

Cultural Responsiveness in Education



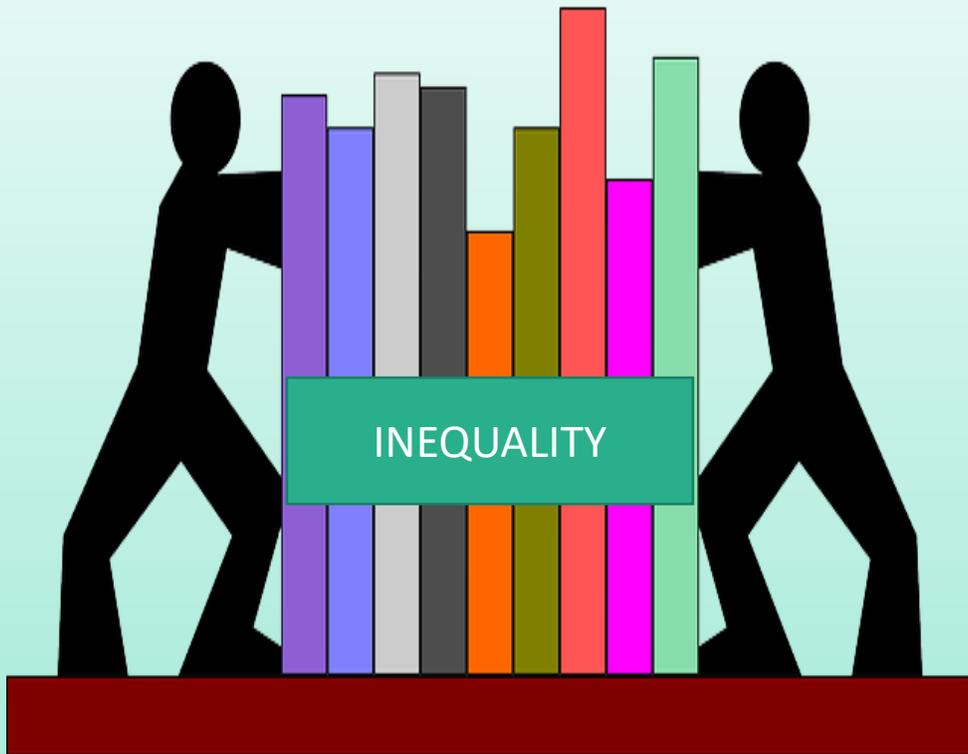
Cultural Responsiveness and Socio-political Consciousness

“A culturally responsive teacher develops a socio-political consciousness-an understanding that we live in a racialized society that gives unearned privilege to some while others experience unearned disadvantage because of race, gender, class, or oral language”.

Zaretta Hammond- author of *Culturally Responsive Teaching and the Brain*

<https://www.youtube.com/watch?v=kyl4EJhq47A>

Implicit Racial Bias and Structural Racialization



- **Implicit Bias:** the unconscious attitudes and stereotypes that shape our response to certain groups
- **Structural Racialization:** societal factors that interact to create and perpetuate social, economic, and political structures that are harmful to people of color and society as a whole
- Together, they reinforce one another like bookends-holding a system of inequality in place.

Culturally Responsive Teaching is Transformative



- It means respecting the cultures and experiences of various groups and then uses these as resources for teaching and learning.
- It appreciates the existing strengths and accomplishments of all students and develops them further in instruction.



"Culturally responsive teaching is about helping culturally and linguistically diverse students who have been marginalized in schools build their skill and capacity to do rigorous work. The focus isn't on motivation but on improving their brainpower and information processing skills."

- Zaretta Hammond in Education Week Teacher

CULTURALLY RESPONSIVE TEACHING MEANS REFLECTING AND "BEING WILLING TO LISTEN AND CHANGE IN ORDER TO RESPOND POSITIVELY AND CONSTRUCTIVELY."

Carly and Adam

ZARETTA HAMMOND

Culturally Responsive Teaching

"It is an approach that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes"

-Gloria Ladson-Billings

Culturally Responsive Teaching

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures.

Beginning Exercise

Take a minute to think about the supports and strategies your school uses to address racial/ethnic, social, and/or socioeconomic inequities in academic or SEL outcome measures. If you have a birthday in May or in June, jot down a few of the supports in the chat box.

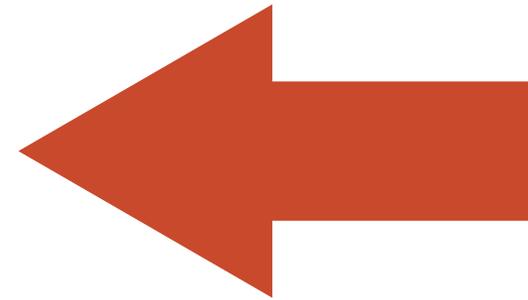
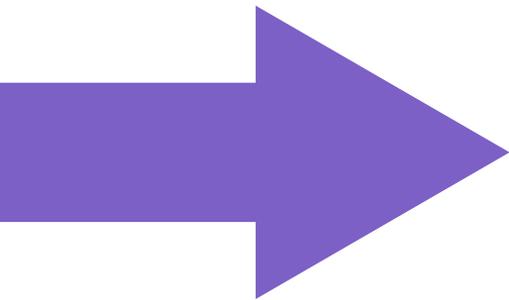




Avoiding

Symptom → Solution

PITFALLS:



Effectively Addressing Educational Inequities
Through Meaningful Root Cause Analysis

May, 2020

Symptoms of Educational Inequities

Documented studies (students of color):

- routinely receive less instruction in “higher order skills development”
- are denied the opportunity for “productive struggle” which grows brainpower
- have become dependent learners b/c of lack of opportunity to build cognitive capacity
- many do not feel part of a collective group of learners

(Hammond,2015)

Outcomes:

- significant achievement gaps in ELA and Math
- underrepresentation in gifted programming/ AP opportunity
- disproportionality in discipline practices (ODR's)
- disproportionality in exclusionary practices (ISS & OSS)

Effectively Addressing Educational Inequities Through Meaningful Root Cause Analysis

Questions to Consider:

- Missed opportunities?
- Wasted resources?
- Solving the wrong problems?
- Accurately identifying/ addressing root causes?
- Are all stakeholders involved?
- Closed mindsets?

