MANUAL FOR CULTURALLY RESPONSIVE TEACHING

Tucson Unified School District
Department of Culturally Responsive Pedagogy and Instruction

INCLUDES ONLINE AND BLENDED-LEARNING RESOURCES

CULTURALLY RESPONSIVE TEACHING

A Tier I instructional framework for academic excellence

Contents

This manual assists educators in reflection and self-assessment for implementation of culturally responsive practices.

Culturally responsive teaching

is an asset-based approach that validates and affirms students' social, emotional, cultural, linguistic, and intellectual assets. The integration of students' assets into curriculum resources and instructional practices promotes academic excellence.

Culturally responsive teaching is an educational approach that validates and affirms students' social, emotional, cultural, linguistic, and intellectual assets through an integration of the assets into curriculum resources.

TUCSON UNIFIED
SCHOOL DISTRICT

S P A R K S

Student-centered: Teachers provide opportunities for students to engage in learning about issues **relevant to students' lives.** Inquiry about these issues is facilitated through **project-based and inquiry learning.** Teachers **cultivate student dialogue** as essential to the learning process that **enables students' negotiation and construction of knowledge.** Fostering **student voice, opinions, and ideas** will enrich the learning environment and **ensure the shift to a student-centered classroom.**

Positive learning communities: Teachers create positive learning communities by **fostering a safe space free** of gender, racial, and other **microaggressions.** Teachers display artwork, posters, signs and labels that **reflect and welcome the cultures representative of their students.** Teachers foster a **sense of belonging** through genuine reciprocal and **authentic caring relationships** critical to facilitate authentic learning opportunities.

Academic and ethnic identity development through relevant content integration: Teachers promote **cultural and linguistic relevance** through the **integration** of curriculum and resources that are relevant to students. The implementation of a **relevant curriculum** serves to **foster students' academic and cultural identity development.** Moreover, students' cultural identity is validated when learning about contributions members of their cultural group have made to society.

Rigor through critical thinking integration: Teachers **hold high academic and behavioral expectations** of all students. Students are challenged to **think deeply, critically, and divergently.** Well-cultivated **critical thinkers** raise vital questions and issues with clarity and precision; gather and assess relevant information; come to **well-reasoned conclusions** and solutions; consider **alternative points of view,** assess their assumptions, implications, and practical consequences; collaborate with others to search for solutions.

Knowledge co-creation: Students and teachers interact as co-creators of knowledge, **learning with and from each other** through multimedia resources that **build on students' knowledge.** Teachers regularly communicate with students' parents to **establish a relationship** that facilitates **connections** between the **home experience and academic knowledge.** By inviting parents and community members to serve as storytellers, guest lecturers, and family historians, teachers can tap into a family's **"Funds of Knowledge"** and take inventory of students' assets.

Social justice/Civic engagement: Teachers foster opportunities to examine **real life issues** related to students' lives. Using a social justice perspective teachers guide students in the process of **becoming productive and contributing citizens** by engaging in investigations through project-based and inquiry learning. Through **civic engagement,** students develop **agency** and **engage in civic** action based on the meaningful application of the following skill set they have developed, historical analysis, academic, organizational, and the social skills. Civic engagement provides **purposeful and meaningful opportunities** for authentic and meaningful learning.

SPARKS culturally responsive teaching practices foster reflective, inclusive, relevant, and engaging learning experiences for all students. Incorporation of these practices sets the conditions in the classroom for strong Tier I instruction and the effective implementation of TUSD's multicultural curriculum, sure to ignite authentic learning.

The implementation of the SPARKS framework engenders strong Tier I instruction and positive culture and climate.

Multicultural Education in TUSD

TUSD's Multicultural Education (TME) is predicated on the principle of educational equity for all students. This approach places our students' experiences at the center of the curriculum. Implementation of TME is through culturally responsive practices. Culturally responsive practices facilitate educational equity through student-centeredness that links students' everyday knowledge with learning academic content. Hammond (2014) articulates the importance of culturally responsive teaching in the learning process:

> "… culturally responsive teaching is a pedagogical approach firmly rooted in learning theory and cognitive science. When used effectively, culturally responsive pedagogy has the ability to help students build intellective capacity, also called fluid intelligence and intellective competence. Intellective capacity is the increased power the brain creates to process complex information more effectively."

Inherently, culturally responsive teaching fosters the cultivation of students' innate brilliance and cultural wealth to build students' academic identity. TME promotes students' critical consciousness development and social justice and civic engagement through inquiry-based learning thus advancing real life application and purposeful learning.

TUSD Multicultural Education

Multicultural Curriculum

Responsive Instruction

Inclusive Environment
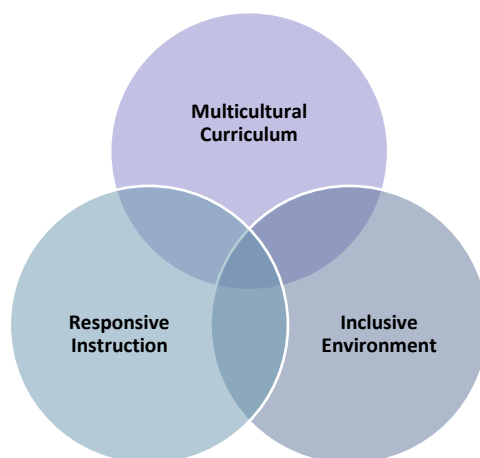
Characteristics of a Culturally Responsive Teacher

Uses a curriculum that reflects students' experiences and interests: Culturally responsive teachers integrate students' experiences, interests, backgrounds, and passions in engaging lessons.

Promotes respectful and trusting relationships: Culturally responsive teachers establish respectful and trusting relationships with students and families.

Is aware of own implicit bias: Culturally responsive teachers reflect on their implicit bias in relation to their practice and keep it in mind when planning lessons.

Implements student-centered instruction to engage all students: The classroom may appear unsettled due to the active engagement and knowledge co-construction through student dialogue. This approach provides more individualized learning.

Displays artifacts from cultures reflective of the students: Displaying artifacts from cultures reflective of students conveys to students that culture is an important part of learning for students and herself/himself.

