

CULTURALLY RESPONSIVE EDUCATION

ATTITUDES ENVIRONMENT CURRICULUM TEACHING STRATEGIES FAMILY/COMMUNITY INVOLVEMENT

DESIRED OUTCOME: Culturally responsive schools and educators recognize the full educational potential of each student and provide the support and challenges necessary for them to achieve that potential.

THE EDUCATOR SHALL:

	Level 2	Activity	Activity	Activity
High Expectations	Incorporate teachers, guidance counselors, administrators, and other school personnel in delivering the message that ALL students can learn.	Invite students to participate in rigorous course work. Challenge your assumptions about where that student should be placed or what they are capable of, and tell them that you believe they can succeed.	Have students write their names (with possibly a picture) on a star, with one strong characteristic about them as a learner written on one of that star's points. Then have them take their star to four other adults (if possible, adults in the building) and each adult write one more positive characteristic about the student as a learner, one for each point. Then, hang the stars all over the school, as a way of announcing that the adults in the building think that all the students in the school are STARS!	Make it a challenge of the week that for one week, every staff person in the building has to communicate at least one positive message about a child's potential every day. They should record what message they gave and to whom. As a further activity, have them reflect back on their recorded messages at the end of the week and look for patterns. Did they send the positive messages to one ethnic group above another? To one gender above another? Have teachers share how they sent their messages, to give others more ideas.
	Participate in professional development and reciprocal classroom observations with colleagues focusing on language and practices that promote high expectations.	Begin a Peer Coaching network. As a guideline consider first reading the book by Barbara Gottesman on Peer Coaching.	Take the SIOP class to learn more about communicating high expectations to all students.	Join together with fellow staff members as part of your alternative assessment plan to read <i>The Power of Our Words</i> by Paula Denton and then set goals around the book and help each other to meet those goals.

ATTITUDES (Continued)...

<p>Professional Reflection</p>	<p>Participate in professional development that develops skills to make adjustments in instruction as a result of the impact of teacher attitude, background, culture, and social class on teaching.</p>	<p>Take a Professional Inquiry class, designed to look at current practice and challenge it for each individual.</p>	<p>Take a moment to list out all the students' names you can remember from the previous year. Next to their name, write the first attribute about that student that comes to mind. Now, reflect on your patterns. Do you remember one type of thing about students? For example, do the sports stars stand out, the quiet ones? Also, which names came to you most easily? Boys, girls, "trouble makers?" Which ethnicity came to you first?</p>	<p>Use a variety of available self-assessments and periodically check in with yourself to rate your instruction in regards to these issues.</p>
<p>Personalized Education</p>	<p>Gain first hand knowledge in alternative ways of knowing and learning.</p>	<p>Take a Multiple Intelligences test to see which Intelligences you are strongest and weakest in. Then, challenge yourself to learn or practice a new skill using a way of knowing that doesn't tend to be your strength. For example, if you are visual, try to learn to crochet using kinesthetic and verbal cues, rather than by watching someone.</p>	<p>Ask students to tell you one thing they feel they do really well. Then have them tell you how they learned that skill. Group kids with similar ways of learning together and have them demonstrate their understanding of one new concept through their preferred style.</p>	<p>Study Ways of Knowing: for example EXPERIENCE INTUITION RELIGION PHILOSOPHY SCIENCE, and determine how you individually accept something as truth/reality. Reflect on your assumptions as to the other 'ways of knowing'. How do these assumptions impact your teaching?</p>
<p>Diverse Knowledge Systems</p>	<p>Participate in cross-cultural activities.</p>	<p>Ask students to invite you to events that their various communities are hosting.</p>	<p>Go to the Municipalities Multicultural Calendar at: http://www.muni.org/homepage/carecreation.cfm and search for events you can attend.</p>	<p>Challenge yourself once a month to read the Play section of the Anchorage Daily News and pick out a cross-cultural activity you can attend.</p>
	<p>Help students to appreciate current and historical events from multiple perspectives.</p>	<p>Ask students to research how a current news story is being reported on through getting the information from a variety of sources and then comparing that information and delivery method.</p>	<p>Research an event in history from a perspective not mentioned in the textbooks. For example, read about how German children felt during WW2 when they saw the Allied Military come to their town.</p>	<p>Ask open-ended questions that are genuinely intended to seek new ways of understanding information or events.</p>

CULTURALLY RESPONSIVE EDUCATION

ATTITUDES **ENVIRONMENT** CURRICULUM TEACHING STRATEGIES FAMILY/COMMUNITY INVOLVEMENT

DESIRED OUTCOME: Culturally responsive schools and educators reflect a climate of caring, respect, and the valuing of students' cultures that is fostered in the school and classroom.

