It’s not “just” good teaching: Cultural Responsive Teaching for Educators

National Education Student Program Webinar
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Dr. Adriane E.L. Dorrington & Latosha Guy, NBCT
Objectives

• Understand the importance and dominance of culture

• Understand the link between cultural and cultural competence

• Identify/share culturally responsive teaching practices
Community Norms

- Stay engaged → Don't check-out
- Speak your truth → Say what’s in your heart
- Experience discomfort → Connect with your feelings
- Expect/accept non-closure → Agree to disagree
What is Culture?

- A combination of thoughts, feelings, attitudes, beliefs, values, behavior patterns, and practices that are shared by racial, ethnic, religious, or social groups, including
What is Cultural Competence

• The ability to successfully teach and or work with students who come from cultures other than one’s own [or sometimes from one’s own cultures]
  (Adapted from: Cultural Competence: A Primer for Educators. Diller and Moule, 2005)

• The practice of recognizing differences among students and families, and responding positively to those differences [does not apply a deficit model]
Why Does NEA Care About Cultural Competence

- NEA’s concern is related to:
  - Vision
  - Mission
  - Core values
• **NEA Vision:** A great public school for *every* student

• **NEA Mission:** To advocate for education professionals and to unite our members and the nation to fulfill the promise of public education to prepare *every* student to succeed in a **diverse and interdependent world**

• **NEA Core Values:**
  • **Equal Opportunity.** We believe public education is the gateway to opportunity. All students have the human and civil right to a quality public education that develops their potential, independence, and character.

  • **A Just Society.** We believe public education is vital to building respect for the worth, dignity, and equality of *every* individual in our diverse society.
Polling Question – Changing Demographics

According to the National Centre for Education Information, the percentage of white teachers in public education is:

A. 91
B. 84
C. 78
D. 70
Teachers and Students: Demographic Differences

- **Teachers**: Between 83% and 85% are White

- **Students**: 45%-50% are American Indian/Alaska Native, Asian American, Black, or Hispanic

**Implications**: There may exist wide cultural gaps between educators and their students
Culturally Proficient Educators Understand

- Culture and its dominance
- Group identity is just as important as person’s individual identity
- Each group has unique cultural needs; however, diversity within a group is vast and significant
- People, depending on their culture are served in varying degrees by the dominate culture
- Culturally proficient settings enhance the capacity of every person involved
Culturally Responsive Teaching

Latosha Guy, National Board Certified English Teacher
King/Drew Magnet High School
NEA Community Facilitator, Culturally Responsive Teaching
Culturally Responsive Teaching

- Culturally Responsive Teaching lacks a universal definition – which can cause confusion

- So—let’s focus on one of the most empowering and important aspect of the title: **Responsive**

- What does it mean to be responsive?
Responsive…

- To react quickly and positively.
- To respond readily with interest and enthusiasm.
- Responsive connotes openness; receptiveness; eagerness.
- Although these definitions are not specific to teaching, they absolutely work for teaching!
- To be a Culturally Responsive Educator then means to quickly and positively respond with interest and enthusiasm to the cultures of our students!
Culturally Responsive Teaching

• “An educator’s ability to recognize students cultural displays of learning and meaning making, respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. (Hammond, p. 15)

• Zaretta Hammond, author of *Culturally Responsive Teaching and the Brain* defines Culturally Responsive Teaching
How does one become Responsive?

- Responsiveness requires a willingness to:
  - listen…
  - learn from our students; what they tell us; bring us; and show us in the classroom…
  - want to know more…
  - prepare ahead….
  - examine our own experiences and biases…
  - be flexible…
  - examine preexisting data, research, and learning trends and to be prepared to act…

- Question: What should we know about data and research to be responsive to our student needs?
What Should We Know About Preexisting Data and Research?

- Glad you asked!
- In 2017 75% of African American boys didn’t meet California state reading standards
- According to the 2015 National Assessment of Reading Progress only 18% of African-American fourth graders; 21% Hispanic; and 28% Native Hawaiian/Other Pacific Islander are at or above proficient in reading, compared to 46% for Whites and 57% for Asian.
- By eighth grade of the same year, only 16% of African-Americans; 21% Hispanic; 24% Native Hawaiian/Other Pacific Islander are at or above proficient in reading. This presents a searing irony: the longer African-American students and Native Hawaiians stay in school, the worse they perform. The results for Hispanic seniors is flat with no growth at 21% Source: https://www.nationsreportcard.gov/reading_math_2015/#reading?grade=4
- Only three states saw more than 5% of African-American students in their graduating class pass at least one Advanced Placement test in STEM subject during high school
Why Reading & Language Proficiency?

- Because **language capacity is the root of all student performance.** The success of a classroom learning experience rests on student language capacity. Whether it is listening to directions, reading a passage, writing a response, or discussing a point of view, the individual student’s ability to perform and grow…rests squarely on his or her language capacity. The strategies for student engagement cut across disciplines.
So if We Know this Data...

- Culturally Responsive Teaching would mean preparing ourselves, and our curriculum to meet the needs of ALL students so that they can become proficient readers—yet many teachers are unaware of student reading needs.
Polling Question – Assessment

- Which assessment method is used most by teachers to assess their students learning or understanding?
  A. Test or Quiz
  B. Essay
  C. Discussion
  D. Project
What we know is that most students are under-assessed AND that many teachers miss in-class opportunities to learn as much as they can about their students.

This is not intentional!

However, if students are under assessed how can our teaching be responsive to their learning needs?

If we under assess our students, in particular their reading ability, students who are orally gifted or proficient in conversational English, but are poor readers wont receive the instruction they need to raise their reading levels. This is particularly applicable to secondary English Learners and students from minority groups.
Ways to Assess...

- Analyzing Results from Formal Assessments, including using all the information you might receive about your student in a Student Learning Management Platform. Reading and Math Scores; Writing Scores; Home Language Survey; information about giftedness, language ability; family information.

- Opening Day/In Class Assessment. Give your students a quick reading task and ask them to read and respond in some ways to the prompt. This is due in class.

- Crafting in-class discussions where students do the talking and taking notes and observing each student.

- Asking students to do exit slips based on how comfortable they are with material.
Thoughts to Consider...

- We can’t be responsive if we don’t know our students in terms of their academic record and their attitudes about reading, writing and learning.

- We can’t build relationships if we don’t know who our students are in terms of their ability, capacity, and aspirations.

- We can’t create curriculum that meets their needs—much less their cultural needs if we don’t first identify their academic needs and implement literacy-based scaffolds to support them.

- Cultural Responsive Teaching: edCommunities
  - [http://www.nea.org/home/edcommunities.html](http://www.nea.org/home/edcommunities.html)

- NEA Cultural Toolkit
  - [http://www.nea.org/tools/30402.htm](http://www.nea.org/tools/30402.htm)
QUESTIONS