

Culturally Responsive Practices Program:

Course One: Cultural Responsiveness Facilitation Guide



SEPTEMBER 2019

COURSE ONE — FACILITATION GUIDE

This guide is intended to aid facilitators in applying the modules to conduct interactive professional learning communities. This guide contains an overview of the course modules, a facilitator preparation checklist and activities with guiding questions and prompts. This facilitator guide should be adapted to meet the unique needs of educators in your local educational context.

OVERVIEW

This is the first of three courses in the Culturally Responsive Practices Program. The course contains seven modules:

- Introduction Module: Cultural Responsiveness Overview
- Module 1: Understanding Culture
- Module 2: Culture in the Classroom – Voice of a Teacher
- Module 3: Culturally Responsive Practice and Language, Linguistics, Dialect
- Module 4: Cultural Norms
- Module 5: Cultural Assets
- Module 6: Culturally Responsive Approaches to Curriculum

Participants are encouraged to complete the course in the order listed. All courses are designed around videos and transcripts have been provided for facilitators. Please note that the transcripts are not grammatically correct as they are transcribed from the informal speech of the videos

Course Summary

This course will introduce educators to the role that student, family, and community cultures play in the education process. Educators will reflect on their own culture and the culture of their students, and will consider ways to incorporate culture into their classroom.

Course Objectives

In Course One, participants will be able to:

- Define what it means to be a culturally responsive educator (also referred to as “culturally competent teacher” in the videos);
- Explain the components of cultural responsiveness: educator knows and understands himself/herself; educator knows and understands each student; educator knows and understands essential aspects of the community that surrounds the school;
- Discover how educators use knowledge of self, knowledge of students and knowledge of the community as a bridge to help each student learn and achieve at high levels;
- Discover how culturally responsive practices support excellent teaching and leading practices.

Course Terms

A variety of terms related to culturally responsive practice will be used throughout the courses (for example, culturally relevant pedagogy, cultural competence, social-political consciousness). The courses are based upon multiple frameworks and theories related to this work that continue to evolve over time.

Course terms can be found in the Glossary located in the Introduction Appendix.

Directions for Accessing Online Courses

The courses are available through two online options:


- Ohio Department of Education Learning Management System; or
- Ohio Leadership Advisory Council online learning (forthcoming).

Accessing an Online LMS Course Through the Ohio Department of Education

1. Go to education.ohio.gov and locate the 'Login' at the top of the homepage.
2. Log in to your account.
 - a. Required criteria to access the state's LMS:
 - i. Hold an active, K-12, Ohio license/credential;
 - ii. Have or sign up for an OH|ID OHID account.
3. From the OH|ID account homepage, select "Learning Management System."
4. On the LMS homepage, select "Course Catalog" to register for new courses/programs.
5. From the course catalog, select the applicable courses or programs.
6. After reading the course or program transcription, select "Log-in to enroll."
7. To begin the course, select "Launch Course."
 - a. Once registered, users may access courses they have registered for from the LMS homepage.

Below is a general list of materials and preparation necessary to run the full course. Note that there are individual materials needed for each module, so it is recommended to review each module prior to each session.

MATERIALS AND PREPARATION CHECKLIST FOR COURSE ONE	X
Set up tables for small group activities.	
Place name tents or name tags for each participant.	



TIP: Test video links and sound well in advance of your session

Place a copy of agenda for each participant with learning objectives.	
Gather chart paper and markers.	
Place pens at each table.	
Set up a computer with internet connection and a projector to view and broadcast videos.	
Print handouts (SOME ARE LINKED IN THE COURSE AND WILL NEED TO BE DOWNLOADED AND PRINTED).	
ePortfolios/Notebooks.	
IMPLEMENTATION TIME	
Estimated implementation of the full course is about 2.5 – 3 hours.	

