

APPENDIX V – 151

Cultural Responsiveness in the Classroom



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Agenda

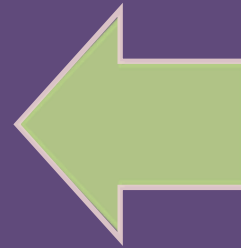
March 15, 2017

- **Introductions**
- **Outcomes for today**
- **Connector/Standardized Intelligence Test**
- **Importance of Culturally Relevant and Responsive Pedagogy and Instruction**
- **Culturally Relevant vs Culturally Responsive Pedagogy and Instruction**
- **The Six Tenets of Culturally Responsive Pedagogy**
- **Culturally Responsive Strategies**

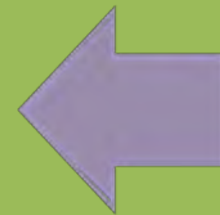


Outcomes: Participants will

Discuss how the term “culturally responsive” differs from the term “culturally relevant.”



Collaboratively develop culturally responsive teaching strategies.



Importance of Culturally Relevant Teaching

- “Intelligence” test
- Reflect on the process
- Article on Cultural bias in assessment
- Implications
- Eliminate cultural bias
- Eliminate deficit thinking
- Embrace cultural asset theory
- **Improve academic achievement**



Culturally Relevant or Culturally Responsive?

_____ refers to social studies & English language arts courses that present the grade-level curriculum from a point of view that is distinctively African American or Mexican American.

_____ refers to an educational approach that recognizes and incorporates into the curriculum students' social and cultural assets.



Key Distinction

What:

Culturally Relevant Curriculum

The USP refers to history and literature courses that present the grade-level curriculum from a point of view that is distinctively African American or Mexican American.

How:

Culturally Responsive Pedagogy

CRP is an educational approach that recognizes and incorporates into the curriculum students' social and cultural assets.



Distinct yet Mutually Supportive

What:

Culturally Relevant **Curriculum**

The USP refers to history and literature **courses** that present the grade-level curriculum from a point of view that is distinctively African American or Mexican American.

How:

Culturally Responsive **Pedagogy**

CRP is an **educational approach** that **recognizes** and incorporates into the curriculum students' social and **cultural assets**.



Six Basic CR Tenets

- **View students as co-creators of knowledge**
- **Create a student-centered safe space**
- **Hold high expectations (scaffolding as needed)**
- **Develop each student’s academic identity**
- **Network with & incorporate community resources**
- **Orient the instruction toward social justice**



CR Pedagogy

...is not a **“bag of tricks”** for dealing with students of color. Rather, it is a pedagogy that promotes methods based on the concept of **reflection**. It is also a loving attitude about children and schools, as well as an impetus for redefining the roles of teacher and student. Most of all it is...

“...a vehicle for social change, an empowering device, through which students of color gain access to knowledge previously denied them.”

—Dr. Jacqueline Jordan Irvine



Connecting the Curriculum to Students' Cultural Assets/Funds of Knowledge

- The CA/FOK concepts center on the idea that “learning does not take place just ‘between the ears,’ but is eminently a social process...bound within larger contextual , historical, political, and ideological frameworks affecting students’ lives.”
- **Our task**—through CRC classes, PDs & PLCs—is to help teachers invest the time and effort to better understand that context and to use that understanding to improve their instructional practices.



Think, Pair, Share

Take a moment to study the picture, and then discuss with a partner some of the ways that teachers could build curriculum that taps into the cultural tradition illustrated below.