What we need:

- Awareness: understanding of current inequitable practices and outcomes.
- Buy-in: desire for change & mindset shift
- Knowledge/ability: pulling, interpreting, and disaggregating data.
- Ongoing data chats and analysis.
- Implementation of CR educational practices.

AN OVERVIEW

→ Start with the
“why.”



Education either functions as a system which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of the world.

-Paulo Freire, Pedagogy of the Oppressed

→ Start with the
“why.”



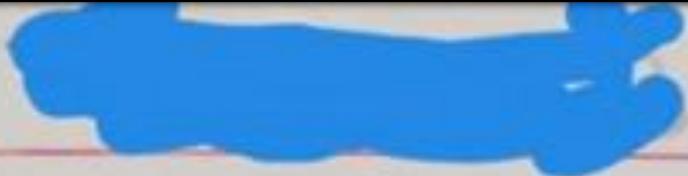
Do we view students as empty receptacles in which we deposit our knowledge in to?

SOLUTIONS

- learning environments that foster “shared learning experiences”
- implement strategies that engage marginalized students
- awaken critical awareness and thinking processes
- provide opportunity for productive struggle (warm demander)

(Hammond, 2015)

9/12

 Purpose of School

The purpose of school is not just to learn, but to become a better human being.

Sure, you also need to know your math and history facts. But the point of school is to gain skills like, compassion, self-awareness, organization, and kindness. That is a teacher's ultimate goal.



EMOTIONAL INTELLIGENCE

Questions to consider:

- Are all students receiving SEL curriculum?
- Are all teachers expected to teach the SEL curriculum?
- Is it taught with fidelity?
- Is the instruction meaningful to all students?
- Are students given opportunity to practice?
- Are students reinforced for using what they learn?



In education, there is a golden triangle of quantity, quality, and equity. You just can't ignore one, while strengthening others. -Sitaram Yechury

Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

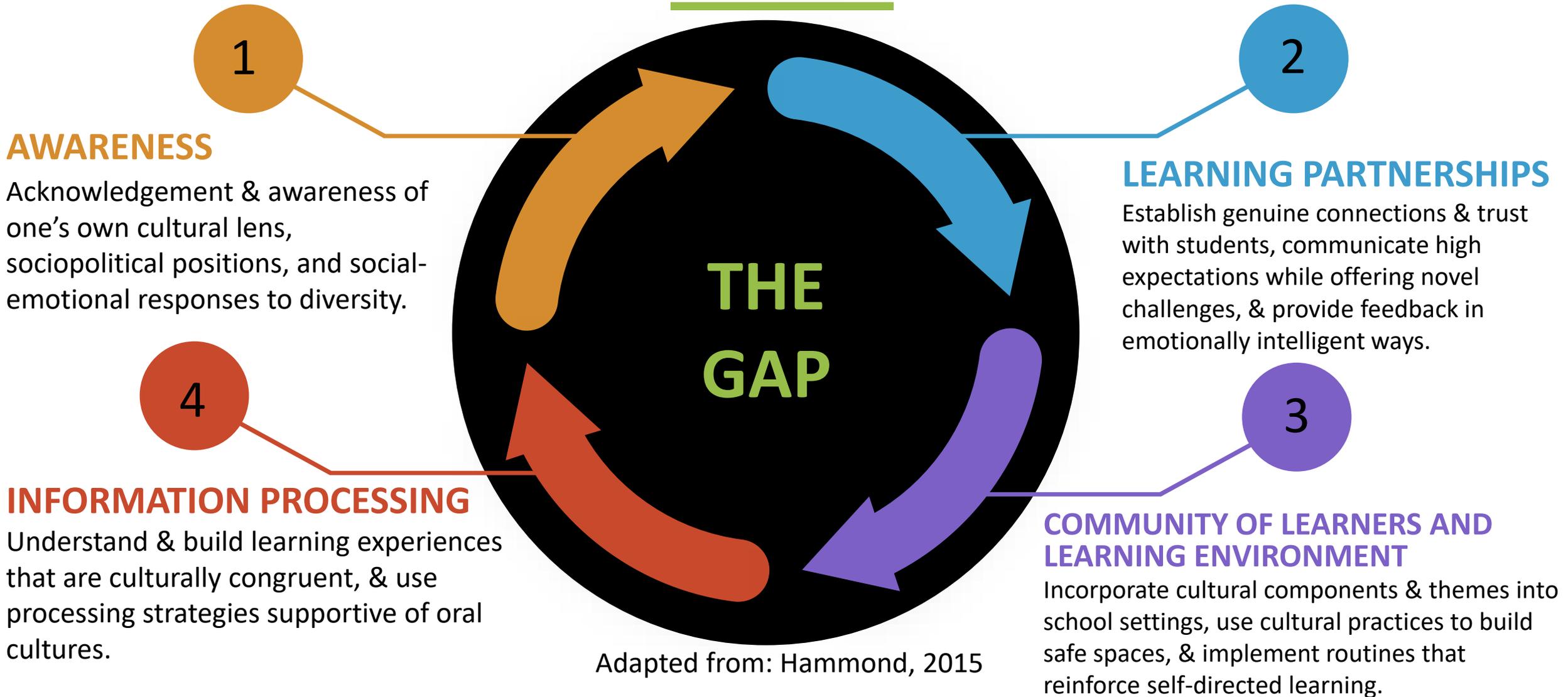
Justice



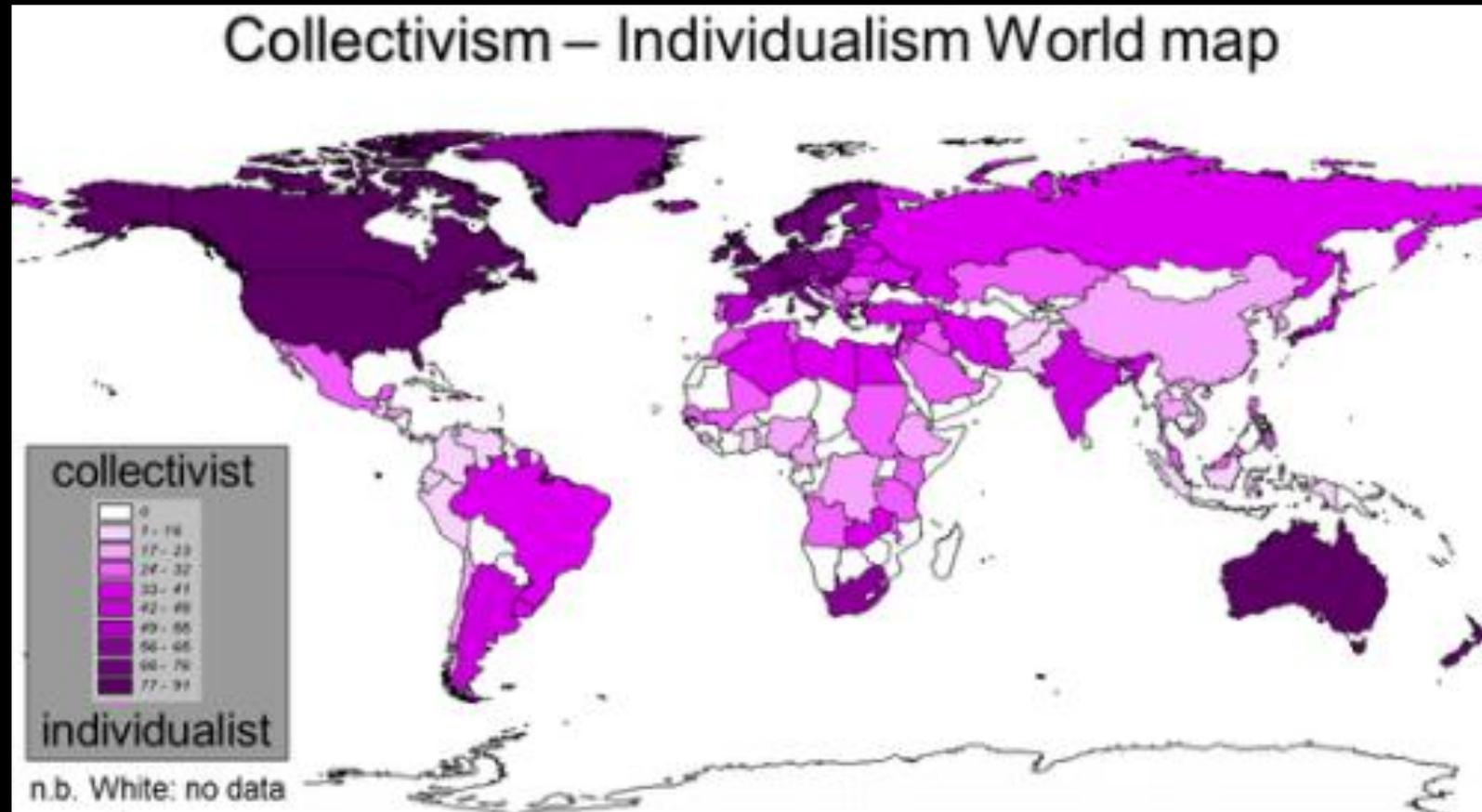
All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.



“Ready for Rigor” Framework for Culturally-Responsive Education



Two cultural archetypes: Collectivism vs Individualism Oral vs Written Traditions



Two cultural archetypes: Collectivism vs Individualism

Features of Individualistic and Collectivist Cultures

Individualism

- Focused on individual achievement
- Emphasizes self-reliance and belief that one is supposed to take care of himself to get ahead
- Learning happens through individual study
- Individual contributions and status are important
- Competitive
- Technical/Analytical

Collectivism

- Focuses on interdependence and group success
 - Emphasizes reliance on the collective wisdom of the group-we take care of each other to get ahead
 - Learning happens through group interaction and dialogue
 - Group dynamics and harmony are important
 - Collaborative & Relational
- (Hofstede, 2010)

Two cultural archetypes: Oral vs Written Traditions

Cognition in Oral vs Written Traditions

Oral Traditions

- All senses are balanced and simultaneous while auditory sense is dominant
- Non-linear thinking
- Symbols and situations
- Phenomenal memory
- Mnemonic devices
- Improvising

Written Traditions

- Visual sense is dominant (how do you spell it?)
- Logic and analysis
- Categories and classification
- Connected linear sequences
- From easy to difficult; from simple to complex

Why do we engage in root cause analysis?

Root Cause Analysis: “The deepest underlying cause, or causes, of positive or negative symptoms within any process that, if dissolved, would result in elimination, or substantial reduction of the symptom.” (Preuss, 2003)

Solutions

Symptoms



Average Daily Attendance
Adequate vs. Chronic Attendance
Habitual Attendance

Classroom Incident Reports (CIR)
Office Discipline Referrals (ODR)
In- and Out-of-School Suspensions
Alternate Discipline Placement

Perceptions of Safety
Perceptions of Bullying
Average Daily Attendance
Student Survey Results
ODR



ATTENDANCE



DISCIPLINE



SCHOOL CLIMATE

ACADEMIC PERFORMANCE



iReady and Achieve 3000
Unit Assessments
FSA, EOC, and FSAA
Exceptional Student Education Identification
Gifted Identification

