

Welcome to the Webinar!

Culturally Responsive Models for English Language Learners

We will be starting soon.



Culturally Responsive Models for English Language Learners

April 4, 2012



About the Resource Center

The **U.S. Department of Education** is committed to promoting effective practices, providing technical assistance, and disseminating the resources critical to ensuring the success of charter schools across the country. To that end, the Education Department, under a contract with American Institutes for Research, has developed the **National Charter School Resource Center**.

Presenter

Dr. JoEtta Gonzales

Director

Equity Alliance at Arizona State University



Culturally Responsive Teaching and Learning for English Language Learners

National Charter School Resource Center

April 4, 2012

Webinar Outcomes



Explore the rationale for using culturally responsive approaches with English Language Learners and other Culturally & Linguistically Diverse Learners



Understand the characteristics of culturally responsive pedagogy and practice



Consider ways to implement culturally responsive practices in your setting through Questions & Answers

Polling the Participants

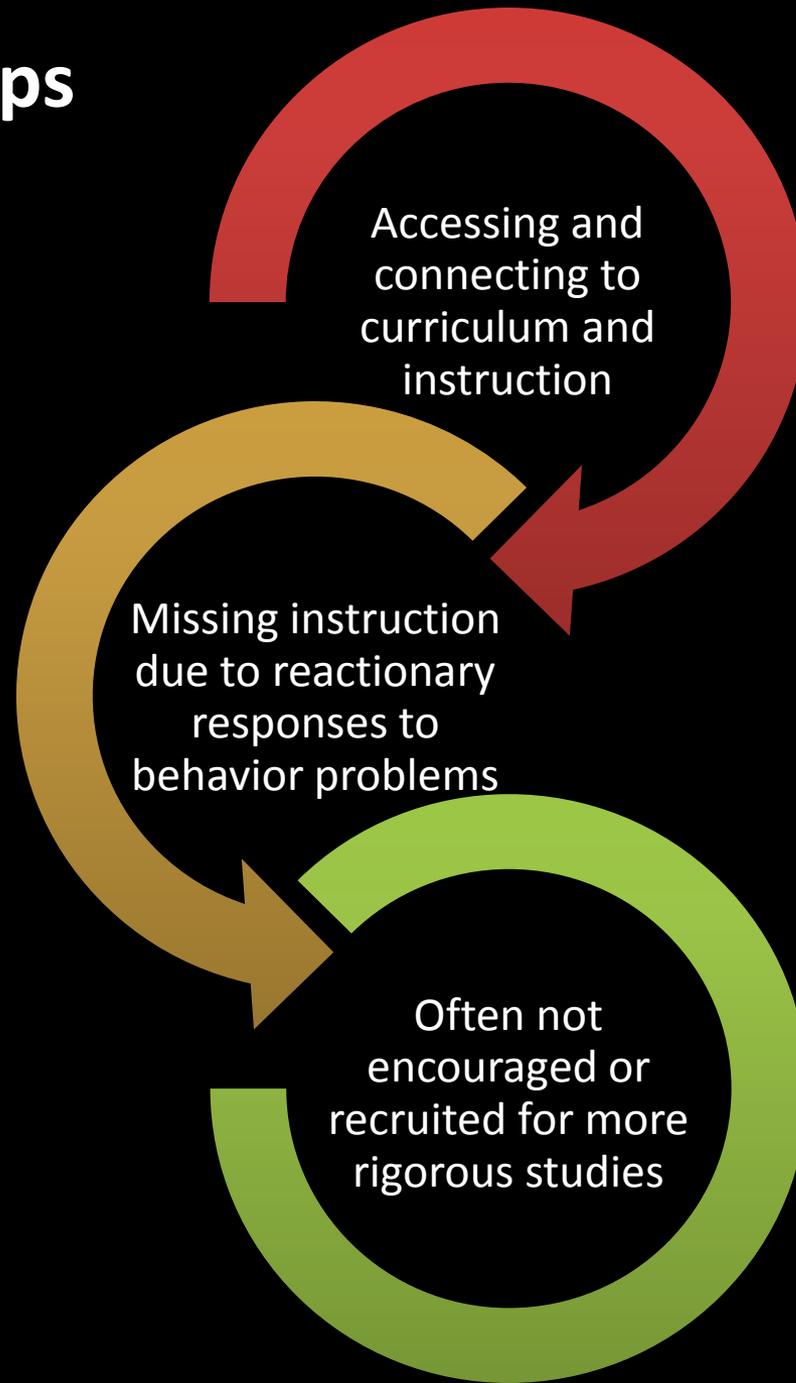


**Who is
participating in
this webinar?**



Geneva Gay (2000) defines culturally responsive teaching as using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches *to and through* the strengths of these students.

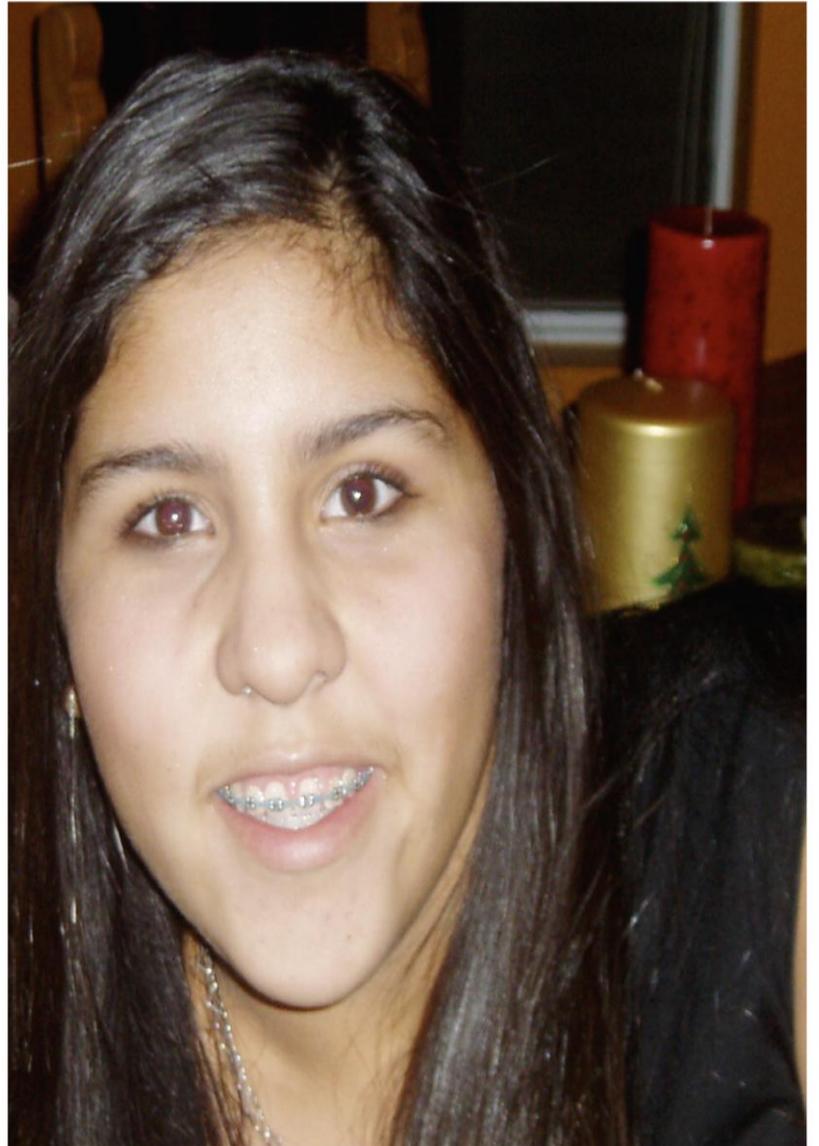
Opportunity Gaps



Elena

They shouldn't have put me in basic math when I got here. I should have been put in Algebra. But the counselor said I would be better off in the basic math class because Algebra had too much vocabulary and I shouldn't take it until I learned more English.