Suggested Norms

The following list includes suggested norms facilitators can use to establish professional development expectations:

- Speak your truth in mutual respect
- Be here now
- No side bars
- Honor digital responsibility and take care of your needs

1. Course One – Introduction Module: Cultural Responsiveness Overview

Learning Objectives:	
<ul style="list-style-type: none"> Participants will be able to reflect on the framing of cultural responsiveness. 	
Instructions	Estimated Time
Play Introduction video clip https://youtu.be/oUd6yl1gXRo	1:38
Pre-activity: <ul style="list-style-type: none"> Review cultural responsiveness framing with participants <ul style="list-style-type: none"> A culturally responsive educator recognizes one’s own culture, recognizes the students’ cultures and draws upon the students’ cultures in a robust way to shape all aspects of learning. 	1-2 minutes
Watch video of Wesley Williams II, Senior Project Director of Educator Equity and Culturally Responsive Teaching and Leading at Westat https://youtu.be/GexLfJ0t8LU	2:08
Materials: video, framing	
Transcript: In its most simplistic framing, culture is one’s daily rhythm of life. Course one, Cultural Responsiveness, will introduce participants to the role that students, families, caregivers, and communities play in the education process. It is essential that educators reflect on their culture and the culture of their students. As participants journey through the video discussions, meaningful and engaging activities, and focus questions for reflection and action planning, participants should consider ways to include students’ culture as a vehicle for learning as Gloria Ladson-Billings describe in her ground-breaking article, But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy	

This course contains seven learning modules:

- Introduction Module: Cultural Responsiveness Overview
- Module 1: Understanding Culture
- Module 2: Culture in the Classroom – Voice of a Teacher
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- Module 4: Cultural Norms
- Module 5: Cultural Assets
- Module 6: Culturally Responsive Approaches to Curriculum

In course one, participants will be able to:

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- Discover how educators use knowledge of self, knowledge of students, and knowledge of community as a bridge to help each student learn and achieve at high levels
- Discover how culturally responsive practices supports excellent teaching and leading practices.

I am hopeful that this course one continues to encourage you to embrace the importance of having a culturally responsive teaching and leading mindset.

- Dr. Tyson notes that educators are responsible for bridging gaps between what three cultures? (answer: self, students, community)

Materials: notebook/portfolio, video, *Culture Tree* handout

Transcript:

I see. Well, you spend some time looking at and examining what does it mean to be a culturally competent teacher. First of all, to be a culturally competent teacher means you have to have some idea about who you are as a person. The students aren't the only ones that come in with culture. Are you competent about your own culture? Are you really understanding what it is in your life and your lived experiences that make you react a particular way and that make you the person that you are? The second part is learning about the student. We talked about prior knowledge, but what sort of cultural practices happen in their family in terms of traditions and core values that impact who they are when they come to the classroom? There's also a competency about the community. Is it a residential area? Is it a highly mobile area? What sorts of resources are available to families as it relates to shopping, libraries, recreation centers, all of those things together help you as a teacher understand that this is a culture that has some impact on the way that a student learns? And so, as you think about being culturally competent, this can break down in either of these three places. If you know yourself well but you haven't figured out strategies for learning about your student and the community well, then there is a gap that has to be bridged. If you've spent a lot of time learning about your students and the community but you haven't spent some time understanding who you are and what you bring to this transaction, then, again, there's a bridge that needs to be built because there's a gap. A real quick example of that is as a classroom teacher when I used to go out onto the playground that there were two children who had gotten into a physical altercation. My first question always was, "Who hit first?" And the person who hit first had a harder sanction than the one who responded. And I had to realize that that was a cultural expectation that I brought to that negotiation because my parents always said, "Don't start a fight, but if someone hits you first, then you make sure you hit that person back. Then it's okay to fight." Well, I quickly realized that in one instance a little boy said, "Well, he hit me. He hit first." But I didn't realize that the other child had thrown a rock. He didn't, but he had done something that got, again, my own cultural understanding about what it means to be a child in a physical altercation made me give discipline or mete out discipline in a harsher way to students without all of the facts. So, understanding who you are, understand how your experiences as a teacher, when it gets all mixed in with who your students are as students and family members and community members, then you've got a wealth of information that could help you mitigate discipline in a classroom, keep your classroom engaging and exciting for students. But it also brings back to teaching what sometimes is missing, and that is that human element. That is really important, and looking at cultural competence allows us to do that.

