

Creating a Sense of Cultural Relevance

EducationPlus

June 14, 2016

Review of notes

- Looking in the rear view mirror



Norms (Working Agreements)

- Begin and end on time
- Stick with the topic
- Limit side conversations
- Use cell phones respectfully
- Listen actively
- Seek first to understand...then to be understood



Essential Questions

Who Are We?

How might we empower ourselves and others on the road to becoming more culturally relevant?

How do we work to build strong student teacher Relationships to Eliminate Gaps?

Why/how do Strong Student Teacher Relationships Impact Our Work?

What are Culturally Responsive Learning and Teaching Practices?





Where Are We Going Now?

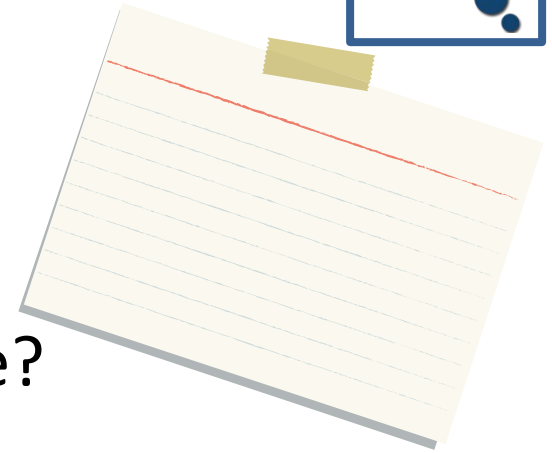
Session 2- 5

- How might I respond to empower myself and others?
- What are the Look Fors in Culturally Relevant Instruction?
- What are Characteristics of High Impact Culturally Relevant Strategies?




Unpacking the Community Tool Box

Memories




- Who was your favorite teacher?
 - Why was this person your favorite?
 - Share out with neighbor
- Most students remember teachers who CARED....not because they knew their subject matter.

- 
- “Children don’t care what you know until they know that you care about them.”

– Anonymous





Students are more likely to be emotionally and intellectually invested in the classes in which they have positive relationships with their teachers (Phelan).

- Minds are like parachutes - they only function when open.

Thomas Dewar





Define:
Culturally Reponsive



A-Z Taxonomy words associated with Culturally Responsive

A
B
C
D
E
F
G
H
I
J
K
L
M

N
O
P
Q
R
S
T
U
V
W
X
Y
Z



What is Cultural Responsiveness?

The ability to learn from and relate respectfully with people of your own culture as well as those from other cultures.

--National Center for Culturally Responsive Educational Systems (2005).



Culturally Responsive Teaching

...is a pedagogical framework that respects the backgrounds and contemporary circumstances of all learners regardless of individual status and power, and employs learning processes that embrace the range of needs, interests, and orientations to be found among them.

--Wlodkowski & Ginsberg (1995)



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Culturally Responsive Teaching...

...a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning.

--Ladson-Billings (1994)