Basic math was stuff I already knew, but that's just the way it was. It felt like I was wasting time with stuff I already knew – wasting time because I didn't know English.



Tai

It was too hard for me. I cried when I went to school because I didn't know anything. I was in first grade. I couldn't talk to anyone, and I didn't have any friends. The teacher would talk all day, and I didn't know what she was saying. One time I got in trouble because I wasn't following directions. But I didn't know!

I didn't know my ABCs so I couldn't read or write. When I got to second grade, they sent me to a little room to take a test. I didn't do good and they made me go to the resource room. I had to go there and we got to play with clay and shaving cream and we got to color. Sometimes I would cry and the teacher would give me candy.

Now I'm in third grade, but I still can't read or write good. I hate school because I feel stupid.



Consider the needs of students like Elena and Tai in your charter school

How are their language differences viewed?

How are their ability differences viewed?

What are the steps taken when making decisions about what to teach or how to teach it?

Socio-Historical Context



Culture is not inherited;
rather we are socialized
to behave according to
traditions established
over generations



The cultures of schools
may or may not be in
harmony with the culture
each student brings to
school



Schools greatly influence
how young people see
themselves and therefore
need to understand and
validate their
backgrounds



From a Deficit Based Model to an Assets Based Model

Early intervention in the primary language can prevent disabilities

Primary language and culture are strengths to be build upon

**All Children
Can Learn**

Students not succeeding in school need high quality instruction

Students who are differently labeled and/or culturally and linguistically different should be educated in an inclusive environment.

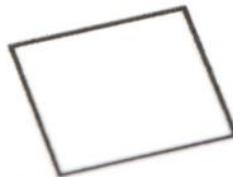
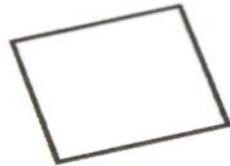
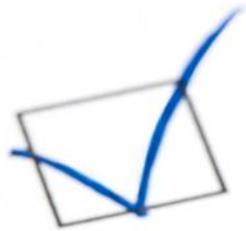
Questions to ask ourselves...

Do we know enough about our students' strengths?

Are we providing the right opportunities?

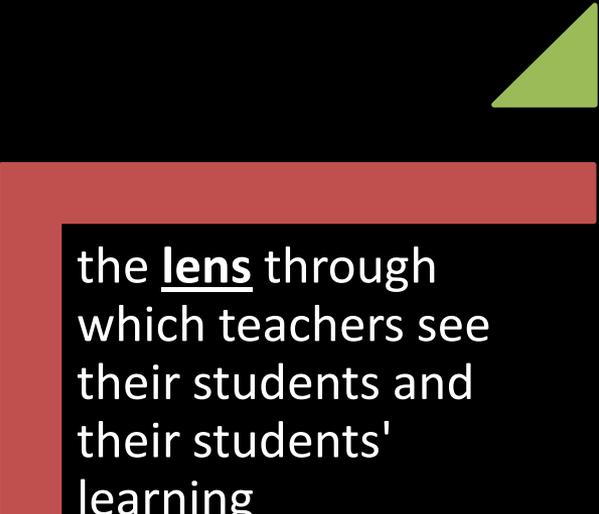


Polling the Participants

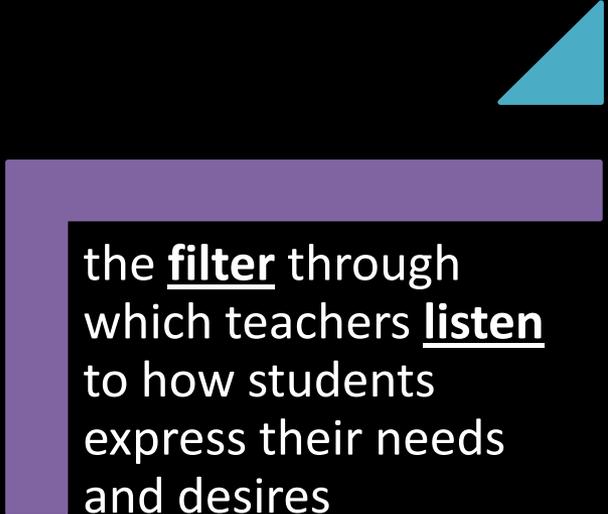


What are your thoughts regarding the need for culturally responsive approaches with ELLs?

