Principles of Culturally Responsive Education

Western Region TACD Team
Amherst Central School District
Tuesday, November 3, 2010

Presented by: Charlotte Gray, Project Director
Technical Assistance Center on Disproportionality (TACD)
NYU Metro Center
clg5@nyu.edu

Training Objectives: **By the end of the workshop participants will:**

- have a clear definition of what it means to provide culturally responsive education.

- have examined their district's position on the cultural continuum.

- viewed and discussed the historical documentary, "A Class Divided."

- know the five essential elements of cultural competence and will have developed building level action plans.

ICEBREAKER – THE NAME STORY

Think-Pair-Share

Each of us has a unique connection to our name. Many of us feel that our name signifies a special family or lineage tie.   This assignment asks you to explore this connection by reflecting on your own name. With this in mind:

THINK **-** about your name, i.e., where it comes from, what it means, how you got it, historical background, etc.

PAIR   **-** with the person nearest you. Listen carefully to each other's story. Jot down key facts about your partner's story.

**SHARE -** share your partner's story with the group.

ICEBREAKER – THE NAME STORY

Think-Pair-Share

Reflection

- **What information was learned from this activity?**
- **What is the significance of knowing this information about our peers?**
- **How could this information benefit teachers and students in the classroom?**

WHAT IS CULTURALLY RESPONSIVE EDUCATION?

Culturally Responsive Education
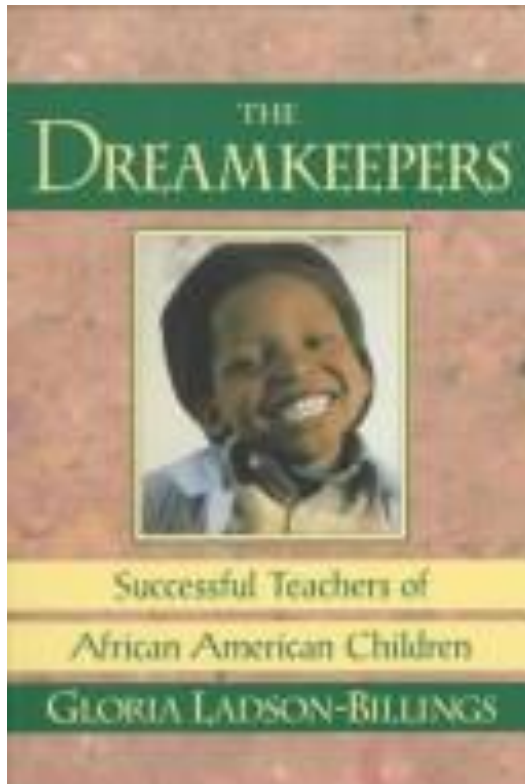
- Culturally responsive education is a framework that recognizes the importance of including students' cultural references in all aspects of learning.

From: Ladson-Billings (1994). *The Dreamkeepers: Successful Teachers of African American Children.* **San Francisco: Jossey-Bass Publishers.**

CONSIDERATIONS

Cultural considerations extend far beyond race and ethnicity. Instead, they reflect basic principles and values that structure the lives of diverse populations. In schools, they reflect the overarching principles of collaborative coordination that improve outcomes for students and their families and include the following factors:

Ethnicity	Geographic Location
Race	English Proficiency
Primary Language	Religion
Gender	Immigration Status
Age	Literacy Level
Socioeconomic Status	Sexual Orientation
Disability/Limitation	Criminal Justice Involvement