Probing the Six Tenets

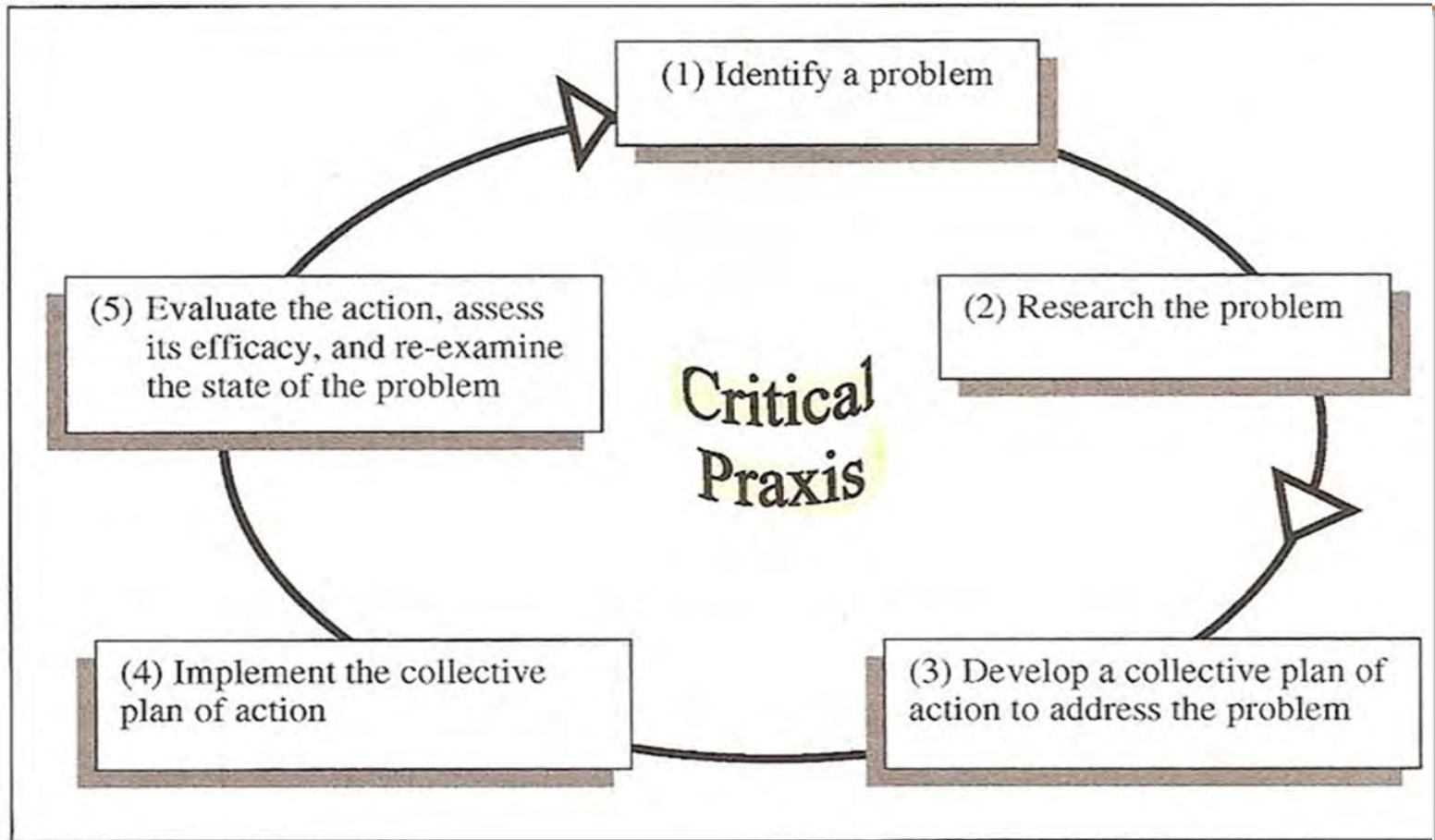
1. Student-Centered Dialog
Humanized Discussion Norms
2. Academic “Safe Space”
Supportive and Inclusive
3. Critical Thinking
Levels of Consciousness, Systemic Analysis, and Metacognition
4. Academic Development
Cultural Knowledge
5. Community Engagement
Family & Community Resources
6. Social Justice
Agency and Action



Academic “Safe” Space

- Authentic Caring vs. Aesthetic Caring
 - Speaks to the dynamics of caring between teachers and students, authentic in that students expect and sense that teachers do care about them.
 - A classroom where teachers have high expectations for all students.