SOCIAL EMOTIONAL LEARNING

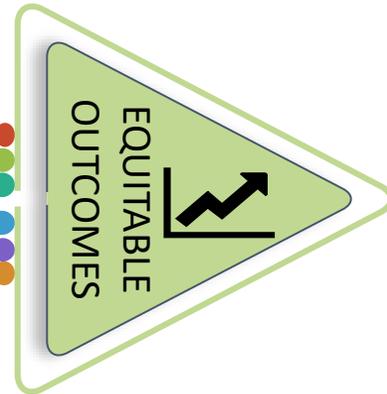


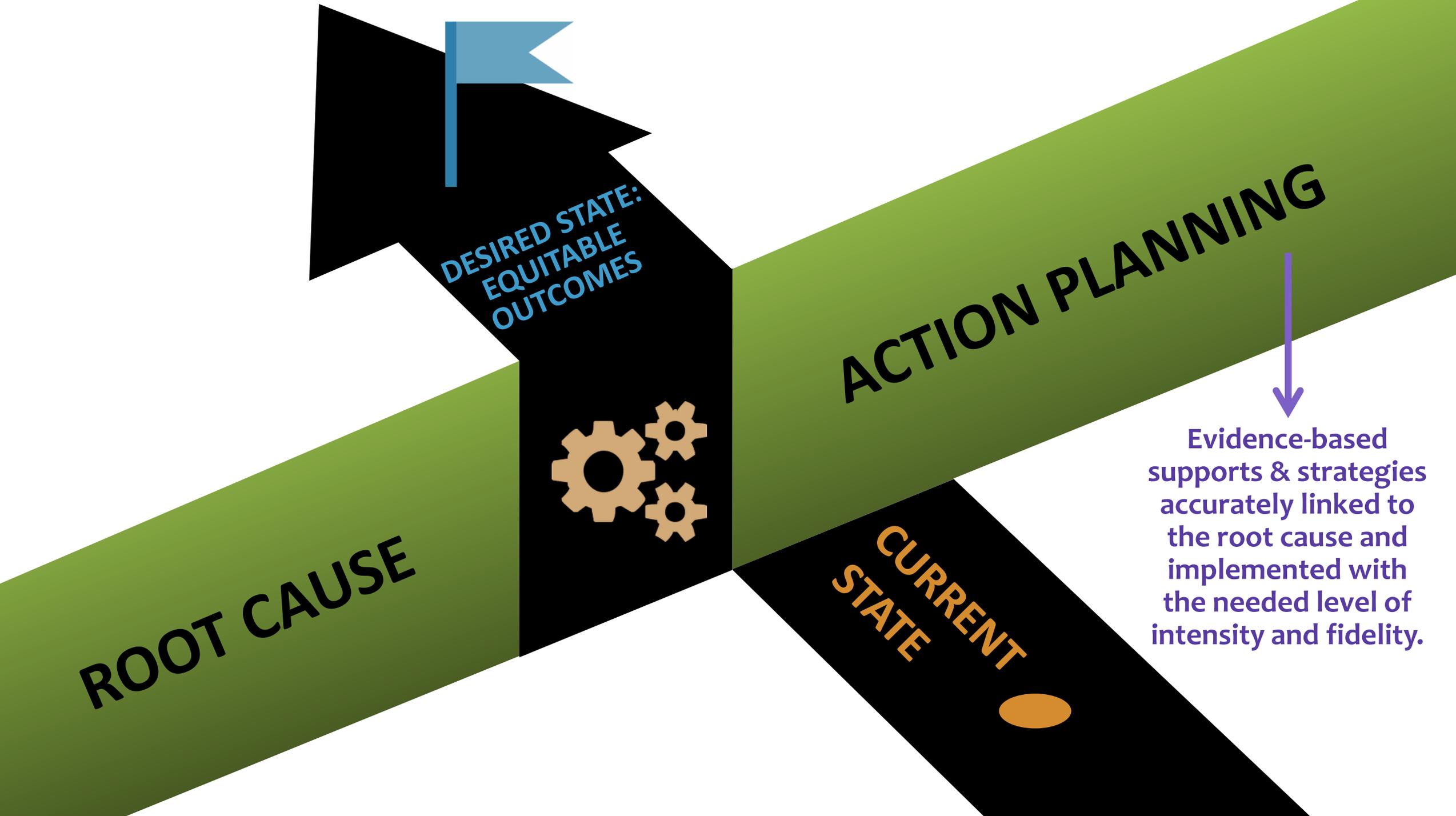
Panorama Data
ODR and CIR
Average Daily Attendance

FAMILY ENGAGEMENT



Parent Survey
Completion Rates
Parent Survey Results
SAC Participation
PTA Participation





DESIRED STATE:
EQUITABLE
OUTCOMES

ACTION PLANNING

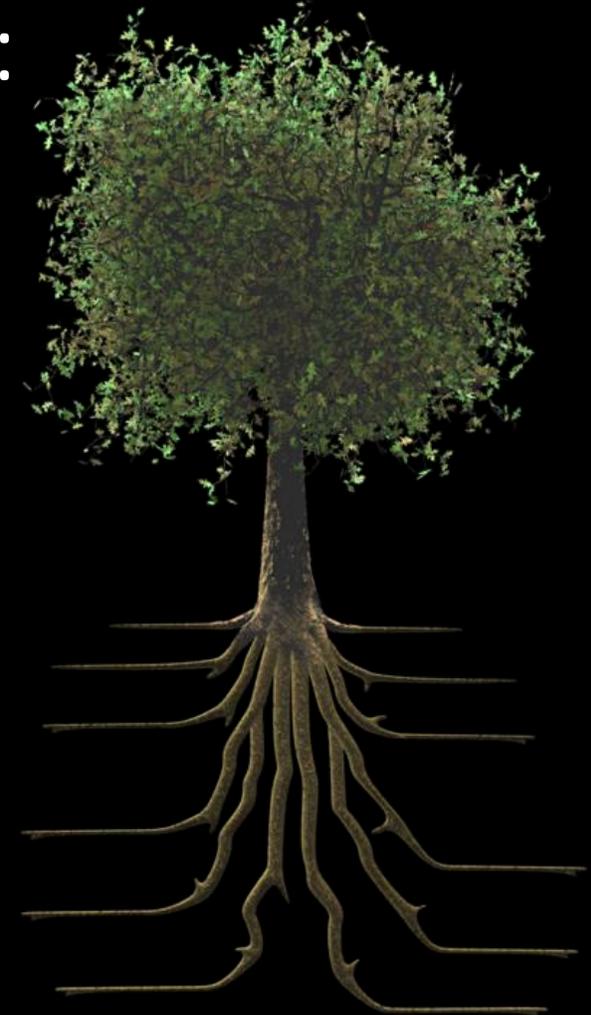
ROOT CAUSE

CURRENT
STATE

Evidence-based supports & strategies accurately linked to the root cause and implemented with the needed level of intensity and fidelity.

