

The image features three children smiling: a young woman on the left, a young boy in the center, and another young woman on the right. They are positioned in front of a background divided into three vertical panels of teal, red, and green. Large, stylized handprints in matching colors are visible behind the children. The title text is overlaid on the center of the image.

*CREATe*ing Culturally Responsive Classroom Practices

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Culturally Responsive Education for All: Training and Enhancement

- Wisconsin schools are fortunate to serve a diverse student body
- Wisconsin students who are culturally and linguistically diverse are disproportionately represented in special education
- CREATE is a 3 – 5 year statewide systems-change initiative designed to close the achievement gap between diverse students and to eliminate race as a predictor of participation in special education
- DPI collaboration with the CESAs



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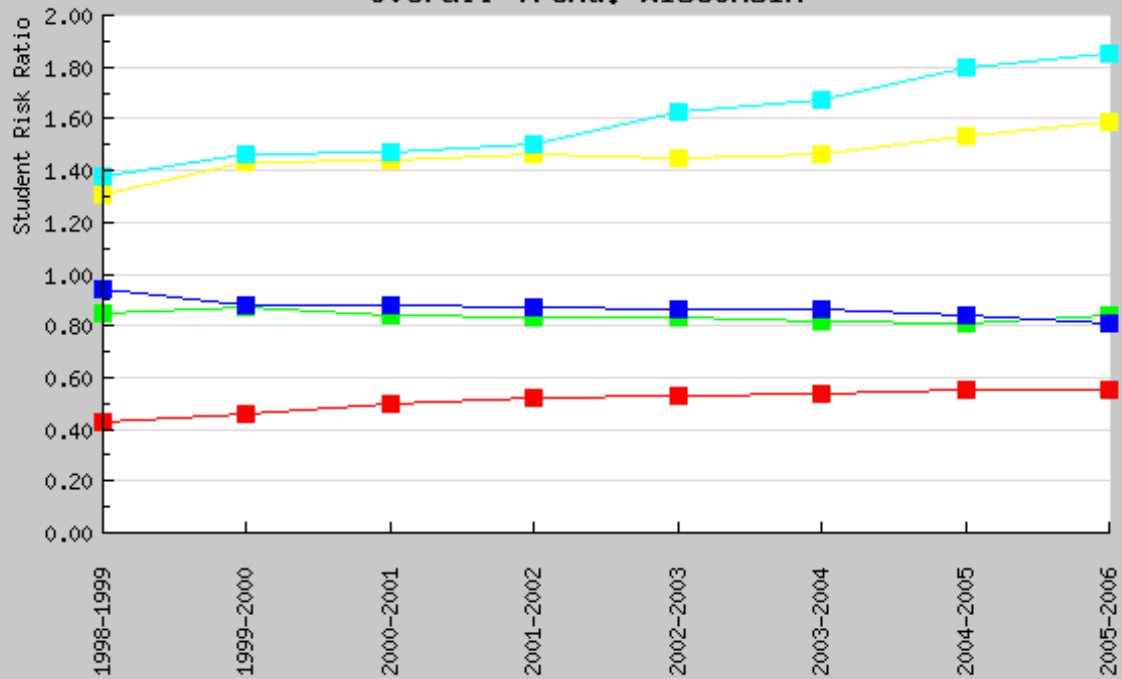
CREATE Activities

- Consortium on Racial Equity in K-12 Education in Wisconsin
- Annual Conference on culturally responsive education
- American Indian Student Achievement Network
- Monthly e-newsletter
- Culturally Responsive Classroom Practices
- Culturally Responsive early childhood project
- Checklist for addressing racial disproportionality in special education
- Needs assessment and professional development strategic plan for identified districts
- Professional development academies for identified districts



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Overall Trend: Wisconsin



- Student Risk Ratio: HIGH INCIDENCE DISABILITIES (ED+LD+MR), Asian/Pacific Islander
- Student Risk Ratio: HIGH INCIDENCE DISABILITIES (ED+LD+MR), African-American
- Student Risk Ratio: HIGH INCIDENCE DISABILITIES (ED+LD+MR), Hispanic
- Student Risk Ratio: HIGH INCIDENCE DISABILITIES (ED+LD+MR), American Indian/Alaskan Native
- Student Risk Ratio: HIGH INCIDENCE DISABILITIES (ED+LD+MR), White



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- National trends indicate that well over 86% of the current teaching force is White, mono-lingual, and female

- (Darling-Hammond, et al., 2002).