Cultural Competence: Maintaining the Asking Stance, NY State Office of Children's Services, April 2004
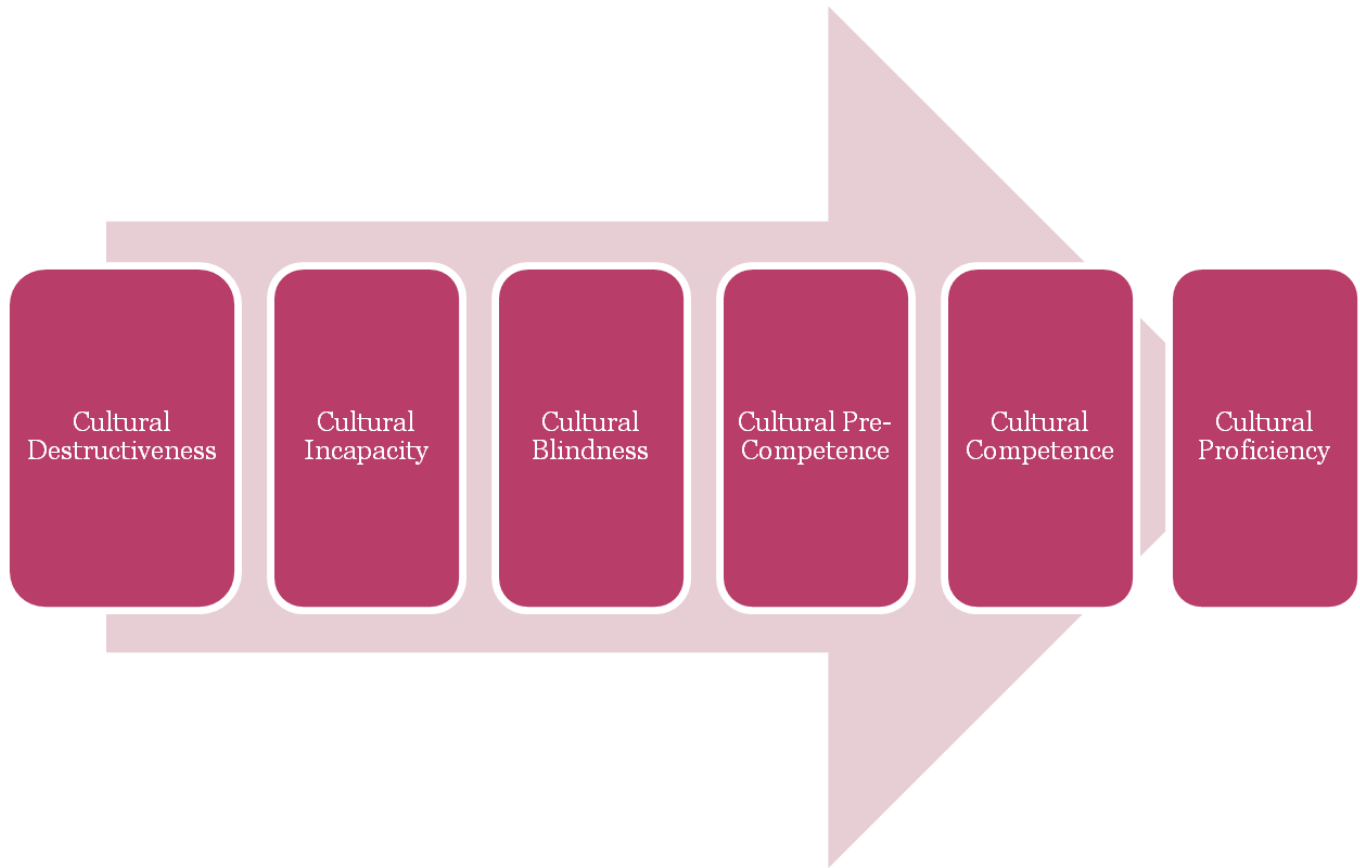
THE CULTURAL CONTINUUM

WHERE ARE WE?

THE CONTINUUM

Providing culturally responsive education requires cultural competence. Cultural competence refers to a **set of congruent attitudes, practices, policies, and structures** that come together in a system to enable professionals like teachers and administrators to work more effectively with members of culturally distinct groups in a manner that values and respects the culture of those groups (Hanley,1999). Our level of cultural competence gives us (and/or our organization) place on a **continuum** (Lindsey, Randall, Robins, Nuri 1999).

THE CONTINUUM

Cultural Destructiveness — Cultural Incapacity — Cultural Blindness — Cultural Pre-Competence — Cultural Competence — Cultural Proficiency

THE CONTINUUM

STAGE I - CULTURAL DESTRUCTIVENESS

The stage in which individuals or groups refuse to acknowledge the presence or importance of cultural differences in the teaching and learning process. Ex: Avoid teaching the holocaust.