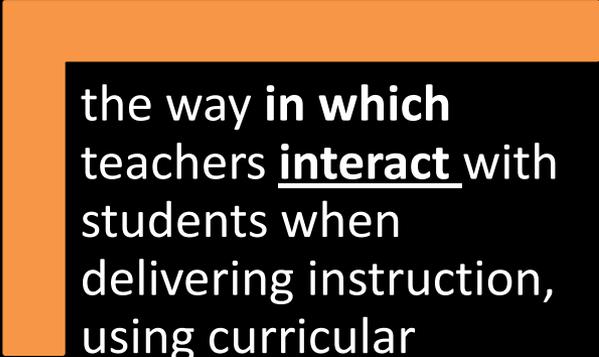
Culturally Responsive Teaching is...



the lens through which teachers see their students and their students' learning



the filter through which teachers listen to how students express their needs and desires



the way in which teachers interact with students when delivering instruction, using curricular materials, and making educational decisions

Gay (2000) describes culturally responsive teaching as having these characteristics:

It acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.

It builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities.



Gay (2000) describes culturally responsive teaching as having these characteristics:



It uses a wide variety of instructional strategies.

It teaches students to know and praise their own and each others' cultural heritages.



It incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools (p. 29).

Polling the Participants



Where do you spend the most energy when planning for ELLs?

- Environment
- Curriculum
- Instruction & Assessment
- Climate

Four foundational culturally responsive teaching strategies:



1) Actively engaging students in learning

2) Connecting students' new learning to their prior knowledge and lived experiences

3) Including diverse cultural representations & multiple perspectives

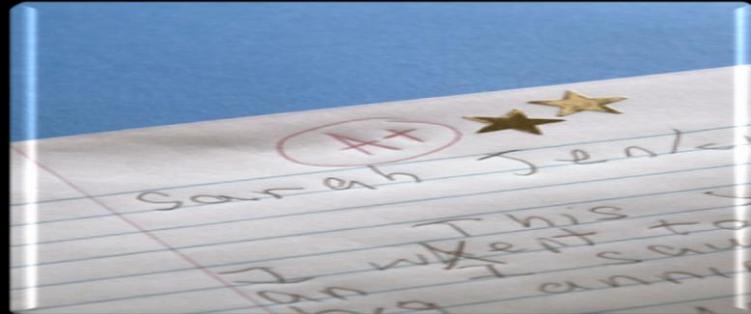
4) Assessing student knowledge to inform instruction

Instruction & Assessment

The background of the slide features a collection of school supplies. A blue ruler is positioned horizontally across the middle. Above it, a circular protractor is visible. In the foreground, several colorful markers (green, yellow, and red) are scattered. The entire scene is set against a warm, orange-toned background.

Culturally responsive curricula reflect multiple ethnic and cultural perspectives; and incorporate everyday-life concepts, such as the economics and consumer habits, of various cultural groups in the teaching of new content.

Curriculum that is culturally responsive includes...



A variety of perspectives.

Discussions of social contexts, including issues of equity and justice.