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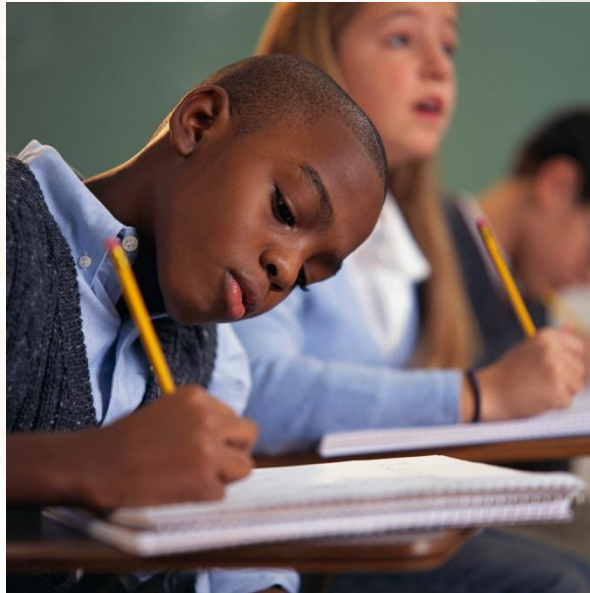


- “Educators today struggle in their efforts to meet the needs of culturally and linguistically diverse ... learners, as evidenced by the gaps between children of color and white children in achievement, graduation, and other indicators of school success. (Futrell, Gomez, & Bedden, 2003; Hollins & Guzman, 2005; Sobel & Taylor, 2006).



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- “Indeed, preparing current and future teachers to teach students from diverse backgrounds and with diverse academic needs is one of the most compelling challenges facing teacher educators today”
 - (Futrell, Gomez, & Bedden, 2003; Hollins & Guzman, 2005; Sobel & Taylor, 2006)



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What is Cultural Responsivity?

- *Cultural Responsivity* refers to the ability to learn from and relate respectfully to people from your own and other cultures.



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Culturally Responsive Classroom Practices

- Coordinated by CESA #1 and #2
- 3-5 Building Level Teams/Cohort
- 6-8 Team members, including building level leadership and classroom teachers
- First Cohort completed in November, 2009
- Second Cohort to be completed in April, 2010
- Third Cohort to begin in September, 2010
- MOODLE Online Learning Opportunities
- Classroom Coaching is an additional component



Culturally Responsive Classroom Practices Training

- School-based teams who are interested in changing classroom practices
- Participants better understand themselves and students in their classroom as cultural beings.
- Focus on understanding culture and diversity, recognizing the role of power and privilege in both individual and institutional interactions, and developing a philosophy of social justice and equity.



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How Do You Become Culturally Responsive?

- Develop cultural self awareness
- Appreciate the value of diverse views
- Avoid imposing your own view on others
- Accept your own naiveté
- Learn what you can about various cultures



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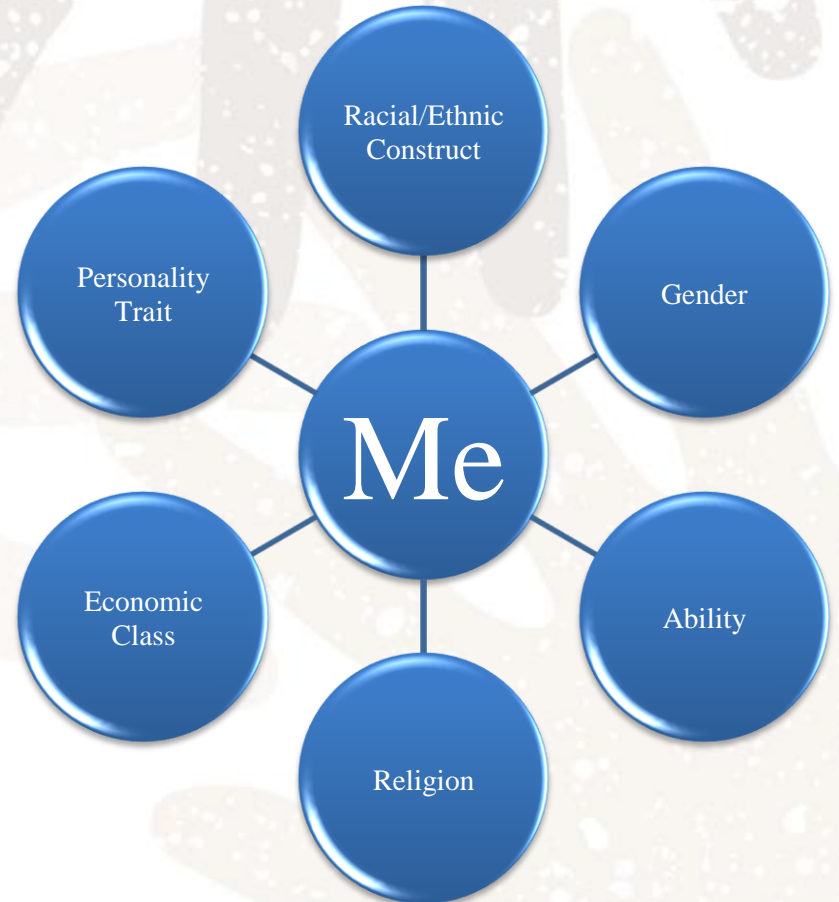
Becoming Culturally Responsive