In Schools It Looks Like:

- When we redistrict we'll be rid of that neighborhood.
- Why are those kids speaking Spanish at lunch?
- If we could get rid of the special needs kids, our scores would go up.

THE CONTINUUM

STAGE II - CULTURAL INCAPACITY

The stage in which cultural differences are neither punished nor supported. This occurs when the organization chooses to ignore differences. Ex: Lowered expectations, disproportionality.

In Schools It Looks Like:

- The apple doesn't fall very far from the tree.
- Another generation to never leave the trailer park.
- His mom was special education; we can't expect much from him.

THE CONTINUUM

STAGE III - CULTURAL BLINDNESS

The stage when the organization actively promotes the notion that cultural differences are inconsequential. Differences may be noted but being color-blind is the desired state. Ex: Assumption that the world is fair and achievement is always based on merit.

In Schools It Looks Like:

- Everyone learns the same.
- I don't see color in my students; they are all the same

THE CONTINUUM

STAGE IV - CULTURAL PRE-COMPETENCE

The stage when organizations and individuals recognize and respond to cultural differences. They attempt to redress non-liberating and unethical structures and inequities. School systems functioning at this stage generally seek out new information regarding diversity through professional development, demographic data workshops. Ex: Establish a diversity committee.

In Schools It Looks Like:

- Cultural programs are lead and supported by those of that background.
- Diversity is covered through the language arts curriculum.
- Some special education kids in honors courses.

THE CONTINUUM

STAGE V - CULTURAL COMPETENCE

The stage when organizations and individuals learn to value cultural differences and attempt to find ways to celebrate, encourage, and respond to them. In school systems functioning at this stage, teachers and students explore issues of equity, cultural history, and social justice and they do so in naturally occurring and often subconscious ways. Ex: Advocacy, seeing diversity as an asset, adjusting service delivery, policy, practices and procedures..

In Schools It Looks Like

- Our new mission statement seems to encompass all of our students.
- It was interesting to take the cultural self-assessment quiz at the faculty meeting yesterday.
- We have completed the process of ensuring cultural integration in our curriculum and instruction.

THE CONTINUUM

STAGE VI - CULTURAL PROFICIENCY

The stage when organizations see differences, respond positively, and engage and adjust. There is on-going institutional change to address equity based on informed decision making.
Ex: Organizational systemic change and transformation, equity and access for all students.

In Schools It Looks Like:

- Our boys aren't doing well in reading. Can we integrate more non-fiction?
- With the addition of the new Mexican students, our classroom experiences have become richer.
- Thank you for calling the parents and explaining in Russian about our field trip.

THE CONTINUUM

<u>ACTIVITY</u>

Knowing where your district/school stands along the continuum is important for moving forward. This activity may provide perspective in that regard.

Randomly separate (numbered heads) into the five continuum teams (destructiveness – competence). Discuss how your team's continuum stage plays out in schools/classrooms. Decide on a continuum number. Develop a list of strategies for advancing to the next higher continuum level.

Report out to the group.

PRINCIPLES OF CULTURALLY RESPONSIVE EDUCATON

BREAK

A CLASS DIVIDED

A CLASS DIVIDED - VIDEO

A Class Divided is the acclaimed video which documents the effects of an exercise in discrimination based on eye color. After viewing the film, work in small groups and discuss the following topics.

A CLASS DIVIDED - VIDEO

DISCUSSION TOPICS

-Participants in this exercise are exposed to discrimination for a short time; relate their behavior to that of minority groups who are exposed to discrimination for a lifetime.

-Cite parallels from your educational work to the attitudes and behaviors of the participants during the exercise?

-What were some of the major factors perpetuating the status quo by the teacher in the eye-color exercise?

CULTURALLY RESPONSIVE EDUCATION

LUNCH

CULTURALLY RESPONSIVE EDUCATION

FIVE ESSENTIAL ELEMENTS

FIVE ESSENTIAL ELEMENTS

There are five essential elements that contribute to a school's ability to become culturally competent.

