

CULTURALLY RESPONSIVE EDUCATION CONTINUUM

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 1	Activity	Activity	Activity
High Expectations	<p>Understand the importance of communicating high expectations, and monitor their classroom interactions with students ensuring they communicate expectations for high achievement.</p> <p>Examine data to detect inequitable representation in special programs such as gifted, remedial, special education.</p>	<p>Choose one day a week, which you mentally label as your “High Expectations Day”, and give yourself a check mark for every time you communicated high expectations during that day. Aim for one more time each week.</p> <p>Look at the numbers of students from your school involved in special education programs, and see how those numbers compare proportionately amongst sub-groups.</p>	<p>Hold an honest dialogue with your students, asking those who seem to be underachieving if they have been given a message that they can’t succeed, and then combat that message with proof; by showing them high lights of work they have done well.</p> <p>List the last five students you recommended be tested or moved into gifted programs. Now look for any patterns. Were any of those students from a minority group?</p>	<p>Enlist a colleague or a teacher’s aide as your ‘ears’. Ask them to notice in the messages you are sending to your students whether you are communicating high expectations.</p> <p>Study the High Expectations domain data from the School Climate and Connectedness Survey, broken down by subgroups. See if the groups are reporting similar results.</p>
Professional Reflection	<p>Participate in professional learning that heightens the awareness of the impact of teacher attitude, background, culture, and socio-economic status on teaching.</p>	<p>Select a book or professional learning activity as part of your model proposal for you teacher evaluation.</p>	<p>Take a related class offered through the ASDSA, UAA, or community-based programs.</p>	<p>Study the resources available on-line to learn more about the impact of these areas on teaching.</p>
Personalized Education	<p>Develop personal connections among and between students and teachers.</p>	<p>Make it a goal to know every students name by the first week of school. Then, greet students at the door daily, consciously using their names during the greeting.</p>	<p>Keep a list of each student’s name, with blank cells after each name. Fill in the cells with new information you discover about each student, until you can fill the whole sheet.</p>	<p>Set up a silent mentoring program at your school, ensuring that every student has a personal connection with at least one significant adult in the building.</p>
Diverse Knowledge Systems	<p>Recognize the validity of traditional knowledge systems.</p>	<p>Choose a topic you know little about, but that cultural groups in your school might be experts in and ask someone from that cultural group to teach you <u>more about that topic.</u></p>	<p>Monitor your interaction with students to ensure that you are communicating the validity of the knowledge system they come to school with.</p>	<p>Provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills.</p>
	<p>Understand the significance of the role of cultural identity in providing a strong foundation for social, emotional, intellectual and spiritual development.</p>	<p>Using the list of Social and Emotional Learning (SEL) Standards, think back to what cultural message was sent to you in regards to each standard. For example, under Management of Emotions, perhaps you heard, “Real men don’t cry.”</p>	<p>For each subject area that you teach, reflect back on when you learned that topic yourself. What message was sent along with that topic area? What was your attitude toward that subject or topic? How does that message/attitude impact your teaching of the topic?</p>	<p>Students design a ‘back pack’ filled with descriptions of the cultural background they bring to school with them. (You can provide headings of areas in human development affected by culture, for example, attitudes about family, values, etc.) Then ask them to share which of those items they think has the most impact on them in the school setting.</p>

