Anchoring Your Practices in Culturally Responsive Pedagogy!

Dr. Socorro Herrera
Kansas State University
When David Livingstone’s work in Africa became known, a missionary society wrote to him and asked, “Have you found a good road where you are?” If he had, the letter indicated that the society was prepared to send some men/women to help with his work. Livingstone’s answer was clear and to the point. “If you have women/men who will come only over a good road, I don’t need your help. I want men and women who will come if there is no road.”
Majority/Minority Flip

• Hispanic, Asian, and Black populations continue to rise, while white populations decline

• From 2000 - 2013, 78 counties in 19 states flipped from white majority to no racial or ethnic group majority.

• In 19 of the 25 largest U.S. counties (by population), whites make up less than ½ of the population.
  • 6 of these counties whites are no longer the majority: San Diego, Orange, Riverside, Sacramento (all in CA) and Clark County (NV) and Broward County (FL)
  • Tarrant County (TX) and Wayne County (MI) are projected to make this flip

Where Minorities Became the Majority Between 2000 and 2013

Counties in which the non-Hispanic white share of population fell below 50 percent from 2000-13

PERCENTAGE POINT DECLINE IN THE NON-HISPANIC WHITE SHARE OF THE POPULATION

COUNTY POPULATION (2013)

100K 500K 1 million 3 million

10% 20%

Note: Non-Hispanic whites became a minority in 97 counties between 2000 and 2013. The 19 of those counties with fewer than 10,000 people in 2013 are not displayed on this map.

Our School Demographics are Changing

- Dramatic increase in ELL population:
  - up 9% for the 2011-2012 school year
  - 4.4 million students out of 49.5 million public school students are non-native English speakers (NCES, 2014)

- 381 languages spoken in the U.S. by those aged 5+ (Ryan, 2013)

- Spanish is the top second language spoken by over 3.5 million ELLs during the 2011-2012 school year
  - Chinese, Vietnamese, Arabic, and Hmong round out the top five native languages spoken (OLEA, 2015)
This report concluded that:

1) The Southwest school systems “have not recognized the rich culture and tradition of the Mexican American students.”

1) 1/3 of schools discouraged the use of Spanish within the classroom.

1) **Bilingual Education** is the recommended program to meet the needs of English learners.

1) An overt omission of Mexican American history, heritage, and folklore from curriculum and textbooks caused cultural exclusion.

1) Schools only participated in “superficial and exotic elements” of Mexican American culture.
What Are Dual Language Programs?

• **Dual Language** education is an effective approach to develop language proficiency/literacy in English and partner language.
  
  • **One-Way Immersion**
    - One language group being instructed in two languages

  • **Two-Way Immersion**
    - Integrates speakers of both languages
    - Content is delivered in both languages

Source: (CAL, 2015; Thomas & Collier, 2012)
Why Dual Language Programs?

They promote:

- Bilingualism
- Biliteracy
- Cross-cultural competence
- Integration and collaboration
- Creative problem solving
- Grade-level academic achievement
- Native language use
- New language use
- Pride in own culture
- Pride in others’ cultures
- Awareness, understanding, and celebration of differences

Source: (CAL, 2015; Thomas & Collier, 2012)
The Question Persists...
My Story is...one story among many...K-16+

• 1st generation language learner in U.S. K-12 schools
  • It’s about persistence—“being” and “behaving” like them.
  • Am I broken/is my family dysfunctional?

• Experience in U.S. higher education institutions
  • Qualified Admission: Who belongs?
  • Am I broken/do I have what it takes?

• Experience in public schools
  • Lounge talk: Idealism or REALITY
  • Futurity: A different point of view/internal conflict

• Master’s in Counseling
  • Maybe we are all pathological? Is the language of the oppressor on target? Does poverty, culture and language difference = dysfunction?
  • Am I broken/can we be fixed?

• Working in U.S. prisons: “Hopeless” defined
  • A sea of “students of color” who said, “My teachers hated me” and “No one believed I could learn.”
  • Am I broken/why so many young men of color?

• Is A PhD the answer? Curriculum and Instruction?
  • Educational Psychology
    • The Meaning Perspectives that teachers hold in relation to their Mexican American Students
    • Scapegoating, reductionist prescriptivism, mañana attitude, colorblind accommodative denial
Forty Years and Counting!

- Instead of students asking “Am I broken/family dysfunctional?,” our families and students should be pushed to ask “What are our/my assets/how do I/we use them to succeed?”