- Have participants discuss the ways Tiffany addresses her own culture, the students' cultures and the culture of the community into her classroom.

3-5 minutes

Materials: notebook/portfolio, video, excerpt from Gloria Ladson-Billings (1995), *But That's Just Good Teaching*

Transcript:

When I look at my students in my classroom, I see myself as a young learner. Growing up, I was raised in a single-family home with a mother with a mental disorder. I grappled a lot with self-identity and finding my place in society. This is one of the reasons why I chose to become an educator in an urban school district. When I see my students, I see myself. They are unable to express who they are. They are unable to communicate and just self-regulate when things are troubling them.

Every morning, I began my class with a self-affirmation for my students. We begin with I am a learner. I am important. I am a scientist. I'm an educator. I am respectful, responsible, a reader.

It is truly important for me to validate my student's voice. I realize that when my students enter my classroom, they have more knowledge of themselves than I do. So, it is extremely important for me to listen. To identify my students' brilliance, to allow them to know that their voice is important and is valued and respected within my learning environment. This year I'm also incorporating into my classroom mindfulness. I want to be able to help my students identify their emotions within that specific period of time so that they are able to self-regulate to pause breathe, reflect, and then be able to refocus themselves onto the task that we are working on in class.

This year I have the wonderful opportunity to partner with the Wexner Center for the Arts. I had a conversation with Dionne and Jean, the liaisons for school partnerships, that I really wanted to implement a project where my student will be able to identify with self. My main goal this year to help my students identify their voice to discover their passion and to rewrite their own narratives. I also believe it's extremely important for community partnerships, students, parents, teachers to work together collectively: teacher voice, student voice, community voice is one way to truly impact student achievement.

This is a creative writing project for students and we're going to have professors from Otterbein University come and actually work with our students. And it's really getting our students to be able to identify the emotions that they are feeling to be able to communicate instead of storming out of the classroom or shutting down. We really want to provide our students the coping skills to help them navigate throughout the task when they are presented a challenge that they are unfamiliar with.

I truly believe it's important to modify my curriculum. I need to ensure that my students' culture inner self identity is represented in everything that we do. It is important that my students know that there's nothing wrong with them that we are going to utilize their strengths to push them to work past their own expectations.

At the beginning of the school year, I hold many conferences with my parents and this is not to discuss academics or behavior but just for my parents to get the opportunity to know more about me as an educator for the child. So, I ask more questions like what would make my classroom an inviting space for you and your child? What are some passions that your child has? What are some fears or concerns that you have? How were you as a math and science student? How can you support your child in their

education? What are some ways that we can partner together so I can have a better opportunity to get to know your child? How do you validate your child's voice at home and how can I support that at school?

I really believe that our students are hindered from society and I reflect back to myself as a learner. Because we are in poverty or we have a parent who may have a disability or disorder that we are a statistic and it's my job to encourage my students to know that you have the capacity to work above the standards that society has for you; that your voice is valuable that you are valuable. My main goal is to facilitate my student's knowledge. I want them to be able to learn how to re-write their own story to take ownership of who they are as a learner not only within our classroom but at home and also within their community.

All the materials that I implemented into my class reflect my students' culture. So, it may be their names within our problem. It may also be familiar to locations in their neighborhood. So, I want to honor and respect who they are in the currencies that they bring to my actual classroom. We also do a lot we have learning circles. So, when my students come in, we do a temperature check. And I want to know immediately how are you doing today. Are you a one a two or three. And if my students are 3 that means I need to make sure I connect with them. I need to ask them questions about what's going on today is there anything I can do to support you as a learner within our own environment. We also have calming corners. When our students get to a point where they are frustrated and they just cannot continue to move on, they have the capacity just to take a two minute five by minute by themselves just to breathe. We also practice breathing yoga techniques in our classroom and that's to help them get re-centered and refocused so that they can re-engage into the learning environment within our classroom.

