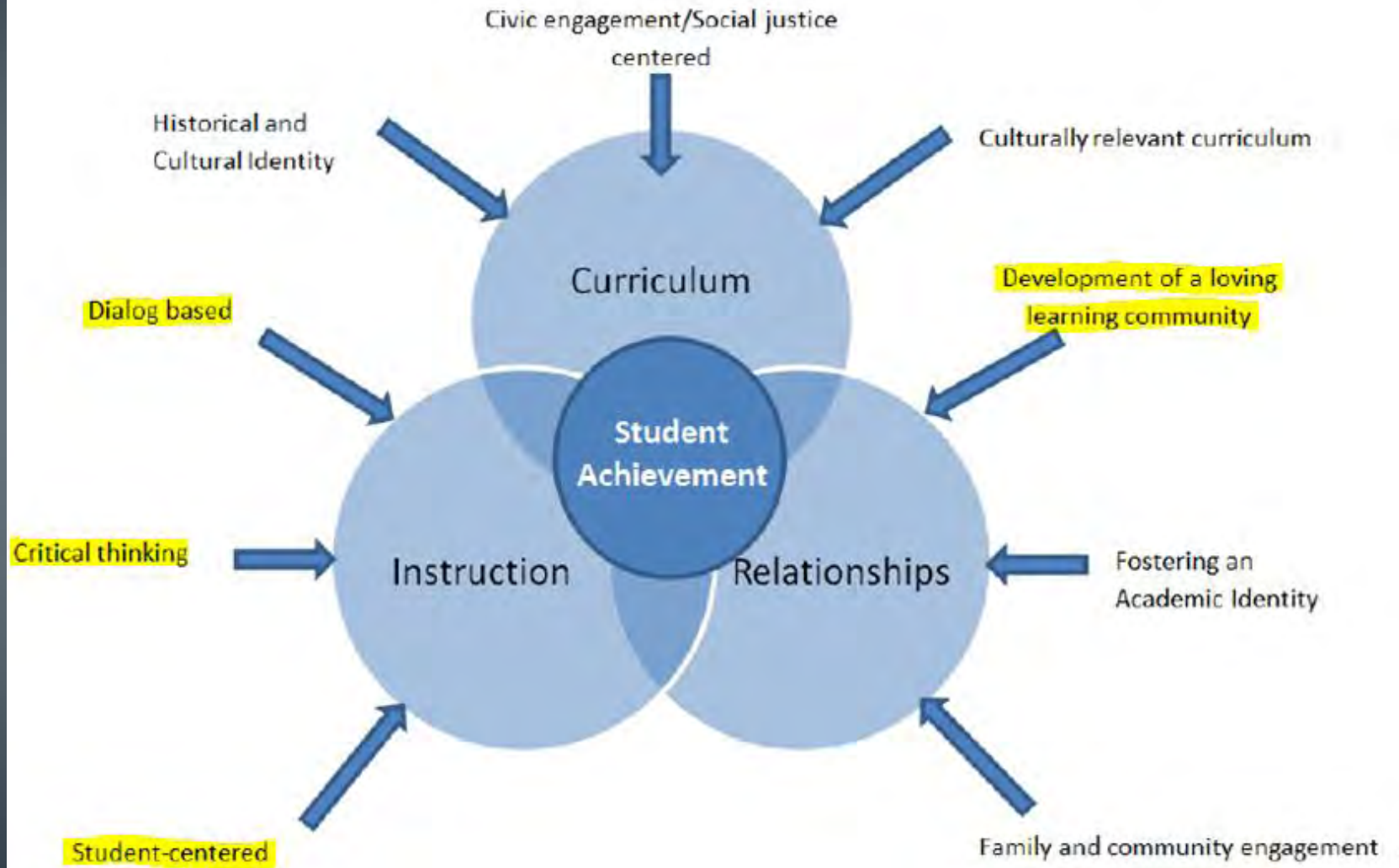
## 3. Critical Thinking Tenet

- ❖ Levels of Consciousness:  
*Systemic Analysis & Metacognition – (Intellectual needs)*

# 6 Key Tenets of Culturally Responsive Pedagogy: Overview

4. Identity Development Tenet
  - ❖ Academic Identity Development & Culturally Sustaining Curriculum:  
*Positional- (Orientational needs)*
  
