

Educating Culturally Responsive Teachers



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Educating Culturally Responsive Teachers

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Workshop Agenda

- Framework for Culturally Responsive Teaching
 - Knowledge, Dispositions, Skills
- Professional Standards for Educational Leaders
- Administrative Strategies
- Q & A
- Evaluations





Four Guiding Questions

- What are Culturally Responsive Teachers (CRTs)?
 - KNOWLEDGE
- Why do schools need CRTs?
 - DISPOSITIONS
- What helps teachers become Culturally Responsive?
 - SKILLS
- What undermines Culturally Responsive Teaching?





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What are Culturally Responsive Teachers (CRTs)?

1. Understand that a person's location in the social order influences how he or she sees the world
2. Are favorably disposed to diversity
3. See themselves as active agents of change in educational institutions
4. Understand and embrace constructivist views of knowledge, teaching, and learning





What are Culturally Responsive Teachers (CRTs)?

5. Understand the necessity to learn about their students and have strategies for doing so
6. Design instruction to draw on students' strengths and address their needs
7. Demonstrate mastery of the content and skills they teach

(Villegas & Lucas, 2002)





Sociocultural Consciousness

“Teachers who lack sociocultural awareness of themselves will unconsciously and inevitably rely on their own experiences to make sense of students’ lives...” (Villegas & Lucas, 2007) ... which leads to misunderstandings and miscommunication.





Developing Sociocultural Consciousness

1. Use an index card
2. List personal descriptors of your identity
 - a. monolingual, suburban, black, woman, oldest child, teacher, mother, wife, sister, friend, athlete, mentor, student, Christian, middle-class, fair-skinned, doctoral student...
3. Choose 1 or 2 descriptors and share with your table how these identities shaped and influenced your perspectives and VALUES





Sociocultural Consciousness

Teachers understand the role their own culture and their students' cultures influence knowledge, biases, experiences, and decisions

How does our cultural identity as a school influence how we teach, engage, communicate with, discipline, and understand students and their experiences?





Educating Culturally Responsive Teachers

SELF-AWARENESS

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Understanding How Students Construct Meaning

Teachers understand that students connect their prior knowledge from personal and cultural experiences and beliefs to make meaning of new ideas presented in school

Transmission
Views



Constructivist
Views





SELF-AWARENESS CONSTRUCTIVIST VIEW

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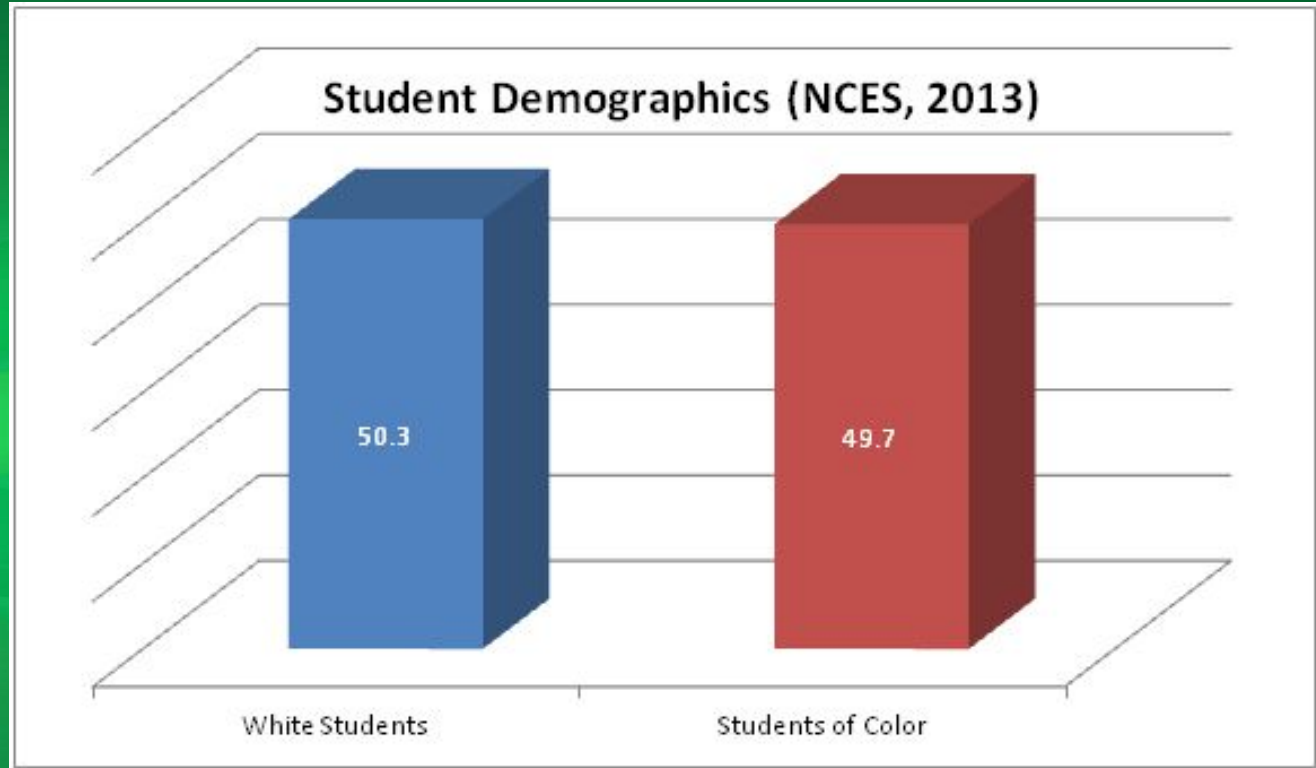


