

Culturally Responsive Agenda

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The Center for Strengthening the Teaching Profession (CSTP) is a unique and innovative nonprofit organization that helps build a strong, supported and effective teaching force for Washington's students.

Established in 2003, CSTP promotes state and local policies and practices that help thriving, professional educators positively impact student learning.

Teacher Leader U offers courses for K-12 educators to develop their knowledge and skills, while offering practicing or retired teacher leaders the opportunity to share their skills and experiences as instructors.

Teacher Leader U is for teachers, led by teachers and designed to meet the learning needs of professional educators in Washington State.



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DAY ONE

15 minutes	<p>Guiding Questions Welcome, introductions, announcement</p> <p>Suggested Activities Raise your hand if...</p>
15 minutes	<p>Guiding Questions Rationale:</p> <ul style="list-style-type: none">• Washington State Data for Opportunity Gap <p>Resources Closing Opportunity Gap PowerPoint Slide (OSPI)</p>
60 minutes	<p>Guiding Questions What is culture?</p> <ul style="list-style-type: none">• Me, myself and I• What is my culture? <p>Definitions of culture What is culturally-relevant reflection? Reflection</p> <p>Suggested Activities Picture File Cards Personal Inventory Personal stories - examples of influence, impact</p> <p>Resources “The New Normal: Simultaneous Bilingualism” PowerPoint (Escamilla WABE 10 Keynote) Culture Defined PowerPoint</p> <p>Assessment/ ProTeach Entry Text 2.3.1 Describe what you know about your students’ diversity (e.g., life experiences, prior knowledge, abilities, disabilities, gender, socio-economic status, race/ethnicity and culture). Explain the ways you use this information to inform instructional decisions that have a positive impact on student learning.</p>

60 minutes

Guiding Questions

How do I build relationships?

- Students (Without judgment: Who are my students? How do you know? How can I learn?)
- Family/community
- Teacher transparency (sharing of stories)

Debrief, reflect and revisit enduring understandings

Suggested Activities

Home School Connection (Example)

Student inventory examples

How am I contributing to building positive relationships?

Resources

Motivational Frameworks -Ginsberg and Wlodowski

Assessment/ ProTeach Entry

Text entry 2.3.4

In what ways do you develop culturally sensitive relationships with families/guardians and community members? Describe your strategies for building relationships with families/guardians and communities to result in a positive impact on student learning.

45 minutes

Guiding Questions

How do I foster respect and safety within my classroom?

- Divergent ideas
- Individual differences
- Diverse cultures

Suggested Activities

Valuing Differences

Interactive Journal Activity

Share ideas – what have I tried? What works with my students? Use CR classroom descriptors as jumping off point?

Resources

<http://www.cstp-wa.org/culturally-responsive-lesson-plans>

(Culturally Responsive Lesson Plans)

<http://www.cstp-wa.org/culturally-responsive-classroom-descriptors>

(Culturally Responsive Classroom Descriptors)

Assessment/ ProTeach Entry

Text 2.2.1

Describe the ways your students have a voice in:

1. establishing classroom norms (e.g., procedures, protocols, and rules)
2. contributing to a safe, respectful and productive learning environment

To support your description, include an analysis of your artifacts.

2.3.2

Describe the ways you foster respect for divergent ideas, individual differences, and diverse cultures among your students.

To support your description, include an analysis of your artifacts

15 minutes

Guiding Questions

What is “cultural competence”? Mini lesson

- PESB standards
- Books, videos, resources
- Conversations about privilege

Resources

PESB Standards for Cultural Competence

<http://www.k12.wa.us/CISL/EliminatingtheGaps/CulturalCompetence/default.aspx>

<http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18> (for conversations about privilege)

Cultural Competence PowerPoint

Developing Cultural Competence Skills PowerPoint

<http://www.cstp-wa.org/teacher-development/cultural-competency>
(Cultural Competency)