Implementing Cultural Proficiency: Classroom Foundation

Cultural Proficiency Continuum



Incapacity

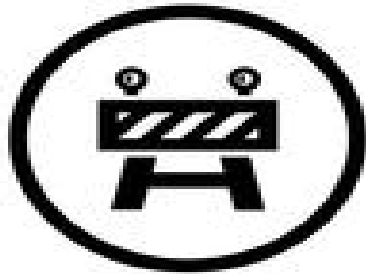
Pre-Competence

Proficiency

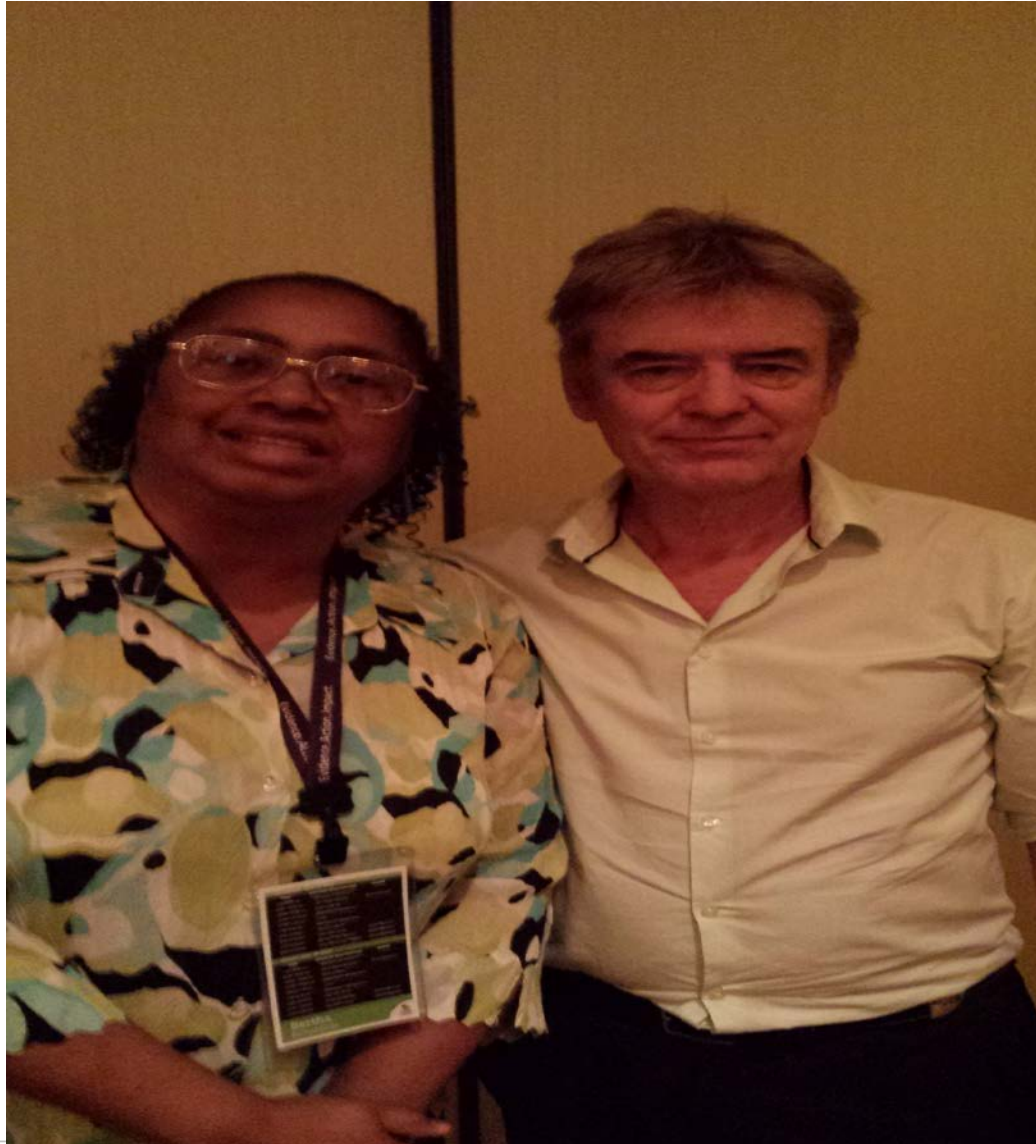
Destructiveness

Blindness

Competence



FR Friend- Dr. John Hattie





Eight Mind Frames

- 1. Teachers/leaders believe that their fundamental task is to evaluate the effect of their teaching on students' learning and achievement.
- 2. Teachers/leaders believe that success and failure in student learning is about what they, as teachers or leaders, did or did not do... We are change agents!
- 3. Teachers/leaders want to talk more about the learning than the teaching.
- 4. Teachers/leaders see assessment as feedback about their impact.
- 5. Teachers/leaders engage in dialogue not monologue.
- 6. Teachers/leaders enjoy the challenge and never retreat to “doing their best.”
- 7. Teachers/leaders believe that it is their role to develop positive relationships in classrooms/staffroom.
- 8. Teachers/leaders inform all about the language of learning.

FR Friend Dr. Yvette Jackson





And...

- Student-teacher relationships influence what value is placed on the learning experience itself. Inequitable behavior by the teacher is easily discerned by students, guiding how they interact and how they perceive how others view them.
- On the other hand, connecting to students' frames of reference focuses attention and enhances the brain's quest to seek patterns to make learning more efficient and memorable.

– Jackson, 2011



Pedagogy of Confidence...