5. Family & Community Engagement
  - ❖ Learning-Community Resources  
*Global- (Contextual needs)*
  
6. Social Justice Tenet
  - ❖ Agency and Action:  
*Formational- (Effective needs)*

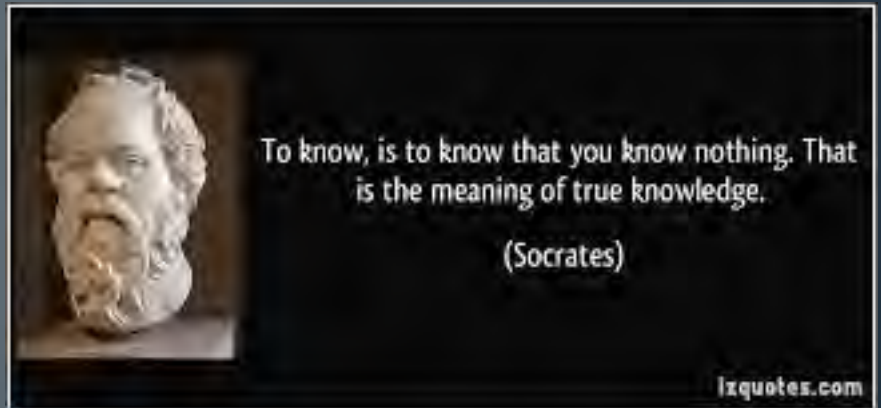
## CULTURALLY RELEVANT EDUCATION MODEL



# Dialog:

## *Class Discussion Norms*

- open heart/ open mind
- build a stronger understanding of the issue
- collaborative effort
  - Dismantle the Teacher-Student Hierarchy
  - Learner-Learner Relationship
- humility
- shared responsibility for the education of the class



# Academic “Safe” Space

- Supportive & Inclusive
- Free from ridicule and indignity
- Promote academic risk-taking
- Validation of divergent ideas
- Challenging: Required participation

# Levels of Consciousness:

## *Metacognitive Process*

### ❁ Critical Consciousness :

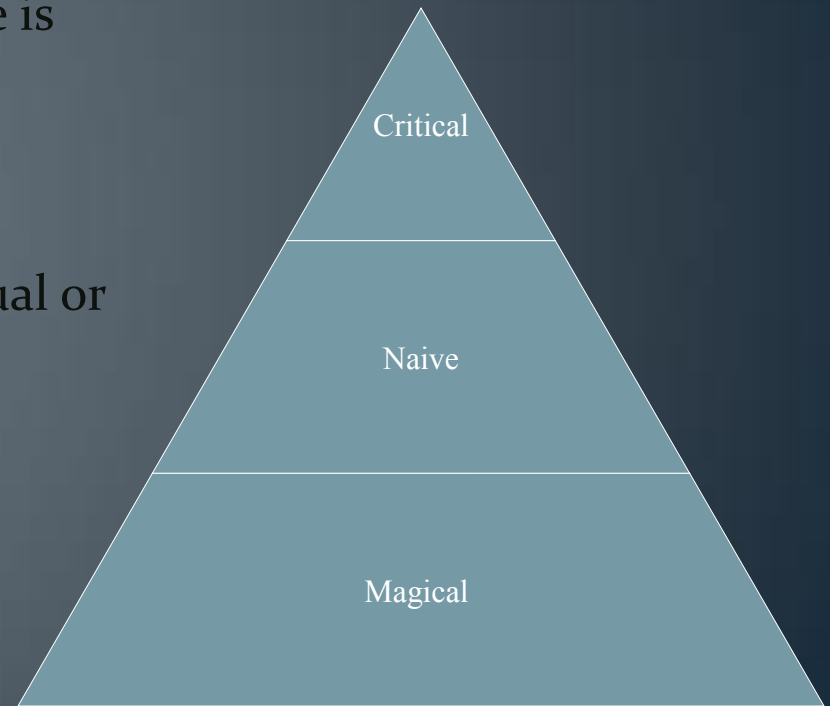
- Moves away from the individual and identifies systemic patterns. The critique is on the institution.
- Internal locus of control

### ❁ Naïve Consciousness:

- Societal problems are a result of individual or on a cultural deficit.
- Locus of control varies

### ❁ Magical Consciousness:

- Blames super-natural forces
- External locus of control



# Identity Development

- Academic Identity
  - Developing agency through meaningful learning experiences
- Cultural Identity
  - Identification and appreciation through a reflective curriculum
  - *Culturally Sustaining Pedagogy*
- Relative to time and place
  - Roots
  - Indigeneity

# Family and Community Engagement

- Understanding Social Realities
- Develop Community Partnerships
- Incorporating Community and Family Resources
- Familial Learning Community
- Shift to community-centered improvement



# Empowerment through meaningful application

- Efficacy/Agency
- Participatory Action
- Praxis
  - Reflective action
- Civic Engagement
- Politicization
  - Problem-Posing Approach

