

EDUC 710 – Social and Culturally Responsive Practices (SACRP)

*Anything a child feels is different about himself which cannot be referred to spontaneously, casually, naturally, and uncritically by the teacher can become a cause for anxiety and an obstacle to learning. (Nivian Gussin Paley (2000). *White Teacher* p xix)*

*The further away the teacher is from the child’s cultural or temperamental background, the more likely it is that the wrong questions will be asked. The child instinctively knows the questions are inappropriate but soon figures out that he must be the one who is inappropriate. Thus, he begins the energy-consuming task of trying to cover up his differences [*deficiencies*] (Nivian Gussin Paley (2000). *White Teacher* p xviii)*

Key Words: Culture, Responsiveness, Teaching, Learning Environment, Race, Socio-Cultural Milieu, Culturally – Relevant Pedagogy

Instructor Information

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Enduring Understanding (inspired by Vivian Paley’s *White Teacher*)

- SACRP is not an end to itself but part of a process that continually evolves.
- Through practicing responsiveness (socially, culturally, personally), we learn about who we are and what we consider to be important.
- We must believe that all learners can achieve and provide opportunities for such to happen.

Essential Questions:

- What does it take to be a culturally - responsive educator? Does it matter? Why?
- What are those major beliefs that guide your work as an educator?
- What do you know about Social and Culturally - Responsive Practices (SACRP)?

Student Learning Outcomes: SACRP (*Social and Culturally - Responsive Practices*)

- o Participants will review, analyze, and prepare personal interpretations from course readings on SACRP
- o Participants will prepare and articulate a definition CRP and its application in their classrooms
- o Participants will design ARTEFACTS (Nuggets of Gold) that reflect their knowledge of SACRP and prepare accompanying reflections on each with the goal of utilizing these in their classrooms, neighborhoods, and other communities they find themselves.
- o Build a TOOLKIT out of different resources and materials within and outside the course.

TEXT:

Hammond, Z (2015). *Culturally Responsive Teaching and The Brain: Promoting authentic engagement and rigor culturally and Linguistically diverse students.* CORWIN, Sage Publishers, CA.

OTHERS: TBA – Novels, Articles, & Clips

Novels: Please ADD to this list

-*White Teacher*. by Vivian Paley (*Please read **all her books** if you can*)

-*Teach with your heart*. by Erin Gruwell (*Freedom Writers*)

-*Harbor Me*. By Jacqueline Woodson

-*Going Home*. By Eve Bunting

-*Amelia's Road* – Linda Jacobs Altman (*will be shared during first face to face meeting*)

COURSE INTRODUCTION

This course approaches the concept of RESPONSIVENESS – social, culture, psychological, and more as that of a journey, a process that continues to EVOLVE. Many of us have the wherewithal (personality, resources, disposition) to act responsively toward others. However, many feel compelled to adopt responsive practices due to the changing demographics of this nation. Such compulsion may be engendered by a disequilibrium between what *feels right* and what is *prescribed* as a necessity. Prescriptions, diagnosis, and necessities are products of culture, and culture influences our biases, preconceived notion, and beliefs. As such, CULTURE, as broad as it is, underlies this course.

According to Gloria Ladson-Billings *And although it is important for teachers to understand their students' culture, the real benefit in understanding culture is to understand its impact on our own lives"* (*Crossing Over to Canaan*, p.83). Understanding the impact of culture takes time – hence, the metaphor “Journey” is used to describe the essence of this course. Welcome to this journey that begins with self-exploration (through stories) as cultural beings – examine/interrogation of one’s identity, beliefs, values, and privileges. How do we then translate these explorations into that which qualifies/guides us as Culturally – responsive teachers/practitioners in our classrooms, community, and beyond? Here is where we must construct (and keep constructing) what Zaretta Hammond described as ‘culturally responsive toolkit’ (p. 5). This toolkit is acquired and built through continued growth and knowledge. With the help of our course textbook by Zaretta Hammond and the works/writings of educators such as Geneva Gay, Anne Villegas, Gloria Ladson- Billings, Richard Milner IV, and Vivian Paley, Erin Gruwell, Jacqueline Woodson, Eve Bunting, and others. They have wrestled with the notion of race, the impact of culture, and social justice, and their struggles have yielded nuggets of gold that will guide us on our journey. Hopefully we will discover and keep some nuggets; and mindfully, leave some nuggets for others too.

