Becoming Culturally and Critically Conscious Educators

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Please go to the following link to complete a brief survey:

NJDOE Pre-Workshop Survey
https://tinyurl.com/njdoeswc

2 minutes

(Survey is brief and completely anonymous.)
Session objectives

- Collaborate through interactive, reflective activities
- Spark our thinking about what it means to be culturally and critically conscious educators
- Reflect on how we can better support the success of all learners in our diverse classrooms
- Obtain ready-to-use resources for sparking such conversations in our classrooms, schools, and districts
What does “becoming a culturally and critically conscious educator” mean to you?

Go to menti.com and use the code 14 37 06 to submit your response(s)
Meet your neighbors

- Please get into groups of 3 or 4

- Talk to each other and identify 1 common thing you have in common and 2 uncommon things you have in common
What do we have in common with each other?
NJ students by reported race 2017-2018

- White: 46.2%
- Hispanic: 27.7%
- Asian: 10.1%
- Native: 0.1%
- Black: 15.8%

Source: NJDOE 2017-2018 Enrollment Data
NJ faculty by reported race 2017-2018

Source: NJDOE

- White: 83.6%
- Asian: 1.9%
- Hispanic: 7.0%
- Black: 7.3%
Ground rules for uncomfortable conversations

One: Accept that there are various truths.

Two: Think before you speak.

Three: Give everyone a voice.

Four: Listen with your heart.

Credit: Susan Chenelle
**Visible identity attributes**

- **White**
  - Native English speaker (but not from NJ)
  - Short
  - Brown hair (that she doesn’t bother to style)
  - Wears glasses

- **Race/Ethnicity**
  - In/out of uniform

- **Economic status**
  - Attentive/ distracted

- **Quiet/chatty**
  - Maybe speaks another language at home
What do we have in common with our students?

- How do those visible identity/immediate connections influence your classroom culture?

- How does not having such visible/immediate identity connections influence your classroom culture?
Cultural iceberg

The majority of the parts of our identity that we consider important are below the surface, or not immediately visible.

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Visible and invisible identity attributes

**White**
- Midwesterner
- Native English speaker (but not from NJ)
- Brown hair (that she doesn’t bother to style)
- Marvel movies fan
- Wears glasses
- Cat lover
- Favorite color is purple
- Middle-class, suburban upbringing
- Lives in Newark
- Doesn’t wear make-up

**Race/Ethnicity**
- Poet
- Economic status
- In/out of uniform
- Recently lost a close relative/friend
- Lives with grandmother
- Basketball team captain
- Maybe speaks another language at home
- Marvel comics fan

**Short**
- English teacher
- Cubs fan
- Lives in Newark

**PhD student**
- PhD

**Midwesterner**
- English teacher

**PhD student**
- English teacher

**Favorite color is purple**
- english teacher

**Midwesterner**
- English teacher

**Favorite color is purple**
- english teacher

**Middle-class, suburban upbringing**
- english teacher

**Lives in Newark**
- English teacher

**Doesn’t wear make-up**
- English teacher

**Wears glasses**
- English teacher

**PhD student**
- English teacher

**Economic status**
- Poet

**In/out of uniform**
- Poet

**Wants to start their own business**
- Poet

**Recently lost a close relative/friend**
- Poet

**Lives with grandmother**
- Poet

**Basketball team captain**
- Poet

**Maybe speaks another language at home**
- Poet

**Marvel comics fan**
- Poet

**Visible and invisible identity attributes**

- **White**
- **Race/Ethnicity**
- **Short**
- **PhD student**
- **Favorite color is purple**
- **Middle-class, suburban upbringing**
- **Lives in Newark**
- **Doesn’t wear make-up**
- **Wears glasses**
- **Economic status**
- **In/out of uniform**
- **Wants to start their own business**
- **Recently lost a close relative/friend**
- **Lives with grandmother**
- **Basketball team captain**
- **Maybe speaks another language at home**
- **Marvel comics fan**
Looking beneath the cultural iceberg

Much of our identities in the classroom consist of values/expectations. How are we making those visible to our students?

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Values/expectations

Committed to helping all students succeed
Believes everyone deserves to be treated with dignity and respect
Unfairness/inequity makes me crazy
Nothing will get better unless we all work together

Family/friends are super important
Literacy is super important and a key to personal success
Believes that hard work pays off
Need to make money to support family

Loyalty
Education is important, but it’s not everything
Will not put up with unfairness or hypocrisy
What have you learned about your students?

- Talk with your group about something you have learned about your student(s) that has influenced how you approach your students and your teaching?
- Is there something you would like to know about your student(s) that you think would shape your teaching in a constructive way?
Read, reflect, discuss

- Read the excerpt given to your group
- Discuss the excerpt
  - What’s going on in the reading?
  - What does it suggest about teaching all students?
- Share with whole group
What was your experience in school as a learner?

- What aspects of your racial, ethnic, linguistic, or cultural background were assets for you in your schooling experience? Which were challenges or barriers for you?

- How does your schooling experience -- in terms of the factors discussed above -- compare to that of your students?
How do we cultivate equity in our classrooms?

- As educators, **what can we do to address or overcome cultural/identity mismatches** between ourselves and our students **in ways that support equity in our classrooms**?

- As educators, **what can we do to address or overcome values/expectations mismatches** between ourselves and our students **in ways that support equity in our classrooms**?
Resources for Ideas and Inspiration

- Articles, books, and videos
- Activities
- Culturally and Critically Conscious Teaching Rubric
- Standards for Culturally Responsive Teaching
Thank you!

Please reach out with any questions you have about today’s workshop:

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