

Culturally Responsive Teaching

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Intellectual Safety

“All participants in our community, students and teachers, must feel free to ask any question or state any point of view as long as respect for all persons is honored.”

How do we create an emotionally and intellectually safe environment? What does it look like?

Building Trust

“...For dialogue and inquiry to occur [classrooms] must be emotionally and intellectually safe as well. In an intellectually safe place there are no putdowns and no comments intended to belittle, undermine, negate, devalue, or ridicule. Within this place, the group accepts virtually any question or comment, so long as it is respectful of the other members of the circle. What develops is a growing trust among the participants and with it the courage to present one’s own thoughts, however tentative initially, on complex and difficult issues.”
(Jackson, 2001 p. 460)

Our Agenda

1. Intellectual safety
2. Quick write: What we know
3. Questions: What we'd like to learn
4. Station activities
5. Share out
6. Reflect and connect

Workshop Goals

1. Introduce characteristics of culturally responsive teaching
2. Use strategies to expand our understanding

Make a name card

Fold a sheet of cardstock in half.

Write your name in the center.

Draw 4 symbols or write 4 words that represent:

Something you are passionate about

A place you have lived

A place you hope to visit

A goal you hope to achieve

Be prepared to share with the group.

3 min Quick Write

1. What characteristics are related to an individual's culture?
2. How might these relate to culturally responsive teaching?
3. Give one example.

Pair-Share

Turn and talk to a neighbor about your responses.

Share- introduce your partner to the group and share one thing you heard your partner say.

Rings of Culture

Rings of Culture

Dr. Sharroky Hollie

Age Culture

Gender Culture

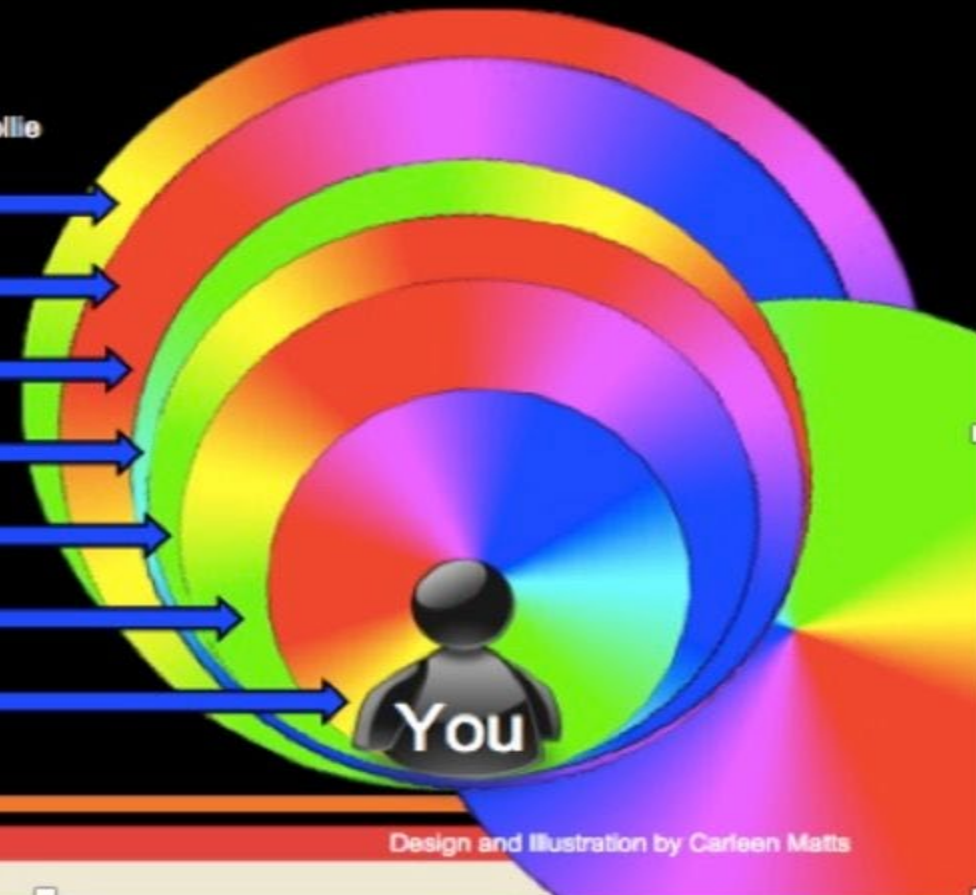
Religious Culture

Class Culture

National Culture

Orientation Culture

Ethnic Culture



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Highly Effective Teaching and CRT

Highly Effective

1. Fosters home-school connections
2. Sets high expectations
3. Connects to students' lives
4. Student-directed
5. Differentiated
6. Teacher as facilitator

Culturally Responsive¹

1. Positive perspectives on parents and families
2. Communication of high expectations
3. Learning within the context of culture
4. Student-centered
5. Culturally mediated
6. Reshaping the curriculum
7. Teacher as facilitator

1. Ladson-Billings, G. (1994). *The dreamkeepers*. San Francisco: Jossey-Bass Publishing Co.

Questions about CRT

Take a moment to reflect on your experience with culturally responsive teaching strategies.

Post your questions our Padlet.

<https://padlet.com/vsorce/xcghz1z2mg5u>

Learning Stations

1. **Frames of Reference** --Think about and discuss the impact cultural characteristics might have on you and others.
2. **Save the Last Word for Me**--Read and discuss a poem
3. **What's in a Name?**--Read a short narrative and write in response
4. **"Establishing Equity"** --Read an informational text and create a resource for other teachers.
5. **Culturally Responsive Teaching and Learning in Action** --View a video and analyze strategy use.

Whole Group Share

1. Share your group's experience at your learning station. What did you learn about CRT?
2. How might this connect to your classroom?

Closure: 3-2-1 Reflection

3 Things I learned about CRT

2 Strategies I can implement in my classroom

1 Question/concern I still have about CRT

Additional Resources

- ④ [Culturally Responsive Education](#)
- ④ [Cult of Pedagogy-- 3 strategies](#)
- ④ [Sounds Great, but How Do I Do It?](#)
- ④ [The National Association for Multicultural Education](#)
- ④ [Five-minute Film Festival](#)