CULTURALLY RESPONSIVE EDUCATION CONTINUUM

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 1	Activity	Activity	Activity
School Culture	Promote awareness and appreciation of differences within the school community.	Have students make a 'Uniqueness' chain. For their link, they should write a quality about them that make them special or unique – and then they can hook their chain with the classmates, until the room is draped in chains.	Invite students or community members to contribute a quilt square (or puzzle piece) to represent their culture. Hang the square (or completed puzzle) in a prominent place. Consider having an 'unveiling' ceremony with story telling, dance, food, etc.	Highlight a culture a week (i.e. in a school newspaper, announcements, etc.)
Student Interactions	Teach, reinforce, celebrate, and publicize school-wide themes of respect, caring, and safety that ensure the emotional and physical safety of all students. Identify that there is a correlation between how kids feel and how they perform, and develop an awareness of the relationships and interactions between students.	Do a Positive School-wide Discipline matrix, and teach the behaviors to the students. Be diligent about responding to every act of harassment, no matter how small, so that children will never get the message that harassment can be tolerated.	Have "Caught Being Good" cards that teachers and staff members can distribute when they see acts of respect and caring. The cards can be exchanged for 'goods' at a school store. Work towards building a community feeling in your classroom. Use icebreakers or team building activities. See http://www.teampedia.net for ideas.	Set up a system where students can publicly recognize each other for positive behaviors that they witnessed from each other. Set up structured opportunities where students learn and say each other's names regularly.
Respectful Discipline	Handle problems quickly and discreetly, treating all students with respect and fairness.	Use proximity. Move closer to the student, rather than calling their name from across the room.	Pay attention to body language, facial expressions, and other behavioral cues to ensure that you are getting a bigger picture and not just jumping to a conclusion when speaking with a student.	Politely ask students to speak to you in private and then hold a calm conversation with them, modeling mature problem-solving behaviors.
Climate for Learning	Display bulletin boards and displays of student work that reflect the ethnic, cultural, and racial diversity of the students.	Have a display wall where students' work is celebrated. Monitor the work put on the wall to ensure that everyone is represented.	Take photos of your students involved in their class work and use their images as your class décor.	Hang a map of the world, and have students place a small photo, name tag, pin, etc. where they or their families come from.
	Take responsibility that students in their classrooms are not faced with negative images and stereotypes that target cultural groups.	Preview all videos to be sure that stereotyping is not present.	Teach students media literacy skills, and have them join you in being the Stereotype Sleuths that notice ways media is portraying negative images and stereotypes. Allow them to share what they find.	Never overlook racial slurs or negative statements that target your students. Always intervene, teaching the offender what is wrong with that behavior, and helping the target to feel safe.

CULTURALLY RESPONSIVE EDUCATION CONTINUUM

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 1	Activity	Activity	Activity
Cultural Knowledge	Provide opportunities for students to learn about their heritage.	Have students interview their parents or other community members and bring something in that represents their culture and background. Share the interview and the artifact with the class.	Ask students to make a video that represents their family; including asking parents questions, talking to elders, etc. Have the video display ‘life in my heritage.’	Invite parents in to the classroom to teach art activities, dance, skills, oral traditions, etc. that represent their culture.
Multiple Perspectives	Ensure that the support materials (e.g. magazines, books, music) were created by and reflect people of a variety of perspectives and cultures.	Classrooms should include pictures, puppets, dolls, foods, and other objects that represent diverse cultures, as well as people who are differently-abled.	Make sure your ‘lending library’ doesn’t just have translations of English stories, but also books that reflect the cultures and traditions from diverse perspectives.	Once a month, survey your classroom/school and take note of how many different perspectives and cultures are represented in your support materials, bulletin boards, etc. Make a conscious effort to add to the list at least one item per month.
Avenues for Learning	Use resources other than textbooks for study.	Think through the multiple intelligences, and try to provide resources that teach to those various intelligences when teaching a unit or theme. For example, you can show videos, do internet searches, listen to music, take nature walks, etc.	Once a topic has been selected, teachers and children brainstorm what they think they know about the topic and what they want to know. Make a “web” or a concept map, to help extend the theme and provide an overview of resources and activities that can aid in the investigation.	Research primary sources from a variety of viewpoints to help to teach your topic.
Connections For Learning	Situate local knowledge and actions in a global context.	When studying areas of public interest in Alaska (i.e. the Gas Pipeline, mining, etc.) have students determine how those items affect Alaskans and people outside of Alaska.	Use authentic learning activities. For example, rather than students writing a report on a topic, they can prepare a pro or con brief for a ‘voters packet’. See <i>Teaching for Tomorrow</i> by Ted McCain for further information.	When learning about a new topic, make connections to the local setting first – how does this topic play out in our community? Then ask, how does this topic play out in the larger community or world?

CULTURALLY RESPONSIVE EDUCATION CONTINUUM

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 1	Activity	Activity	Activity
Student Engagement	Learn to pronounce all students’ names accurately and use them often.	If a student’s name is hard to pronounce, invite them to speak with you privately and teach you the correct pronunciation.	Seat everyone alphabetically at the beginning of the school year as a way of helping to remember names. Then take time to practice those names using name games, mnemonics, etc.	Stand at the classroom door daily, greeting each student by name as they walk into the classroom.
	Make routine contact with all students, even those who don’t ask for help.	Use your class list to divide students names up into groups of three to five. Rotate through those lists daily, making it a goal each day to consciously check in with the students on the list to see how they are doing.	Keep a chart with everyone’s name on it. When you learn something new about that student outside of the normal class work information, record that new thing on the chart. Make it a goal to fill that chart at least once every two months.	Include formative assessment plans in to every lesson plan and every unit. Use those formative assessments to monitor student knowledge and growth, rather than waiting for a student to ask for help.
Learning Styles	Invite a variety of student responses to show respect for divergent thinking.	Divide the class into eight learning centers, each dedicated to one of the intelligences described by Gardner. Have children rotate through the centers, exploring a topic such as outer space and using all eight intelligences.	Make a conscious effort to provide wait time after asking a question. Then call on a variety of students, rather than just the first few with their hands raised.	Teach students how to seminar, and then hold regular seminars as a way to elicit a variety of responses.
	Develop specific opportunities for students to cross groups and cultures.	Set up “welcoming committees” of students who are responsible for welcoming new students and helping them to get connected to the classroom or school.	Pre-assign groups for a project, being conscious of the make up of the group.	Hold simulation activities that enable students to experience being in cross-cultural situations. See ‘Ba Fa Ba Fa’ as an example. http://www.stsintl.com/business/bafa.html