Seeks professional growth in culturally responsive teaching: "Culturally Responsive Teaching: Theory, Research, and Practice" by Geneva Gay "Growing Critically Conscious Teachers" by Angela Valenzuela, "The Dream Keepers: Successful Teachers of African American Children" by Gloria Ladson-Billings, "Culturally Responsive Teaching & The Brain" by Zaretta Hammond

Tips for Online Culturally Responsive Teachers

(Adapted from "Culturally and Linguistically Responsive Teaching and Learning" by Sharroky Hollie.)
Teach ways to identify credible online information (author, purpose, point of view, quality)
Create/present content in a variety of forms (use sound, language, images, new digital tools)
Reflects often on one's communication style & behavior
Cultivate family & school community assets to help in solving problems
Use of attention signals (raising online hand)
Use of protocols for responding (online etiquette)
Use of protocols for discussing (breakout rooms)
Use of extended collaboration activities (choice boards)
Use validating terms (connect, relate, appreciate)
See the classroom as a community (take polls)
Make eye contact (keep your face on-screen and request participants do so as well)

5 Synchronous and Asynchronous Instructional Recommendations:

1. **THE FIRST WEEKS OF SCHOOL SHOULD BE DEVOTED TO COMMUNITY BUILDING AND DIGITAL COMPETENCY.**

Resist the temptation to dive right into curriculum at the start of the school year. Devoting the initial weeks to building community so students feel connected. Social emotional skills can be woven in at that time. Students need ample time to become proficient with the digital tools used for instruction.

2. **COMMUNICATION WITH PARENTS & STUDENTS NEEDS TO BE MORE THOROUGH, STREAMLINED, AND PREDICTABLE.**

- Establish a consistent location and predictable schedule for sharing information
- Set clear expectations and boundaries for communication
- Create a backup plan for off-hours and technical support
- Make communication multimodal
- Instructions are easy to find and explicit

3. **"FACE-TO-FACE" TIME SHOULD BE USED FOR ACTIVE LEARNING**

- Jigsaw groupings allow students to become experts on a particular chunk of content, and then teach that content to other students
- Discussion strategies should be adapted for virtual settings
- Always use best practices for cooperative learning

4. **CONTENT NEEDS TO BE PRIORITIZED AND SLOWED DOWN**

Online instruction is not conducive to covering large amounts of content.–Prioritize and teach the most important content at a slower pace.

5. **SUMMATIVE ASSESSMENT SHOULD FOCUS ON STUDENT CREATIVITY**

What we know to be true about effective teaching remains true online: the particular tools and tactics may change, but the approach and strategies thrive in any learning environment.

For more tips on transitioning to online and SEL environments, visit;

https://www.cultofpedagogy.com/9-ways-online-teaching/ and
https://casel.org/core-competencies/

S- STUDENT-CENTERED INSTRUCTION

Students engage in learning about issues relevant to their lives. The instruction is project-based and features structured-inquiry. Student dialogue is cultivated and recognized as essential to the learning process that enables students' construction of knowledge. Fostering student voice, opinions, and ideas will enrich the learning environment—a hallmark of the student-centered classroom.

Indicators	Strategies	Present
Promotes student-dialogue / voice	Socratic Seminars, Inside-outside Circles, classroom arranged to accommodate discussions, serve as facilitator and/or mediator, TQE Method (thoughts, questions, and epiphanies	
Elicits prior knowledge	Graphic organizers (e.g., KWL, concept maps, Brainstorming, Webbing, Anticipation Guide)	
Draws on students' lived experiences	Relevant analogies and/or metaphors to bridge concepts, reflect students' diversity	
Poses open-ended questions	Guiding questions for analysis, synthesis, and evaluation	
Engages students in critical dialogue	Dialogue Circles, Dialectic Teaching	
Encourages students to write about relevant issues	Narrative writing, current events, memoirs	
Addresses content in a manner relevant to students' lives	Offering of multiple entry points to a lesson (e.g., presenting big ideas through art, music and/or literature)	
Solicits students' input into topics for research or study	Inquiry Learning, Problem-based Learning	
Uses collaborative learning structures	Small Groups, heterogeneous groups,	
Creates multiple opportunities for students to respond	Extended wait time, partner share, equity/calling sticks, numbered heads	
Includes opportunities for fluid dialogue throughout the day	Math Talks, Number Talks, Science Talks, Restorative Circles	
Acknowledges and extends students' verbal responses	Affirmation and probing to acknowledge all student responses	
Sets up cooperative learning structures for peer-to-peer learning	Think-Pair-Share, Jigsaw, Pairs Check, Teammate consults	

S- STUDENT-CENTERED INSTRUCTION-ONLINE

Student-centered learning is an approach placing learner responsibility and activity at its core. Students actively engage in creating, understanding, relating to and using knowledge in the same ways that they do in a traditional classroom. Students-centered instruction features student dialog as the catalyst for learning. The fluid exchange of ideas promotes cognitive exploration of complex topics. Combining a lecture with intermittent "call and response" questions is not the same as student dialogue. Student dialog in an online environment most often takes the form of a digital "breakout room." Below are some considerations in planning opportunities for student dialogue.

Indicators	Online Considerations
Promotes student-dialogue/voice	• **Establish "Home" groups** where students meet to dialogue, build community, build trust, and develop the confidence to participate in a low risk setting. Groups can be used to address social emotional needs of students.
Elicits prior knowledge	
Draws on students' lived experiences	
Poses open-ended questions	• **Use other peer groups intermittently** to engage a diversity of voices & build community within the class.
Engages students in critical dialogue	
Encourages students to write about relevant issues	• **Note that the instructional strategies used** in a virtual classroom do not differ from those used in a regular classroom (See examples listed above)
Addresses content in a manner relevant to students' lives	
Solicits students' input into topics for research or study	• **Provide and make accessible clear instructions** for students during independent group work/dialogue.
Uses collaborative learning structures	• **Ensure that norms and expectations** are established and adhered to in student groups.
Creates multiple opportunities for students to respond	• **Provide specific parameters:** Time limit, participant roles, content material, etc.
Includes opportunities for fluid dialogue throughout the day	
Acknowledges and extends students' verbal responses	• **Make creativity the focus of summative assignments.**
Sets up cooperative learning structures for peer-to-peer learning	• **Encourage peer review and feedback** on assignments.