- value diversity
- have the capacity for cultural self assessment
- be conscious of the dynamics inherent when cultures interact
- institutionalize cultural knowledge
- develop adaptations to service delivery

King, Sims, Osher: How Is Cultural Competence Integrated in Education, 1995

FIVE ESSENTIAL ELEMENTS

VALUE DIVERSITY

What it looks like (examples):

- Diversity is respected and recognized as an asset.
- Educational leadership are guardians of equity and access for all students.
- Lobby, hallway, classroom banners that reflect the school's diversity, i.e., *"OUR STUDENTS AND FACULTY HAIL FROM 20 DIFFERENT COUNTRIES AND SPEAK 15 DIFFERENT LANGUAGES."*
- Recognition of cultural celebrations, i.e., MLK Day, St. Patrick's Day… Cinco de Mayo, Chinese New Year, assembly programs, food festivals, …
- Multicultural extra curricular activities, i.e., student clubs, ethnic activities for parents, film night, etc.
- Multicultural staff members.

FIVE ESSENTIAL ELEMENTS

SELF ASSESSMENT

What it looks like (examples):

- Perception tests
- Surveys
- Focus Groups
- Classroom Self/Peer Observations
- Meritocracy Exercise

FIVE ESSENTIAL ELEMENTS

INTERACTING CULTURES

What it looks like (examples):

- an understanding of the implications of all of the cultural considerations, i.e., race, gender, immigration status, etc.
- race and class are not predictors of achievement.
- an appreciation of other's cultural perceptions and realities.
- effective home-school connections.

FIVE ESSENTIAL ELEMENTS

INSTITUTIONALIZE CULTURAL KNOWLEDGE

What it looks like (examples):

District/school policies (both instructional and non-instructional) are examined and/or rewritten to incorporate cultural knowledge.

- recruiting policies
- student behavior policies
- curriculum
- library and resource materials
- home communication methods

FIVE ESSENTIAL ELEMENTS

SERVICE DELIVERY

What it looks like (examples):

- classroom environments reflect evidence of diversity.
- lessons reflect evidence of an acceptance of ethnic differences.
- a clear plan for student interventions exists, i.e., IST, RTI.
- day-to-day assessment procedures include ethnic differences.
- teachers trained in positive behavior techniques.

FIVE ESSENTIAL ELEMENTS

ACTIVITY

Work in teams to develop **strategies** that support an action plan for one of the five elements. Remember…..start by expanding on those things that the district is already doing effectively. Each year, add additional items that advance your plan toward cultural proficiency.

Team recorders will present strategies to the group.

FIVE ESSENTIAL ELEMENTS

DEBRIEFING

PRINCIPLES OF CULTURALLY RESPONSIVE EDUCATION

EVALUATION

This completes our workshop for today. Please provide your feedback on the evaluation form in the back of your folder.

THANK YOU FOR YOUR PARTICIPATION.

ADDITIONAL RESOURCES

- Banks, J. (1991). **A curriculum for empowerment, action, and change**. In C. E. Sleeter (Ed.), Empowerment through multicultural education (pp. 125-141). Albany: State University of New York Press. Journal of Teacher Education, Vol. 53, No. 1, January/February 2002

- Banks, J. (1996). **The historical reconstruction of knowledge about race: Implications for transformative teaching**. In J. A. Banks (Ed.), Multicultural education, transformative knowledge, and action: Historical and contemporary perspectives (pp. 64-87). New York: Teachers College Press.

- Bennett, C. I. (1995). **Preparing teachers for cultural diversity** and national standards of academic excellence. Journal of Teacher Education, 46, 259-265.

- Davis, K. A. (1995). **Multicultural classrooms** and cultural communities of teachers. Teacher Education, 11(6), 553-563.

- Delpit, L. D. (1995). **Other people's children**: Cultural conflict in the classroom. New York: New Press.

- Ladson-Billings, G (1994) The **Dreamkeepers**, San Francisco: Jossey-Bass Publishing Co.

- Noguera, Redro (2008), The **Trouble With Black Boys**, San Francisco: Jossey-Bass Publishing Co.