Disclaimer – This is a course that will/may engender discomfort, controversies, disequilibrium, and unease. Please welcome these and more; but do not stay there. The goal is BE OPEN to those uneasy ideas, or perspectives and CHALLENGE them. According to Marcel Proust (cf Hammond text), *The real voyage of discovery consists not in seeking new landscapes, but in having new eyes*

FINALLY: As we embark on this journey, please always remember why you enrolled in this course. We are here to learn, build our “culturally responsive toolkit” because of UBUNTU – *I am Because You Are*.

...until every story is heard and responded to, our schools (streets, neighborhoods, places of worship, communities) do NOT fulfill the goals of democratic society. (Vivian Paley, *White Teacher* Preface p. xvi)

Student Learning Outcomes: SACRP (*Social and Culturally - Responsive Practices*)

- Participants will review, analyze, and prepare personal interpretations of SACRP from course readings
- Participants will build a Culturally Responsive Educator TOOLKIT (Hammond 2015 – p.5) by doing the following:
 - i. articulate a personal understanding of THREE essentials of being a Culturally Responsive Educator.
 - ii. explain how they will apply or practice these essentials in their classrooms.
- Participants will design ARTEFACTS (Nuggets of Gold) that reflect their knowledge of SACRP and prepare accompanying reflections on each with the goal of utilizing these in their classrooms, neighborhoods, and other communities they find themselves.

COURSE OUTLINE- Social And Culturally – Responsive Practices (SACRP)

Weekly Sessions

Class Session	Learning Objectives/Goal	Learning Activities
<p>Week 1</p>	<p><i>Begin SELF-EXPLORATION through Personal Story; Articulate Expectations for the Course, Instructor, Peers, & Self</i></p> <p>Learners will: construct and share their personal stories examine the purpose for taking this course understand the dangers of telling or seeing a single story.</p>	<p><u>Activity 1:</u> -Begin with a story, your story -Watch <i>You-Tube Clip</i>: “Danger of a Single Story” by Chimamanda Ngozi Adichie https://www.youtube.com/watch?v=D9Ihs241zeg&t=16s -Read <u>Reader’s Digest September 2019</u>- p 76-77 <i>His Daily Check - In.</i> by Maxie Jones -Begin Reading either</p> <p>i. <i>White Teacher.</i> Vivian Paley OR ii. <i>Teach with your heart.</i> Erin Gruwell. Read as much as you can before preparing your story. =====</p> <p><u>Activity 2:</u> Putting all of these together: <u>Begin your story</u></p> <ul style="list-style-type: none"> • Write your story to include answers to these Qs: <i>Who am I? Where am I from, who /what shaped my growing up days? How did I get here? Experienced any encounters with socio-cultural practices? When? How? Impact of encounter?</i> • After Your Story – <p>Integrate your thoughts and perspectives on the Clip and Story from Reader’s Digest. What struck you about them? What were you not quite sure of? What are some questions that came up from the reading? From the Clip?</p> <p><u>Activity 3:</u> Connect all the above to answering these other Qs on SCRPP:</p> <p><i>Why do I care about Social/ Culturally Responsive teaching and practices? What do I expect from this course? From my instructor, peers, and myself? Feel free to be as <u>specific and down-to earth</u> as possible.</i></p> <p>NOTE: This assignment is a PERSONAL one, and I want to respect participants who may not feel comfortable posting their stories. WHAT THEN? =Option 1: Online Submission of Story under Assignment - Canvas =Option 2: AL participants will Post Response to Questions on SCRPP on Discussion Forum</p> <p>Discussion Forum: POST & RESPOND to three to four classmates’ stories, questions, expectations, and perspective</p> <p>For local participants (Stevens Point and Neighboring towns): We will begin with Shared Reading & personal introductions before discussing our thoughts & perspectives on SCRPP</p> <p>For those Afar – You may wish to begin with your story before watching the you-tube clip. Or Vice-Versa 😊 It is up to you.</p>