• **Create opportunities for social enjoyment.** Opportunities for enjoyable social interaction and fun activities abound when teaching *process* over *content*. |

P- POSITIVE LEARNING COMMUNITIES

Create positive learning communities by fostering safe spaces, free of gender, racial, and other microaggressions. Nurture students' sense of belonging through respectful and reciprocal relationships. By facilitating intellectual risk-taking, teachers can promote student confidence and academic excellence. To create a welcoming community, display artwork, posters, signs and labels that reflect and affirm the cultures representative of students.

Indicators	Strategies	Present
Community building activities	Restorative Circles, "*getting-to-know-you*" surveys, ice-breakers, team building activities	
Safe-space	Potential biases addressed, students' names pronounced correctly, conversations led by students	
Collaborative social agreements	Display of social contract co-created by teacher and students, established norms	
Welcoming environment	Display of student generated work, posters and signs that affirm cultural groups, words/phrases in students' heritage languages	
Respectful relationships	Welcoming of students by name, use of eye contact, modeling of respectful conversation and appropriate language	
Nurtured sense of belonging	Seeking of student feedback, validations of student home knowledge	
Supportive and welcoming Classroom Climate	Modeling of positive self-talk, highlight of multiple moments of success	
High behavioral expectations	Establishing of routines, processes, procedures, development of self-monitoring skills and self-assessments	
Validation of students' questions and opinions	Smiling, leaning toward responding students, nodding of head in affirmation	
Social-emotional Learning	Restorative practices, check-in & activities	
Student feedback regarding effectiveness of instruction	Student interviews, questionnaires, exit cards, surveys regarding instruction	

P- POSITIVE LEARNING COMMUNITIES- ONLINE

Perhaps the greatest challenge for CRP teachers engaged in online instruction involves figuring out ways to develop meaningful working relationships in a virtual environment. The effectiveness of CR practices relies heavily on those relationships because students in a CR classroom are expected to take intellectual risks and to engage with challenging material. However, even though virtual instruction eliminates the personal, face-to-face interactions so important to CRP, providing the technology for online instruction at home also offers educators an easier way to engage with the entire family unit and the local community.

Indicators	Online Consideration
Community building activities Safe-spaces Collaborative social agreements Welcoming environment Respectful relationships Nurtured sense of belonging Supportive and receptive classroom climate High behavioral expectations Validation of students' questions and opinions Social/Emotional learning Student feedback regarding the effectiveness of instruction	• **By making virtual home visits,** teachers can engage families in low-risk, community-building interactions. Providing families with a short introductory list of questions (favorite sports, TV shows, etc.) may reduce anxiety and facilitate responses, especially from ELL families. • **By scheduling virtual office hours, teachers** provide parents/guardians and students with a consistent, reliable, and convenient chance to communicate. Teachers may also arrange brief 1-on-1 student conferences during that time. • **By conducting community ethnographies** via surveys and virtual interviews, teachers may learn about the students' home cultures and consider those assets for future curriculum development. • **By emphasizing the need to adhere to clearly stated norms & student expectations,** teachers can help to ensure that small student groups will work independently and interact respectfully. • **By conducting social emotional check-ins,** teachers can help students avoid the feeling of isolation that is often associated with online instruction. An extended restorative circle session (lasting an entire class period) occasionally may be needed. • **By prioritizing feedback** over traditional grades, teachers can support improvement in student performance; research indicates that offering feedback is more effective at improving student performance than assigning specific grades or scores.

A- ACADEMIC AND ETHNIC IDENTITY DEVELOPMENT

The integration of cultural content into curriculum and resources nurtures students' academic and ethnic identity development. Academic identity is further developed when students are provided opportunities to share their expertise on a topic. CR teachers recognize the importance of integrating students' cultural & linguistic knowledge to access their schema. Tapping into students' prior knowledge also helps in scaffolding their learning.

Indicators	Strategies	Present
Integration of Cultural Content	Using students' real-life experiences to make connections (How is ___ similar to your experience? In your life how have you seen __?) Tapping into students Funds of Knowledge, including students' home languages	
Relevant Instructional Material	Integrating curriculum that encourages reflection of student experiences; use of materials that accurately provide an empowering portrayal of students' cultures, including facts about major figures, contributors, and historical events relevant to students' cultures	
Supportive Academic Environment	Use of Expert Groups, building of student confidence, gradual release of support	
Monitoring of Student Understanding	Use of Thumbs Up, Exit Tickets, One Question Quizzes, Unison Responses	
Self-monitoring and Self-assessment by Students	Use of guided questions, self-reflection templates, portfolios	
Setting of High Academic and Behavioral Expectations	Use of goal-setting, high level activities, class norms	
Differentiation of Instruction	Use of assessment to determine skill levels, use of scaffolding, connecting new information to prior knowledge, support for decoding of text, creation of learning playlists	
Validation of Student Responses and Acceptance of Various Perspectives	Use of validating phrases such as, "Thanks for making that connection; anyone make a different one?" "That is a great idea!" "That is one way to solve this problem; who did it a different way?"	