But I also think it's important that my students know that I care about them. I validate them and they trust me and I trust them. So together we create our own relationship that is rooted in trust. Your students need to know that you care about them that you are passionate about what you do and that they're not just a number but that you want to get to know them as a learner. You want to help them work past their own expectations you want them to challenge themselves, but also provide that support needed to help them as they matriculate throughout the school year.

When you say the word culture you think of race but it has nothing to do with race. It's being able to identify and to connect with your students. They have to know that you have invested time to learn about them, their community their environment. Also, I establish relationships with not only them but what their parents. Their parents need to know that I am vested in their child and that you have high expectations for their child regardless of their starting point. We move away from the numbers and I'm looking at the whole child not only academically but emotionally, physically, socially. Are you able to communicate and express yourself?

We also to do a lot of family nights why invite parents out to engage in math and science events. I want to go through the same activities that their children go through within my classroom.

3. Course One – Module Three: Culturally Responsive Practice & Language, Linguistics, Dialect

Learning Objectives:	
<ul style="list-style-type: none"> Participants will be able to recognize that language/linguistics/dialects are an important part of culture and an asset that students bring to the classroom and school community as evidenced through discussion and reflection. 	
Instructions	Estimated Time
<p>Facilitators, please note to participants that resources will use the term English Language Learners, but the term has changed to English Learners per federal and state law.</p> <p>Pre-activity</p> <ul style="list-style-type: none"> Watch the following video clip from the West Virginia Dialects Project https://dialects.wvu.edu/home (beginning to 2:09); “Language is part of their cultural identity, their heritage...to speak badly of it is to criticize someone’s home” – discuss this quote with a small group. <p>Watch video of Wesley Williams II, Senior Project Director of Educator Equity and Culturally Responsive Teaching and Leading at Westat</p> <p>https://youtu.be/rcCyEA7Qhk0</p> <p>Watch video one of Dr. Kristin Bourdage, Otterbein University</p> <p>https://youtu.be/fo-NxMiRuGk</p> <p>Watch video two of Dr. Kristin Bourdage, Otterbein University</p> <p>https://youtu.be/_6OzU4pDpE8</p> <p>Post-activity</p> <ul style="list-style-type: none"> Have participants reflect in their notebooks/portfolios on: <ul style="list-style-type: none"> What language, linguistic or dialect assets are found in your classroom, school, and community? 	<p>5 minutes</p> <p>7:04</p> <p>3:27</p> <p>2:55</p> <p>5-7 minutes</p>

Materials: notebook/portfolio, West Virginia Dialect video clip, video one, video two

Transcript 1:

OK. Hi, I'm Kristin Bourdage, and I'm a professor at Otterbein University. I teach classes related to teaching English language learners and literacy. And part of my background that has informed my current work as a professor is that I was a former English as a Second Language teacher and I've had several experiences working abroad teaching abroad and studying abroad and my second language is Spanish and so that also informs how it come to see culture the relevant teaching and culturally responsive practices. So, for me culturally responsive teaching is mostly about how teachers come to see their classrooms and their students from a cultural perspective. When we think about English language learners we think about their home language and how they have language assets from their first language that are part of who they are as learners in the classroom that may be predominantly an English only classroom.

And so, when we think of working with children who have languages other than language other than English in their (in their) communities a culturally relevant teacher will start to think about what assets those learners bring and what what strengths they have what resources they have as language learners. language learners also have cultural ways of knowing and cultural ways of thinking and learning that also inform how they engage in the classroom.

So, the culturally responsive teacher is for me sort of always on the lookout. That's how I think of a culturally relevant and responsive teachers and that teacher is thinking and looking and trying to get to know students and in ways that inform their understanding of what what culture does this community have. This family have that I may be able to use in my own teaching practice and that often starts with thinking about just culture generally that classrooms are a cultural space and you know that's sometimes hard if you're in an in an environment you're teaching in a school setting where you know the families who are part of that school are much like yourself as a teacher. And so, we know if that's the case it's harder to see culture. And you have to sort of if you're working with students from who represent other cultures other languages other races other ethnicities, it really is the teacher's responsibility to reach out and learn about that culture, learn about the community, and to try to understand it from their perspectives. And for me that that work requires dispositions of interest, of relationship building, of really connecting to learners and their families, regardless of the communities they come from, just really pushing ourselves to really try to learn who they are as as people and who they are as as learners from both that cultural and that language background.