Critical Thinking



Family & Community Engagement

Exploring Cultural Concepts: *Funds of Knowledge*



Keywords

Funds of Knowledge, family engagement

Some Research Highlights

- Families have abundant knowledge that programs can learn and use in their family engagement efforts.
- Students bring with them funds of knowledge from their homes and communities that can be used for concept and skill development.
- Classroom practices sometimes underestimate and constrain what children are able to display intellectually.
- Teachers should focus on helping students find meaning in activities, rather than learn rules and facts
- Group discussions around race and class should promote trust and encourage dialogue.

Relevant Publications

Moll, L. C., Amanti, 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.

González, N., Moll, L., & Amanti, C. (Eds). (2005). *Funds of knowledge: Theorizing practices in households, communities and classrooms*. Mahwah, NJ: Erlbaum.



Developing an Academic Identity

Diversity in Children's Books 2015

Percentages of books depicting characters from diverse backgrounds. Based on the 2015 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: ccbc.education.wisc.edu/books/pcstats.asp



0.9%
American
Indians/
First Nations

2.4%
Latinx

3.3%
Asian Pacifics/
Asian Pacific
Americans

7.6%
African/
African
Americans

12.5%*
Animals, Trucks, etc.

73.3%**
White

Illustration by David Hilyck, in consultation with Sarah Park Dahien & Molly Beth Griffin
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* About a quarter of the total children's books published in 2015 were picture books, and about half of those depict non-human characters, like animals & trucks

** The remainder depict white characters.

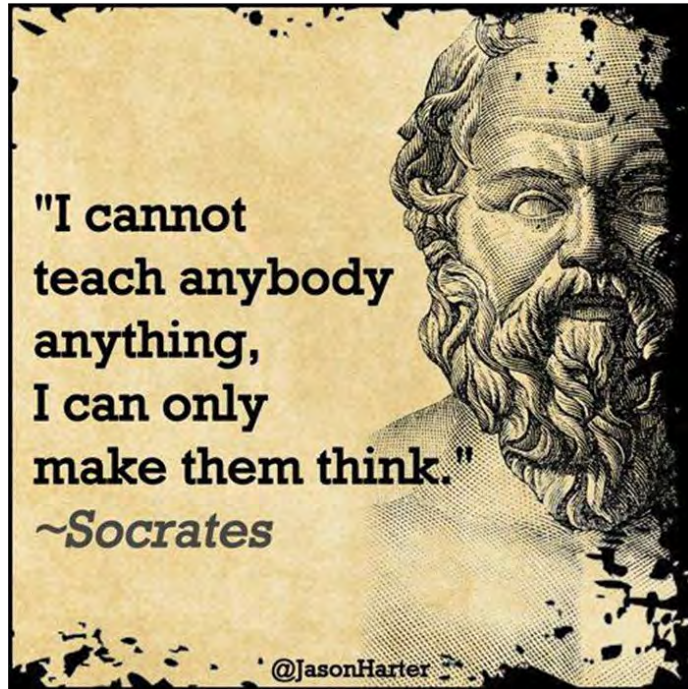


Social Justice Education

Social Justice Education validates students' lived experiences and gives **purpose to their education**. It promotes equity and inclusivity while countering such systemic problems as sexism, racism, homophobia and poverty. It is a **transformational pedagogy** rooted in an **activism** that encourages students to develop their gifts in order to serve their community, promote positive societal transformation, and make this world a better place.