THE SCHOOL SHALL:

	Level 2	Activity	Activity	Activity
School Culture	Explicitly teach the knowledge and behaviors that play a role in a person's success within the school culture.	Develop Positive School-wide Discipline Matrices, and teach children what it looks like to follow the guidelines within each matrix.	Use non-verbal means of communication to provide alternative ways to understand the climate and directions in the classroom. Provide as many cues as possible to aid understanding.	Create conditions necessary for all students to participate in the creation of rules and mores in the classroom. Write 'shared agreements' as a class, with clarification of what it looks like, sounds like, etc. when everyone is behaving according to those agreements.
Student Interactions	Teach students the skills to counter bias, harassment and stereotyping; encourage students to become good allies.	Examine and expose prejudice and bias, first through self-reflection, and then through open conversation and dialog regarding the biased attitudes and behaviors that are structured into our schools and society.	Read and discuss developmentally appropriate stories to students regarding harassment, bullying, and stereotyping. For example, <i>Simon's Hook</i> , <i>Nobody Knew What to Do</i> , <i>Loser</i> , etc.	Be careful when focusing on the 'exotic' differences between cultures (holidays, foods, customs) as this approach may ignore every-day experiences and problems and even promote stereotyping.
Respectful Discipline	Write and explain classroom rules and procedures in language that is clear to students from culturally and linguistically diverse backgrounds.	Use contextual cues, such as gestures, actions, pictures, manipulatives, and other hands-on objects to help children connect the words used with their meaning.	Model the behavior asked for. For example, rather than pointing to the words you want a student to copy, actually write the words. Match words with actions.	When possible, provide bilingual signs around the classroom in your students' primary languages. This not only explains the rules, it conveys the message that diverse languages are valued.
Climate for Learning	Promote the use of feedback instruments by teachers and faculty that aim to make them aware of how students see their interaction with them, and the extent to which students see them as caring.	Go thoroughly over the data from the bi-lingual survey and use it as a tool for formative assessment.	Read the feedback from the School Climate and Connectedness Survey (SCCS) as it relates to your school and classroom. Set goals for yourself and your school around the data received.	Design your own formative assessment tools to rate how you are doing with building a caring climate. For example, greet students at the door everyday, and then rate how many students greet you back each day – with the aim of increasing that number every week.

CULTURALLY RESPONSIVE EDUCATION

ATTITUDES ENVIRONMENT **CURRICULUM** TEACHING STRATEGIES FAMILY/COMMUNITY INVOLVEMENT

DESIRED OUTCOME: Culturally responsive schools and educators use curriculum that integrates knowledge derived from diverse ways of knowing and connects to students' backgrounds.

THE SCHOOL SHALL:

	Level 2	Activity	Activity	Activity
Cultural Knowledge	Reinforce the integrity of the cultural knowledge that students bring with them to the classroom.	Explore and validate the many cultures that make up the classroom. Encourage children to bring pictures of their families, share favorite stories or songs from home, and ask family members to share aspects of their culture.	Encourage parents, family, and community members to visit the school to read or tell stories, share oral traditions, beliefs and values, and knowledge of traditional celebrations, art, dance, etc.	Create a take-home library of children's books in primary languages to encourage parents to reinforce the heritage language and to read to their children.
Multiple Perspectives	Help students to understand and compare different notions of diversity from within and beyond their own community and cultural region.	Do a word study on diversity, and then have students look for as many ways as their classroom can represent diversity as possible. Remind them that skin color is only one form of diversity.	When a current event happens, have students use the internet to learn about the culture of the people who are being affected by that event.	Use song lyrics that students can research on a select theme, and then take note of the culture and ideology reflected in the various types of music/lyrics.
	Foster respect and understanding for diversity by providing materials that help students develop positive attitudes toward different racial, ethnic, cultural, language, socio-economic, and ability groups.	Use primary sources to enhance the curriculum, being sure that the sources represent diversity.	Using the currently adopted curricula, facilitate an open communication time to discuss whether or not the students recognized themselves in the curricula, or whether they felt the curricula was more appropriate to a culture different than their own.	Become "Stereotype Sleuths". (Model this first.) When a people group is being stereotyped, note it as a class and discuss what the message of the stereotype is. Keep a running list of the stereotypes and sources, and start a campaign to educate the sources on the stereotypes they are promoting.
Avenues for Learning	Develop learning activities that are more reflective of students' backgrounds, including integrated units around universal themes.	Collaborate with teachers from various disciplines (or as one teacher teaching various subjects) in teaching a single cultural concept, such as protest, change, celebration, etc.	Require students to take an active role in creating their curriculum through an inquiry-based group project where students learn about content that is socially and culturally relevant to them.	Use assessments early in the year to determine students backgrounds, styles, and interests, and then tailor units in response to that information.
Connections For Learning	Help students make connections between what they are learning in school and their personal experiences.	At the beginning of lessons, give the students an overview and tell them the purpose or goal of the activity. If applicable, tell them the order that the lesson will follow and relate it to previous lessons. At the end of the	Incorporate everyday-life concepts, such as economics, employment, and consumer habits, of various ethnic groups into math instruction.	Use an opening connector activity to begin each new unit that will connect the new information with what students have already experienced. Periodically throughout the lesson, break for "Relevance Reflections" giving children a

		lesson, summarize its main points.		chance to reflect on how that information relates to their lives.
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CULTURALLY RESPONSIVE EDUCATION

ATTITUDES ENVIRONMENT CURRICULUM **TEACHING STRATEGIES** FAMILY/COMMUNITY INVOLVEMENT

DESIRED OUTCOME: Culturally responsive schools and educators learn from and about their students' cultures; languages; and learning styles, and make instruction and assessment meaningful and relevant to their student's lives..

THE EDUCATOR SHALL:

	Level 2	Activity	Activity	Activity
Student Engagement	Learn about their students, including how differences of race, culture, class, character, gender, and genes influence their experience of schooling and academics.	Ask yourself a 'question of the week' about each student (i.e. What was school like for them last year? What expectations do they have for their education?) Then actively search out that answer each week.	Ask your students how they identify themselves. Some people may look similar, but do not assume a particular nationality or birthplace, nor whether or not a student is a recent immigrant, or their family has been in the USA for a long time.	Find out from students what they like best about school, least about school, etc. Have the students ask their families the same questions. Use that information to shape your teaching.
Learning Styles	Vary teaching approaches to accommodate diverse learning styles and language proficiency.	Videotape your teaching and then record how many different teaching approaches you are using in a typical day.	Use a tool such as the <i>Curriculum and Project Planner for Integrating Learning Styles, Thinking Skills, and Authentic Instruction</i> by Forte and Schurr to encourage you to vary your teaching approach.	Write a lesson plan template that incorporates sheltered instruction and diverse learning styles, and then check yourself from time to time by using that template to write your lesson plans.
Varied Assessment	Ensure classroom assessment is conducted with fairness and sensitivity towards students from culturally and linguistically diverse backgrounds.	Learn about formative assessment, and ensure that you are using formative assessment to guide our instruction, rather than to judge your students.	Study Optional Assessment Formats and be sure to use those formats to assess students – ex. project posters, portfolios, skill demonstrations, individual conferences, role plays, games, etc.	Review each assessment to ensure that the words used don't include cultural assumptions. Find a partner teacher (perhaps one from a different cultural perspective than your own) to look over the assessment and tell you what they think you are asking for and what they notice about the fairness of the assessment.
Student Support	Become knowledgeable about the second language acquisition process and how to support students who are English language learners.	Start a book study around <i>Sheltered Content Instruction: Teaching English-Language Learners with Diverse Abilities</i> by Echevarria and Graves	Don't be diverted by tone, style, accent, grammar, or personal appearances; instead listen to the merits of the statement or the behavior.	Respond to the context and content of a person's words and needs, rather than to assumptions or inaccuracies. Avoid constant correction, as it actually hinders the learning process.
Cooperative Strategies	Instruct through teacher/student dialogue and small group work that is academic and goal directed.	Study Cooperative Learning structures and apply a new structure every week until you build a repertoire on which to draw.	Challenge yourself to extend wait time when asking questions, to promote a more authentic dialogue with the students. Count to at least three after asking and before hearing an answer to a question.	Set up appointments with your students individually to go over work, answer questions, and work towards an academic goal.