In “future trainings”, school based teams will be asked to examine and dissect specific data, complete a root cause analysis, and identify the primary barrier in each of the three areas:

- **Establish genuine connections & trust with students.**
- **Communicate high expectations while offering novel challenges.**
- **Provide feedback in emotionally intelligent ways.**



Strategy Crosswalk

| Ready for Rigor Framework COMPONENT 1: AWARENESS Strategy Crosswalk for Culturally Responsive & Inclusive School Settings | | | |
|---|---|--------------------|--|
| Acknowledgement & awareness of one's own cultural lens, sociopolitical positions, and social-emotional responses to diversity. | | | |
| Domain | Strategy | Marzano Element(s) | Source/Reference |
| Academic Performance | Establish an understanding of the primary cultural archetypes and how they impact student learning and performance. | 36, 52 | Hollie (2 nd Ed.), 2018 Srinivasan, 2019 |
| Discipline & School Climate | Utilize the "Mindful Reflection" protocol developed by Dray and Wisneski (2011) to process through cross-cultural interactions with students. | 56 | Dray & Wisneski, 2011; Hammond, 2015 |
| Social Emotional Learning | Practice self-compassion, through conducting self-directed check-ins using the SPIRE Model of Whole-Being Wellness: Spiritual, Physical, Intellectual, Relational, Emotional. | 55, 56 | Stockman & Gray, 2018 https://wholebeinginstitute.com/self-care-coach-pt1-spire/ |
| School Climate | Conduct a self-assessment related to implicit bias. | 55, 56 | Project Implicit, 2001; https://implicit.harvard.edu/implicit/takeatest.html |
| School Climate | Create opportunities to expose one's self to cultural experiences which are reflective of one's student which he/she serves to learn more about alternate ways of interacting with the world. | 36, 55, 56 | Hammond, 2015 Activate Windows |

