

# Culturally and Linguistically Responsive Teaching

Kindergarten-Third Grade

~Melissa Wolken, Dual Language/ESL Coordinator/Lead Teacher

# Objectives

- ◆ Examine how your own culture, language, and identity factor in to your teaching.
- ◆ Reflect on the diverse cultures and languages of the students you teach.
- ◆ Understand the role culture and language play in how students learn.
- ◆ **\*\*Learn strategies for maximizing the benefits of varying cultural and linguistic differences among students.**

# Let's do a little digging...



- ◆ Write a short paragraph about yourself. Be sure to include what you feel makes you unique.
- ◆ A mix of race, ethnicity, class, gender, region, religion, and family contributes to every student's cultural identity.

# Now let's time travel...



- ◆ Think back to when you were in elementary school. What were the norms? How were the teachers? What do you remember most about how you learned?

# Back to Present



- ◆ Describe your classroom. What do you consider when you are decorating it? How do students interact? How would you describe your teaching?

# ***Research Matters/Creating Culturally Responsive Schools***

***-Barbara Bazron, David Osher and Steve Fleischman***

- ◆ “Unfortunately, the cultural underpinning of schools in the United States is largely congruent with middle-class, European values (Boykin, 1994), leading many schools to ignore or downplay the strengths of diverse students and their families.”

# What is “culturally responsive teaching”



- ♦ Using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant and effective for them (Geneva Gay, 2002).

- ◆ “We must keep in mind that education, at its best, hones and develops the knowledge and skills each student already possesses, while at the same time adding new knowledge and skills to that base.”

—Lisa Delpit



# Why is it important?

- ◆ Cultural disconnect can lead to poor self-concepts, discipline problems, and poor academic outcomes for ethnic minorities.
- ◆ Cultural differences can sometimes be misinterpreted as misbehavior. (Osher, Cartledge, Oswald, Artiles, & Coutinho, 2004)



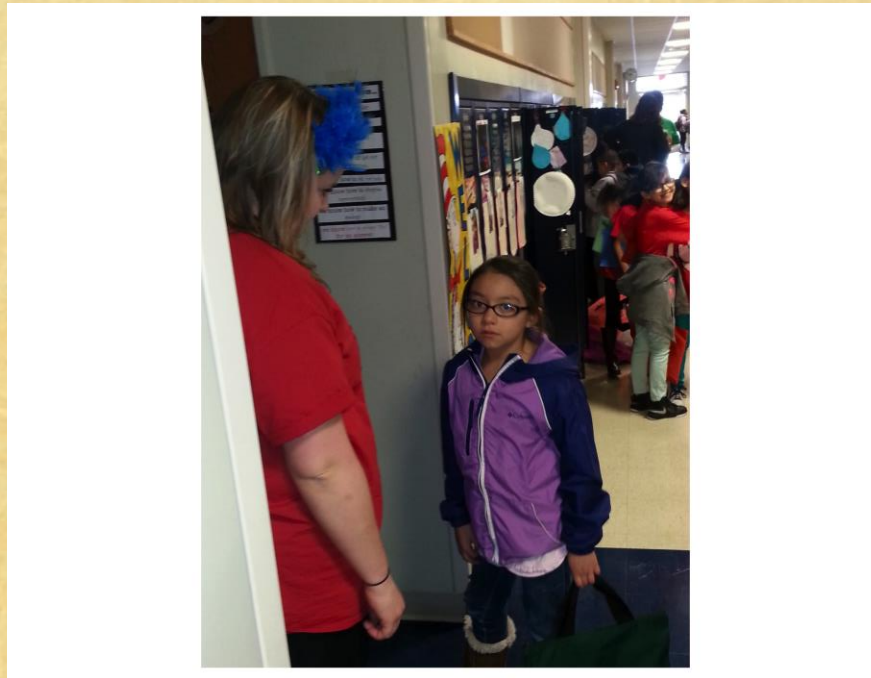
# A Framework for Culturally Responsive Teaching

Raymond J. Wlodkowski and Margery B. Ginsberg

- ◆ **Establishing inclusion**—creating a learning atmosphere in which students and teachers feel respected by and connected to one another.
- ◆ **Developing attitude**—creating a favorable disposition toward the learning experience through personal relevance and choice.
- ◆ **Enhancing meaning**—creating challenging, thoughtful learning experiences that include student perspectives and values.
- ◆ **Engendering competence**—creating an understanding that students are effective in learning something they value.