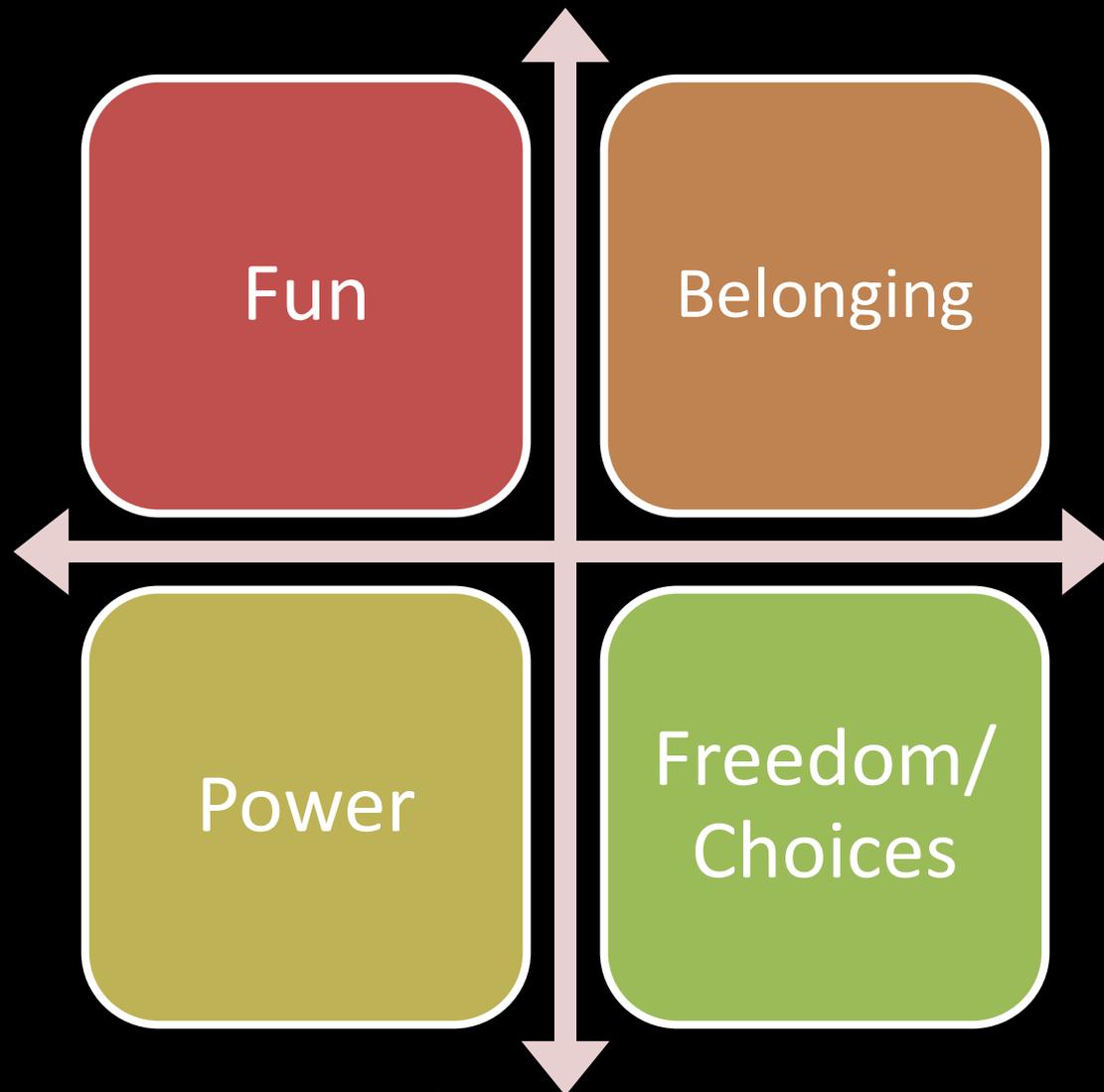
Activities that foster critical thinking and the development of self-awareness.