- Instead of teachers being proleptic (predicting the future) about their students of color’s futures, we should be asking “What are my students’ strengths/how do I circumvent the system to open pathways for my students to succeed?”
Fundamental: Activate, Connect/Affirm!

<table>
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<tr>
<th>IT’S</th>
<th>MAGIC!</th>
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| 1. Culturally Responsive Pedagogy | 2. Cultural Competence          |
| 3. Cultural Compatibility       | 4. Prism Model                  |
| 5. CLD                         | 6. Biopsychosocial History      |
| 7. Hope                        | 8. ZPD                         |
Where are we now? Why are we stuck? Does culturally responsive pedagogy matter in our reality?
Gorski (2008, 2010) explains that educators typically enter the classroom with adoration and “love” for their students but “hope fades” because teachers pair these good intentions with a deficit perspective.
Let’s Talk about the Deficit Perspective

- **Deficit perspective** is the act of focusing on a student’s weaknesses rather than her/his strengths.
Cultural competence: the ability to successfully teach students who come from a culture or cultures other than our own. It entails developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching and culturally responsive teaching.

Cultural compatibility: minimizing a cultural deficit perspective in order to provide greater equity for culturally and linguistically diverse populations

Cultural Competence vs. Cultural Compatibility
Not an object/skill to be mastered but a human being to be understood!
Praxis is the process in which theory is realized and embodied through practice.
Beyond the obvious!
“Insanity: Doing the Same Thing Over and Over Again and Expecting Different Results”

Albert Einstein
Espoused vs. Reality

- Differentiate instruction
- Scaffold learning
- Hold high expectations
- Meet standards
- Provide culturally responsive pedagogy
- Shelter instruction
- Build background: Funds of Knowledge, Prior Knowledge, Academic Knowledge
A need to move beyond a deficit perspective!

**LANGUAGE**
- Assessment of:
  - Listening/Speaking
  - Reading/Writing

Language Difference or Learning Disability?

**SOCIOCULTURAL**
- Home Visit
- Interest Survey
- Environment

**COGNITIVE**
- Learning Style
- Learning Strategy
- Processing

**ACADEMIC**
- Prior Schooling
- Grades
- State Assessments

Stuck: School Situated Biography
LANGUAGE
Comprehension L1 & L2
Communication L1 & L2
Expression L1 & L2

ACADEMIC ACCESS
Engagement
Hope

SOCIOCULTURAL
Life
Laughter
Love

COGNITIVE
Know
Think
Apply

BIOPSYCHOSOCIAL HISTORY

Biography Driven
Instruction
# Background Knowledge Systems

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**Activate, Connect, Confirm**
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<th>A-B</th>
<th>C-D</th>
<th>E-F</th>
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<td>ball</td>
<td>carette</td>
<td>famous</td>
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<td>brown</td>
<td>colors</td>
<td>cone</td>
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<td>glue</td>
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<td>Make</td>
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<td>Newspaper</td>
<td>Pintata</td>
<td>Arheumatism</td>
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<td>Neck</td>
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<td>Sombrero</td>
<td>Origami Paper</td>
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Chain Story
Krashen’s Stages of Second Language Acquisition/SLA

**P** - Reproduction
**E** - Early production
**P** - Speech
**S** - Emergent
**I** - Intermediate fluency
**A** - Advanced fluency

*PEPSI Ahhh!*
<table>
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<tr>
<th>Language as an Associative Function</th>
<th>Language as a Cognitive Function</th>
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<tr>
<td>• BICS: Basic Interpersonal Communication Skills</td>
<td>• CALP: Cognitive Academic Language Proficiency</td>
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<tr>
<td>• Social communication/playground language</td>
<td>• Academic communication/classroom language</td>
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<tr>
<td>• Language processing and production do not require as much cognitive processing.</td>
<td>• Language processing and production require quite a bit of cognitive processing.</td>
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<tr>
<td>• The brain is focusing on ideas.</td>
<td>• The brain is focusing on ideas and language production.</td>
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<td>• Like discussing familiar topics in one’s first language.</td>
<td>• Speaking in a second language when you don’t know it very well.</td>
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<td>• The language learner’s schema fits the experiential, conceptual knowledge, linguistic, and/or cultural context of the situation.</td>
<td>• The language learner’s schema does not fit the experiential, conceptual knowledge, linguistic, and/or cultural context of the situation.</td>
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In what ways could we have supported the storytellers?
Cognition
ACCESS: GROUPING CONFIGURATIONS

I + TpsI

**Total Group**
(Teacher Directed)

**Partner**
(Student to Student/Teacher Facilitated)

**Small Group**
(Perspective Taking/Consensus Building/Peer and Teacher Facilitated)

**Individual**
(Affirmation/Accountability)

*WIDA Alignment: Interactive Supports*
All students benefit from opportunities to discuss and confirm prior knowledge with each other in pairs or groups.