Out of the Seven High Operational Practices (HOP) of the Pedagogy of Confidence the following work to enhance Student-Teacher Relationships:

- Identifying and Activating Student Strengths
- Building Relationships
- Situating Learning into the Lives of Students
- Amplifying Student Voice



Identifying and Activating Student Strengths...

- Encourages students' belief in their potential.
- Provides individual with a motivating sense of self
- Exhibits strengths more frequently
- Generates confidence and hope
- Develops with practice
- Affects reciprocal relationship between students and teacher
- Replaces stress with pleasure hormones

Building Relationships



- Establish bonds
- Connected to emotions, stimulate motivation and memory
- Provide fertile ground for behavioral, social and cognitive development
- Helps students feel connected, sense of belonging

Situating Learning into the Lives of Students



- Engages participation in discovery of relevance and meaning
- Connects teachers to students cultural frame of reference
- Assimilates new concepts, opens comprehension
- Engages heightens attention
- Uses experiences to connect to academic learning
- Validates and connects to driving impulse of students

Amplifying Student Voice



- Encourages students to invest in their learning
- Brings students into authentic interactions
- Provides culturally responsive vehicles for cognitive development
- Allows insight into their world for teacher
- Mirrors acceptable social behaviors to emulate and imitate



Pedagogy of Confidence

- What have you seen in classrooms that empower students to build their Pedagogy of Confidence to make school culturally relevant?



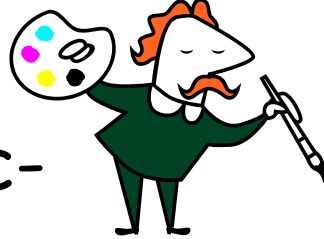
NUA on Culture

Culture is whatever is meaningful
and relevant...

CRT Expert Groups Assignments

Share:

Your graphic-



Your song



- Validating:
- Comprehensive:
- Multidimensional:
- Empowering:
- Transformative:
- Emancipatory:

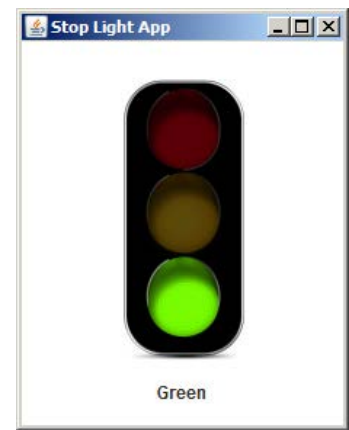
Time for Performance






“In *high performing schools* the adults are having *conversations about practice.*”

-Professor Richard Elmore;
Harvard Graduate School of Education



- Whether you think you're ready or not, just start right now. There is magic in action.

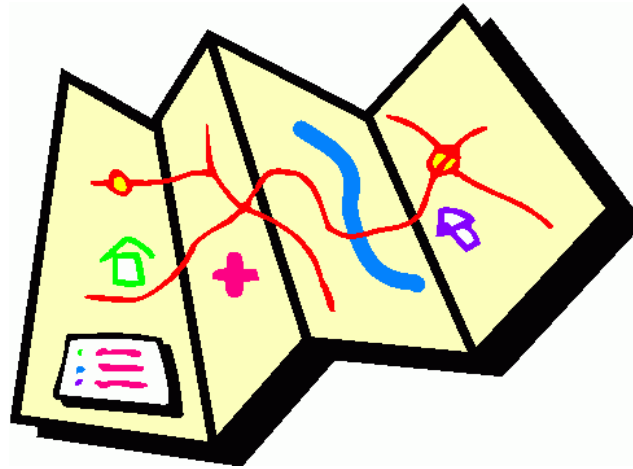


Tool: Becoming knowledgeable about cultural differences among your students

<http://assist.educ.msu.edu/ASSIST/school/principal/workbegintchrs/toolbecomeknowledge.htm>

Road Trip Check in

- Where are you now?
- Wrap up & Next Steps



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Resource

Cultural Proficiency: A Manual for School Leaders, Third Edition

by [Randall B. Lindsey](#) , [Kikanza J. Nuri Robins](#),
[Raymond D. \(Dewey\) Terrell](#)

Pedagogy of Confidence. Yvette Jackson.