



How can our schools be more culturally responsive?

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Cultural Diversity BINGO



Discussion

Culture

Culture refers to the ways of living; shared behaviors, beliefs, customs, values, and ways of knowing that guide groups of people in their daily life and are transmitted from one generation to the next.

Culture affects how people learn, remember, reason, solve problems, and communicate.

Culture is part of students' intellectual and social development, so understanding how aspects of culture can differ sheds light on variation in how students learn.

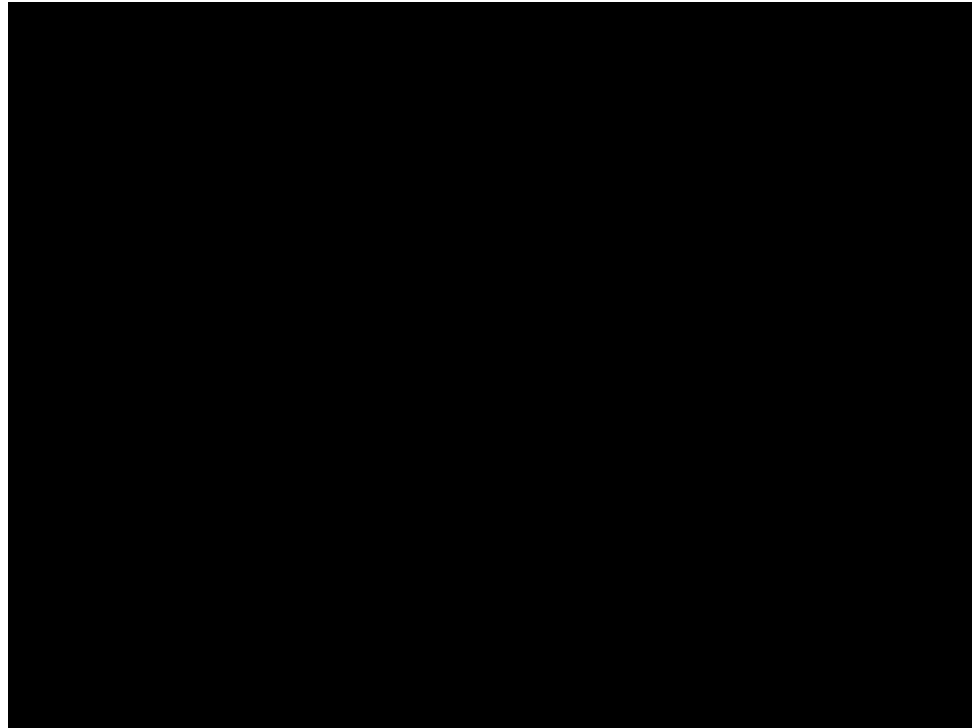
What is cultural responsiveness?

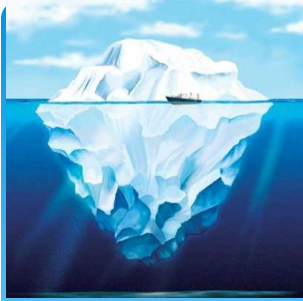
From: Ladson-Billings (1994). *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco: Jossey-Bass Publishers.

- Cultural responsiveness is the ability to understand individual differences that make each student unique through examination of assumptions about race and culture.
- Cultural responsiveness requires individuals be culturally competent
 - awareness cultural identity and views about difference
 - the ability to learn and build on the cultural and community norms of students and their families.
- Therefore, culturally responsive education is a framework that recognizes the importance of including students' cultural references in all aspects of learning.

What Culturally-Responsive Education is NOT

Understanding Cultural Differences





Iceberg

- * Above waterline.
- * At & JUST below the waterline (unspoken rules)
- * Below the Waterline

What is the Goal?

Be able to reflect on personal assumptions about students, parents, & communities in order to recognize the importance of how culturally responsive education impacts student outcomes.

What Can We Do?

Professional Development

High expectations for ALL students (verbal and non-verbal communication of high expectations)

Develop cultural sensitivity

Build stronger connections between educators and students of diverse backgrounds.

What Can We Do?

Recognize that all practice is culturally responsive—but to which culture(s) is it responsive?

Value diversity

Recruit candidates who have expressed an interest and a desire to work with diverse students.

Positive perspectives on students and their families

Assess your own behavior. It's important to bear in mind that your attitudes are influenced by your own culture.

What Can We Do?