Transcript 2:

Culturally relevant teachers have beliefs that diversity is a value added to the classroom and that there's contributions in in that in that culture that that contribute to the classroom and the learning experience. Culturally Responsive teachers also have knowledge that all students have cultural linguistic assets. They're sensitive to the challenges of of those learners so culturally responsive teachers. I think as teachers we all see challenges and struggles that learners have and sometimes that that might block us from seeing those assets and those resources. So, for me that culturally responsive teacher is trying to push through that initial way of thinking about a learner and really trying to understand that who that learner is. And when we talk about English language learners you know that challenge is very apparent to us as teachers. If we don't speak their language and that is that

sometimes it's described as the double challenge. So English language learners have the challenge of learning English, learning content, they may be representative cultural minority in the classroom; so, there's multiple challenges that they experience. So the culturally responsive teachers is paying attention to that and really really looking at that is ok I need to I need to work around those challenges to try to gain access to seeing those resources, knowing those community assets, so that I can make use of those in the classroom. And so, for me it is it's a set of dispositions. That culturally responsive teacher has a set of dispositions that really push through initial impressions, initial ways of thinking about a community, initial ways of thinking about a learner, and really trying to understand that cultural—and in the case of English language learner—the linguistic perspectives that they have.

4. Course One – Module Four: Cultural Norms

Learning Objectives:

- Participants will be able to recognize and identify cultural norms that exist within their school and community as evidenced through discussion and reflection.

Instructions

Estimated Time

Pre-activity

- Have participants discuss the following prompt with a colleague and reflect in your notebook/portfolio: Recall a time when you experienced a situation where you did not understand the cultural norms. How did this impact your ability to interact in this situation?

3-5 minutes

Watch video of Dr. Kristin Bourdage, Otterbein University

https://youtu.be/U_WZcZtx_kE

3:12

Post-activity

- Have participants reflect in their notebook/portfolio on ways that they could learn more about the cultural norms in the school and community.

3-5 minutes

Materials: notebook/portfolio, video

Transcript:

OK. For me a culturally responsive teacher is a teacher who understands their own culture really well and really recognizes that they communicate and interact with others and behave in ways that are informed by a culture and how we do things and are our

norms for how we interact, our norms for how we communicate. And in working with English language learners, there is a there are differences around how people communicate, how people interact, how they use their body language varies from culture to culture. Ideas like making eye contact vary from culture to culture. When we were working with English learners, I think being being present and having a mindset for that is very valuable, and it's a key trait in working with English language learners from that culturally responsive practice and that culturally responsive idea that there's a recognition and validation that there are variations across how people engage and communicate and interact and and just knowing that, knowing ourselves and how we interact, for example we make eye contact in schools within our--for me white middle class—culture; I'm used to making eye contact; I'm very comfortable making eye contact. But there are some learners who are coming from contacts and cultures and language backgrounds where where that trait is is not ok; it's not it's unacceptable to make eye contact. So just having that knowledge that there's variations in communication styles is really important when we when we do this work of really trying to understand our learners' assets and resources from their points of view. In terms of the language learner, you know, understanding interaction patterns and communication patterns is really important. And the one question I get asked a lot in my work with teachers is well how do you do that. How does that happen? And well it starts with the belief that yes indeed there are different ways of interacting different ways of communicating across cultures. Having that as a starting place is really important, and then I tell teachers that it's about relationships, and it's about connecting to both students and their families in order to really learn and understand their perspectives on these cultural norms, and that takes time. It's not something that's done instantaneously and a parent teacher conference. It's not something that we can really ascertain from maybe doing an interest inventory at the beginning of the school year, which these are helpful things, but they're certainly not going to be that bridge to true understanding.

So, there's there's work that needs to happen to really push beyond sort of our typical mechanisms for getting to know students and their families.

5. Course One – Module Five: Five Cultural Assets

Learning Objectives:

- Participants will be able to identify the five cultural assets English learners bring to the school and classroom and draw on the use of those assets in their own work with students as evidenced through discussion and reflection.