- Color Activity
- Autobiography
- Identity Quilt
- Power Continuum
- Elements of Culture
- District Demographics & Biography



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Becoming Culturally Responsive



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How Do You Become a Culturally Responsive Teacher?

- Examine your own teaching for bias
- Build on students' cultural strengths
- Discover your students' primary cultural roles
- Incorporate cultural into your teaching
- Enjoy the journey



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Classroom Artifact Collection

- Start of School Year Artifacts
- First Day of Class Plan
- Policies and Procedures
- Classroom Pictures
- Curriculum
- Typical Lesson
- Assessments



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Multicultural Dimensions of Curriculum

	Contributions	<u>Diversity Additive</u>	Transformational	Social Action
Activities				
Skills Practice				
Assignments				
Language (form, content, usage)				
People Studied				
Topics/Issues				
Miscellaneous				
Grading				



Seven Characteristics of a Multicultural Curriculum (Gorski)

- Delivery
- Content
- Teaching and Learning Materials
- Perspective
- Critical Inclusivity
- Social and Civic Responsibility
- Assessment



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Examining instructional elements of culturally responsive classrooms

Traditional Classroom Assessment	Culturally responsive Classroom Assessment
Most common at the end of learning to see “who got it”	
A single definition of excellence exists	
Single form of assessment is used	
Single option assignments are the norm	
Teacher provides whole-class standards for grading	
Greatest attention given to marking or grading homework, quizzes, tests, etc.	
Traditional Classroom Instruction	Culturally responsive Classroom Instruction
Teacher-led groups (whole class, individual) dominates instruction	
A single text is used in instruction/learning	
Coverage of texts and curriculum guides drives instruction	
Mastery of facts and skills are the focus of learning	
Single interpretations of ideas and events	
Instruction focused on linguistic and logical intelligences.	
Time is structured, firm	
Teacher talk dominates	

What Can I Do?



Personally
Professionally
Institutionally



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20 (Self-)Critical Things I Will Do to Be a More Equitable Educator

By Paul C. Gorski (gorski@edchange.org)

for EdChange

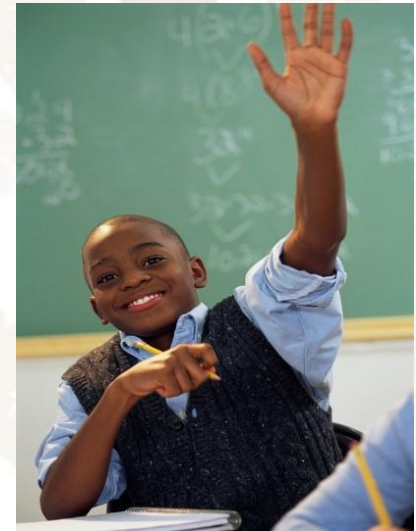
<http://www.edchange.org>



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What are the Benefits of Culturally Responsivity?

- Increased level of comfort
- Increased knowledge
- Increase in freedom
- Discovery of passions
- Increased capacity to teach
- Increased resources and knowledge



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“My awareness is so limited to my own privilege.
I am becoming more aware, but have far to
go...”



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Resources

- Johnson, A. (2006). *Privilege, Power, and Difference*, Second Edition. McGraw Hill, New York, NY.
- Adams, M. et al (2000) *Reading for Diversity and Social Justice: An Anthology on Racism, Anti-Semitism, Sexism, Heterosexism, Ableism, and Classism*. New York, NY: Routledge. Chapter 87, "Toward a New Vision: Race, Class, and Gender as Categories."
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- Cross, W. (1991). *Shades of Black: Diversity in African-American Identity*. Chapter 6, "[Rethinking Nigrescence](#)." Temple University Press, Philadelphia, PA.
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- Gorski, P. (2007). Good Intentions are Not Enough: A Decolonizing Intercultural Education." September 13, 2007. www.edchange.org
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- Springs, J. (2005). *American Education*. McGraw Hill, New York, NY. Chapter 1 – "The Purposes of Public Schooling."
- Tatum, B. (1999). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race*. Basic Books, New York, NY. (Chapters 2-6, 8)



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