Class Session	Learning Objectives/Goal	Learning Activities
Week 2	<p>Examining the rudiments of CRP: <i>Preparing to be a Culturally Responsive Practitioner – How, What, When, Why</i></p> <p>Learners will:</p> <ul style="list-style-type: none"> -Construct their Cultural Frames of Reference. -Build their Toolkit as a Culturally Responsive Practitioner (CRP). 	<p>Chapters 4 & 2 of Hammond TEXT</p> <p><u>Activity 1:</u></p> <ul style="list-style-type: none"> -Read assigned chapters; -Continue reading <i>White Teacher</i> or <i>Teach with your Heart</i> <p><u>Activity 2</u></p> <ul style="list-style-type: none"> -Reflect on & Answer these specific Qs (<i>see below</i>) at the end of each chapter on p. 34 & 69 p.69 – Describe your <i>Cultural Frames of Reference</i>; p. 34 – <i>Observe Individualism & Collectivism in your classroom</i> - Connect your reflections /Answers to either Paley’s book or Gruwell’s book. <i>As you write, what do you think of each author’s cultural references? What are one or two similarities or differences between you and your chosen author?</i> <p><u>Activity 3</u></p> <ol style="list-style-type: none"> a. Discussion FORUM: Post your answers & connections to your book’s author’s cultural reference; b. Post a RESPONSE to a peer’s answers. c. Begin a Journal (TOOLKIT on NUGGETS) <ul style="list-style-type: none"> -Identify one or two essentials of the assigned readings; e.g. <i>Listening Actively; Asking Hard Questions</i> - Connect these essentials to your understanding of being a CRP e.g. <i>To practice what I believe, I must be ready to search for reasons and relevant knowledge to guide my actions. It is okay to NOT be in a hurry.</i>
Week 3	<p>Going Further as a Culturally-Responsive Educator: <i>Building knowledge of Responsiveness from the Inside Out</i></p> <p>Learners will:</p> <ul style="list-style-type: none"> Analyze personal interpretations of Brain Rules. Compare & Contrast such interpretations to Brain Rules reflected in the book. Construct their personal CRP Toolkit through journaling 	<p>Chapters 1 & 3 of Hammond TEXT</p> <p><i>Awareness & Knowledge of what is going on around you; How does my Brain process culture</i></p> <p><u>Activity 1:</u></p> <ul style="list-style-type: none"> -Read assigned chapters; -Continue reading <i>White Teacher</i> or <i>Teach with your Heart</i> <p><u>Activity 2</u></p> <ul style="list-style-type: none"> -Reflect on & Answer this Qs (<i>see below</i>) i. Attend to pages 46-50 in the text on BRAIN RULES. <i>Have you noticed any or all these rules in your classrooms? Choose any two rules and write what you will do to maximize these.</i> Consult any of the <i>E-Reserve</i> articles by Anne Villegas; Geneva Gay, Gloria Ladson- Billings to enrich your answers. ii. Connect your answers to either Paley’s book or Gruwell’s book. <i>Identify and explain any TWO of the Brain Rules found or reflected in your chosen book. How did the author navigate these rules? Do you agree or disagree? Why?</i> iii. SUBMIT online to assignment on Canvas during week 3 <p><u>Activity 3</u></p> <ul style="list-style-type: none"> Continue your Journal (TOOLKIT on NUGGETS) entries -Describe your feelings & thoughts about the Brain Rules; - -Connect these rules to your understanding of being a CRP