Why do schools need CRTs?

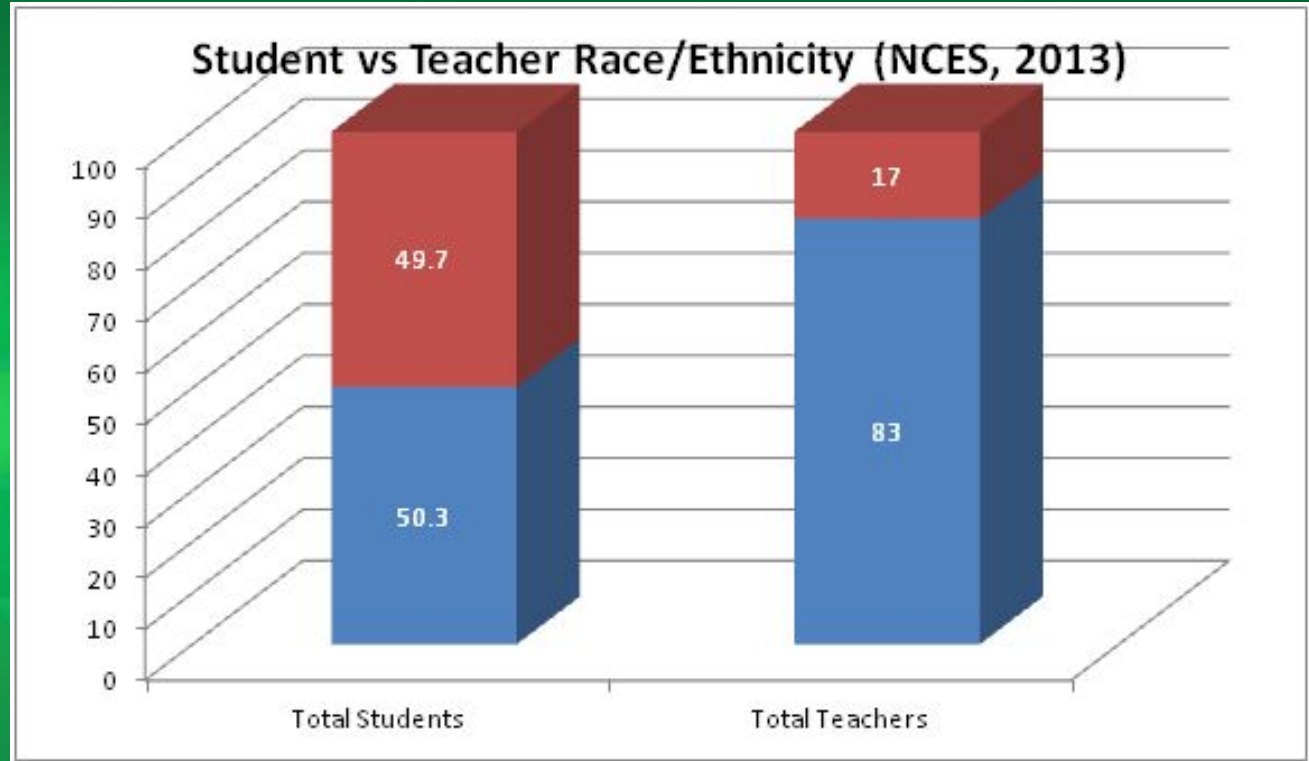
- Discuss and identify the 3 most important benefits of CRTs in your building
- How do CRTs influence school culture and climate?