A- ACADEMIC AND ETHNIC IDENTITY DEVELOPMENT ONLINE

Personal identity is a fluid concept developed by social interactions with people and institutions. Establishing an academic and ethnic identity is crucial to the development of a student's positive self-image. Educators play a pivotal role in affirming student self-concepts of identity. This is done by selecting activities and curricula that validate students' home cultures, that allow students to demonstrate their academic abilities in areas of high student interest, and that affirm student academic contributions to the class. In the virtual classroom, this involves the following considerations:

Indicators	Online Considerations
Integration of Cultural Content Relevant Instructional Material Supportive Academic Environment Monitoring of Student Understanding Self-monitoring and Self-assessment by Students Setting of High Academic and Behavioral Expectations Differentiation of Instruction Validation of Student Responses and Acceptance of Various Perspectives	● **Teachers may strengthen students' scholarly identities** by ensuring that students' voices predominate during instruction. The use of "jigsaw groups," for example, allows students to become independent experts on content and to lead discussion on the topics studied. ● **Teachers may design curriculum that links students' lived experiences and ethno-social cultures to the content** through the use of family and community ethnographic research, community mapping as research, or family history & genealogical research. ● **Teachers may engage in virtual small group and whole group discussion using open-ended questions,** allowing students to articulate and revise their position. Such discussions also promote collaborative co-construction of knowledge and the deeper understanding that results through the analysis of competing ideas and the challenging, defending and revising of those ideas. ● **Teachers may encourage the educational use of available online resources** to access learning and improve communication. This may include social media (Tik Tok, Snap Chat, Facebook, Twitter, & Instagram); online forums (Discord, Twitch, etc.); and various forms of video conferencing (Skype, Zoom, Duo, Facetime, Google Meet, Hangout). Educational uses may involve conducting social experiments, polls, surveys, or interviews; and recording observations, collecting data, or identifying trends. (Internet protocols, student age, appropriateness and safety must be considered.) Artificial Intelligence (AI) platforms (i.e. Chat GPT) should be used with caution as a learning aid. ● **Teachers may design summative assessments requiring students to create** high quality products or presentations, with constructive feedback from peers and the instructor throughout the process. This may require scheduling flexible office hours or small group check-ins around the availability of limited technological resources.

R-RIGOR THROUGH CRITICAL THINKING INTEGRATION

CR teachers hold particularly high academic and behavioral expectations of all students. Students are challenged to think deeply, creatively, critically, and divergently. As well-cultivated critical thinkers, they raise vital questions and issues with clarity and precision; gather and assess relevant information; come to well-reasoned conclusions, having considered alternative points of view, having assessed their assumptions, implications, and practical consequences; and having collaborated with others to search for solutions.

Indicators	Strategies	Present
Focus on Meta-cognitive Process	Webbing, concept maps, meta-cognitive note-taking, reflective writing, built-in time for students to reflect and think about thinking, Exit Tickets	
Inquiry Learning	Student-posed compelling questions and topics, research projects, inquiry projects	
Integrate Questioning Techniques	Higher order questions, probing questions, affective questions, divergent questions, DOK level 3&4 questions	
Scaffolding	Models, study guides, encouragement of productive risk-taking, anchor charts, integration of various learning styles	
Feedback Options	Peer reviews, teacher-student conferencing, peer tutoring, acknowledgment of progress to encourage perseverance, formative assessments	
Problem-Based Learning	Normalization of the struggle in learning, problem posing, problem-solving techniques	
Providing students with criteria for successful task completion	Rubrics, exemplars, anchor papers, performance criteria	
Information and Resources Management Techniques	Note-taking guides, templates, checklists, graphic organizers	
Critical Literacy Development	Counter-stories, reading to promote equity, reading with mindful skepticism	
Critical Consciousness Development	Examination of various power dynamics through structural analysis; development of an awareness of systemic or root causes	

R-RIGOR THROUGH CRITICAL THINKING INTEGRATION-ONLINE

Cognitive processes are patterns of thinking developed through repetition. These patterns become habits, which activate subconsciously when an intellectual challenge arises. CR teachers use cognitive scaffolding to engage students in the content and inquiry to mold these habits into critical thinking. Online learning is most effective when students engage in critical analysis of the complex, real-world issues currently impacting society. Virtual discussions of critical questions and investigations invariably spur students' intellectual curiosity. Arthur Costa's work provides strong guidance for online teachers looking to offer a more rigorous curriculum to support the development of critical thinking skills in students.

Indicators	Online Considerations
Focus on Meta-cognitive Process	**Arthur Costa's 16 Habits of Mind**
Inquiry Learning	• *Persisting*
Integrate Questioning Techniques	• *Managing Impulsivity*
Scaffolding	• *Listening with Understanding & Empathy*
Feedback Options	• *Thinking Flexibly*
Problem-Based Learning	• *Thinking About Your Thinking*
Providing students with criteria for successful task completion	• *Striving for Accuracy* • *Questioning & Problem Posing* • *Applying Past Knowledge to New Situations* • *Thinking & Communicating with Clarity & Precision*
Information and Resources Management Techniques	• *Gathering Data Through All Senses* • *Creating Imagining & Innovating* • *Responding with Wonderment & Awe* • *Taking Responsible Risks*
Critical Literacy Development	• *Finding Humor* • *Thinking Interdependently*
Critical Consciousness Development	• *Remaining Open to New Learning*

https://www.habitsofmindinstitute.org/wp-content/uploads/2015/08/Habits-of-Mind-w-icons-and-eduplanet.pdf
https://www.habitsofmindinstitute.org/wp-content/uploads/2018/10/HabitsofTheMindChartv2.pdf

Costa's Levels of Inquiry
https://www.jeffcopublicschools.org/UserFiles/Servers/Server_1025599/File/Library/CostaQuestioning.pdf

K-KNOWLEDGE CO-CREATION

In the CR classroom, students and teachers interact as co-creators of knowledge, learning with each other through multimedia resources that build on students' prior knowledge and experiences. Teachers regularly communicate with students' parents to establish a relationship that encourages students to find connections between home experiences and academic knowledge. By inviting parents and community members to serve as storytellers, guest lecturers, and family historians, teachers can tap into a family's "Funds of Knowledge" and take inventory of students' assets.

Indicators	Strategies	Present
Cooperative Cross-cultural Learning	Cooperative learning groups, activities to develop cultural competence	
Synergistic Learning	Group-Worthy Tasks, Pair-Share, Text Rendering, 30 Second Speeches, classroom arrangements for problem-solve in teams: whiteboard walls	
Reciprocal Teaching	The Fab 4; Prediction, Questioning, Clarifying, Summarizing and Concept Attainment	
Centering the social aspect of learning	Small group learning, Gallery Walks, Expert Groups, Four Corners, Jigsaw, Quiz and Find, Chat Stations, Discussion Teams	
Parent relationship development	Open house, academic nights, weekly parent phone calls, use social media to communicate, parents as guest speakers, partner with parents to develop goals for students, parent partnership for learn, asset mapping	
Cross-age peer teaching/tutoring	Roundtable Discussions, peer editing, mentors and role models, Your Turn to Teach, whole-class peer editing sessions	
Collaborative knowledge creation	Chalk Talk, Graffiti Boards, brainstorming sessions, Chat Stations, Daily-5 interactive centers, creation of designated spaces for collaboration	
Inductive learning	Identifying patterns, similarities and differences (of a topic/parts of speech, etc.)	

