



Instructional Practice in the Culturally Responsive Classroom

MO SW-PBS Summer Training Institute

Tan-Tar-A, Lake Ozark, Missouri

Dr. Charles J. Pearson, Facilitator

June 12, 2014



Charles J. Pearson, EdD

Learning Resource Consultant

cpearson@edplus.org

21 years as a Teacher

Five years as a Curriculum Coordinator

Nine years as an Administrator

22 years as a Consultant for Educational Equity



Discuss with a FACE partner...

- How did the teacher demonstrate a grasp of the content?
- How did the teacher reflect an understanding of the student's life/background/community experience?
- How did the teacher use language?
- What else did you notice?

Today's Objectives

Participants will understand...

- Principles, features and attributes of Culturally Responsive Teaching
- How to apply CRT features in classroom management practices
- How CRT features align with current best practices in classroom instruction



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)



Culturally Responsive Teaching...

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

--Ladson-Billings (1994)



Culturally Responsive Teaching

Based upon these definitions, what are you already doing in the classroom that aligns with culturally responsive teaching?

Culturally Responsive Teaching: Features



CRT: Features

- Positive perspectives on parents and families
- Communication of high expectations
- Learning within the context of culture
- Student-centered instruction
- Culturally mediated instruction
- Reshaping the curriculum
- Teacher as facilitator



CRT: Features

1. Each team will study their assigned CRT Feature.
2. Prepare a 5 minute lesson to introduce their assigned feature. Be sure to address-- *“What is happening in a classroom where your feature is present?”*
3. Teams will teach their feature to the group with emphasis upon the “What, Why and How” of their feature. Groups should use visuals.

Gallery Walk...



- Post your poster.
- One member of the team stays at the poster to teach the concept.
- Others rotate to each of the stations for 5 min presentation and 2 minutes dialogue.

Reflection...

Personal journaling...

- What questions do you have following the presentation?

Whole group...

- What overlap do you see between the principles?





Culturally Responsive Teaching: Principles





Culturally Responsive Teaching

Principle 1

- ...uses the cultural orientations, heritages, and background experiences of students of color as referents and resources to improve their school achievement.

--Gay, 2002; 2010b; Howard 2010, et al.



Culturally Responsive Teaching

Principle 1

- ...leverages “funds of knowledge” [those social, cultural, and experiential resources acquired in homes and communities] in teaching academic knowledge and skills.

--Gonzales, Moll, and Amanti (2005)



Culturally Responsive Teaching Principle 2

- ...builds bridges for students and teachers to cross cultural borders
- ...emphasizes students learning skills to function in multiple cultural settings, contents and systems
- ...equips students to “flip the switch”



Culturally Responsive Teaching

Principle 3

- ... race, ethnicity, and culture are inherent features of humanity and U.S. society, and they matter *profoundly* in teaching and learning.
- Debatable, but undeniable
--Hawley and Nieto (2010)



Culturally Responsive Teaching

Principle 3

- ...because culture influences how teachers and students think, believe, and behave, it is imperative for educators to understand its [culture's] role in the design, implementation, and effects of curriculum and instruction for students and for themselves.

(Erickson, 2010)



Culturally Responsive Teaching Principle 4

- ...shifts the ideological and methodological axis in teaching underachieving students of color from **problems** to **possibilities**.
- In other words, the “Deficit Model” is challenged.

Culturally Responsive Teaching: Conceptual Attributes



CRT: Conceptual Attributes

- CRT **equalizes educational opportunities** for ethnically diverse students without having them to mimic mainstream culture while denying their own culture.
- CRT **redefines equality** as comparable quality rather than identical learning experiences.



CRT: Conceptual Attributes

Transformational...

- Instead of inserting isolated and sporadic elements of diverse cultures, the experiences of all children become a routine part of instruction.

Culturally Responsive Teaching: Classroom Management





CRT: Classroom Management

Read the document

“Culturally Responsive Classroom Management Strategies,” pp. 3-7

- Identify the key principles of a CRT approach to classroom management


How do the CRT features align with the principles of Positive Behavior Support? Cite evidence from the **7 Features** document and the **Classroom Management** article.






Self-audit of Your Culturally Competent Classroom

- Environmental Style
- **Interactional Style**
- Instructional Strategies for Cognitive Style
- **Instructional Design for Cognitive Style Responsiveness**
- Assessment Style

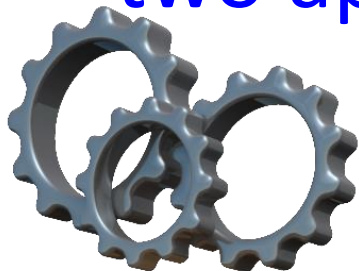


Tool: Becoming knowledgeable about cultural differences among your students

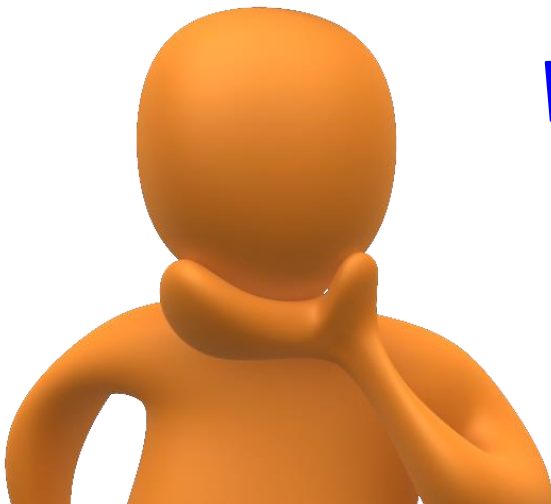
[http://assist.educ.msu.edu/ASSIST/school/principal/
workbegintchrs/toolbecomeknowledge.htm](http://assist.educ.msu.edu/ASSIST/school/principal/workbegintchrs/toolbecomeknowledge.htm)



Based upon your learning today, what are your next steps in aligning these two approaches in your classroom? In your school?



Where will you start?



Next Steps...

- Which of the CRT features can you focus on in the next 30-45 days?
- What action will you take?
- Consider doing a SMART goal for one of the features for classroom implementation.
- Determine what support or resources you will need.



Questions, Comments...
One thing you learned!

Resources

- Classroom Self-Audit available at <http://mrospendasocialstudies215.wikispaces.com/file/view/55lessonplans.pdf>
- Culturally Responsive Classroom Management Strategies available at: <http://steinhardt.nyu.edu/scmsAdmin/uploads/005/121/Culturally%20Responsive%20Classroom%20Mgmt%20Strat2.pdf>



Resources

“Culturally Responsive Classroom Management Strategies”

available at:

<http://steinhardt.nyu.edu/scmsAdmin/uploads/005/121/Culturally%20Responsive%20Classroom%20Mgmt%20Strat2.pdf>



Resources

“Tool: Becoming knowledgeable about cultural differences among your students” available at:

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



Instructional Practice in the Culturally Responsive Classroom

MO SW-PBS Summer Training Institute

Tan-Tar-A, Lake Ozark, Missouri

Dr. Charles J. Pearson, Facilitator

June 12, 2014