

# CREATING CULTURALLY RESPONSIVE CLASSROOMS

Del Valle ISD

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## OBJECTIVES

- Understand the impact of culture on individuals and systems
- Recognize why culture and language matter
- Develop an understanding of how teachers become culturally responsive
- Develop an understanding of what cultural and linguistic responsiveness looks like in practice

Adapted from NCCREST "Module 1: Understanding Culture and Cultural Responsiveness: Academy 1: Appreciating Culture and Cultural Responsiveness" (2005).

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**DIMENSIONS OF CULTURE**

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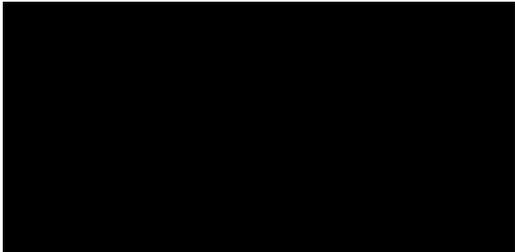
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**WHAT DOES IT MEAN TO BE CULTURALLY RESPONSIVE?**



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**DIMENSIONS OF CULTURE**

- Language
- Space and Proximity
- Time
- Gender Roles
- Family Roles
- Family Ties
- Education

Taken from NCCREEST "Module 1: Understanding Culture and Cultural Responsiveness: Academy 1: Appreciating Culture and Cultural Responsiveness" (2005).

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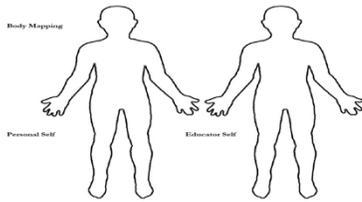
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**BODY MAPPING**



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**HOW MIGHT TEACHER SELF-AWARENESS PROMOTE STUDENTS' OPPORTUNITIES TO LEARN?**



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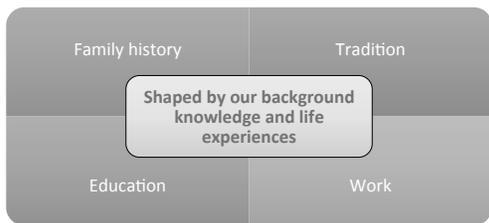
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**TEACHER PERCEPTIONS...**



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TEACHER PERCEPTIONS

+ Teacher Perceptions...



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DANGER OF A SINGLE STORY CHIMAMANDA ADICHIE

- [http://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?language=en](http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en)

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REFLECT

Take 2 minutes and free write what comes to mind after listening to The Danger of a Single Story

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**GET INTO A GROUP AND SHARE...**

Talking Points:

1. Share some of the points in your free write.
2. Talk about a time when you have bought into a single story.
3. How do you see Adichi's words relevant in our schools today?

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**FEATURES OF CULTURALLY RESPONSIVE PEDAGOGY**

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**WHAT DOES IT MEAN TO BE CULTURALLY RESPONSIVE?**

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Using an assets based approach when working with students and families

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Communicating high expectations

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Learning about the cultures represented in your classrooms and translating that knowledge into instructional practice

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Positive perspectives on parents and families of culturally and linguistically diverse students

Adapted from NCCREST "Practitioner Brief: Culturally Responsive Literacy Instruction" (2006).

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STUDENTS BRING FUNDS OF KNOWLEDGE TO THEIR LEARNING COMMUNITIES, AND RECOGNIZING THIS, TEACHERS AND TEACHER EDUCATORS MUST INCORPORATE THIS KNOWLEDGE AND EXPERIENCE INTO THE CLASSROOM.



A *fund of knowledge* is a gold mine, a reservoir, of knowledge unique to you.

Why is it important?

Because when we come to any experience we arrive with something of worth to offer. Each of us always has something to contribute.

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**ACTIVITY: GETTING TO KNOW STUDENTS**

Reflect and discuss with your partner:

What specific activities can I apply in order to get to know the assets students bring into my classroom?

What types of data can I consult regularly that will inform me of my students' cultural and linguistic identities?

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**BECOMING CULTURALLY AND LINGUISTICALLY RESPONSIVE**

What does it look like in action?

