


APPENDIX V – 282

CR Introduction-T1S1

<p>CULTURALLY RELEVANT Pedagogy & Instruction PROFESSIONAL DEVELOPMENT: Tier I-Session I</p> 	<p>An Introduction: How to Build Culturally Responsive Classrooms</p> <p>Presented by: Maria Federico Brunner and Jennifer E. Johnson-MacIow, M.Ed. On behalf of: TUSD's Culturally Relevant Pedagogy & Instruction Department</p>	<p>Culturally Responsive Understandings/ Norms</p> <ul style="list-style-type: none"> ☞ Equity of Voice: Gender Balance ☞ Respectful use of Electronics ☞ Self-monitor Responses: <ul style="list-style-type: none"> ☞ Fixed vs. Growth Mindset ☞ Fixed mindset: <i>Leads to a desire to be right</i> ☞ Growth mindset: <i>Leads to a desire to learn</i> ☞ Respect Diversity of Ideas ☞ Feel Safe and Keep Confidentiality 	<p>Today's Objectives:</p> <ul style="list-style-type: none"> ☞ Establish Training/Workshop Norms ☞ Define "Culture" and introduce <i>Cultural Capital/Funds of Knowledge</i> Concepts ☞ Discuss <i>CC/FOK</i> as an Educational Resource for Curriculum Development ☞ Culturally Relevant vs. Culturally Responsive ☞ Culturally Responsive Pedagogy and Instruction: How to Begin... ☞ 6 CR Key Strategies
<p>Culture Defined:</p> <ul style="list-style-type: none"> ☞ "Culture is what one thinks is important (values); what one thinks is true (beliefs); and how one perceives how things are done (norms)." ☞ Many teachers disregard the fact that schools themselves have a culture that has implicit values, beliefs, and norms that are related to school success. ☞ What happens to students when their culture is rejected or not recognized by schools? ☞ -from <i>Culturally Responsive Teaching</i> 	<p>Cultural Assets</p> <ul style="list-style-type: none"> ☞ <i>Cultural Assets</i> refers to non-financial social understandings and beliefs, both tangible and intangible, that promote mobility beyond one's economic means. <i>Cultural Assets</i> give one power to achieve goals, because different skills, tastes, life experiences, and family dynamics have value. ☞ adapted from Pierre Bourdieu, French Sociologist 	<p>Why is CR Important?</p> <ul style="list-style-type: none"> ☞ The reality is that nationwide our educational system is failing our black and brown students. ☞ The USP and Federal Desegregation order is in place to close that achievement gap, thus the creation of our department: Culturally Relevant Pedagogy & Instruction. (see USP pages 23, 36-37) ☞ It has been proven that CR models and practices not only positively impact the academic and social gains in a CRC classroom, but also effect achievement in a student's other courses. (see Cabrera Report, U.A) 	<p>Funds of Knowledge</p> <ul style="list-style-type: none"> ☞ "The concept of <i>funds of knowledge</i> is based on a simple premise: People are competent, they have knowledge, and their life experiences have given them that knowledge." ☞ Dr. Luis C. Moll, University of Arizona

CR Background for Teachers:

o The Claim:

First-hand experiences with students and their families (learning and acknowledging their culture), allows the teacher more opportunities for engagement that not only positively impacts classroom instruction, but increases student academic achievement.

From the text, *Funds of Knowledge*

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Our challenge is to...

- o find out what our students already know.
- o How do we use the rich cognitive resources our students bring from their home and community, imbed it in our curriculum, and improve academic outcomes?

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Think, Pair, Share:

- o Reflect on the *Cultural Capital* and *Funds of Knowledge* in your own home and family...
- o Debrief-Open Discussion
- o What did you learn?

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CA/FOK Curriculum Connections:

- o CA and FOK have a common understanding that "learning does not take place just 'between the ears,' but is eminently a social process. Students' learning is bound within larger contextual, historical, political, and ideological frameworks that affect students' lives."
- o WE must help teachers invest the time and effort to create structures and practices so they better understand the context of diversity and culturally responsive teaching. (CRC classes, PDs, PLCs)

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Culturally Responsive vs. Culturally Relevant:

o **CULTURALLY RELEVANT CURRICULUM** refers to specific HS and MS ELA and Social Studies courses focused on distinctive Mexican American and African American viewpoints.

o **CULTURALLY RESPONSIVE** instruction recognizes the importance of including students' cultural references in all aspects of learning, thus enriching classroom experiences and increasing engagement and academic achievement.

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Culturally Responsive Pedagogy & Instruction

- o MYTH: Culturally Responsive pedagogy is a "bag of tricks" that minimizes the difficulty of teaching some students of color.
- o REALITY: "CR pedagogy has its foundation in the concept of reflection and collaboration, not in simplistic solutions and "quick fixes." Unfortunately, some writers have reduced CR pedagogy to a simple teaching method. It is clearly more than that. CR pedagogy is an attitude about students and schools, an impetus for redefinition of teacher and student roles. It is a vehicle for social change, an empowering device through which students gain access to knowledge previously denied them.

o Dr. Jacqueline Jordan Irvine

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Taking a step back...

- o Who are we teaching?
- o How well do we as a faculty and staff know the immediate community of the students we educate?
- o What knowledge does/can this community bring to our school?
- o In all honesty, can we really get to know and teach our students well if we only interact with them at school?

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Taking a step back cont.:

- o How do we begin to use CR pedagogy to ensure appropriate instruction for students?
- o Why do we need to differentiate instruction based on what we know about our students' cultures?
- o How do we bring students' cultural capital and funds of knowledge from the home to the school?

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Collaboration: What does it look like?

- ca How do we as a faculty, staff, and administration initiate collaborative and reflective strategies to develop CR teaching practices at each site?

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6 CR Strategies:

- ca **Students are co-creators** of knowledge.
- ca Build authentic, caring relationships with students, their families, and each other, thus creating a **student-centered safe space**.
- ca Utilize instructional materials that reflect your site's diversity and enlarge students' perspectives about other cultures. **Seek multiple perspectives and voices**, incorporating community resources creates a critical learning network.
- ca **Connect real life experiences to learning** in order to develop students' academic identity.
- ca **High expectations** through scaffolding and differentiation.
- ca **Social justice oriented** action projects.

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Key CR points to remember...

- ca Ethnographic perspective-The teacher is a participant, observer, AND learner.
- ca A qualitative look at our students is essential to "**well-rounded AND grounded**" academic achievement.
- ca We acknowledge and look at culture so we understand how people live their daily lives and better understand our students' perspectives (not to confirm stereotypes).
- ca Teachers are open-minded researchers (Growth Mindset) who seek to learn from the home, family, and community.

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Parking Lot Questions...

Feedback & Reflection...

- ca What went well?
- ca What needs improvement?
- ca What support or additional PD are you interested in from the CRPI Department?
- ca Suggested Next Steps & Reflection Activity:
The Danger of a Single Story | Chimamanda Ngozi Adichie | TED Talks

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