Safe

Organized

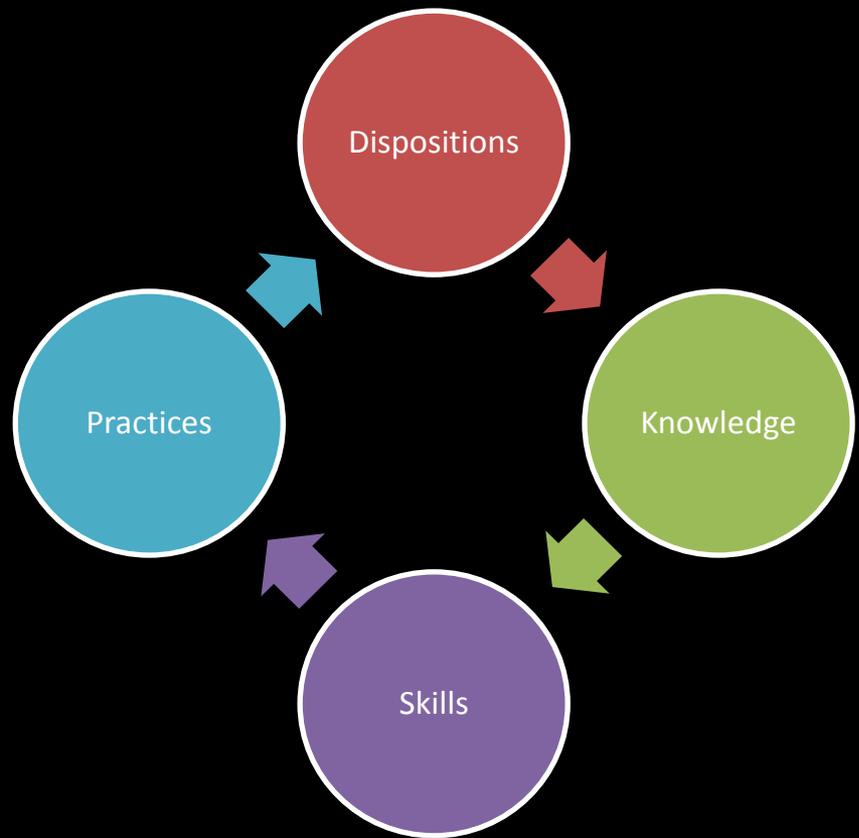
Welcoming

Environment



Climate

Culturally Responsive Teaching includes one's dispositions, knowledge, skills and practices



Culturally responsive teaching begins with a specific set of dispositions about teaching culturally and linguistically diverse students.



Bringing it Full Circle



What are the things about Elena and Tai that you will want to remember when planning to meet the needs of English learners in your charter school?

- Language factors
- Ability factors

What culturally responsive approaches do you want to enhance in order to meet the needs of students like Elena and Tai?

Planning for Action



Think about the work you are currently doing to be culturally responsive for ELLs and other CLD students.



What are the culturally responsive elements already present?



What might you add to enhance the cultural relevancy of your current approaches?

Q & A

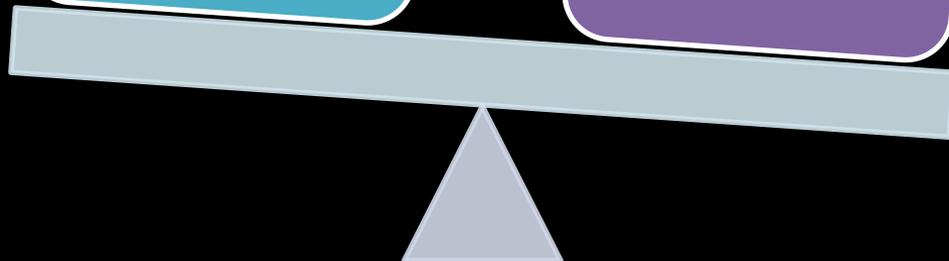
What makes sense for you?

What doesn't?

What questions does this raise?

Where is your current focus?

Where do you want to focus?



Tools for Learning: www.equityallianceasu.org

Learning Carousel
 Area » Practitioner: Teaching Design and Practices

[Untitled Record](#)
 Colorín Colorado,
A free web-based, bilingual service that provides information, activities, and advice for educators and Spanish-speaking families of English language learners. Also includes information about accommodations and evaluation, informal assessment, standards-based writing, bilingual parent tips about testing, recommended guides and research, and a webcast.