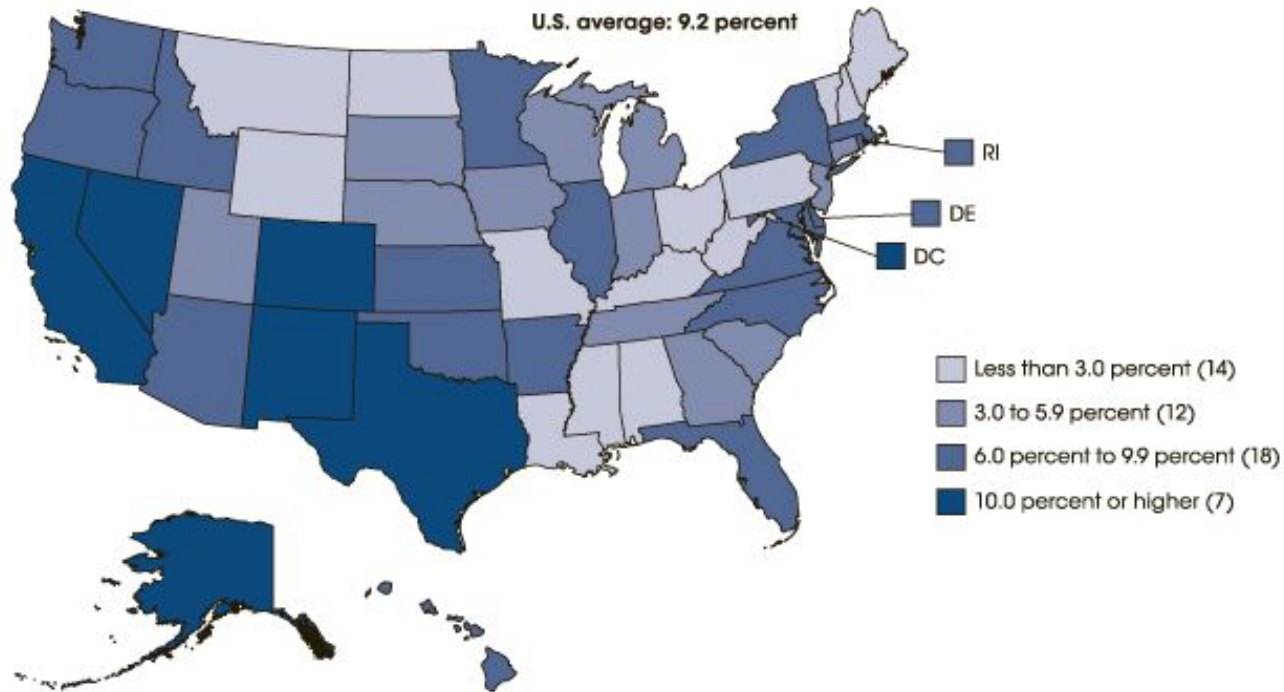
Student Demographic Data



Teacher Demographic Data

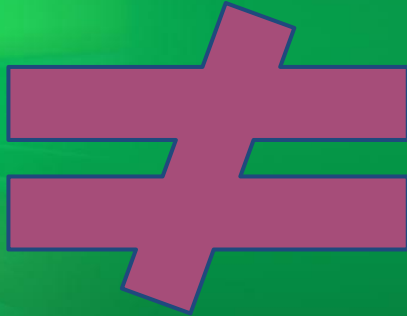


ELLs Demographic Data



Affirming Attitudes About Diversity

Is more than believing all students are capable.
Belief that all perspectives are equally as
appreciated and relevant



Right vs Wrong values

Proper vs Improper English

different does not equal deficit





Affirming Attitudes About Diversity

Teachers believe that all students can achieve and that differences do not equal deficits.

How do our attitudes toward students of nondominant groups demonstrate that we accept there are multiple, valid ways of thinking, speaking, interacting, and learning?