Student-Centered Dialog

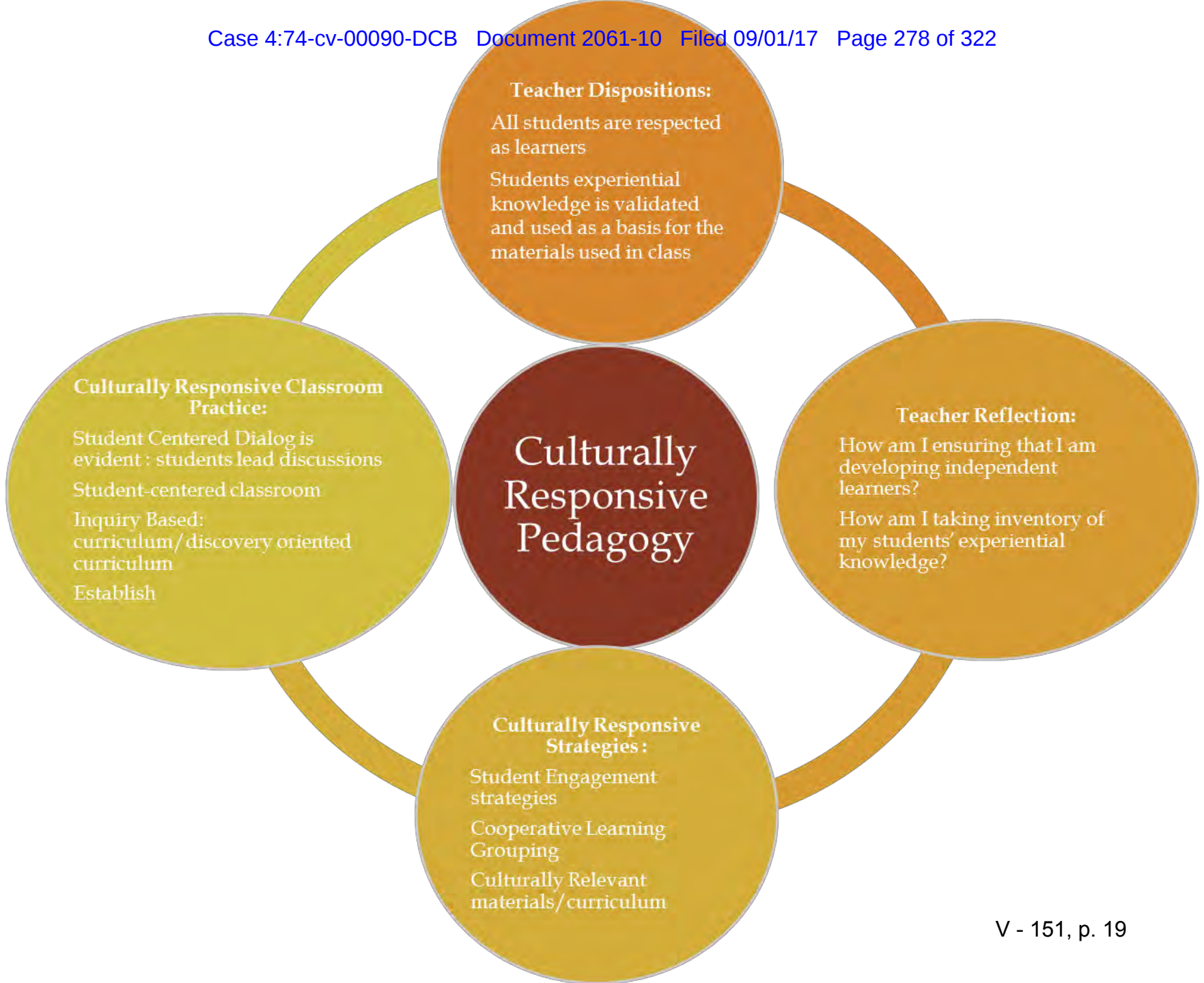


Why is Student Voice Important?

We know that student achievement and engagement will increase when students have more ownership of their school community and of their learning.



Engage students with Socratic dialog featuring open-ended questions.



Reflection

How will the information presented today, emphasizing the “heart” of the student-teacher-community relationship, inform the work that you do with your students?