Place-Based Learning	Provide opportunities to learn through observation and hands-on demonstration of cultural knowledge and skills.	Allow students and their families to teach skills unique to their cultures.	Use authentic questions and tasks to learn about cultural knowledge. For example, rather than having students write a report about another culture, ask them to plan a trip, imagine their life in that culture, etc.	Assign projects that explore the local community – using their environment to integrate skills in math, science, art, history, and language arts.
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CULTURALLY RESPONSIVE EDUCATION

ATTITUDES ENVIRONMENT CURRICULUM TEACHING STRATEGIES **FAMILY/COMMUNITY INVOLVEMENT**

DESIRED OUTCOME: Culturally responsive schools and educators engage in extensive on-going participation, communication and interaction between school and community.

THE SCHOOL SHALL:

	Level 2	Activity	Activity	Activity
Partnering with Parents	Establish a plan for following up on parent conferences regarding request for services or other parental concerns.	Bring a chart to conferences to record any requests or concerns. Include space to write your response and note that you've followed up with the parent.	Use conferences not just to share information about students, but set a goal to gather at least one new piece of information about each of your students through the conference time.	Ask parents at conferences what their goals are for their children. Then ask how you can work together to achieve those goals.
	Teach students and parents the school code of conduct and customs to help them be successful in that context.	Set up a 'parent center' with important information on the school's traditions and the school code. Invite parents to come often to that parent center.	Send home 'tips of the month' via phone calls, class newsletters, emails, etc. that explain procedures for events or activities coming up that month.	Inform parents of the best time and way to reach you – internet, cell number, work number?
Effective Communication	Provide professional development to staff and teachers on effective communication with parents from diverse cultural, language, and ethnic groups.	Invite a panel of representatives from the cultures represented in your school to come and speak to the staff about current educational issues and about communication needs and styles.	Discuss the traits of multi-cultural communication during staff meetings, etc. and use a peer coaching network to hone the skills discussed.	Invite teachers in the building to become 'experts' at communication. After they attend a professional development opportunity, have them teach it back to their staff.
	Ensure vital messages home are translated into the languages commonly spoken by the parents.	Plan far enough in advance that you can get your messages translated through ASD services or other means in time to go out to parents/community.	Have students practice their English and their heritage language by translating important messages to be sent home to parents.	Set up a 'lending library' of books in the languages spoken by families at home. Send home books to encourage reading to students and to show a respect for the diversity represented.

Family/Community Involvement (Continued...)

Community Outreach	Foster the on-going participation of Elders and local expertise in all aspects of the schooling process.	Have a parent panel representative of your school/classroom, and include them in the decision-making process of the school.	Invite in local experts to enhance the learning going on in the classroom.	Send out “How to Volunteer” messages so that parents and community experts know the opportunities available to them.
	Make use of facilities throughout the community to demonstrate that education is a community-wide process involving everyone as teachers.	Invite parents new to Anchorage to the Newcomers Center.	Plan field trips to the museum, the Heritage Center, and other community facilities, connecting them to the themes being taught in the classroom.	Use the internet to research where in the community students could find answers to current questions.
Welcoming Environment	Utilize parent liaisons to help parents and students navigate the school system.	Ask parents to be on-hand at conferences, open house, etc. to serve as liaisons.	Recruit parent volunteers from the languages/cultures represented in your classroom. Advertise them as the ‘go to’ people for families with questions. Be sure that these liaisons communicate with the teachers to ensure continuity and partnership between school and home.	Include a ‘from the parents’ section in the school or class newsletter that addresses current common concerns or ideas of parents and families in the communities represented.
	Utilize local expertise, including students, to provide culturally appropriate displays of arts, crafts, and other forms of space design.	Invite students to decorate hallways, design bulletin boards, etc.	Send students out as ‘detectives’, noting how many cultures are represented in the displays around the school. Use this information to inform your design.	Ask parents and community members to take an active role in designing the school space. Recruit volunteers to display their arts and crafts.