

Turning Classrooms into Culturally Responsive and Respectful Spaces



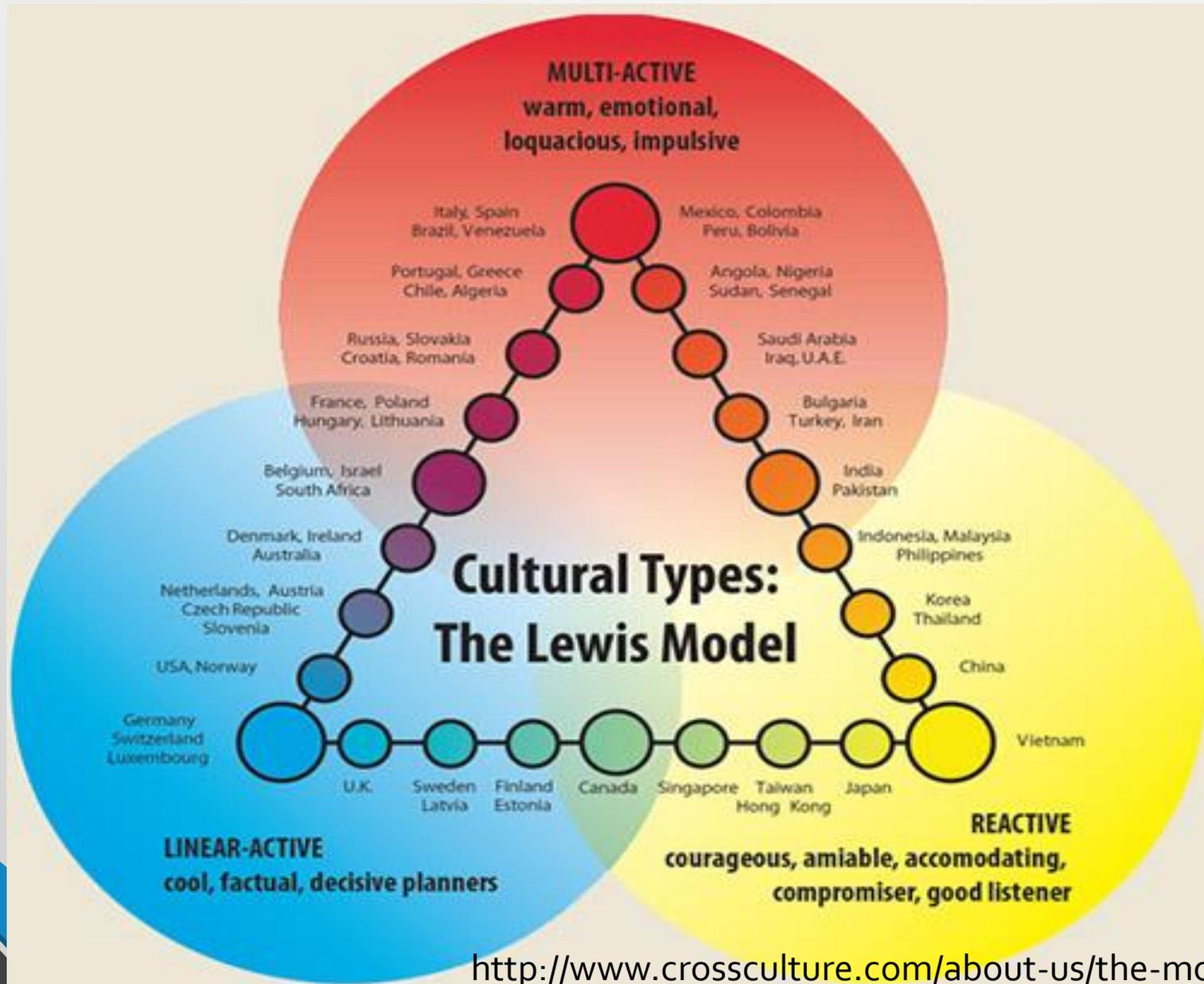
Faculty Development Day

January 23, 2020

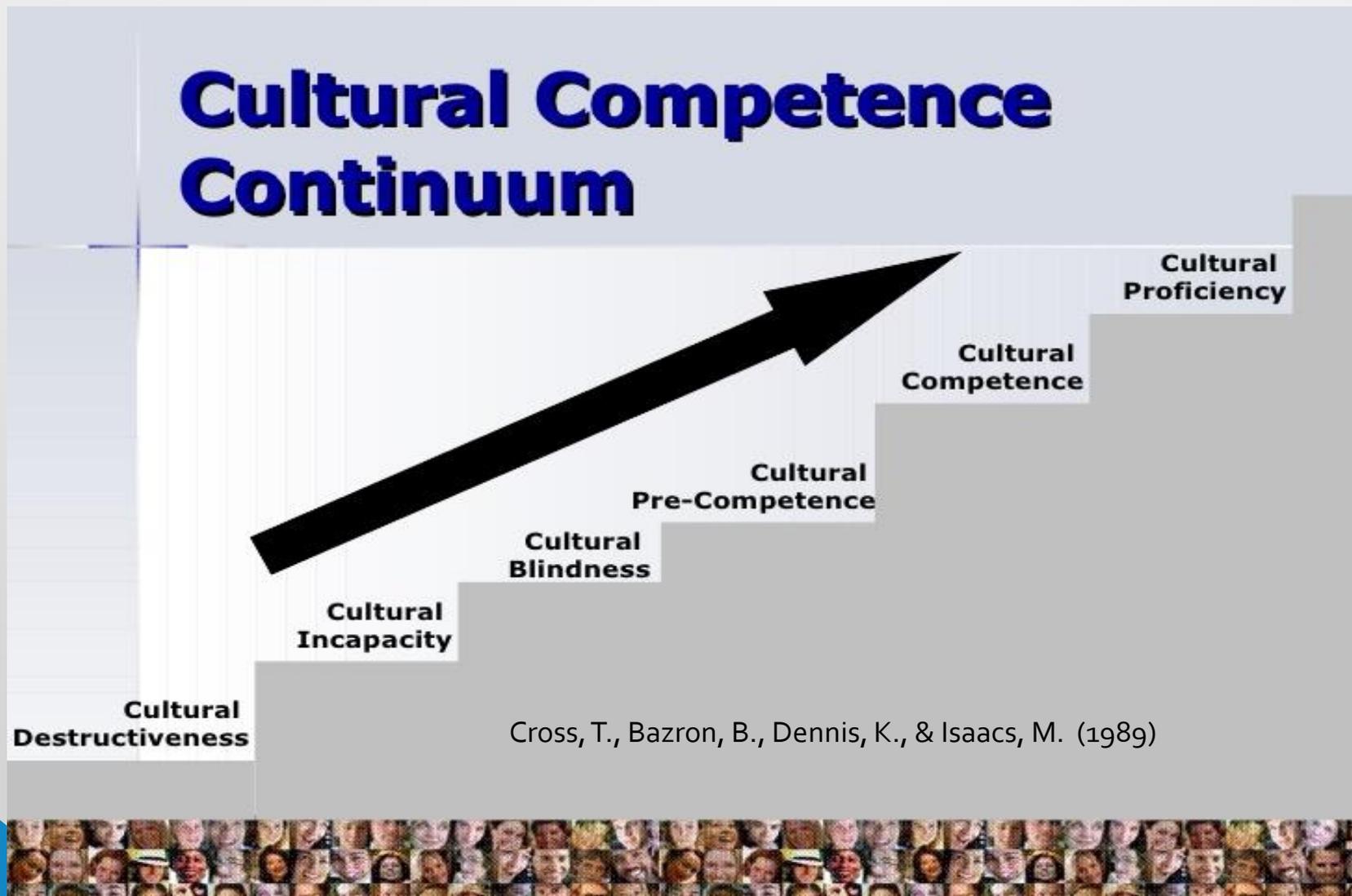
Nancy Velazquez-Torres, PhD

Department of Counseling and Human Services

Cultural Types



The Six Stages of the Cultural Competence Continuum



Culturally Responsive Pedagogy

- Culturally responsive teachers not only know their students well, they use what they know about their students to give them access to learning.

- Villegas, 2002

- In a culturally responsive classroom, effective teaching and learning occur in a culturally supported, learner centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement.

- ▣ National Center for Culturally Responsive Educational Systems

CRT

- Culturally responsive teaching (CRT) is a pedagogy that empowers students intellectually, socially, emotionally, and politically because it uses cultural referents to impart knowledge, skills, and attitudes.

- Ladson-Billings, 2009

- Culturally responsive teaching connects students' cultural knowledge, prior experiences, and performance styles to academic knowledge and intellectual tools in ways that legitimize what students already know.