# What we can do

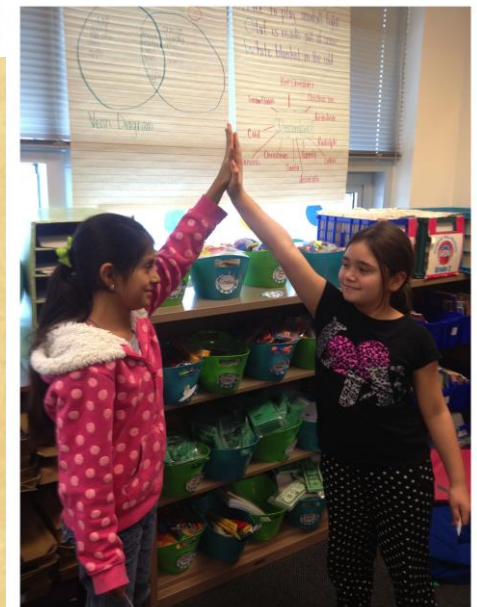
- ◆ Build **Relationships**- 2x10 Positive Relationships
- ◆ Use **surveys/questionnaires** to learn more about students, their interests, and how they learn-**example Multiple Intelligence questionnaire**



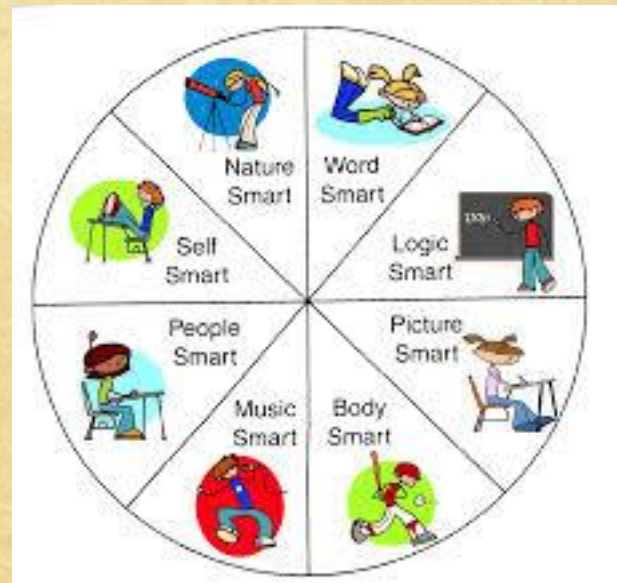
- ◆ Match instruction to cultural norms for social interaction to enhance students' social skills development and problem-solving ability- less lecture, more **cooperative learning and discussions-**

### Kagan's Essential 5:

- ◆ 1. Rally Robin
- ◆ 2. Timed Pair Share
- ◆ 3. Round Robin
- ◆ 4. Rally Coach
- ◆ 5. Stand Up, Hand Up Pair Up



- ◆ **Use brain-friendly teaching** (multiple intelligences- naturalistic, bodily-kinesthetic, musical, interpersonal, intrapersonal, visual-spatial, logical-mathematical, and verbal-linguistic).



-teach according to MI survey results, informal observations, findings from 2X10s



- ◆ Use **aspects of their cultures** with which you are comfortable: make analogies to cars, animals, sports, music, whatever they are interested in (consider when decorating or choosing books).

- “The crowd fell silent and was frozen in anticipation. Kobe Bryant soared *like a bird* over the court. *Like an eagle*, he flew over LeBron James and dunked the ball. The basket was a big nest, and nothing could stop him.”- Rajagopal

- ◆ Use student-centered vocabulary, stories & examples.



Erin K.

Things That Grow

sunflowers  
daffodils  
leaves  
tulips  
roses  
grass  
strawberries  
corn  
lilacs  
blueberries  
cucumbers  
carrots

tomatoes  
peppers  
petals

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Seed Words

seeds  
bean seeds  
pea seeds  
helicopter seed  
seed coat  
embryo  
cotyledon (food)  
germinate  
grow  
deer

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Drink and Breathe

roots  
minerals  
plant  
carbon dioxide  
stem  
bugs

Plant Needs

dirt  
soil  
rain  
water  
oxygen  
photosynthesis  
chlorophyll  
deer  
sun

- ◆ Make real-life, relevant connections to curriculum, purposefully prepare learning centers.





- ◆ Offer students **choices** when possible, i.e. Project-Based Learning- **Present butterfly life cycle in picture form, dramatically, through song, diagram, or story.**
- ◆ When asking questions or giving directions, adjust **wait time** to enhance classroom participation and the development of critical thinking skills.
- ◆ Teachers need to be sensitive to **transition challenges and collaborate with families** to develop ways to ease the stress caused by them.
- ◆ **This transition may be most difficult at the beginning of the school week, after students have been immersed in their home culture or language over the weekend**



- ◆ **Help families** gain “cultural capital”-the skills to negotiate the education system and knowledge of the norms of behavior that govern schools (Briscoe, Smith, & McClain, 2003)

~Teachers can help by **talking with parents** directly rather than using more formal written communications, such as letters or notes



“We all smile in the same language.”

- ◆ [https://www.ted.com/talks/rita\\_pierson\\_every\\_kid\\_needs\\_a\\_champion?language=en](https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en)

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