Being Agents of Change

Teachers believe that their presence, engagement, and work makes a positive difference in the lives of students, the school, and greater community

How do we impact the school community and culture to make teaching and learning more equitable and accessible for all students to succeed?





SELF-AWARENESS
CONSTRUCTIVIST VIEWS
AFFIRMING ATTITUDES ABOUT DIVERSITY
BEING AGENTS OF CHANGE





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What helps teachers become Culturally Responsive?

Learning about Students' Lives

Strong Pedagogical Content Knowledge

Appropriate Instructional Strategies &
Materials

Reflective and Reflexive Practices





Learning About Students' Lives

Teachers learn about students' outside-of-school experiences that help bring insight and embed learning activities in contexts familiar to the students

How do our teachers use authentic examples from students' real lives to facilitate learning and help them better connect with topics and texts?



Learning About Students' Lives





Learning About Students' Lives

“Educators need to get comfortable in shoes that are not your own...”

“We often spend more time UNteaching what students have learned than learning what they could teach...”

@sekouandrews





Pedagogical Content Knowledge

Teachers combine knowing how to teach with mastery of the content and skills appropriate to the subject they teach

Teachers design curricula and instruction that create an inclusive learning environment and meet the learning needs of all students







Professional Standards for Educational Leaders 2015

Effective leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.





Professional Standards for Educational Leaders 2015

Effective leaders:

- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.





Professional Standards for Educational Leaders 2015

Effective leaders:

e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.





Professional Standards for Educational Leaders 2015

Effective leaders:

- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.





Professional Standards for Educational Leaders 2015

Effective leaders:

h) Address matters of equity and cultural responsiveness in all aspects of leadership.





What undermines Culturally Responsive Teaching?

1. Colorblindness
2. Lowered-expectations
3. Bias Disciplinary Practices
4. Devaluing students' cultural knowledge
5. Assuming that dominant values are better
6. Lack of Diversity in school faculty
7. Limited time for teacher collaboration





Influence on Administrative Practices

- Hiring of New Teachers
 - Interview Qs, Sample Lessons
- Novice Teacher Development
 - Mentorship (Individual and Cohort-based)
- PLCs, Teacher Collaboration Efforts
 - Peer Mentoring, Peer Observations, Turn-keying





Influence on Administrative Practices

- Professional Development Plans
 - Goals
- Teacher Evaluations
 - Pre/Post Ob Reflections
- Teacher Leadership Opportunities
 - Recursive Item of Discussion
 - Lesson Plan Reflections





Questions & Answers

FINAL THOUGHTS REFLECTIONS QUESTIONS



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Framework Strand of CRT	Essential Question	Strategies
Sociocultural Awareness: Teachers understand the role their own culture and their students' cultures influence knowledge, biases, experiences, and decisions	How does my cultural identity as an educator influence how I teach, engage, communicate with, discipline, and understand students and their experiences?	NONFICTIONAL approach: Identifying personal purposes of education Autobiographical and journal writing Surveys of student communities Discussion viewing from multiple perspectives Autobiographical reading, documentary viewing
Constructivist Way of Learning: Teachers understand that students connect their prior knowledge from personal and cultural experiences and beliefs to make meaning of new ideas presented in school	How do/can I tap into and use students' prior knowledge and experience to help them make sense of the new material I would like to introduce?	Involve in inquiry projects of personal meaning Collaborative mixed ability student groups Open dialogue and discussion on relevant topics Build on students' interests
Affirming Attitudes: Teachers believe that all students can achieve and that differences do not equal deficits	How do my attitudes toward students of nondominant groups demonstrate that I accept there are multiple, valid ways of thinking, talking, behaving, and learning?	Expose all students to intellectually rigorous curriculum Students monitor own progress - learning logs Set high expectations for all students Hold students accountable to those standards
Agents of Change: Teachers believe that their presence, engagement, and work makes a positive difference in the lives of students, the school, and greater community	How do I impact the school community and culture to make teaching and learning more equitable and accessible for all students to succeed?	Create culture where everyone has a voice Provide time and opportunity for collaboration Promote collegiality Encourage democratic process Encourage community involvement Acknowledge moral dimensions of education
Knowledge of Students: Teachers learn about students' outside-of-school experiences that help bring insight and embed learning activities in contexts familiar to the students	How can I use authentic examples from students' real lives to facilitate learning and help them better connect with topics and texts?	Ask open-ended questions of students about... Lives outside school Perceptions and beliefs about school and future Relationships to subject matter Community life
Pedagogical Content Knowledge & Instructional Practices: Teachers combine knowing how to teach with mastery of the content and skills appropriate to the subject they teach Teachers design curricula and instruction that create an inclusive learning environment and meet the learning needs of all students	How do I differentiate instruction using the breadth and depth of my content knowledge to help students understand concepts? How do I create practices that include involving all students in the construction of knowledge, build on students' personal and cultural strengths, help students examine ideas from multiple perspectives, and use varied assessments to promote learning?	Use appropriate instructional material relevant to student experiences (accessible language and examples) Make explicit the sociocultural expectations embedded in different learning activities Represent various ways of learning Include texts and materials that represent and support diversity Use content-appropriate instructional strategies