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Moss is a tiny bug.

Look at the moss.

Kin of Botrych.

Almost is a

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Joint Productive Activity
WHERE DO WE GO FROM HERE?
What do you see?
## Differentiated Instruction

Planning and implementing instruction.

- Student readiness
- Student interest
- Student learning profile
- Foundations of Biography
- Foundations of Language

### Making It Happen

Differentiate along the lines of:

- Content
- Process
- Product
- Teaching and Learning
  - Biography-Driven
  - Strategies-Rich
  - Promoting Positive “States of Mind”

### Respectful Work*

All students’ tasks and assessments should be:

- Focused on what matters most in the curriculum.
- Structured to necessitate high-level thinking.
- Equally appealing and engaging to learners.
- Critical Reflection
  - Assessing and affirming Student Performance/Outcomes

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Multiple Perspectives

1. Madeline Hunter’s Direct Instruction Model
2. Tomlinson’s Differentiated Instruction
3. CALLA’s Five Phases to Design a Learning Strategy Lesson
4. SIOP [Sheltered Instruction Observation Protocol]
   * Preparation    * Building Background
   * Comprehensible Input    * Learning Strategies
   * Interaction    * Practice/Application
   * Lesson Delivery    * Review & Assessment
Flavor of the Month

- AVID
- Open Court
- Success For All
- Read 180
- Singapore Math
- Envision Math
- Background Knowledge (BK3)
- States of Mind
- Affective Filter

- Quadrant: Complexity of tasks
- Learning Strategies
- Student Learning Strategies

Teaching & Learning
Activate – Connect - Affirm

Critical Reflection
Access – Engagement - Hope

Fundamentals of Biography
Fundamentals of Language

- ZPD
- i+1
- i+TPSI

- SLA
- BICS/CALP
- CUP/SUP
COMPREHENSIBLE INPUT: SCAFFOLDING IN INSTRUCTIONAL SETTINGS

• Superficial: Not Cognitively Anchored
• Not Instructionally Linked

• Deep: Cognitively Anchored
• Instructionally Linked

No Accommodation

Celebrate foods, holidays, customs but not tied to instruction

Use of familiar language, personal language, personal disclosure etc. but not tied to instruction

Systematic and strategic use of funds of knowledge, prior knowledge, background experiences to promote higher-order thinking, community culture, etc.

(Adapted from Reading First, 2005)
Providing comprehensible input through varying degrees of linguistically and cognitively demanding tasks.

Varying group configurations (i + Tpsl).

Supporting the native language.

Actively monitoring teacher “state of mind.”
Culturally Responsive Teaching Is...

...using the *cultural characteristics*, *experiences*, and *perspectives* of ethnically diverse students as conduits for teaching them more effectively. It is based on the assumption that when academic knowledge and skills are situated within the *lived experiences* and frames of reference of students, they are more *personally meaningful*, have higher interest appeal, and are learned more easily and thoroughly.

• Affective Filter (Krashen, 1981)
• States of Mind (Jensen, 2006)
• Second Language Acquisition (Krashen, 1981)
• Prism Model (Thomas & Collier, 2002)
• BICS & CALP (Cummins, 1981)
• Transfer: From L1 to L2 (Cummins, 1996)
• Biography (Herrera, 2011)
• Range of Contextualization (Cummins, 2000)
• i+tpsl (Herrera, 2011)
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Shuffling the Deck

High Cards

Middle Cards

Socio-cultural Capital  Human Experience Capital

Low Cards

Financial Capital  Socio-cultural Capital

Home  CLD Student Biography  School
Biography-driven instruction is sustainable with any program type. It should be viewed as an overlay or +1 to your school’s curriculum & programming.
THE TEACHING CYCLE

Think of a Lesson and its Three Phases

Before → During → After
I am responsible to...

When: Before, During, & After
How: Activate, Connect, Affirm
Opening = Activate
• Think about all the words that come to mind when you see the prompt.