<p>Week 4</p>	<p>Responsiveness through connections & relationships</p> <p>Learners will:</p> <ul style="list-style-type: none"> -Describe their perspectives on building a meaningful relationship in their classrooms. -Analyze what building relationships mean to their peers -Continue to construct personal TOOLKIT 	<p>Chapter 5 of TEXT</p> <p><u>Activity 1:</u></p> <ul style="list-style-type: none"> -Read assigned chapter; -Finish reading <i>White Teacher</i> or <i>Teach with your Heart</i> -Start Reading -Woodson’s <i>Harbor Me</i> or Bunting’s <i>Going Home (children’s book)</i> <p><u>Activity 2 Focus & Discussion</u></p> <ul style="list-style-type: none"> - Focus on these words – Trust, Rapport, Affirmation <ol style="list-style-type: none"> i. Create a <u>Personal Sentence</u> that connects these three words to guide your journey ii. Expatriate on what each word means to you; Connect your personal meanings to how you will practice and build upon each word. iii. Similarities /Differences to what you are reading? Paley, Gruwell, Woodson, or Bunting? <p>Please SHARE by POSTING your response to i-iii Read and Respond to at least 3 other classmates’ posts.</p> <p><u>Activity 3</u></p> <ul style="list-style-type: none"> -Continue your Journal (TOOLKIT on NUGGETS) entries -Describe your feelings & thoughts about Chapter 5 -Identify TWO core PRACTICAL ideas for your Toolkit to guide your commitment to becoming a CRP
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Weekly Sessions

Class Sessions	Learning Objectives/Goal	Learning Activities
<p>Week 5</p>	<p>Revisiting our Classroom Environment: <i>Culturally – Responsive Teaching practices require a Learning Partnership (Hammond 2015)</i></p> <p>Learners will:</p> <ul style="list-style-type: none"> -Reflect on the role of “nonverbal communication:’ -Explain how they will use “trust generators” to foster learning partnerships in their classrooms. -Continue to construct personal TOOLKIT 	<p>Re Read Chap 5 – focus on pages 74-87. Please do the following:</p> <p><u>Activity 1</u></p> <ul style="list-style-type: none"> -Reflect on this finding: 70% of communication is NON-VERBAL (scary!!!). What does this say to you? <p><u>Activity 2</u></p> <ul style="list-style-type: none"> -Knowing the significance of TRUST through Listening and Connections, use Figure 5.3 (page 81) to PROPOSE, or CONSTRUCT, or PREPARE how you plan to use <u>3 Trust Generators</u> with students in your classroom, especially, students of color. If you have past experiences with these generators, please SHARE with us. <p>POST on Week 5 DISCUSSION. Respond to two other classmates with completely different generators.</p> <p><u>Activity 3</u></p> <ul style="list-style-type: none"> -Read the following e-reserve articles – i. <i>Learning in an Inclusive Community</i>. Sapon-Shevin, Mara; ii. <i>The culturally responsive teacher</i>. Villegas, Ana & Lucas, Tamara; iii. <i>Cultures in Harmony</i>. Trumbull, Elise & Rothstein-Fisch, Carrie. -Identify and discuss three “things/matters/notions” that these articles have in common. -Connect these common notions to creating a Learning Partnership in your classroom. To what extent will they be helpful in building that meaningful relationship between you and your students? -Continue your Journal (TOOLKIT on NUGGETS) entries. Include Personal NUGGETS found through your readings. <p>Keep Reading <i>Harbor Me</i>.</p>
<p>Week 6</p>	<p>What Comes After establishing the meaningful relationship?</p> <p><i>-Become an ALLY. What TYPE of Demander are you?</i></p> <p><i>b. Elaborate information to build cognition of your students.</i></p> <p>Learners will:</p> <ul style="list-style-type: none"> -Identify what mindsets are -Analyze the process of bringing about a change in student mindset -Continue to construct personal TOOLKIT 	<p>Read Chapters 6 & 8 of text</p> <p><u>Activity 1</u></p> <p><u>Understand that there are hard truths in Chapter 6.</u> Having read this chapter, do answer these Qs</p> <p>What is your understanding of mindset (p 110)? What is the origin of mindset? How do you recognize a mindset?</p> <p>Hammond challenges us – <i>our focus as culturally responsive teachers should be <u>changing/shifting mindset</u> rather than trying to force engagement or cajole students’ motivation.</i> How can we do this? -personalize this – how will I engage and begin (and continue to) the shifting of my students’ mindset?</p> <p><u>Activity 2</u></p> <p>Chap 8 is LOADED! You Teach, Elaborate, & Connect! Having read the entire chapter, describe how you have explored and utilized some “chew on” techniques shared on pages 133 – 138.</p>