FOR TEACHERS: Culturally Responsive Teaching Practices	FOR ADMINISTRATORS: Practices That Promote the Development of Culturally Responsive Teachers
<ul style="list-style-type: none"> ● Involving all students in the construction of knowledge <ul style="list-style-type: none"> ○ Inquiry projects ○ Having students work collaboratively in small groups of mixed ability ○ Authentic dialogues ○ Having students assume increasing responsibility for own learning by setting and monitoring goals ● Building on students' personal and cultural strengths <ul style="list-style-type: none"> ○ Helping students access prior knowledge and beliefs ○ Building on students' interests ○ Building on students' linguistic resources ○ Using examples and analogies from students' lives ○ Using appropriate instructional materials ○ Tapping community resources ○ Creating different paths to learning using varied instructional activities ● Helping students examine the curriculum from multiple perspectives ● Using varied assessment practices that promote learning ● Making the culture of the classroom inclusive for all students 	<ul style="list-style-type: none"> ● Professional Learning Communities ● Peer Mentoring ● Developing dispositions, knowledge, and skills of CRT <ul style="list-style-type: none"> ○ Reflective writing ○ Articulating sociocultural affiliations ○ Exploring personal history and development ○ Learning about the history and current experiences of diverse groups ○ Accounts of successful teaching and learning in diverse groups ● Commitment to a Diverse Teaching Faculty

Culturally Responsive Teachers (dispositions, knowledge, skills)
<ol style="list-style-type: none"> 1. Understand that a person's location in the social order influences how he or she sees the world 2. Are favorably disposed to diversity 3. See themselves as active agents of change in educational institutions 4. Understand and embrace constructivist views of knowledge, teaching, and learning 5. Understand the necessity to learn about their students and have strategies for doing so 6. Design instruction to draw on students' strengths and address their needs 7. Demonstrate mastery of the content and skills they teach

Knowledge of Students:

Teachers learn about students' outside-of-school experiences that help bring insight and embed learning activities in contexts familiar to the students

Family Lives Sample Questions:

Who constitutes the student's family?

Has the family immigrated to this country? If so, from where and how long ago?

What language(s) is-are spoken in the home? How proficient are adults in English?

What is the child-rearing philosophy that prevails in the household? Who in the family has major responsibility for child-rearing?

What are student's responsibilities in the family?

How much autonomy and self-determination do children have in their own upbringing?

What are the major family activities?

What are the aspirations for the children in the family?

What is the labor history of family members?

What skills, abilities, and types of knowledge are regularly used in the family?

Social Lives Sample Questions:

How do students spend their leisure time?

What are students' favorite activities? Are these activities organized along competitive or cooperative lines?

What language(s) do students use with friends?

At what do students excel?

Do students belong to community groups such as basketball teams or church choirs?

What are students' interests and hobbies?

What are the main concerns in students' lives?

Who do students look up to in the community?

Literacy Sample Questions:

Does anyone in the family write or receive letters? If so, in what language(s) are these letters written?

Are there magazines, newspapers, or books in the home? If so, who reads them? In what language are they written?

Are religious texts, such as catechism, used by the students?

Does anyone use list for organizing and remembering things?

How is storytelling used by community members?

Mathematics and Science Sample Questions:

Does anyone build or repair things, thus using principles of mathematics and physics? What specific principles are involved in those recurrent activities, and how did those who perform such activities learn them?

Do students regularly deal with money? If so, in what situations?

