



New York State Education Department
Office of Special Education
Educational Partnership





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What Does it Mean to be Culturally Responsive?



Developed by the Technical Assistance Partnership for Equity at Bank Street College of Education.

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Disclaimer

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Our Staff



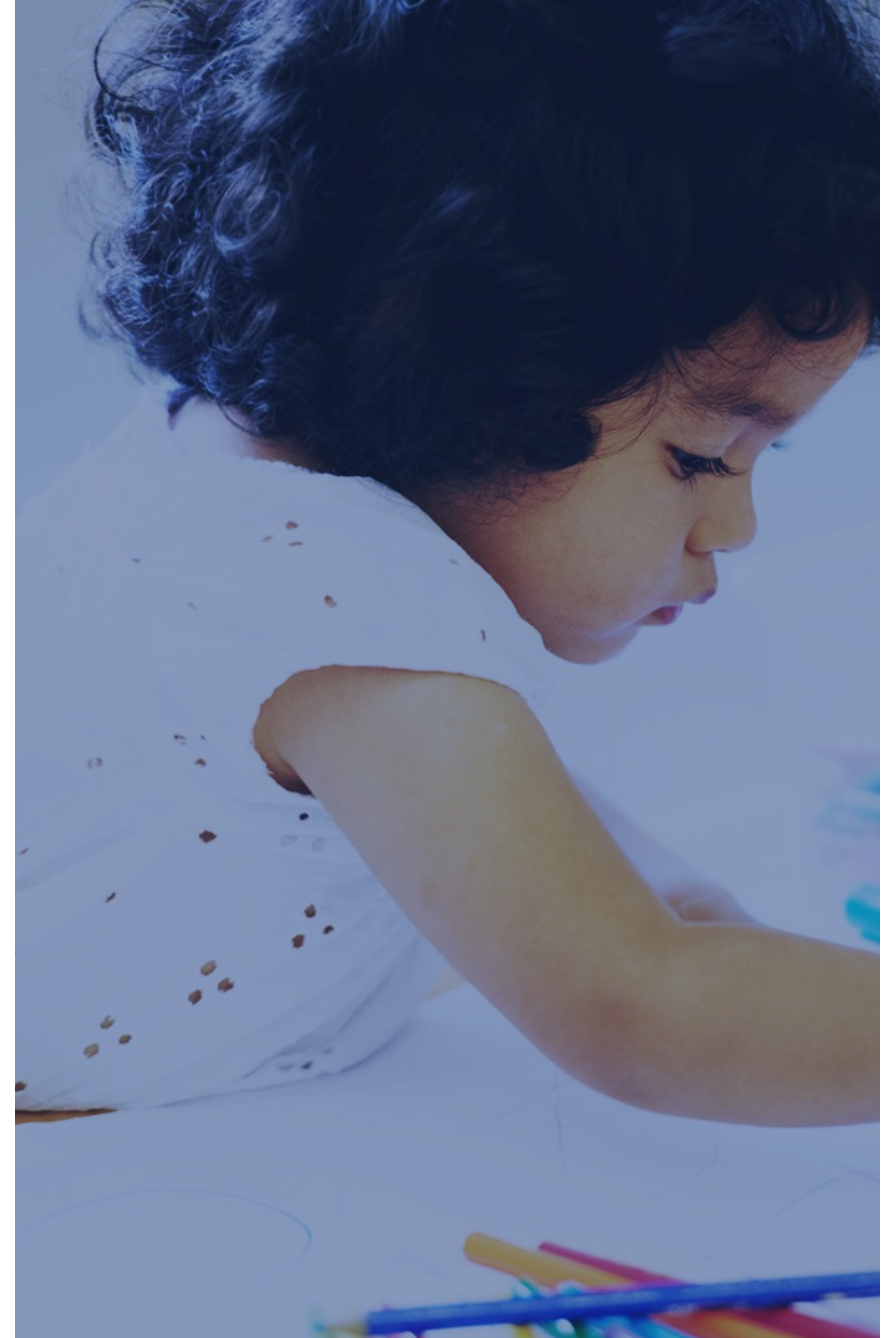
Staff Information



Today's Facilitators

Introductions

- Name
- Role
- District
- School
- Population Served



Opening Reflection

“CRT (Culturally Responsive Teaching) is not a set of” of ‘best practices’ but a practice that recognizes the mind-body connection involved in learning. (Hammond, 2013)



Session Objectives

- Review a resource titled *What Does it Mean to be Culturally Responsive?* (Hammond, 2013)
- Reflect on Connections to Practice
- Deepen Learning
- Close Out and Commitments

Meeting Norms

- Respect who has the mic
- Be respectful of each other's needs and various learning styles
- Commit to experiencing discomfort and acknowledge different feelings that may arise
- Respect confidentiality of the stories and experiences shared but encourage one another to share the content and learnings we acquire

Handout Review

What Does it Mean to be Culturally Responsive?

- What are your initial reactions to the information presented in the one-pager
- Are there areas of the resource that stand out? (Refer to specific numbers/elements)
- Are there components of Culturally Responsive Teaching where you already feel strong in your practice? What examples do you have?
- Are there areas of Culturally Responsive Practice where you feel you need to grow?
- What questions or wonderings do you have?