- Gay, 2000



DIMENSIONS OF EQUITY

As equity-focused educators, it is important to distinguish between three key areas in education: *multicultural education*, *social justice education*, and *culturally responsive teaching*. Too often the terms are used interchangeably when they are not. Below is a simple chart to help you understand the distinctions between them. A key point to remember, only CRT is focused on the cognitive development of under-served students. Multicultural and social justice education have more of a supporting role in culturally responsive teaching.

MULTICULTURAL EDUCATION	SOCIAL JUSTICE EDUCATION	CULTURALLY RESPONSIVE PEDAGOGY
Focuses on celebrating diversity	Focuses on exposing the social political context that students experience	Focuses on improving the learning capacity of diverse students who have been marginalized educationally
Centers around creating positive social interactions across difference	Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political aspects of life	Centers around the affective & cognitive aspects of teaching and learning
Concerns itself with exposing privileged students to diverse literature, multiple perspectives, and inclusion in the curriculum as well as help students of color see themselves reflected.	Concerns itself with creating lenses to recognize and interrupt inequitable patterns and practices in society.	Concerns itself with building resilience and academic mindset by pushing back on dominant narratives about people of color.
Social Harmony	Critical Consciousness	Independent Learning

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Research says ...



- Youngsters increasingly find themselves surrounded by a discourse and environment that is hostile and detrimental toward minorities, especially immigrants.
- They have expressed a pervasive sense of being negatively stereotyped by institutional actors.
- Ethnic stereotyping by teachers, administrators, and peers lead students to be overlooked, excluded, or negatively tracked and results in unequal education.

• (NCLR)

We should remember...

- Students learn best when they are truly visible, respected, and safe.
- As educators, we want to prepare them to thrive in a world that is complexly diverse.
- Every single classroom can function as an incubator for inclusivity and as a social experience that fosters a positive climate.
 - Armstrong, 2011
- Learner-centered instruction includes a sensitivity to the cultural practices of students and the effect of those practices on classroom learning.
 - Bransford, 2000

A multicultural curriculum should help **all** students from both majority and minority groups to break out of their cultural and ethnic enclaves and learn that there are many ways to live and survive and that, because an individual has a different lifestyle, he or she is not inferior or superior.



James Banks, 2003

Five dimensions of multicultural education



Content integration



The knowledge construction process



Prejudice reduction



Equity pedagogy



Empowering school culture and
social structure

James Banks, 1995

Culturally responsive teachers ...

- are socio-culturally conscious.
- have affirming views of students from diverse backgrounds.
- see themselves as responsible for and capable of bringing about change.
- understand how learners construct knowledge and are capable of promoting knowledge construction.
- know about the lives of their students.
- design instruction that builds on what their students already know while stretching them beyond the familiar.

• Villegas & Lucas, 2002

Best Practices

- **Communication of High Expectations** – There are consistent messages, from both the teacher and the whole school, that students will succeed, based upon genuine respect for students and belief in student capability.
- **Active Teaching Methods** – Instruction is designed to promote student engagement by requiring that students play an active role in crafting curriculum and developing learning activities.
- **Teacher as Facilitator** – Within an active teaching environment, the teacher's role is one of guide, mediator, and knowledgeable consultant, as well as instructor.
- **Positive Perspectives on Parents and Families of Culturally and Linguistically Diverse Students** – There is an ongoing participation in dialogue with students, parents, and community members on issues important to them, along with the inclusion of these individuals and issues in classroom curriculum and activities.
- **Cultural Sensitivity** – To maximize learning opportunities, teachers gain knowledge of the cultures represented in their classrooms and translate this knowledge into instructional practice.

- **Reshaping the Curriculum** – A reshaped curriculum is culturally responsive to the background of students.
- **Culturally Mediated Instruction** – Instruction is characterized by the use of culturally mediated cognition, culturally appropriate social situations for learning, and culturally valued knowledge in curriculum content.
- **Student-Controlled Classroom Discourse** – Students are given the opportunity to control some portion of the lesson, providing teachers with insight into the ways that speech and negotiation are used in the home and community.
- **Small Group Instruction and Academically-Related Discourse**
Instruction is organized around low-pressure, student-controlled learning groups that can assist in the development of academic language.