Instructions

Estimated Time

Pre-activity

5-7 minutes

- Have participants read pages 8-11 of *The Potential and Promise of Latino Students* (starting with the header titled *Primed for “Deeper Learning “ and Bridge Building*)
https://www.aft.org/sites/default/files/ae_spring2017gandara.pdf#page=5.
- Introduce and review *Five Cultural Assets Guided Notes*.

7:28

Watch video of Dr. Kristin Bourdage, Otterbein University

<https://youtu.be/ZoCNt5WuwRY>

3-5
minutes

Post-activity

- Have participants respond to the following question:
 - Identify one asset that you can use in your classroom. How could that asset be used in your own classroom?

Materials: notebook/portfolio, video, *The Potential and Promise of Latino Students* article, *Five Cultural Assets Guided Notes*

Transcript:

Teachers, when I'm asked about you know the home language first language of English language learners and those cultural assets that they that they bring to the classroom that that teachers can draw on and culturally relevant teachers are certainly drawing on, I think of the latest research and what we know about learners who are coming from communities and homes where English is not the first language. And so the recent research is pointing us toward sort of thinking in terms of the categories of assets that learners have. So here are a few categories that generally speaking those who are coming to you speaking other languages who are multilingual or bilingual or learning English and English is not the language of the community they have the, they tend to have the following assets that we want to really try to hone in on, really look for in our in our teaching, and to try to use them in the classroom. So, the first is collaboration. And for me this is a really essential characteristic of 21st century learning and it's part of that, well it's our current way of thinking about deeper learning. That it requires collaboration to engage in deeper learning. Many cultures and other and in other schools focus on collaboration before individual acts. For us culturally, and thinking about my own culture, so I try to to think about well who am I as a learner when I'm learning in a classroom. My experience has, although we seek collaboration and group work and activities that require group thinking and conversation and high-quality communication. We're still largely individualistic, I still, even in my own classes teaching I assign individual assignments even though there are some that represent a more collaborative teamwork model. But other cultures may never do that. You know I've worked in other countries and other schools where group work is paramount to the individual work of a learner. So not all, but many of your English language learners, if they've had school in other countries, they're coming to your classroom with that as and that's their asset.

The second idea that's coming from research in terms of the assets that English language learners bring is optimism and this is this is true especially for those English language learners who are new arrivals, so when I use that term many there there are

newer to the United States they're coming from another country from another school setting, and we have first generation immigrant students who tend to use a language other than English in the home in the home environment, in the communities and then second generation immigrant students. First generation, second generation English language learners were born in this country. But the the reason they're English language learners is because they're using a language other than English at home, and optimism is really interesting for me because I have you know I experienced that in my own as a student in other countries, I've experienced that you know just that you know there's this sense that you have to work hard, and so these learners, who I just described, have have observed their families and people in their community working hard to get a job, to to learn English that their sacrifice so they're coming from other countries, they're learning English, they're they're improving their language so that they they are employed and they get jobs, these are their families and are people in their community. And so through observing that experience what social scientists have have learned is that there's a level of optimism in this group of students that's unique. It's a unique asset to the English language learner and immigrant. Especially if they are immigrants and they're newer to this country. They've really seen what it means to work hard and have their, there's payoffs when you work hard. So, they tend to be optimistic. Related to that is the idea of resilience. So, one asset that English language learners tend to have, not all but again this is in general research has has isolated these traits and these qualities that that I as a teacher can use and say OK how do I make use of that. And so, optimism is similar to resilience and that the same kinds of qualities I just described also facilitate that student's experience that child child's experience with sticking to something. And that's how I think of resilience. So, when they see their family members going, taking night classes to learn English to improve their English so that they have an opportunity at a different kind of job. There's there's that sort of experience where you're observing that you're saying oh well I can do that too. And so that's an asset that that again that we may build on in the classroom. The other that may seem a little more obvious is the multicultural perspective, and that is an asset and a resource we want to draw on. It's always interesting for learners, when any learners--so English learner are not--when they have different perspectives on a topic, there tends to be interest and engagement and and sometimes learning follows. So, capitalizing on different cultural perspectives on your curricular topics and on what you're teaching could be viewed and should be viewed as an asset in my opinion. And then also the multilingual asset. What we're learning about students who are learning in another language and who are bilingual is that this is really positive for cognition and capacity to learn. And so research shows us that those who are multilingual have flexibility in their way of thinking. They tend to be more flexible thinking thinkers, and they tend to have higher executive functioning skills. And that's in addition to being able to speak in two languages and possibly have literacy in two languages depending on when that English learner started learning here in the U.S. context.

