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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Today’s Facilitators
Introductions

• Name
• Role
• District
• School
• Population Served
“CRT (Culturally Responsive Teaching) is not a set 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


