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| **Preface, Chapter 1 and Chapter 2 Questions** |
| **Question 1:** How has Dr. Stembridge’s definition of Equity changed your perspective on how Equity is being delivered to the students you serve? |
| **Question 2:** How have you witnessed school systems reinforce existing advantages and mute voices and values of those who are socially, politically or economically marginalized? |
| **Question 3:** Dr. Stembridge says learning is driven by “productive dissatisfaction.” Where is a place in your practice that you are experiencing this productive dissatisfaction, and what might it drive you to learn? Where might you work to foster this dissatisfaction in your students/colleagues? (page 29) |
| **Question 4:** Are you prepared to examine how your own beliefs and attitudes may undermine the effective delivery of Culturally Responsive instruction? What have you identified thus far as barriers in your own thinking? |
| **Question 5:** In the opening of Chapter 2, we are exhorted to “see better.” How do we develop better sight in regard to our students? What blinds us, and how do we overcome that blindness? (pages 37-38) |
| **Question 6:** At the end of the chapter, Dr. Stembridge describes his purpose and practice of planning. “I always start my planning with time to think carefully about what I want my students to understand and feel.” In what ways does this align with your own planning practice? What might you do differently? |
| **Extra Questions:*** What is the connection between love and brilliance? When is a time you experienced love in a learning setting? What impact did it have on you? When have you struggled to love, and how were you able to overcome that?
* Dr. Stembridge advises, “My caution to you the reader is to not short-shrift the effort to build the consciousness required to be a culturally responsive educator” (pg. xiii). What gets in the way of this work, and what will it take for you to make the commitment Dr. Stembridge requests?
* Why is Equity important for students at your school? What is an Equity gap and where do you see Equity gaps at your school?
* Why is it important to talk about Equity and pedagogy in the same spaces?
* Reis describes responsiveness as having three core components - understanding, validation, and care. How will this inform your work with other professionals and your students moving forward?
* On page 51 Dr. Stembridge writes, “The goal of responsiveness doesn’t assume student engagement; rather, responsiveness accepts that student engagement is a function of well designed learning experiences.” How is this a similar or different thought than what is currently practiced by educators?
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| **Chapter 3 Questions** |
| **Question 1:** “The only way this kind of ownership of learning is possible is if the teacher relinquishes control. Look again at the CRM in any cell in the DOK-4 column. If our students are thinking this way, they are in full control. You are the facilitator at that point, but it is them steering the wheel” (pg. 105). What biases, mindset, or beliefs may be stopping some teachers from relinquishing control to the students in this way? |
| **Question 2:** After reviewing the six themes of CRE, which theme do you identify as a starting point for your deliberation toward a CR classroom? Why did you choose to start there? |
| **Question 3:** How do you understand culture and how it plays out at your school? Where are your school’s strengths in seeking out, understanding and leveraging students’ cultures? Where are there challenges? |
| **Question 4:** How can the six themes of Culturally Responsive Education influence your learning experiences created for students? Do you have to stick to one theme, or can one theme influence the other? Do you think they are all interconnected? |
| **Question 5:** Which of the six themes do you already use in your practice? Which one do you think is the most difficult to include and how can we go about changing that? |

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| **Chapter 4 Questions** |
| **Question 1:** What are some of the assets of your most disruptive students? |
| **Question 2:** Brilliance is a theme throughout this book. In this chapter the author says there is only one effective way to close the Equity gap. He asks for a commitment. How does or will that commitment change how instruction is delivered to students of color as well as all students in the future. (PAGE 138) |
| **Question 3:** How do the six themes from Chapter 3 connect and intersect with the five planning questions in this chapter? |
| **Question 4:** What must you let go of to make space for CRE in your classroom/ school? |
| **Question 5:** How will you use the five questions (pg. 120) to support your planning process and yield learning experiences that are engaging, rigorous, and culturally responsive? |

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| **Chapter 5 and Chapter 6 Questions** |
| **Question 1:** What is the value of struggle for a student? |
| **Question 2:** In what ways do students benefit from a lesson/activity that engages students behaviorally, emotionally, and cognitively? How does this provide the affective context, complexity of thinking, and the responsiveness to build relationships and affirm identities? |
| **Question 3:** The author encourages educators to push students beyond their comfort zones and likewise encourages educators to give themselves permission to be vulnerable by pushing their own comfort zone. How does this add to a growth mindset and what can we learn from ourselves and others? |
| **Question 4:** What are your key takeaways from this book? Asked another way, what do you understand now that you didn’t before? And what do you want to understand in September, and in five or ten years? |
| **Question 5:** Dr. Stembridge states, “Teaching with an Equity mindset means accepting the challenge of the artist,” (pg.209). What does this mean for our students and for us as educators when we think about brilliance to mastery? |
| **Extra Question:*** What will you commit to doing as a result of this learning experience?
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