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**CULTURALLY RESPONSIVE CLASSROOMS: WHAT IT IS..**

- English learners communicating in their native language with children from similar cultural and linguistic backgrounds
- Calling on all students frequently, giving ample feedback and praising
- Implementing a challenging curriculum
- Providing intensive time on task
- Genuine respect for students and belief in student capability
- Students seeing themselves reflected in the stories being read to teach critical concepts
- Utilizing families' funds of knowledge

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**CULTURALLY RESPONSIVE CLASSROOMS: WHAT IT IS NOT..**

*Beyond heres and holidays, it is about understanding students' home life, their language, music, dress, behavior, jokes, ideas about success, the role of religion and community in their lives, and more. It is bringing the experiences of their 24-hour day into the seven-hour school day to give them information in a familiar context. - Cynthia Kopkowski*

Teaching one lesson on MLK during Black History Month

Celebrating *Cinco de Mayo* or other holidays with dance and special foods

Only having books of prominent cultural leaders (MLK, Cesar Chavez), etc.

Believing that children are empty vessels ready to be filled with knowledge...

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**CULTURALLY RESPONSIVE CLASSROOMS: WHERE DO I BEGIN?**

Ask yourself questions:

- Have I made a conscious effort to get to know the cultural background of each of my students?
- Do I integrate literature and resources from the cultures of my students into my lessons?
- Do I begin my lessons with what my students already know from home, community, and school?
- Do I understand the differences between academic language and my students' social language, and do I find ways to bridge the two?

Adapted from Karpavicius, C. (2006) "Sound good, but how do I do it?" NCA Today Magazine

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**SCENARIO ACTIVITY**

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**SCENARIO #1**

A second-grade teacher scolded a Vietnamese girl for low motivation and falling back on her first language. The teacher didn't understand that the child was confused and uncertain about the assignments, and she didn't know the girl was saying, in her language, "I am politely listening to you."

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**SCENARIO #2**

A third-grade teacher informed Mexican immigrants their daughter was "insecure and overly dependent." The teacher didn't realize the parents taught their little girl to be quiet and obedient and to seek approval while working on her assignments.

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**SCENARIO #3**

A teacher viewed the Pacific Islander children in her classroom as “lazy and non-compliant.” The teacher didn’t understand why these students, raised to value peaceful interpersonal relationships, were reluctant to participate in spelling bees and other classroom competitions.

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**SCENARIO # 4**

A teacher was angry with a Southeast Asian student who, she said, “smirked disrespectfully” when she disciplined him. The teacher didn’t understand that in the boy’s culture, a smile was an admission to guilt and also conveyed “no hard feelings.”

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**CLASSROOM VIGNETTES**

- Vignette: Mrs. Arbenz
- Vignette: Mr. Yusuf

Adapted from NCCREST “Module 6: Culturally Responsive Response to Intervention: Academy 1: Overview of Culturally Responsive Response to Intervention Models” (2005).

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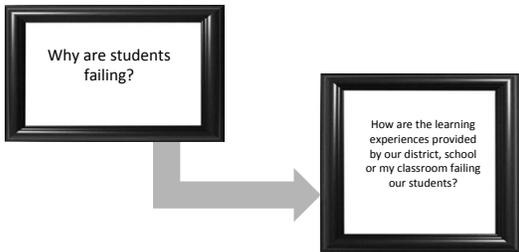
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**REFRAMING THE QUESTION**



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**ACTIVITY:  
WHAT DO YOU ALREADY DO?**

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**CULTURAL RESPONSIVENESS**

- A process which includes cultivating an open attitude and acquiring new skills
- Having the capacity to function effectively in cultural contexts that differ from your own
- Developing the ability to be culturally responsive is an ongoing process

Taken from NCCREST "Module 1: Understanding Culture and Cultural Responsiveness: Academy 1: Appreciating Culture and Cultural Responsiveness" (2005).

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"The first step toward cultural responsiveness is building self-awareness and developing a sense of one's own cultural identity"  
- Lynch & Hanson

"Cultural identity is fluid and highly nuanced, so that no two families may share the same values or levels of acculturation"  
- Jim Banks

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