K-KNOWLEDGE CO-CREATION-ONLINE

To engage all students in culturally responsive online learning, CR teachers must draw on the cultural knowledge and lived experiences of students and their families. In an online setting, empowering students to act as co-creators of knowledge begins with constructive dialogue between students and teachers, in which each learns from the other. This allows students to both value and access prior knowledge, create new discoveries and construct new learning with their classmates. As social beings, we tend to construct knowledge in a social context, interacting with colleagues, testing ideas, and fitting new concepts within existing schema. The social and cognitive needs of students do not change in an online environment.

Indicators	Online Considerations
Cooperative Cross-cultural Learning **Synergistic Learning** **Reciprocal Teaching** **Centering the social aspect of learning** **Parent relationship development** **Cross-age peer teaching/tutoring** **Collaborative knowledge creation** **Inductive learning**	● **In a CR classroom, students should have opportunities to work collaboratively in small group, virtual settings**. Small group work sessions should take place *asynchronously* to maximize face-to-face class time. ● **Student engagement is multi-modal** and may include dialog/discussion, reflective written feedback to peer work, blog response or comment. ● **The online environment is immersive**, but to create a sense of "Online Presence" (feeling socially connected in a computer-mediated environment), teachers and students must be willing to share personal stories and experiences. The concept of social presence has been associated with satisfaction, a reduced sense of isolation, and an increased sense of achievement in a virtual learning environment.(*Learn more in: Strategies to Support Teachers in Designing Culturally Responsive Curricula in Online Learning Environments*) ● **Teacher-learner roles are fluid** within small student-groups, where students as well as teachers have an opportunity to lead the learning.

S-SOCIAL JUSTICE/ CIVIC ENGAGEMENT

CR teachers encourage students to examine real-life issues that are relevant to students' lives. Using a social justice framework, teachers guide students along the process of becoming productive and contributing citizens by having them engage in inquiry learning and by shepherding their development of a critical consciousness. Through civic engagement, students form a stronger sense of agency and can practice applying in real-world situations the academic tools they have learned to use: historical analysis, structural analysis, socio-political analysis, and a variety of social skills. Civic engagement thus provides unique opportunities for authentic and meaningful learning.

Indicators	Strategies	Present
Inquiry-based Learning	Inquiry Design model, problematizing of issues that negatively impact the community, Critical Praxis model, creating "Wonder Walls", Chalk Talks, Say Something sessions, Harkens Discussion, Questioning Techniques	
Service Learning & Community Engagement	Student-identified issues of concern, examinations of current events, engagement in small, local community projects	
Applied Learning	Opportunities for students to apply learned skills through community service and problem-solving directed toward addressing community concerns	
Civic Engagement	Youth Participatory Action Research, Capstone Projects, active involvement in local issues, student led discussions regarding local, national, and international issues, student participation in school governance	
Integration of Current Events	Oral history, taking inventory of issues that students are experiencing, identifying and researching real-world issues	
Action-Oriented Projects	Research project presentations, participation in debates, voter education efforts and voter registration drives	

S-SOCIAL JUSTICE/ CIVIC ENGAGEMENT ONLINE

The road to an active citizenry and commitment to civic engagement begins with the connection of understanding historical events and perspectives in relation to contemporary, real-world issues. The development of cultural identity and self-esteem via critical consciousness necessitates agency and civic action in online spaces where students have been encouraged to meaningfully engage with the material and one another. By addressing our nation's most important critical issues, our students empower themselves and develop the confidence to take leadership roles in our community and beyond.

Indicators	Online Considerations
Inquiry-based Learning **Service Learning/Community Engagement** **Applied Learning** **Civic Engagement** **Integration of Current Events** **Action-Oriented Projects**	• Encourage the **educational use of available online resources** to access learning and improve communication, including; social media (Tik Tok, Snap Chat, Facebook, Twitter, & Instagram), forums (Discord, Twitch, etc.), and various forms of video conferencing (Skype, Zoom, Duo, Facetime, Google Meet, Hangout) may be used. (Internet protocols, student age, appropriateness and safety must be considered.) Artificial Intelligence (AI) platforms (Chat GPT) should be used with caution as a learning aid. • *(See "A- Academic and Ethnic Identity Development- Online Considerations above)* • Use **inquiry to identify high interest topics** impacting student lives. o Use community mapping, student observations, surveys and polls in researching the topic effecting the community. • Conduct grade level appropriate **scholarly research** on the topic on a wider scale. • Provide a virtual **presentation to stakeholders** with the intention of influencing decisions.

CULTURALLY RESPONSIVE TEACHING: "An approach that empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes."

—Gloria Ladson-Billings

What does my classroom look like?	What does my classroom sound like?	How does my classroom feel?
The students are working collaboratively in small groups	Students engage in dialogue related to their learning	A positive, productive energy is felt upon entering the room
The teacher is facilitating student dialogue	Productive student talk prevails over teacher talk	The classroom emanates a sense of trust and comfort
The classroom is well organized with easy access to materials	Students code switch between academic & home language	There is a feeling that students care for each other
Student work is displayed on classroom walls	There are one-on-one instructional conversations	Students feel safe enough to think out-loud & offer opinions
Students are moving about the room productively	Cultural referents help scaffold understanding of content	There is a sense of efficiency & effectiveness
Students are engaged in research or inquiry learning	Feedback is timely, corrective, actionable & affirming	Visitors feel acknowledged and welcomed
All students are contributing to group work or discussions	Teacher speaks encouragingly and promotes student confidence	
Signs or charts remind students of processes or procedures		
Inspirational messages encourage students to persevere		

Adapted from Hammond, 2014

Culturally Responsive Teacher Self-Assessment:

Consider which of the following Danielson-related items you most commonly use in your classroom.