TEACHING STRATEGIES continued...

Varied Assessment	Attend trainings in the administration of assessment tools and methods that consider the students' cultural background.	Learn more about formative assessment and it's work.	Invite Assessment and Evaluation to a staff meeting to discuss culturally responsive assessment strategies.	Learn to use portfolios, including writing samples, art work, self portraits, stories, audio tapes of children's oral reading and speaking, photographs, self-portraits, math papers, teacher and parent reflections, summaries of progress, and children's self-reflective comments about their work.
Student Support	Know when and how to provide accommodations to students with special needs and English language learners.	Take courses related to ELL students such as SIOP and Success for All to learn about accommodations for students.	Work with the bilingual staff in the building to find out what accommodations would work best for specific students.	Partner with the support staff in the building, asking them to collaborate with you on providing appropriate accommodations for students.
Cooperative Strategies	Use cooperative learning and other strategies that promote collaboration, especially for material new to the students.	Take a cooperative learning class and utilize the structures taught.	Consciously employ one new cooperative learning structure a week until you feel confident. Ideas can be found at http://edtech.kennesaw.edu/intech/cooperativelarning.htm#elements	Set up initiatives for students that require the class or team to work together in order to be successful. See www.fundoing.com for suggested activities.
Place-Based Learning	Use the local environment and community resources on a regular basis to link what is being taught to the everyday lives of their students.	Apply things of local interest (i.e. oil prices to math problems) to make learning more relevant.	Research one new resource a month and find ways to incorporate that resource into your classroom.	Contact Catholic Social Services, the Language Interpreter Center, the Native Heritage Museum and Campbell Creek Science Center to inquire about ways to incorporate their resources into your teaching.

CULTURALLY RESPONSIVE EDUCATION CONTINUUM

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 1	Activity	Activity	Activity
Partnering with Parents	Engage in dialogue with parents about parents' hopes and aspirations for their child, their sense of what the child needs, and suggestions about ways teachers can help.	Offer parent ESL classes (perhaps through the PTA) that include tutoring to show parents how to become actively involved in their school.	Host a "Parent Fair", where uniforms are available for 'future' looks, so parents can envision how the students could look as future graduates, doctors, etc. – include photo ops as part of the Fair.	Bring a template to Parent/Teacher conferences that include questions about parents' hopes – be sure to fill in the template as a priority during the conference.
Effective Communication	Actively seek alternative means of communication to reach out to parents and community members.	Have a school website and NING that promotes communication.	Use bilingual tutors to communicate to parents in their home language.	Conduct home visits.
	Keep parents apprised of services offered by the school.	Take advantage of the automated phone line for calling home. (Include translation whenever possible.)	Have students write in their native language a weekly newsletter about the happenings at their school.	Pair up with a local radio station where announcements can be made regarding school events. (Consider contacting the local community businesses to support the airtime.)
Community Outreach	Participate in community events and activities in an appropriate and supportive manner.	Do a survey to discover parent needs, and then work on ways to teach parents to meet those needs, including bringing in experts from the community.	Make sure students know you are open to invitations to community events and then attend whenever possible when you are invited.	Join an ELL teacher as they attend a community event.
Welcoming Environment	Ensure a welcoming environment so that a parent is greeted with a smile upon entering the school and at all points of contact thereafter.	Post welcome signs with different languages in prominent places.	Make sure directions are clearly posted and easy to read.	Ensure that all staff have read the Customer Service Standards and set goals to incorporate those standards into the way the school addresses families.
	Provide a physical environment that is inviting and readily accessible for local people to enter and utilize.	Set up a café or parent resource room so parents have a comfortable place	Survey the building to make sure that there are spaces for parents that are also 'kid friendly' for those parents with younger children.	Teachers have a tub ready with activities for parents to do, so if they come into the room they are kept busy, rather than sitting around feeling uncomfortable.