Culturally Responsive Pedagogy: Fostering Success in Increasingly Diverse Schools

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Mission: To transform teaching and learning in the lowest-performing public schools so that every student, regardless of background, thrives.
Where we work:
Objectives

Today we will…

- Introduce key concepts related to race, equity, and culturally responsive teaching:
  - Implicit Bias
  - Stereotype Threat
- Develop a toolkit of resources and activities for supporting teachers to engage in “inside-out” work around race, culture, class and power and to develop culturally responsive teaching practices:
  - Courageous Conversation Norms
  - Constructivist Listening
  - Learning Partnerships
- Identify next steps for implementing strategies back at schools & districts
Why a focus on race and identity?

Over 50% of students attending public schools in the United States are students of color and over 80% of the teaching force is white.

What are our implications if we don’t focus on race and identity?
Community Agreements

Glenn Singleton’s Four Agreements of Courageous Conversations

❖ Stay Engaged
❖ Experience Discomfort
❖ Speak your Truth
❖ Expect and Accept Non-closure
Warm-Up: Paseo Protocol

• Form 2 concentric circles.
• Make sure that there are even numbers in each circle so that everyone has a partner.
• Once you are given a prompt you will have one minute to think about your own response.
• Each person gets 2 minutes to share.
• After each prompt we’ll rotate and repeat the process with another prompt.
Questions for Paseo Protocol

1. What elements of my identity do I connect with the most?

2. How do others respond to me? What elements of my identity do they notice? What assumptions do they make?

3. When has my identity “worked well” for me in my work?

4. When has my identity or how I show up “been a challenge” in my work?
Paseo Protocol Debrief

• What did you see, hear and feel during the process?
• What are some ways we could use or modify this process in our school and district contexts?
Why “Inside-Out” Work?

“Any reform effort attempting to solve the inequities in education that doesn’t help people heal from the hurts of growing up in a racist and classist society is not likely to succeed over time.”

-Julian Weissglass

“All meaningful and lasting change begins on the inside.”

-Martin Luther King Jr.
The Power of “Inside-Out” Work

My Lens: How I view the world

Impacts the student achievement results I get

Informs my values, beliefs, and assumptions

Influence how I teach

Determine my expectations for my students
This Work is a Journey

“The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.”

-Marcel Proust
Cultural Responsiveness

*Culturally responsive teaching* is defined as using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively.

It is based on the assumption that *when academic knowledge and skills are situated within the lived experiences and frames of reference* of students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly. (Gay, 2000)
Stereotype Threat & Implicit Bias
Implicit Bias

“...implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual’s awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, implicit biases are not accessible through introspection.” (Kirwan Institute for the Study of Race and Ethnicity, 2014 State of the Science: Implicit Bias Review.)
Key Characteristics

- Implicit biases are pervasive.
- Implicit and explicit biases are related but distinct mental constructs.
- The implicit associations we hold do not necessarily align with our declared beliefs or even reflect stances we would explicitly endorse.
- We generally tend to hold implicit biases that favor our own in-group, though research has shown that we can still hold implicit biases against our in-group.
- Implicit biases are malleable.
Stereotype Threat

Stereotype threat refers to being at risk of confirming, as self-characteristic, a negative stereotype about one's group (Steele & Aronson, 1995). The researchers showed in several experiments that Black college freshmen and sophomores performed worse on standardized tests than White students when their race was emphasized.
“Addressing a ‘Threat in the Air’: How Stereotypes Affect Our Students and What we Can Do About It” (Center for Teaching Excellence)

Use note taker to capture your thoughts and reflections
Student Perspective
This Work is a Journey:

“Where are You NOW?”

“The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.”

-Marcel Proust
Tools for Beginning “Inside-Out” Work
Constructivist Listening:

*Founding Principle of Constructivist Listening:*

I agree to listen to and think about you for a fixed period of time in exchange for you doing the same for me. I keep in my mind that my listening is for your benefit so I do not ask questions for my information.
Guidelines for Constructivist Listening

Each Person:

• Has equal time to talk
• Does not interrupt, give advice or break in with a personal story
• Agrees that confidentiality is maintained
• Does not criticize or complain about others during their time to talk
• Gives undivided attention to the speaker
Dyad

A structure where two people take turns listening to each other for a fixed amount of time.
Let’s Try It!

Prompt:

“What adult behaviors and mindsets do we need in order to cultivate culturally responsive pedagogy?”