Does anyone make clothing or do other types of sewing that require measuring with precision?

The Arts Sample Questions:

Do students or members of their families play musical instruments? What instruments do they play?

What type of music do the children like?

What type of music is heard with frequency in the community?

What artists live in the community? What artistic forms do they use?

Are there museums in the neighborhood?

Community Life Sample Questions:

What are the most significant events of the year for community members?

How does news travel within the community?

What issues do community members find socially relevant?

What kinds of knowledge and skills are valued in the community? Do community members value what is taught in schools?

How do community members feel about school? Do they have faith that schools will serve their children well?

Are students' parents/guardians and other community members active in schools?

What school staff members live in the community?

TOP 10 WAYS to UNDERMINE CULTURALLY RESPONSIVE TEACHING

1. Choose COLORBLINDNESS and Race Neutrality
 - a. not acknowledging students' race/ethnicity, gender, linguistically diverse background minimizes and dismissed one of the very qualities that makes them unique
2. Set lower standards and expectations based on differences
 - a. goals should be appropriate for students' levels but those levels should be empirically-driven not based on bias and prejudgements
3. Devalue the personal and cultural knowledge students bring to the table everyday
 - a. dismissing the contribution of 'non-teachers' to a student's education
 - b. students are not empty vessels; they come full of knowledge and experiences
4. Misapply harsh discipline practices to students of nondominant groups
 - a. students of color are more likely to be disciplined more harshly for similar behavior than white students
5. Mispronounce students' names or renaming students
 - a. take the time to learn students' names
 - b. often students who are used to their names being mispronounced will ask to be called by another name or allow the mispronunciation
 - c. it is dehumanizing
6. Not advocate for more teachers of color
 - a. diversity in teaching staff helps to keep awareness of non-dominant cultural norms
7. Mimick students culture in an effort to build connections
 - a. speak in a student's dialect
8. Identify students' use of language as 'wrong' or 'incorrect' or 'improper'
 - a. social judgement not a linguistic judgement
 - b. home language vs school language
 - c. values white, middle-class, monolingual values and beliefs
9. Use racially-coded words
 - a. ghetto, urban, 'they', 'those', 'parents don't value education'
10. Not provide time for collaboration and problem-solving
 - a. using peer learning/collaboration as a system of check and balances

The Culturally Responsive Teacher (Excerpt)

Ana Maria Villegas and Tamara Lucas
Educational Leadership, March 2007, 28-33.

To engage students from diverse cultural and linguistic backgrounds, we must see them as capable learners.

Belki Alvarez, a young girl one of us knows, arrived in New York from the Dominican Republic several years ago with her parents and two siblings. After a difficult start in the United States, both parents found jobs; their minimum-wage earnings were barely enough for a family of five to scrape by month to month. As the oldest child in the family, Belki soon had to assume caretaking responsibilities for her younger brother and sister. At only 8 years old, she was responsible for getting her siblings ready for school, taking them there each morning, bringing them back home at the end of the school day, and caring for them until her parents came home.

On weekends, she worked with her mother at the community street fair to make extra money for the family by selling products prepared at home. She astutely negotiated prices with customers and expertly handled financial transactions. Belki often spoke enthusiastically about having her own business in the future. She spoke Spanish fluently at home and in the community, and she often served as the English language translator for her parents.

Belki's teachers, however, did not know this competent, responsible, enthusiastic girl. They perceived her as lacking in language and math skills, having little initiative, and being generally disinterested in learning.

Such profound dissonance between her in-school and out-of-school experiences is not unique to Belki. Sadly, this is typical for an increasing number of students in U.S. schools today. Over the past three decades, the racial, ethnic, and linguistic demographics of the K-12 student population in the United States have changed dramatically. In 1972, 22 percent of all students enrolled in elementary and secondary public schools were of racial/ethnic minority backgrounds (National Center for Education Statistics [NCES], 2002). By 2003, racial/ethnic minority students accounted for 41 percent of total enrollments in U.S. public schools. In six states and the District of Columbia, students of color are already in the majority (NCES, 2005). As of 2013, culturally and linguistically diverse students represented 49.7 percent of the total student population (NCES, 2013). The immigrant student population has also grown significantly in the past 30 years with one in five students speaking a language other than English at home, and the majority of these students are learning English as a second language in school (Center on Education Policy, 2006).