Match classroom instruction to cultural norms

When teachers ask questions or give directions, *adjust wait time* for students from different cultures to enhance classroom participation and the development of critical thinking skills.



What can we do?

Teachers need to be *sensitive to the cultural shifts* that immigrant or other culturally diverse students must make as they move between school and home.

We need to help parents gain *cultural capital*—the skills to negotiate the education system and knowledge of the norms of behavior that govern schools.



The Danielson Framework for Teaching

Domain 1: Planning & Preparation	Domain 2: The Classroom Environment
Demonstrating Knowledge of Content and Pedagogy	Creating an Environment of Respect and Rapport
Demonstrating Knowledge of Students	Establishing a Culture for Learning
Setting Instructional Outcomes	Managing Classroom Procedures
Demonstrating Knowledge of Resources	Managing Student Behavior
Designing Coherent Instruction	Organizing Physical Space
Designing Student Assessments	

The Danielson Framework for Teaching (cont'd.)

Domain 4: Professional Responsibilities	Domain 3: Instruction
Reflecting on Teaching	Communicating With Students
Maintaining Accurate Records	Using Questioning and Discussion Techniques
Communicating with Families	Engaging Students in Learning
Participating in a Professional Community	Using Assessment in Instruction
Growing and Developing Professionally	Demonstrating Flexibility and Responsiveness
Showing Professionalism	

Professional Standards for Educational Leaders

***Standard 3: Equity and Cultural Responsiveness.** Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.*

***Standard 5: Community of Care and Support for Students.** Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.*

***Standard 8: Meaningful Engagement of Families and Community.** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.*

What can we do?

- * Rather than tracking ethnic and language-minority students into low-level classes, setting high expectations and providing a "scaffold" of support helps ethnically diverse students to connect with teachers.
- * Perhaps the most powerful approach is making classroom instruction more congruent with the cultural value systems of a diverse student population.

What does this mean?

In his book Culturally and Linguistically Responsive Teaching and Learning (2012) Sharroky Hollie identified eight elements of a culturally responsive learning environment:



1. Print rich environment

2. Learning centers

3. Culturally colorful

4. Optimum arrangement

5. Multiple libraries

6. Technology

7. Relevant bulletin boards

8. Displayed student work and images of students



Culturally Responsive Practices: Reflections

- Instructional rounds of student inquiry
- Meet with faculty regularly to develop a collective voice
- Review of disciplinary practices by all constituencies
- Conversations with community about strengthening relationships
- Family nights (painting, fitness, bingo, cultural/holiday celebrations, international night, pot-luck dinners, etc.)



Culturally Responsive Practices: Reflections

- Frequent two-way communication with parents and teachers (in native language, when possible)
- Address language barriers
- Understand other cultures
- Mentoring
- Flags of countries displayed
- Guest speakers to celebrate multiculturalism

Hope has a Human Face



“Culturally competent educators use cultural knowledge about students to shape teaching and learning environments and respond appropriately to behavior issues.”

Mary Montie Bacon, *Leadership*, May/June 2014

“The most powerful fuel for sustaining the initiative to improve a school is not the desire to raise test scores but rather the moral imperative that comes with the desire to fulfill the hopes of those we serve and those with whom we work.”

Richard Dufour, et.al, 2004: *Whatever It Takes*

Culturally Responsive Literature

- * All are Welcome
 - * Wide range of cultures
- * The Day you Begin
- * The Name Jar
 - * Unhei, a young girl newly arrived to the US from Korea
- * The Sandwich Swap
 - * Hummus vs. peanut butter sandwiches
- * Same, Same but Different
 - * Compares the lives of two kid pen pals (one in America & one in India)
- * Who are You?: The Kids Guide to Gender Identity
 - * Gender differences
- * In Our Mothers' House & And Tango Makes Three
 - * Non-traditional families

Culturally Responsive Literature (cont'd.)

- * Marisol McDonald Doesn't Match/Marisol McDonald No Combina
 - * Marisol is Peruvian-Scottish-American
- * Let the Children March
 - * Children's March in Birmingham, AL (1963)
- * Stepping Stones
 - * Inspired by the stone art of Syrian artist Nizar Ali Badr
- * Noah Chases the Wind
 - * Neurodiversity
- * It's Ramadan, Curious George
 - * Realistic fiction

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شكراً



Obrigado!

Teşekkürler

THANK YOU

Bedankt

Ευχαριστώ

Vielen Dank



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Dikey

Gracias