So, these are some of the assets: collaboration, resilience, optimism, having multicultural perspectives, and certainly the multilingual perspective is is what we look for when we're working with English language learners when we we are enacting culturally responsive teaching. We really want to try to find these traits and really try to make use of them in the classroom for that learner's benefit. But then all learners in the classroom are going to benefit from those qualities and those traits.

6. Course One – Module Six: Culturally Responsive Practice – Culturally Responsive Approaches to Curriculum

Learning Objectives:	
<ul style="list-style-type: none"> Participants will be able to recognize and apply culturally responsive curriculum shifts within the school and classroom as evidenced through discussion and reflection. 	
Instructions	Estimated Time
<p>Pre-activity</p> <ul style="list-style-type: none"> Ask participants to consider: <ul style="list-style-type: none"> Where are you from? Are there any unique characteristics from your background that you bring into the classroom? <p>Watch video one of Dr. Kristin Bourdage, Otterbein University https://youtu.be/W4batzf-Fq4</p> <p>Watch video two of Dr. Kristin Bourdage, Otterbein University https://youtu.be/OBWMXccCFMk</p> <p>Post-activity</p> <ul style="list-style-type: none"> Have participants consider the following questions and share with the group: <ul style="list-style-type: none"> How you can adjust materials to include diverse perspectives that are reflective of the students in your classroom? Reflect on the funds of knowledge that your students bring to your classroom every day – how can you tap into these areas? 	<p>3-5 minutes</p> <p>5:02</p> <p>4:46</p> <p>3-5 minutes</p>
<p>Materials: notebook/portfolio, video</p>	
<p>Transcript 1:</p> <p>So culturally responsive teachers use curriculum in ways that are very inclusive. And so one way of doing this, and this is this is actually this is hard because we teach different subjects and there are some subjects that that line up curricularly to sort of</p>	

thinking about culture and thinking about ethnicity and race and language backgrounds. And then there are some curriculum areas where I do agree as a teacher educator that there are more challenges. And so I'm going to share a few examples that will cut across subject area and grade level and then and then there are areas such as English, teaching English Language Arts where there is a really good fit between curriculum and thinking about framing your classroom and the learning stories from culturally responsive practice.

So, the culturally responsive teachers sort of thinking in terms of curriculum so they think in terms of their students, their families, they value culture, they value difference, they value the resources that all their learners bring. They take ownership over achievement. They really, they hold high expectations as a result of that that need to really say no, in this space we achieve, we learn, we grow, we have that mindset. We were all working together. And then so then it's like OK so what happens with the curriculum? So here are some examples. First of all, it's material shifts. So, think of your classroom materials. If you're a math teacher what are those? What kinds of materials are you using? Is it. Are they digital or are they represented on a screen? Are they hard copy? And then science same the same idea. What are the materials there in English Language Arts? Are there multi age subject areas so if you're an art teacher or music teacher and so just think of materials and then think of whether the materials they are using reflect the experiences, the cultures, the races, the language backgrounds of your students and so culturally responsive teachers will make shifts in the materials they're using to really include all perspectives through the kinds of materials they are using.

So that may mean in the science classroom maybe maybe the perspective is from an English language learner who became a scientist and wrote something about a topic that you're studying so that would be a way of making an adjustment in a material to really include the different perspectives that are reflected in your in your classroom and in your students. And so that's one example. Another would be in social studies it's looking at issues from multiple perspectives. Written by authors who do reflect diverse points of view and really you know again taking that idea from the science example and extrapolating you know so.