Strategy Crosswalk

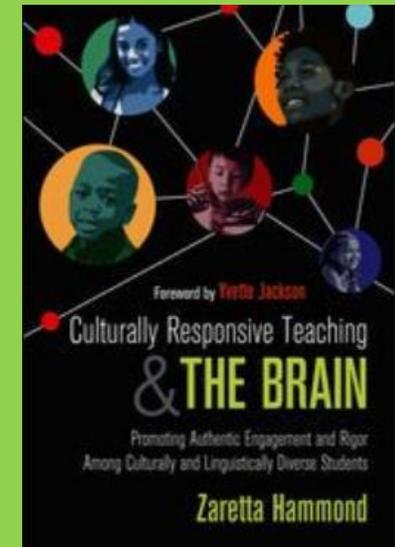
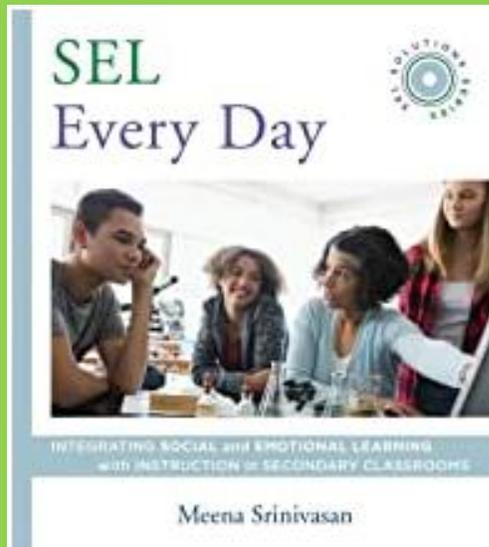
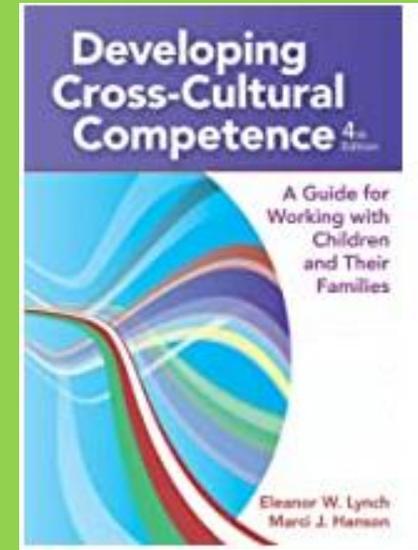
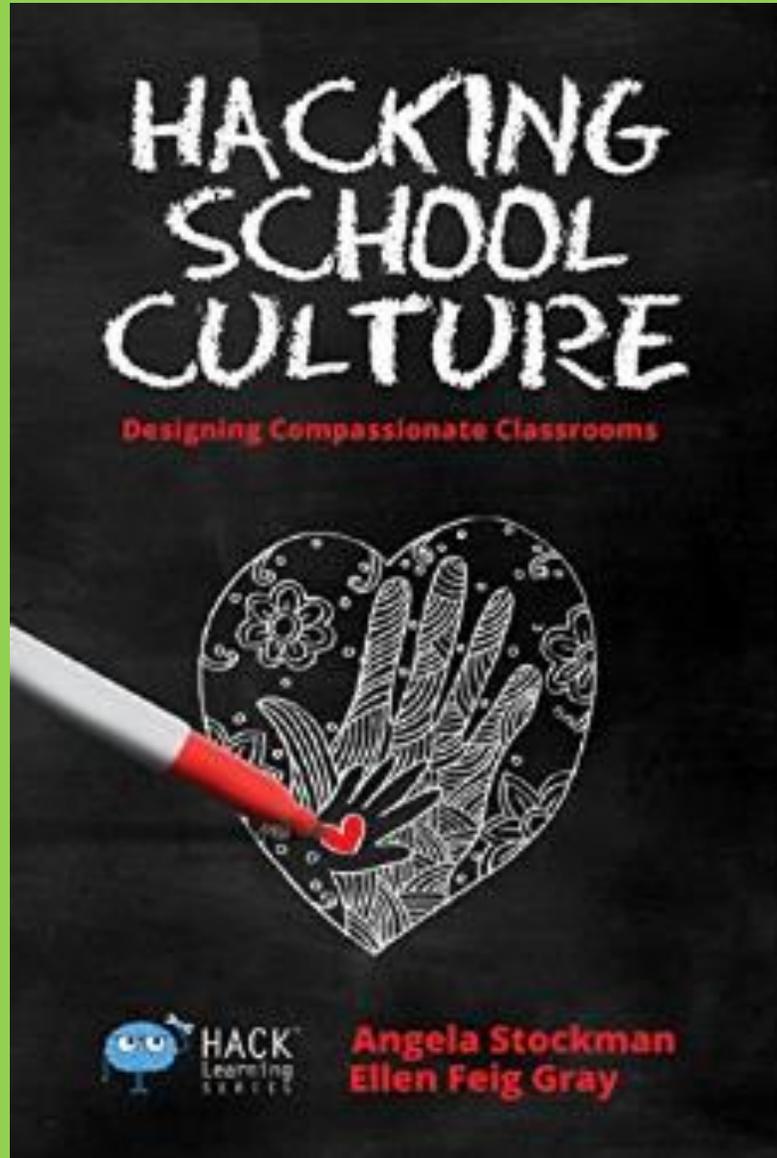
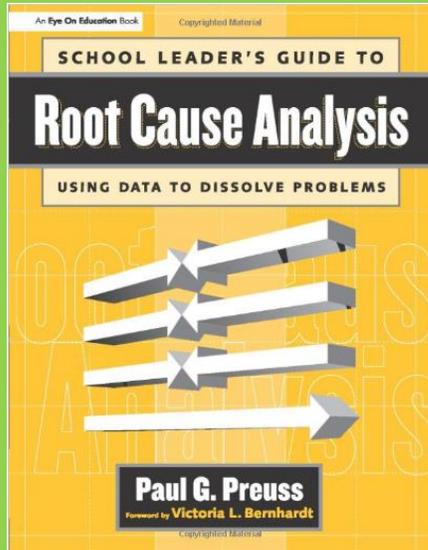
| Ready for Rigor Framework COMPONENT ₂ : LEARNING PARTNERSHIPS Strategy Crosswalk for Culturally Responsive & Inclusive School Settings | | | |
|---|--|--------------------|---|
| Establish genuine connections & trust with students, communicate high expectations while offering novel challenges, & provide feedback in emotionally intelligent ways. | | | |
| Domain | Strategy | Marzano Element(s) | Source/Reference |
| Academic Performance | Incorporate Universal Design for Learning principles into instruction, including student choice in modalities of responding to prompts or tasks, to increase connection with what they value. | 47, 48, 49 | Yeager, 2017 Hollie (2 nd Ed.), 2018 http://www.cast.org/ |
| Academic Performance & Social Emotional Learning | Cultivate understanding of the overall importance of validation and affirmation of students' backgrounds in culturally responsive approaches, including honoring the words that students bring from home. | 36 | Hollie (2 nd Ed.), 2018 |
| Discipline | Provide students with opportunities to practice resolving conflicts peacefully, by having students rehearse being on opposite sides of a conflict while using reflective listening skills, identifying solutions to disputes, and engaging in positive self-expression. | 30, 35 | Stockman & Gray, 2018 |
| School Climate | <i>Establish "welcoming rituals" on a daily basis for establishing consistency, equity in voice, respectful listening, student connection, and belonging.</i> | 4, 37 | Srinivisan, 2019 Hollie (2 nd Ed.), 2018 |
| School Climate | Practice validating marginalized students through acknowledging the realities of inequity and how inequities have influenced the majority culture's perspectives on the behaviors of marginalized individuals, while communicating the resiliency of marginalized populations. | 31, 37 | Hammond, 2015 Activate Windows Go to Settings to activate Wind |