Learning Carousel
 Tool for Cutting Edge Research-Based Practice

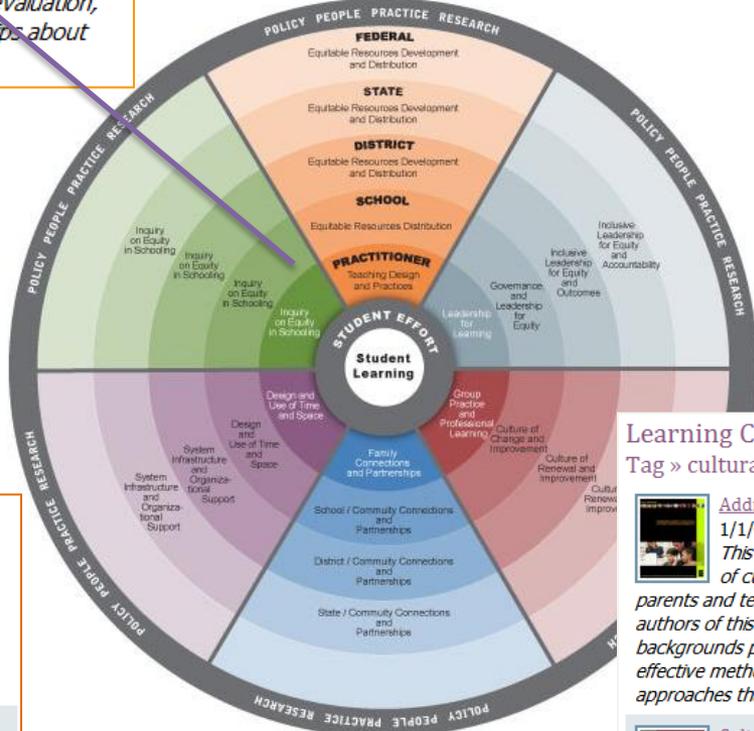
Access professional learning materials in three ways! Click by category, tag or search for a specific systemic change element.

Search

Tags

academic accountability achievement assessment based behavior center challenges change childhood children community **culturally** design development disabilities disproportional district diverse dropout early **education** effective english **equity** families group guide identified improvement inclusive information inquiry instruction **intervention** language leadership **learning** linguistically literacy national outcomes parents policy **practice** practitioner prevention professional programs public reform report research resources response **school**

- ▶ Early Intervening
- ▶ Education
- ▶ Equity
- ▶ Families
- ▶ Instruction
- ▶ Leadership
- ▶ Policy
- ▶ Principals
- ▶ Professional Learning
- ▶ Reform



Learning Carousel
 Tag » **culturally**

[Addressing Diversity in Schools: Culturally Responsive Pedagogy](#)
 1/1/04 - Heraldo Richards, Ayanna Brown, Timothy Forde
This practitioner brief deals with how to address educational needs of culturally and linguistically diverse students. It applies to all parents and teachers of culturally and linguistically diverse (CLD) children. The authors of this article suggest that as more and more students from diverse backgrounds populate 21st century classrooms and efforts mount to identify effective methods to teach these students, the need for pedagogical approaches that are culturally responsive intensifies...