	Often	Occasionally	Seldom
1. I select literature and other resources that reflect my students' cultural backgrounds when planning lessons.			
2. I plan my lessons to begin with familiar content from students' home, community and previous schooling.			
3. I regularly communicate classroom expectations and learning to families in various ways.			
4. I ensure all students are intellectually engaged by making materials relevant to their culture(s).			
5. I build on and use student responses to questions in order to deepen their understanding, access prior knowledge and lived experiences.			
6. I use visuals that are representative of all cultural groups.			
7. I establish a routine with students to provide procedures facilitating fluid and respectful transitions.			
8. I capitalize on the different ways of learning and intelligences found among different students.			
9. I encourage interpersonal interactions and a sense of community within the classroom.			
10. I utilize cooperative grouping and ensure that everyone understands their roles in performance of the task.			
11. I group students heterogeneously.			
12. I find ways to engage all students in each lesson.			
13. I allow students to help each other or to work together even when reading a text.			
14. I encourage positive interdependence, simultaneous interaction, individual accountability and equal participation among my students.			
15. I ensure that my classroom is physically inviting and presents a welcoming environment.			
16. I emphasize collaboration and collectivity rather than individuality in my instructional practices.			
17. I operate in the classroom as a facilitator rather than a 'performer' in front of an audience.			
18. I vary the use of culturally connected instructional approaches such as: storytelling, affirmations for success, imagery/visual thinking, call and response, mnemonics.			
19 I use stylistically responsive instructional strategies: cooperative learning, KWL, Graphic organizers, Group investigations/inquiry strategies, Authentic assessment, and Advanced organizers.			
20. I am comfortable making changes and accommodations to my classroom culture when needed to enhance student learning.			

Culturally Responsive Practices Student Feedback Form

Post lesson application for teachers' self-monitoring of CR implementation

In today's class…	1-Strongly Disagree	2-Disagree	3-Sort of Disagree	4-Sort of Agree	5-Agree	6-Strongly Agree

In today's class…

1. I did well
2. I enjoyed the work I did
3. I was interested in the material we covered
4. We learned things that matter to my life
5. I felt positively about my race ethnicity
6. The material taught me about my race ethnicity
7. My teacher supported my learned needs
8. My teacher had high expectations of me
9. People spoke multiple languages
10. I saw examples of smart people from my ethnic background
11. The material connected to my home life experience
12. I learned from someone with a different home life experience than mine
13. My teacher supported my learning needs
14. Students of all genders were treated fairly
15. The feedback my teacher gave me helped me meet expectations
16. My teacher connected what we learned with my life outside of school
17. My teacher tried to help me when I was struggling, sad, worried, angry, upset, or frustrated
18. My teacher looked out for me
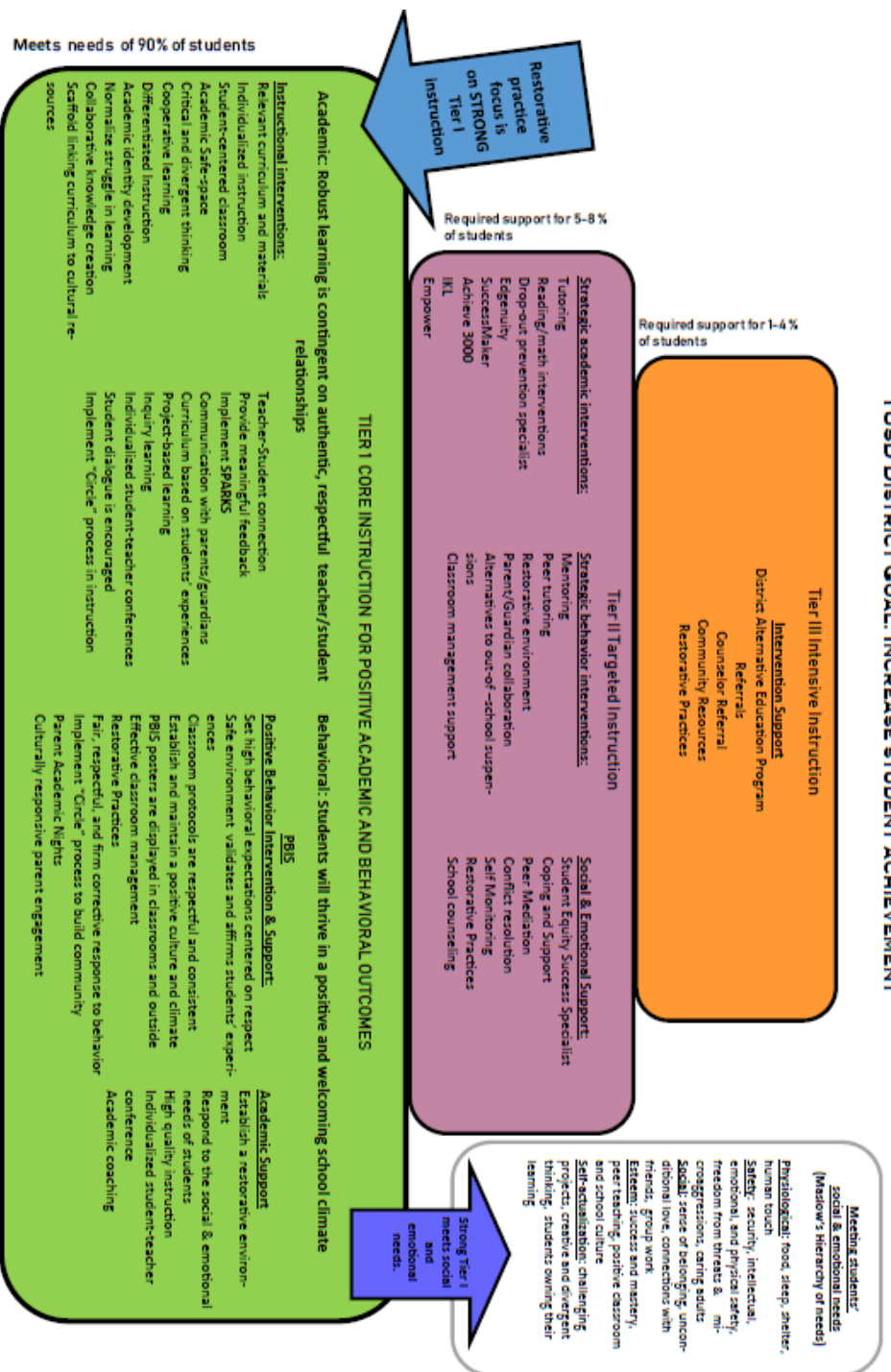19. My teacher made me feel like my opinions and ideas matter
20. My teacher let us ask others for help when we needed it
21. The material connected the world around me
22. My teachers made me feel like what I learned matters