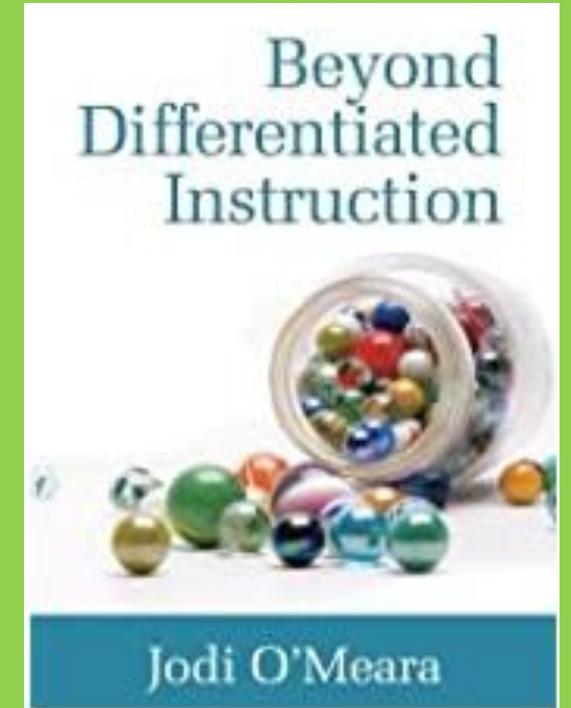
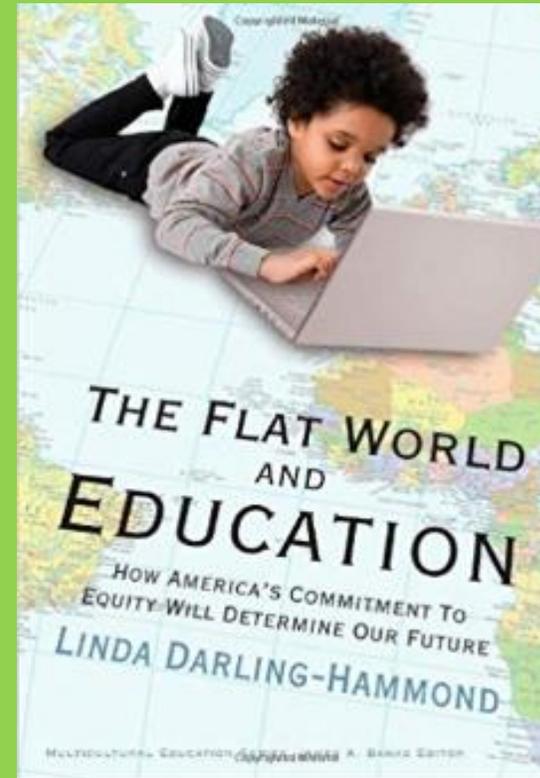
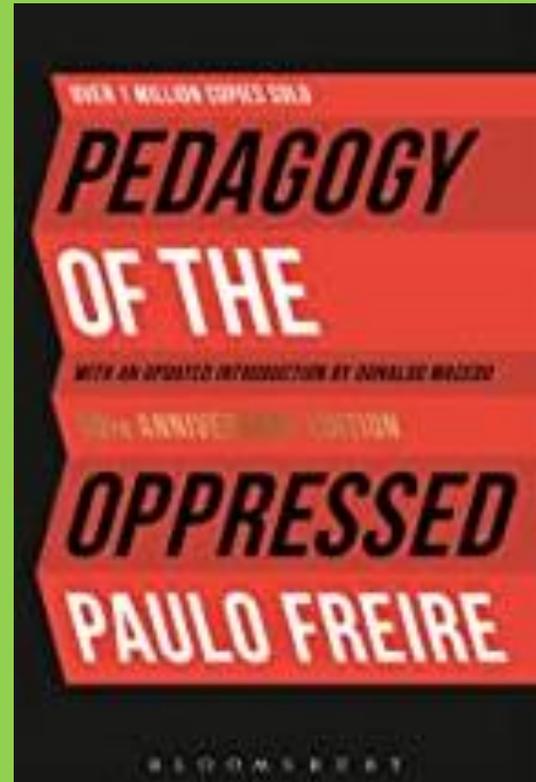
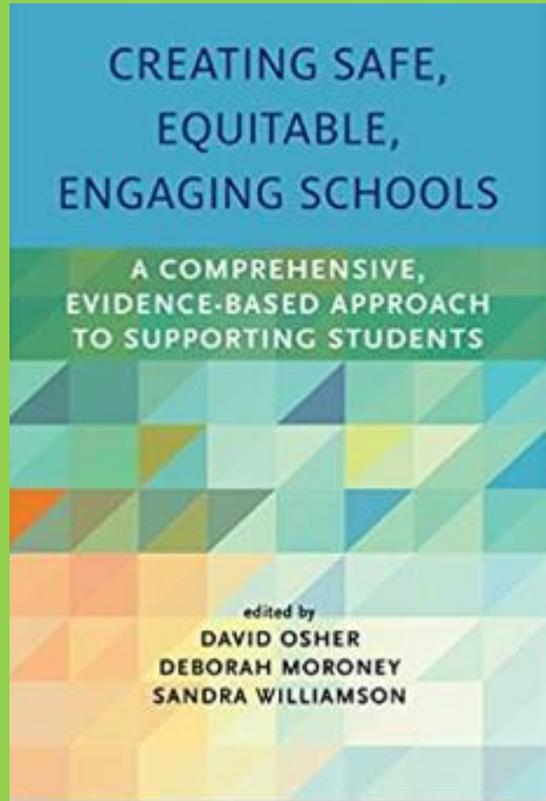
Strategy Crosswalk