<http://www.nymbp.org/reference/WhitePrivilege.pdf>
(Peggy McIntosh article)

www.reachoutfornewfutures.org (Understanding Privilege and Oppression)

45 minutes

Guiding Questions

What is language acquisition? Mini lesson:

- Code-switching
- Stages of language
- Academic vs. social
- Oral language

Asset / deficit orientation

Take a lesson you’ve used successfully and improve/enhance with language strategies

Suggested Activities

Social vs. Academic Language Graphic Organizer

Social vs. Academic Language Activity

Process Grid Stages of Language Acquisition

Resources

Culturally-Linguistically Responsive Teaching PowerPoint

<http://www.k12.wa.us/MigrantBilingual/ELD.aspx>

<http://www.projectglad.com>

Resources, CONTINUED

<http://www.siopinstitute.net>

Making Content Comprehensible for English Learners –Echevarria, Jana

Bringing it All Together – Brechtel, Marcia

http://www.ldldproject.net/theoretical_foundation.html

Their Eyes Were Watching God excerpt – applying rules of dialect

Doll experiment – “A Girl Like Me”

Media That Matters videos on YouTube

Time

Guiding Questions

What are culturally and linguistically relevant strategies? What makes these culturally and linguistically relevant?

- Non-linguistic representation
- Developing context/background info
- Think pair share
- Kinesthetic/ Multiple Learning Styles
- Context/background info.
- Cooperative learning
- Graphic organizers
- Verbalizing thought processes
- Rehearsal of language and content
- Reflection
- Movement
- Transitions
- Articulating learning target/goal

Suggested Activities

Graphic organizers

Resources

Culturally-Linguistically Responsive Teaching PowerPoint

<http://www.middleweb.com/MWLresources/marzchat1.html> (Marzano Essential 9)

<http://www.cstp-wa.org/culturally-responsive-resources> (Culturally Responsive Resources)

Assessment/ ProTeach Entry

Text 2.3.3

In what ways do you encourage students to contribute their personal experience or backgrounds to their own learning? Describe ways in which you facilitate students’ connection of personal experience and background to their learning.

15 minutes

**End of day reflection, feedback, announcements for tomorrow.
Found poem**

Time

Guiding Questions

How do these strategies impact student learning?

- Student work & voice
- Go back to research & data
- Affective/environment/safety
- Allows access to content

Suggested Activities

“Rayford’s Song” –Lawson Inada

Resources

<http://www.youtube.com/watch?v=LbtVepS53t0>

(Youtube: Rives’ “Sign Language”)

Assessment/ ProTeach Entry

Text 2.3.2

Describe the ways you foster respect for divergent ideas, individual differences and diverse cultures among your students.

Time

Guiding Questions

What do we do with data? What is the data I impact?

- Discipline
- SPED/504
- ELL
- Honors/gifted
- Who is attending school events?
- Graduation rates
- Grades/Failure rate
- Attendance
- AP/IB > who is taking class/passing tests?
- Who is involved in extra-curricular activities?

Suggested Activities

Anticipation Reaction

Numbered Heads Together

Resources

Eliminating the Gaps

Assessment/ ProTeach Entry

Text 2.4.2

Describe the ways you collaborate with your extended learning community (e.g. specialists, counselors, families or community members and/or agencies) to support and improve student learning in your classroom

Time

Guiding Questions

How and with whom will you collaborate to change school culture to improve learning and achievement for each and every student?

- See last prompt of Entry 1
- reflective

Resources

Eliminating the Gaps

Assessment/ ProTeach Entry

Text 1.5.2

In what ways do you work collaboratively for school-improvement with other professionals, including colleagues in your school? Specify the need(s) you were addressing.

Reflect on the impact this collaboration made, or will make, on student learning in your classroom or school. Provide specific evidence.

Time

Guiding Questions

Closure, reflection, commitments, final thoughts

Resources

- Ask everyone to make one commitment. I will...
- Write on a card and share with someone;
- Write a postcard and mail it to self;
- Write on a shape and post with others to create a graphic