Multi-Tiered System of Support

TUSD DISTRICT GOAL: INCREASE STUDENT ACHIEVEMENT

Meets needs of 90% of students

Restorative practice focus is on STRONG Tier I instruction

Required support for 5-8% of students

Required support for 1-4% of students

Tier III Intensive Instruction

Intervention Support
District Alternative Education Program
Referrals
Counselor Referral
Community Resources
Restorative Practices

Tier II Targeted Instruction

Strategic academic interventions:
- Tutoring
- Reading/math interventions
- Drop-out prevention specialist
- Edgenuity
- SuccessMaker
- Achieve 3000
- IXL
- Empower

Strategic behavior interventions:
- Mentoring
- Peer tutoring
- Restorative environment
- Parent/Guardian collaboration
- Alternatives to out-of-school suspensions
- Classroom management support

Social & Emotional Support:
- Student Equity Success Specialist
- Coping and Support
- Peer Mediation
- Conflict resolution
- Self Monitoring
- Restorative Practices
- School counseling

TIER I CORE INSTRUCTION FOR POSITIVE ACADEMIC AND BEHAVIORAL OUTCOMES

Academic: Robust learning is contingent on authentic, respectful, teacher/student relationships

Behavioral: Students will thrive in a positive and welcoming school climate

Instructional interventions:
- Relevant curriculum and materials
- Individualized instruction
- Student-centered classroom
- Academic Safe-space
- Critical and divergent thinking
- Cooperative learning
- Differentiated Instruction
- Academic identity development
- Normalize struggle in learning
- Collaborative knowledge creation
- Scaffold linking curriculum to cultural resources

- Teacher-Student connection
- Provide meaningful feedback
- Implement SPARKS
- Communication with parents/guardians
- Curriculum based on students' experiences
- Project-based learning
- Inquiry learning
- Individualized student-teacher conferences
- Student dialogue is encouraged
- Implement "Circle" process in instruction

Positive Behavior Intervention & Support
PBIS
- Set high behavioral expectations centered on respect
- Safe environment validates and affirms students' experiences
- Classroom protocols are respectful and consistent
- Establish and maintain a positive culture and climate
- PBIS posters are displayed in classrooms and outside
- Effective classroom management
- Restorative Practices
- Fair, respectful, and firm corrective response to behavior
- Implement "Circle" process to build community
- Parent Academic Nights
- Culturally responsive parent engagement

Academic Support
- Establish a restorative environment
- Respond to the social & emotional needs of students
- High quality instruction
- Individualized student-teacher conference
- Academic coaching

Strong Tier I meets social and emotional needs.

Meeting students' social & emotional needs (Maslow's Hierarchy of needs)
- Physiological: food, sleep, shelter, human touch
- Safety: security, intellectual, emotional, and physical safety, freedom from threats & microaggressions, caring adults
- Social: sense of belonging, unconditional love, connections with friends, group work
- Esteem: success and mastery, peer teaching, positive classroom and school culture
- Self-actualization: challenging projects, creative and divergent thinking, students owning their learning

TUSD Multicultural Education

Multicultural Curriculum	Responsive Instruction	Inclusive Environments
• Helps students discover the contributions that people of color have made to our national literary heritage • Inspires all students to see themselves as writers and intellectuals with a responsibility to engage in purposeful learning and civic action	• Facilitates academic and cultural identity development • Facilitates the use of a constructivist approach to instruction	• Establishes a sense of belonging for all students and their families. • Encourages cognitive risk-taking among students.

SPARKS

S	**Student-centeredness:** • Darder, A. (1991). *Culture and power in the classroom: A critical foundation for bicultural education*. Boulder, CO: Paradigm Publishers. • Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review, 58*, 280-299. • Cabrera, N., Milem, J., Jaquette, O., Marx, R., (2014). Missing the (Student Achievement) Forest for All the (Political) Trees: Empiricism and the Mexican American Studies Controversy in Tucson. *American Educational Research Journal* • Duncan-Andrade, J. (2009). Note to educators: Hope required when growing roses in concrete. *Harvard Educational Review,79* (2), 181-194.
P	**Positive learning communities and authentic caring:** • Allen, A., Scott, L., Lewis, C. (2013). Racial Microaggressions and African American and Hispanic Students in Urban Schools: A Call for Culturally Affirming Education. *Interdisciplinary Journal of Teaching and Learning, 3*, 117-128. • Solórzano, D., Ceja, M., Yosso, T. (2001). Critical Race Theory, Racial Microaggressions, and Campus Racial Climate: The Experiences of African American College Students. *Journal of Negro Education, 69*, 60-72. • Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: implications for clinical practice. *American Psychologist, 62*, 271-286. • Valenzuela, A. (2010). *Subtractive schooling: US-Mexican youth and the politics of caring*. New York: Suny Press.
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R	**Rigor through critical thinking integration:** • Banks, J. A. (1993). Chapter 1: Multicultural education: Historical development, dimensions, and practice. *Review of research in education, 19*(1), 3-49. • Danielson, C. (2013). *The framework for teaching: Evaluation instrument*. Princeton, NJ: Danielson Group. • López, F. (2011). The nongeneralizability of classroom dynamics as predictors of achievement for Hispanic students in upper elementary grades. *Hispanic Journal of Behavioral Sciences, 33*(3), 350-376.
K	**Knowledge co-creation:** • González, N., Moll, L.C., Tenery, M.F., Rivera, A., Rendon, P., Gonzalez, R., & Amanti, C (1995). Funds of knowledge for teaching in Latino households. *Urban Education, 29*, 443-470. • Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press. • Paris, D., & Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard Educational Review, 84*(1), 85-100.
S	**Social justice/civic engagement:** • Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education, 53*, 106-116. • Giroux, H. A. (1985). Teachers as transformative intellectuals. *Social Education, 49*(5), 376-79. • Howard, T. C. (2003). Culturally relevant pedagogy: Ingredients for critical teacher reflection. *Theory into practice, 42*(3), 195-202. • Ladson-Billings, G. (2004). New directions in multicultural education. *Handbook of research on multicultural education, 2*, 50-65 • Duncan-Andrade, J. M. R., & Morrell, E. (2008). *The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools* (Vol. 285). Peter Lang.