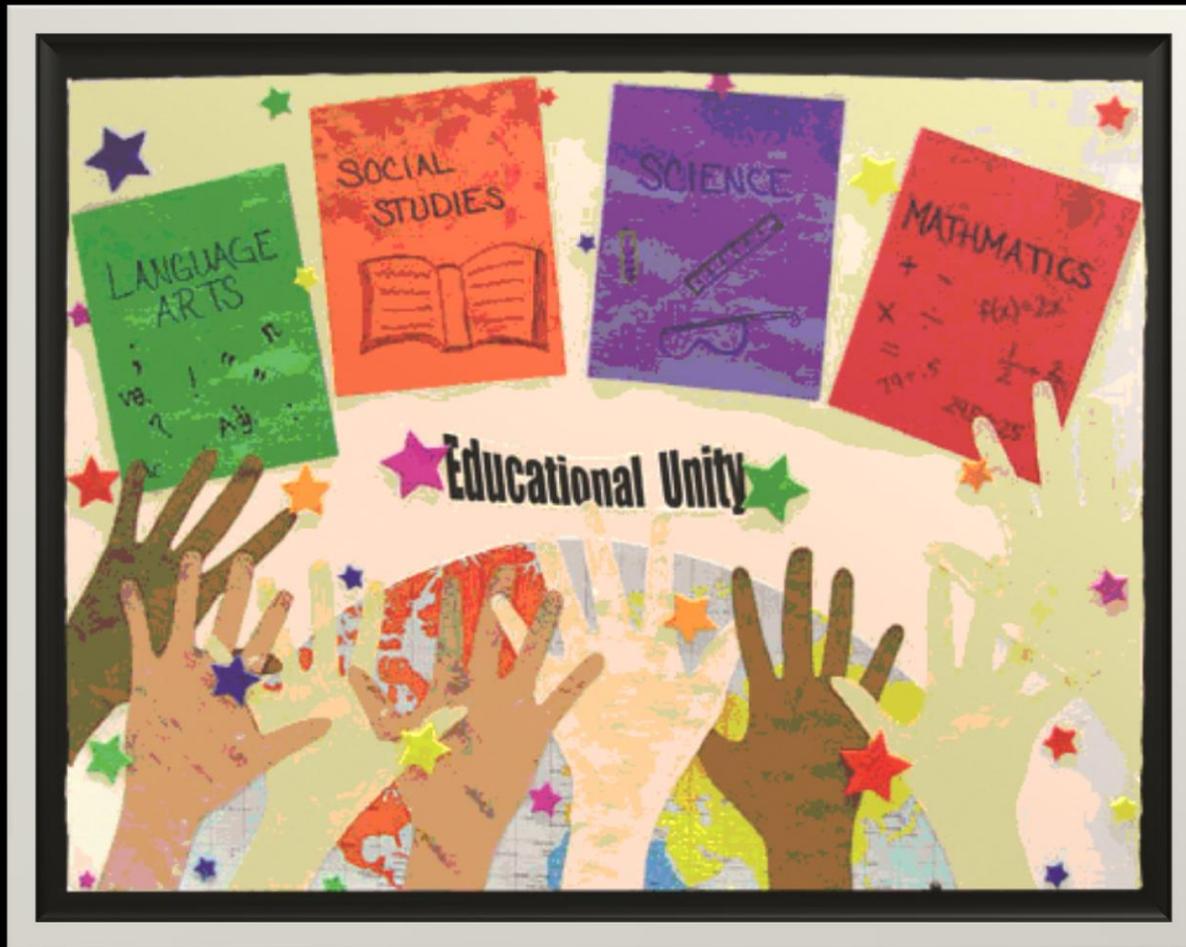
Learning Carousel
 Category » Professional Learning

[Building Inclusive Schools Webinar](#)
 1/1/09 - Equity Alliance at ASU,
The focus of this webinar is Building Inclusive Schools and provides activities and tools to use in your school to engage others in creating environments where all students belong, are included, and are empowered.

[Cultural Identity and Teaching](#)
 1/1/05 - Kim Kennedy White, Shelley Zion, Elizabeth Kozleski
This On Point is the second in a series of three On Points that explore issues around culture and teaching. The first On Point operationalizes the way in which NIASI defines culture and how to think about educational settings and scenarios from the point of view of culture. While this On Point focuses on teacher's identity, the third On Point in this series addresses how classrooms are enriched by the funds of knowledge and assets that children and their families bring with them from their...

[Collaborative Leadership Teams](#)
 1/1/04 - National Center for Culturally Responsive Educational Systems,
Culturally responsive educational systems are grounded in the belief that culturally and linguistically diverse students can excel in academic endeavors. Leaders at all levels require knowledge of professional development design, the change process, research findings, data-supported decision making, and an array of collaborative communication skills and processes. Effective leadership development supports participants in accessing and applying culturally responsive practices. The academies...

Equity exists, in part, to the degree that all students feel they belong, are included, and are empowered.





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Questions?



Raise your hand or enter your question in the chat box
on the left side of your screen.

Thank you for participating.

- Learn more about future webinars in the ELL series hosted by the National Charter School Resource Center:
<http://registration.airprojects.org/NCSRCELL/register.aspx>
- This webinar will be archived at the following website:
<http://www.charterschoolcenter.org/webinars/>
- Please share your feedback with us through the evaluation.

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