1. The educational organization keeps in mind the social-emotional impact of living in a racialized society

Key Concepts

- Achievement (opportunity) gap
- Student mistrust
- Learned Helplessness
- Disengagement
- Implicit Bias
- Deficit thinking
- Victim/Student blaming



Strategies to Highlight

- Validate student perspectives, lived experiences and entry points
- Build learning partnerships between students and teachers
- Ask for permission to push for deeper learning
- The teacher doesn't become reactionary to student mistrust, learned helplessness, and disengagement



2. The EO recognizes use of cultural capital and tools (soft-wired)

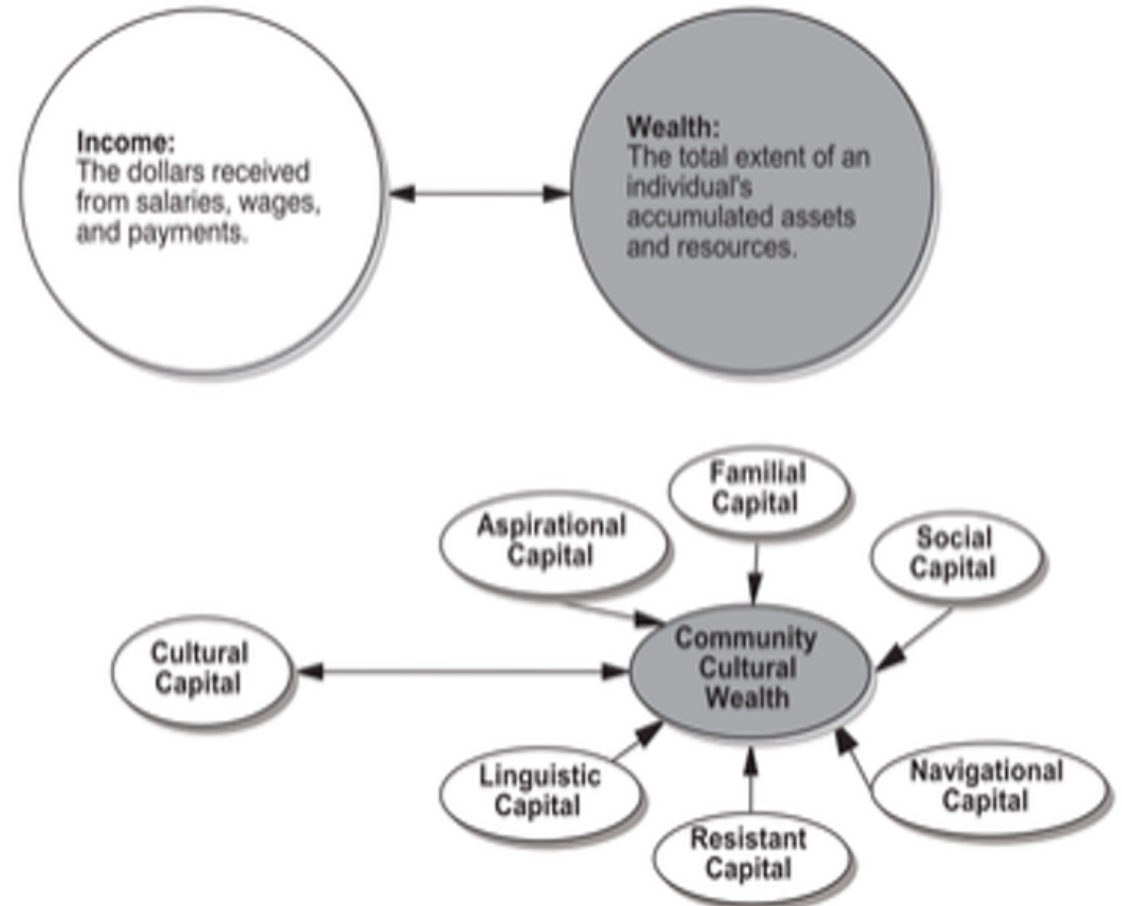
Key Vocabulary and Concepts

- Verve
- Cultural capital
- Familial capital
- Aspirational capital
- Linguistic capital
- Resistant capital
- Navigational capital
- Social capital



Cultural Capital

- What are common cultural tools used by students in your educational contexts?
- How can you make space for these tools in your practice?



3. The teacher responds positively (non-verbally and verbally)

Key Vocabulary and Concepts

- Cultural tools
- Affirmation
- Zone of proximal development

How do you affirm and validate students?

What are ways to respond positively, verbally and non-verbally?



4. Teacher is constructive (helpful) in facilitating learning tools by building cultural tools

Key Vocabulary and Concepts

- Accountable talk
- The Brain's 5 r's (ritual, repetition, recitation, relationship, rhythm)
- Culturally responsive processing tools, contrastive analysis
- Alliances/allyship
- Build learning partnerships



Closing Reflection and Commitments

- How deeply have I engaged as a culturally responsive practitioner?
- What have I really internalized and where do I need to grow?
- What is one commitment I want to make in growing as a culturally responsive educator?

Closing Reflection and Commitments, continued

- *Use the sentence stem below to write a commitment to grow in your practice as a culturally responsive practitioner.*

I commit to _____ in order to grown in my practice as a culturally responsive practitioner

References

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