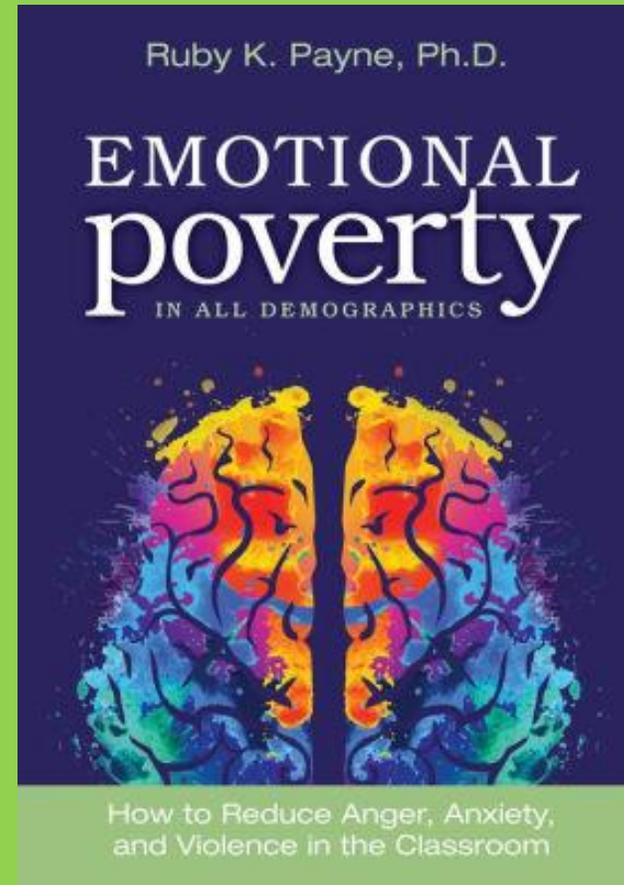
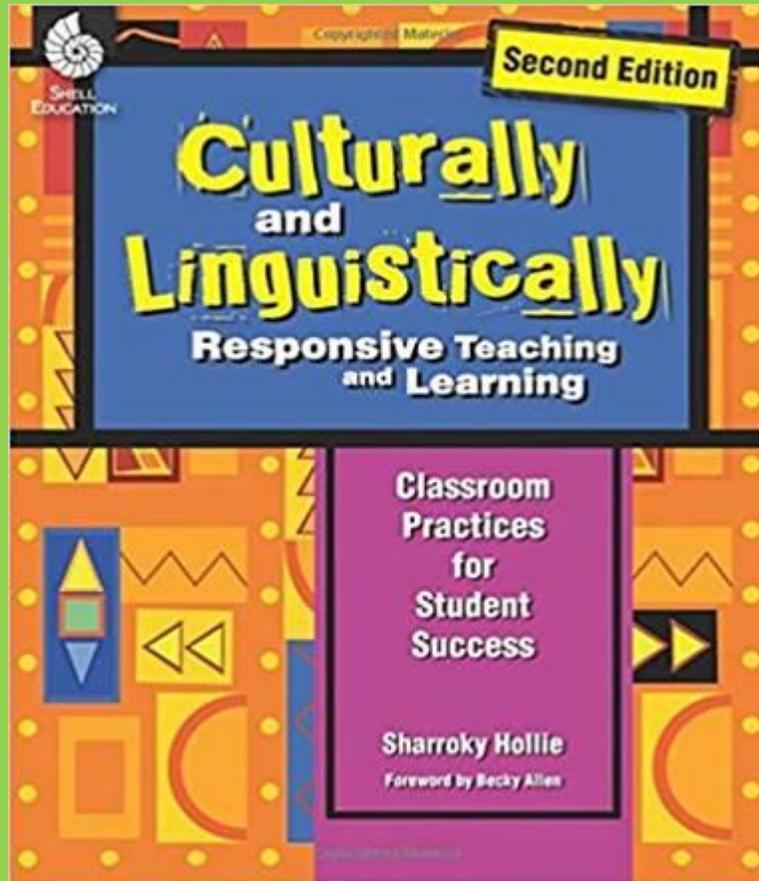
| COMPONENT 3: COMMUNITY OF LEARNERS & LEARNING ENVIRONMENT | | | |
|---|---|--------------------|---|
| Strategy Crosswalk for Culturally Responsive & Inclusive School Settings | | | |
| Incorporate cultural components & themes into school settings, use cultural practices to build safe spaces, & implement routines that reinforce self-directed learning. | | | |
| Domain | Strategy | Marzano Element(s) | Source/Reference |
| Academic Performance | Provide student choice in tasks, response formats, learning goals, and behaviors to increase connection with what they value. | 13, 19 | Yeager, 2017 Hollie (2 nd Ed.), 2018 |
| Social Emotional Learning | In response to written texts, have students analyze one character within the text and then exemplify the character's emotional state through the use of a "feelings chart." | 22 | Srinivisan, 2019 |
| Family Engagement | Aim to develop the trust of diverse families to ensure they are involved at all levels of their child's education throughout the year and continually seek to learn more about the local community as well as families and their cultures and values. Collaborate with local agencies and organizations to arrange resources for students and families. | | https://www.newamerica.org/education-policy/reports/culturally-responsive-teaching/teacher-competencies-that-promote-culturally-responsive-teaching |
| School Climate | Organize participation in activities in ways that address basic human needs for a sense of safety as well as belonging. | | Nasir, et al, 2006 |
| Discipline | Don't assume a student is being disruptive or disrespectful when taking over someone. Teach students that "overlap" (a culturally linguistic trait in which it is natural for family members to speak over one another) is a valid communication tool, but it can hinder the learning of others when used whole group, teacher led instruction | | PBIS Responsiveness Field Guide, 2016 |

Strategy Crosswalk

| COMPONENT 4: INFORMATION PROCESSING | | | |
|---|---|-----------------|------------------|
| Strategy Crosswalk for Culturally Responsive & Inclusive School Settings | | | |
| Understand & build learning experiences that are culturally congruent, & use processing strategies supportive of oral cultures. | | | |
| Domain | Strategy | Marzano Element | Source/Reference |
| Academic Performance | Strategically incorporate “Brain Breaks” to which involves opportunities to reset the brain utilizing movement, music, or reflective practices, and supports increased storage of information in long-term memory. | 27 | Willis, 2016 |
| Academic Performance | Provide explicit opportunities for student to practice metacognitive conversations about their own learning and the strategies they used when engaged in the learning process. Consider providing sentence frames as conversation starters. | 13, 19, 31 | Hammond, 2015 |
| Academic Performance & Social Emotional Learning | Use <i>contrastive analysis</i> with African American students who write and speak in African American vernacular (AAV) to improve writing skills. Provide students with a list of the top 10 most commonly used AAV patterns. Provide students a checklist to correct their usage during the revision process. | | Hammond, 2015 |
| Academic Performance & Social Emotional Learning | Practice engaging in metacognitive conversations about cognitive learning strategies. Use debriefing circles as a way for students to talk to each other about what worked and what didn't work to help them complete the assignment. | | Hammond, 2015 |
| School Climate | We are hardwired to connect with others and to avoid what we perceive as threatening situations. Create an environment that the brain perceives to be safe and nurturing so it can relax, let go, and turn its attention to learning. | | Hammond, 2015 |







**To achieve greatness,
start where you are,
use what you have,
do what you can.**

-Arthur
Ashe