So what kinds of materials am I using? Are they written just by people who look like me? So, I am white, middle class; that's how I self-identify. If my materials only reflect my perspective and my learners have there are multiple cultural, ethnic, racial, and language perspectives, then then making an adjustment in my materials is a good place to start in that that that's something that you grow and you build and you just take a baby step.

You're aware of this. Take a step toward making shifts in materials and that is a way of enacting culturally responsive teaching.

If you're an English language arts or social studies teacher there's an advantage here for you. And that is thinking through the kinds of projects that would engage community-based knowledge. So, what we know about those who are coming from diverse backgrounds, whether it's language, race, ethnicity, or culture, they have a community knowledge that that is also an asset that we can tap into, and we can do so in the curriculum. So, the first step is thinking through this idea of community-based knowledge. Luis Moll and his colleagues at the University of Arizona have a great phrase for this. They refer to this community based knowledge as a "fund of knowledge." And you can you can look this up afterward and find a lot of information about it. But the idea is that we all come to the experience of learning in a school context with knowledge that we gained in our communities, in our homes, in the community in which we lived, and that knowledge can be a wonderful resource for the curriculum.

Transcript 2:

So I do an exercise my teachers where we explore our own funds of knowledge, and this is again that first step in being culturally responsive teachers, having that awareness that culture is a relevant part of learning and a relevant part of our identities that informs how we engage, how we learn. And so, I do an exercise where it's thinking through what are our own funds of knowledge that you come from your community. And we share these stories and you can be thinking about yours right now. But mine, you know again I've a self-identified white middle class, I come from a really rural poor area of northern New York. And in the community where I grew up every male in the community hunted. And so, I have a deep understanding of hunting and what that means not only for the families who serve many many of whom survived on on hunting because of hunting but also just the practical aspects of hunting. And you and I live now in a suburban community and my friends would not believe me if I shared this fund of knowledge. And that's a really relevant point because we don't see funds of knowledge so readily. You know you don't see in me this. You know I'm deeply rooted in hunting background and really can say a lot about it. I won't. But the idea is that you know we don't see children's funds of knowledge so readily. We might; it might come out in our conversation especially if we're seeking to make relationships, seeking to make connections, which culturally responsive teachers do. So, we need to we need inventory of these funds and knowledge in our in our teaching practice so that we can use them in our curriculum.

So one way to do that is to know very practically I'll do an activity in my classes where we'll have cultural artifacts sharing, and I'll invite students to bring in cultural artifact into the class to share with their classmates, and working with English language learners, I can make adjustments to the to the language input so I can give directions in really simple ways so that they're able to participate and know to bring something into class.

I can even do that by showing my own first before the assignments given I can show my own cultural artifact and then give the instruction to bring cultural artifact in the class. Oftentimes the sharing of the artifacts leads to storytelling about what they know and what's revealed is this fund of knowledge to this knowledge base that's learned in their communities, in their homes.

Once we know that we can align our curriculum to these funds of knowledge through projects through reading and writing projects if I'm an English Language Arts teacher or if I'm a social studies teacher I could frame our projects and use standards to examine local history and so these are two ways where you're teaching those two areas. You do have an advantage and you can really align the work you're doing to the community based knowledge that is a resource that's the asset that these learners have that we want to bring into our classroom and you create that bridge between community and class through these projects.

For me project based learning is the pedagogy that is the vehicle for all this. So, you don't have to be an expert in project-based learning but just having a few details about what that is can really help you sort of define projects that reflect the community, that examine local history, that examine an issue in the community. Those are also very good kinds of projects where now when you have that in place now you can look at our standards and say Oh I see five rating standards that would really fit this project or I see two writing standards that the outcome of all this will be writing or presentation. In social studies, it's a lot of times the knowledge of citizenship that might be gained through looking at a local issue that might reflect some you know an area of the Constitution. So for me it's it's really gaining the knowledge through through activities and then aligning projects. I use project-based learning. I think it's a really good way of thinking about framing a project, but it doesn't have to be, but that's a place to start.



FACILITATION TIPS

- Ask open ended questions