		<p>-Post your answers on Activities 1 & 2;</p> <p>-Respond to 3 classmates' postings that are intriguing – (baffle, challenge, fascinate)</p>
Week 7	<p>Putting it all together- Creating a Culturally responsive classroom – <i>“what does the overall classroom environment speak to your learners?”</i></p> <p>What of the larger community – what do I do? <i>Reaching out to the Community outside the classroom (Akosua-Kayser article)</i></p> <p>Learners will:</p> <p>-Describe ways & ideas on how to create an emotionally – responsive learning environment.</p> <p>-Reflect on how to engage their immediate community as part of the process of being culturally responsive practitioners.</p>	<p>Chap 9 of Text</p> <p>According to Hammond (page 143), our classroom structures and process should reflect a commitment to learners' emotional well-being. Further, she challenges us to stay away from “prepackaged” multicultural cut-outs or premade pictures.</p> <p><u>Activity 1</u></p> <p>-What do you think about her challenge?</p> <p>-How do you plan to maintain or sustain, or even build a learning environment reflective of your learners' values, beliefs, and passion? Feel free to use some of her ideas shared in the chapter.</p> <p><u>Activity 2</u></p> <p>To engage in social and culturally responsive practices, we must go beyond the classroom to the larger community. The impact of the socio-cultural milieu of our learners matter a LOT (# 3 essential of Developmentally - Appropriate Practices)</p> <p>-Read the following articles i.<i>Family Values: An Immigrant Teacher's Story</i>. Akosua – Kayser, Abigail; ii. <i>The culturally responsive teacher</i>. Villegas, Ana & Lucas, Tamara;</p> <p>-Continue your Journal (TOOLKIT on NUGGETS) entries. Include Personal NUGGETS found through these specific readings. Begin to round up Journal Entries.</p>
Week 8	<p>Rounding up & Time to Create a Personal Artifact Commitment (with our Nuggets) and a Reflection Paper</p> <p>Option: Read the Epilogue of the Text</p>	<p>Thank you for working and thinking hard about what it takes to be CRP. To conclude this course, each participant will do the following:</p> <p>-Read through your Journal Entries;</p> <p>-Identify or Choose FOUR major Nuggets from these entries. These nuggets will be PERSONAL – lessons learned, ideas from a book or text, specific quotes, etc What matters is that you must be committed to practicing or processing these four Nuggets.</p> <p>- Create four personal artifacts – picture, drawing, item, card, that depicts each nugget. <i>For e.g. picture of nurturance (mammal & offspring) may be used to portray your commitment to “BEING THERE” to nurture, encourage, listen, and engage with your students</i></p> <p>- Assemble these together on a FRAME or as separate posters or posts or bills that can be placed in your classroom where you and your students can see it. They will serve as reminders, evidence, tools, - commitment to keep your word, and the process/promise alive.</p>

		<p>Submit a picture of your Artifacts, a Reflection paper on why you chose these nuggets and your specific plans of commitment to practicing these nuggets in your classroom, neighborhood and more.</p> <p>Journal Entries <u>may be submitted</u>. They are not MANDATORY.</p> <p>Confidentiality will be strictly maintained.</p>
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OPTIONAL: RESOURCES, MATERIALS, & READINGS for Toolkit

You Tube

<https://www.youtube.com/watch?v=OzNI4unAe20>

All together now: Academic Rigor and Culturally Responsive Pedagogy

<https://www.youtube.com/watch?v=4KrxfcW7Irg>

Cultural Responsiveness TED TALK

- o Search for Gloria Ladson-Billings & Cultural Relevant Pedagogy

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Websites:

<https://www.prodigygame.com/blog/culturally-responsive-teaching/>

www.ascd.org/publications/books/111022/chapters/Culturally-Responsive-Instruction.aspx

<https://www.brown.edu/academics> (search for Culturally Responsive Teaching)

www.teachingtolerance.org (Lots of information on Culturally responsive teaching and practices)