SPARKS
Examples of classroom practices and strategies to incorporate SPARKS.

Student-Centered

Creating a student-centered classroom requires building on students' curiosity about issues and topics that matter to them. Fostering student voice further ensures student-centeredness.

- Provide students opportunities to reflect on what they learned through collaborative activities
- Assign students to small, heterogeneous groups that do not isolate underrepresented students
- Establish ways for students to intervene if they feel their perspective is being undervalued or not acknowledged
- Structure discussions to include a range of voices through activities such as; Socratic Seminars, Inside-outside Cirlces and Fish Bowls
- Seek multiple answers or perspectives to questions/issues
- Engage students in cooperative and collaborative learning
- Serve as facilitator and/or a mediator during student dialogue, intervening as necessary
- Create multiple opportunities for students to respond
- Invite students to construct new understandings regarding what they are learning
- Include opportunities for fluid dialogue throughout the day. e.g., math talks, number talks, science talks, etc.
- Extend and acknowledge students' responses

S

Positive Learning Communities

Getting to know students is critical to building respectful relationships that foster safe and positive learning communities. By knowing students' traditions, beliefs, values, language, etc. insights are gained including respect for cultural differences, religion, gender/sexual identity. In getting to know students teachers can assess students' strengths and indeed build on the assets/intelligences that they possess thus validating their experiences.

- Avoid making generalizations about students' experiences
- Build community to facilitate welcoming environments through community circles, community time, and collaborative problem-solving
- Refrain from asking individual students to speak for a social identity group
- Establish classroom agreements or social contracts
- Highlight multiple moments of success throughout the day for confidence building
- Provide opportunities to work in small heterogeneous groups
- Implement diverse teaching to respond to multiple intelligences
- Ensure classroom is organized and materials are available and accessible
- Provide statements of positive reinforcement to foster success and build respectful culture and climate
- Learn and properly pronounce students' names
- Provide opportunities to engage in social/emotional learning such as daily "check-ins"

P

Academic and ethnic identity development through cultural content integration

Intentionally seek resources that adequately and positively portray cultural groups. Culturally relevant materials serve as "mirrors" wherein students can make connections to their experiences.

- Provide access to literature and historical accounts that are reflective of students' culture
- Reference the multicultural book inventory for books that adequately portray cultural groups
- Ensure that learning materials present accurate and empowering portrayal of all students' cultures
- Examine multiple cultural descriptions and interpretations of events and experiences
- Challenge students to strive for excellence
- Build students' confidence in completing a challenging task
- Provide culturally relevant resources and materials for students to make personal connections
- Academic rigor is increased through scaffolding and immediate feedback for improvement
- Build student cultural competence through engagements in learning about self and other cultures
- Integrate curriculum that encourages student reflection of their lived experiences and on society
- Integrate students assets into academic concepts
- Provide multiple opportunities for student self-reflection in relation to academic identity

A

Rigor through Critical Thinking Integration

Cognitive rigor occurs when students are encouraged and challenged to think deeply in engaging topics. Moreover students are encouraged to express the extent and depth of their learning in a manner unique to them. Rigor includes metacognition, thinking and knowledge as well as the application and transferring of the knowledge.

- Allow for productive risk and failure by normalizing the struggle in learning
- Establish that struggle and challenge are important in the learning process
- Incorporate students' responses, ideas, languages, and experiences into the feedback
- Validate students' contributions by prompting students with both affective and cognitive feedback
- Ensure clarification and expounding of students' statements during instruction
- Schedule opportunities for individualized teacher-student conferences to ensure opportunities to receive individualized teacher feedback
- Incorporate different types of questions such as open-ended questions and analytic questions
- Providing appropriate wait time and taking turns
- Scaffolding may include reference to English language learners' primary languages or cultural knowledge
- Provide scaffolding that links academically challenging curriculum to students' cultural resources
- Conduct analyses of textbooks, mass media, internet, literary sources and personal narratives
- Investigate how different knowledge sources affect teaching and learning

R

Knowledge Co-Creation

Teacher and student synergistic learning embodies the co-construction of knowledge. Students enter classrooms with a wealth of knowledge from family and community sources that teachers can incorporate into the curriculum.

- Speak of students diverse perspectives as assets
- In class, explain the value of collaboration for learning
- Learning is a social endeavor provide opportunities to engage in knowledge building dialogue
- Meet with parents and dialogue about their goals and aspirations for their child
- Seek alternative strategies to encourage parent involvement
- Provide opportunities for cooperative cross-cultural learning, cross-age peer teaching, role modeling, and interpersonal interaction
- Engage students in collaborative knowledge creating opportunities such as Chalk-talk, Graffiti Boards and brainstorming sessions

K

Social Justice/Civic Engagement

Teachers who implement social justice education do so from a historical and contemporary perspective, by highlighting people who have worked and continue to work for a more just world. Social justice education is a framework for students to use to examine various issues in relation to themselves, institutions, society and others. Additionally social justice education fosters the development of strong civic and community engagement.

- Social justice education is centered on critically engaging with issues that affect students, thus real world issues
- Provide resources that highlight diverse voices in seeking societal change
- Incorporate community engagement to apply skills students learn in real world situations
- Engage in Youth Participatory Action Research projects such as YPAR and Capstone Projects
- Engage students in active learning through Service-Learning and Community Engagement

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