Principles and Guidelines Developed by San Diego State University

I-Major principles of equity

- Begin by assessing what kind of effort you put into expanding your knowledge of groups other than your own.
- Strive to learn as much as possible about groups other than your own, recognizing that there are many things that you may not fully understand.
- Understand that marginalized people have the right to define themselves and their own issues.
- Recognize that learning about other groups may cause you to question some of your basic assumptions. Do show interest and acknowledge that you do not know everything (see Narayan 1988).
- It is better to value differences than to pretend that differences do not exist (e.g., the “color-blind” approach makes it hard to acknowledge the continuing existence of group discrimination).
- Recognize that equality does not mean sameness; fairness does not mean treating all students exactly in the same manner, but recognizing and striving to meet their distinctive needs (for example, providing accommodations for students with disabilities means that although you are not treating all students alike, you are providing what some students need in order to be able to benefit from their education in the same way as students with no disabilities) (see Cummins 1986; Heath 1983; Kochman 1981; Philips 1983).

II-Syllabus design

Whenever appropriate, strive to include:

- textbooks and materials written by authors from diverse backgrounds and presenting diverse perspectives. Avoid tokenization in designing your syllabus whenever possible works authored by members of the group under discussion
- materials that address underrepresented groups' experiences in ways that do not trivialize or marginalize them. Avoid using materials that compare underrepresented groups' experiences with the so-called "norm," as that approach inevitably finds the former "lacking" (e.g., the nuclear, traditional white middleclass family structure taken as the ideal).
- textbooks and materials that represent the diversity of human experience accurately

III-Classroom behavior

The following include some suggestions for behavioral guidelines in the classroom:

- Although group stereotyping is a common occurrence, strive to ensure that you make accurate statements about people opposed to group stereotyping.
- Whenever appropriate, give varied examples based on different groups' experiences.
- Use and ask your students to use gender-neutral language (the generic "he" is not generic—you can use they or he or she instead; "seminal" has its origin in the word semen and can either be replaced with "groundbreaking," "landmark," or "paradigm-shifting; you can use the terms firefighter and mail carrier instead of fireman or mailman and the verb to staff instead of to man).
- Use the term "people with disabilities" rather than "disabled people" (it indicates that the person, rather than the disability, comes first); speak directly to deaf people rather than to their interpreter; when having a discussion with a person who uses a wheelchair, sit or kneel down in order to be at eye level.

- Use humor with care, ensuring that your use of humor does not rely on stereotypes of certain groups. Although you may not have intended to offend, your words can still have hurtful effects.
- Check in with yourself to make sure you do not give more time or serious consideration to certain groups of students over others (e.g., monitor yourself to see whether you call on male or white students more often than other students; avoid only making eye contact with students from underrepresented groups when an issue concerning that group is discussed).
- Use caution and do not single out the one person in the class who belongs to a group under discussion. Avoid singling out this person by asking their opinion or for them to represent their group on this topic (e.g., questions such as, “What do Asian Americans usually think about this?”).

https://newscenter.sdsu.edu/diversity/files/00327-helping_faculty_teach_diverse_students.pdf

Simple Classroom Activities and Cultural Competence Icebreakers

- <https://tapartnership.org/docs/CLC%20Icebreakers%20and%20Exercises%20-%20FINAL%20%285%29.pdf>
- <http://www.nwlink.com/~donclark/leader/diverse2.html>
- https://www.uh.edu/cdi/diversity_education/resources/activities/pdf/Inclusion_Activities_Book.pdf
- <https://extension.psu.edu/more-diversity-activities-for-youth-and-adults>

Other Resources

- <https://provost.tufts.edu/celt/files/Diversity-and-Inclusion-Report.pdf>
- <https://ctl.columbia.edu/resources-and-technology/resources/inclusive-teaching-guide/>
- <https://equity.ucla.edu/wp-content/uploads/2016/06/CreatingaPositiveClassroomClimateWeb-2.pdf>
- http://www.crlt.umich.edu/gsis/p3_1
- <https://crtandthebrain.com/blog/>
- <https://www.insidehighered.com/news/2017/05/10/new-report-encourages-culturally-responsive-teaching-help-minority-developmental>
- https://d1y8sb8igg2f8e.cloudfront.net/documents/Culturally_Responsive_Teaching_2019-03-28_130012.pdf
- <https://www.culturallyresponsive.org/>
- <http://www.esc4.net/Assets/cultural-proficiency-continuum.pdf>

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Questions?

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GRACIAS 谢谢
THANK YOU
ありがとうございました MERCI
DANKE धन्यवाद
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Thank you for coming.

Feel free to reach out if you have further questions.
ntorres@jjay.cuny.edu