• Write or draw the words you think of in the boxes.
Levels of Knowing a Word

1. Have never seen it before.

2. Have seen or heard the word before, but don’t know what it means.

3. Vaguely know the meaning of the word; can associate it with a concept or context.

4. Know the word well; can explain it and use it.

*Dale, 1995*
Students uncover their background knowledge.

A risk-free environment is essential.

The teacher is a silent observer.
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**Activate, Connect, Confirm**
ACCESS: Grouping Configurations

Total Group
(Students to Class)

Partner
(Student to Student)

Individual
(Student to Teacher/Teacher to Student)

Small Group
(Focus on CLD Biography)

*WIDA Alignment: Interactive supports all students benefit from opportunities to discuss and confirm prior knowledge with each other in pairs or groups.
What opportunities do all learners have to share the background knowledge they bring to the topic?

What instances do you see where students’ language/words, regardless of its academic complexity, is accepted and valued?
ACTIVATION

How do the strategies implemented BEFORE the lesson:

Activate CLD students’ background knowledge?

Provide opportunities for students to share, or make public, what they know?

Support students in making meaningful links to new learning?
Remember:

- Small words serve as building blocks for big words.
- Initial misconceptions provide teachable moments.
- Multiple perspectives on words generate discussion about nuances of meaning.
- Cognates are a gateway to academic language.
- Opportunities for student expression support more mature language use.

When you value my words, you value me!
What students already know about the content is one of the strongest indicators of how well they will learn new information relative to the content being presented by the teacher.

(Marzano, 2004)
The teacher facilitates students’ construction of knowledge.

Students relate known to the unknown.

Revoicing

Grouping

Confirming/Disconfirming

Broad/Narrow Strokes of Learning: Connection
John Dewey
(1916)

“It is the responsibility of the school environment to...see to it that each individual gets an opportunity to escape from the limitations of the social group in which he was born, and to come into living contact with a broader environment.”
Opportunities for Student Interaction (i + TPSI)

1. Activate each student’s background knowledge.
   - $i =$ Individual student (Known)

2. Collaborate to learn together.
   - $T =$ Total group (Direct Instruction)
   - $P =$ Pairs/partners (practice and apply)
   - $S =$ Small groups (consensus building, rehearsal)

3. Allow students to document their learning.
   - $I =$ Individual accountability (writing)

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Children need experience to learn and remember. Our short term memory is only about 18 seconds; we remember what has value to us and our brains discard the rest. (Wolfe, 2001)

- Hold students responsible and focus
- Think rather than be passive
- Use visuals, repetition, discussion and connected examples.
CONNECTION PHASE:
BROAD & NARROW STROKES OF LEARNING

- Relate the known to the unknown
- Use strategic grouping configurations
- Revoice to advance learning
- Confirm/disconfirm
- Facilitate students’ construction of knowledge using insights from Activation Phase
There is no such thing as an unmotivated learner. There are, however, temporary unmotivated states in which learners are either reinforced and supported or neglected and labeled.

(Jensen, 2000)
How do the strategies implemented DURING the lesson:

Create conditions that encourage learners to practice and apply new vocabulary & concepts in meaningful and interactive ways?

Engage students in a variety of grouping configurations to promote dialogue & academic vocabulary development?

Support students to come to a thorough understanding & take ownership of the new information?
Closing = Affirm
Gallery of Understanding: Affirmation

Students celebrate their progress & learning

The teacher documents progress in language development and content knowledge
AFFIRMATION PHASE: A GALLERY OF UNDERSTANDING

- Use authentic assessment
- Value each student’s unique linguistic and academic starting point
- Celebrate progress and learning
- Highlight central role of background knowledge in learning process
- Document gains in language development and content knowledge
How do the strategies implemented AFTER the lesson:

- Let the students know their effort during the lesson was worth it and that they learned?
- Allow students to individually demonstrate their learnings?
- Have students reflect on how strategy supported their learning?
DOTS Chart
Summarize: What I Learned

With a partner...

• Use 10 words...

• Summarize what you learned today!
Classrooms are small universes. In those universes, we learn to accept and appreciate one another’s variances—or we learn to resent and be suspicious of differences. We learn to celebrate one another’s victories and support one another’s efforts—or we learn to compete in ways that undermine rather than dignify those with whom we share time and space.

--Tomlinson & McTighe (2006, p. 45)