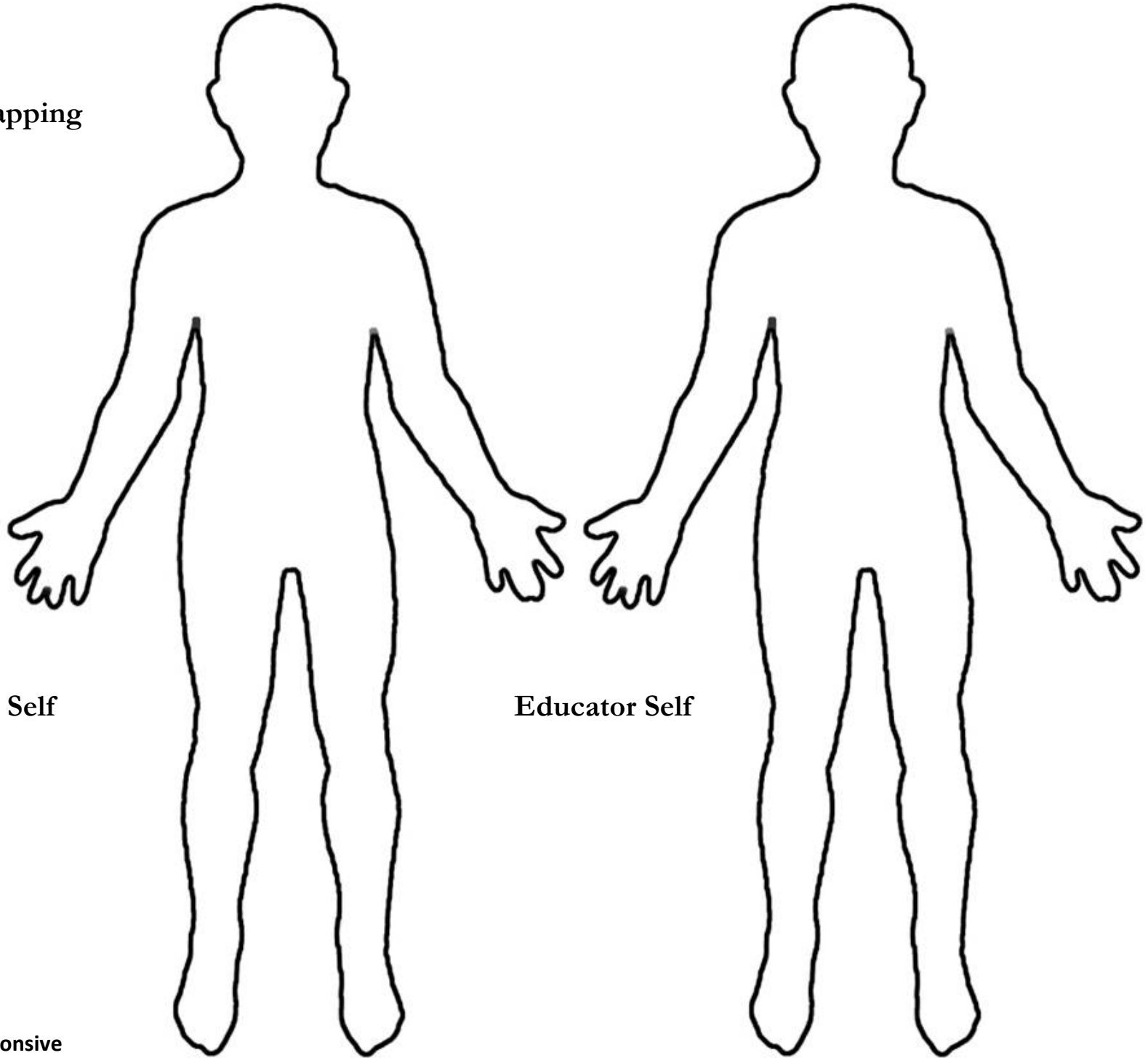


Body Mapping



Personal Self

Educator Self

Scenario Activity

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."

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.

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.

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."

Creating Culturally Responsive Classrooms

Handout 3

Vignette 1:

The third graders in Mrs. Arbenz's class are into their third week of the thematic unit "Birds Around the World." The class has a number of students who are struggling with decoding and comprehending the third grade basal readers her school district requires her to use as part of the reading curriculum, so Mrs. Arbenz has included a number of activities and additional nature books and magazines to scaffold (provide guided support) students' motivation and literacy skills. Students have participated in several activities including bird watching, examining bird feathers, and making bird feeders. Mrs. Arbenz teaches using several literacy strategies: identifying new vocabulary and key words, activating prior knowledge, questioning, and summarizing.

In today's lesson on graphic organization, Mrs. Arbenz stands at the front of the room holding up index cards with bird names and pictures of habitats that represent the different categories of birds (e.g. wetlands, arctic, desert, etc.). William and Maki are sitting in the back row and cannot see the pictures, but they try to follow along based on what is being said. Fernando raises his hand to comment on the birds of San Juan, where he is from, and Mrs. Arbenz reminds him that they are talking about birds, not cities.

- *How do the rules and routines of classroom participation, conversation, and interaction affect (both positively and negatively) opportunities to learn?*
- *Does the teacher use students' unique preferences, identities, and backgrounds to create and support opportunities to learn? If yes, how so?*
- *How do issues related to the larger educational system (e.g., standardized curricula, class size, etc.) impact opportunities for learning?*

Reflections

Creating Culturally Responsive Classrooms

Handout 3

Vignette 2:

Mr. Yusuf's high school junior government students are hard at work on their latest class projects. A couple of weeks ago, Saria asked why the bilingual program she participated in since freshman year was discontinued. Mr. Yusuf changed his original plan to study branches of government to respond to the class's interest in Saria's inquiry. Currently, the students are divided into five groups of four to study landmark Supreme Court cases around education and civil rights. Several students are using the computers in the back of the room to research the history of their cases. Others sit at the tables pouring over textbooks and library books they have just brought back from the school library. Mr. Yusuf moves from group to group checking students' progress and answering questions. He reminds students to refer to the assignment guidelines and grading rubric that he reviewed at the beginning of class as they plan their projects.

Elante's group has decided to hold a mock trial. Mr. Yusuf suggests that they look back at their notes from the previous unit when the superior court judge visited as they plan. Alec, Mihn, Olivia, and Joaquin will write a paper and create a PowerPoint presentation for the class. Micah's group has gone to the media lab to check out equipment so that they can make a video for their project. Saria's group chooses to hold a panel discussion about how their case has influenced their own educational opportunities and challenges, and invite family and community members to share their own educational experiences.

- *How do the rules and routines of classroom participation, conversation, and interaction affect (both positively and negatively) opportunities to learn?*
- *Does the teacher use students' unique preferences, identities, and backgrounds to create and support opportunities to learn? If yes, how so?*
- *How do issues related to the larger educational system (e.g., standardized curricula, class size, etc.) impact opportunities for learning?*

Reflections

**Creating Culturally Responsive Classrooms
Handout 4**

➤ **Using an assets based approach when working with students and families**

Things we already do:

- 1.
- 2.
- 3.

Next Steps:

- 4.
- 5.
- 6.

➤ **Communicating high expectations**

Things we already do:

- 1.
- 2.
- 3.

Next Steps:

- 4.
- 5.
- 6.

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

Things we already do:

- 1.
- 2.
- 3.

Next Steps:

- 4.
- 5.
- 6.

Creating Culturally Responsive Classrooms Handout 4

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

Things we already do:

- 1.
- 2.
- 3.

Next Steps:

- 4.
- 5.
- 6.