2 minutes each
De-Biasing

According to Patricia Devine (University of Wisconsin), 3 conditions need to be in place for people to successfully “debias”:

1. **Intention:** Acknowledgement that one harbors unconscious biases, and motivation to change.

2. **Attention:** To when stereotypical responses or assumptions are activated.

3. **Time:** To practice new strategies designed to “break” the automatic associations.
“The stereotypical images we hold toward groups are powerful in influencing what people see and expect of students. Unless educators consciously try to undermine and work against these kinds of stereotypes, they often act on them unconsciously. Our assumptions related to race are so deeply entrenched that it is virtually impossible for us not to hold them unless we take conscious and deliberate action.”

-Pedro Noguera
5 Strategies

1. Stereotype Replacement
2. Counter Stereotypic Imaging
3. Individuating
4. Perspective-Taking
5. Increasing Opportunity for Positive Contact
Cultural Responsiveness in Action
# Examples of Cultural Responsiveness

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<th>Leaders</th>
<th>Teachers</th>
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<td>● Communicate strong professional values about social justice, schooling, teaching and learning</td>
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<td>● Establish a vision for a safe and inclusive school community, including clear values, norms and expectations for interactions among students, staff and families</td>
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<td>● Model an ongoing commitment to developing cultural proficiency</td>
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<td>● Establish systems and policies that ensure a safe, welcoming and inclusive environment for staff, students and families</td>
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<td>● School leaders develop school-wide systems and practices that enable teachers, students and families to develop partnerships focused on ensuring student success</td>
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<td>● Seek to understand the role of race, culture, class and power in their work</td>
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<td>● Ensure that instructional topics and materials reflect the identities, culture and interests of their students</td>
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<td>● Collaborate with students to create a classroom environment that enables each student to learn and thrive</td>
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<td>● Use a range of strategies to ensure all students are engaged, able to contribute their thinking and willing to take risk</td>
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<td>● Develop a classroom community that encourages a sense of belonging, caring and mutual respect</td>
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<td>● Use a variety of strategies to make new content and learning objectives meaningful and engaging for students</td>
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<td>● Create opportunities for cooperative learning in which students of varying skill levels can learn from one another as they work together to pursue collective learning objectives</td>
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<td>● Look for patterns of achievement by race, culture, and language status and use this data to reflect and adjust their practice</td>
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“Students of color may become alienated from the school process because schooling often asks children to be something or someone other than who they really are. It asks them to use language other than the one they come to school with. It asks them to dismiss their community and cultural knowledge. It erases things that students hold dear.”

--Gloria Ladson--Billings

“According to the research, teaching that ignores student norms of behavior and communication provokes student resistance, while teaching that is responsive prompts student involvement”

-Olneck
Learning Partnerships

Culturally Responsive Teaching & THE BRAIN
Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students

Zaretta Hammond

Foreword by Yvette Jackson
“In culturally responsive teaching, rapport is connected to the idea of affirmation. Affirmation simply means that we acknowledge the personhood of our students through words and actions that say to them, ‘I care about you.’ Too often, we confuse affirmation with building up a student’s self-esteem. As educators, we think it’s our job to make students of color, English learners, or poor students feel good about themselves. That’s a deficit view of affirmation. In reality, most parents of culturally and linguistically diverse students do a good job of helping their children develop positive self-esteem. It is when they come to school that many students of color begin to feel marginalized, unseen and silenced. Affirmation and rapport are really about building trust, not self-esteem.”

-Zaretta Hammond
Culture tells us what to....

Avoid
Cortisol

Approach
Dopamine &
Serotonin

Connect
Oxytocin

Source: Zaretta Hammond, M.A.- www.ready4rigor.com
Listening to Students Builds Trust

Discussion: What are some ways you have created opportunities to authentically listen to students?
Additional Trust Generators

- Selective vulnerability
- Familiarity
- Similarity of Interests
- Concern
- Competence
Wise Feedback/
Warm-Demander

“I’m going to push you because I believe in you.”

Read Overview

Discuss: How can we help ourselves and our colleagues build a habit of wise feedback?
Warm-Demander Reflection

Self-Reflection:
- Under what conditions have you found yourself able to function as a warm-demander?
- What other quadrants do you have a tendency toward?
Larger “Take Away” Questions:

*How* you are going to disrupt inequities in your work?

*How* are you going to talk about culturally responsive teaching and learning?
Let’s Stay Connected!

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