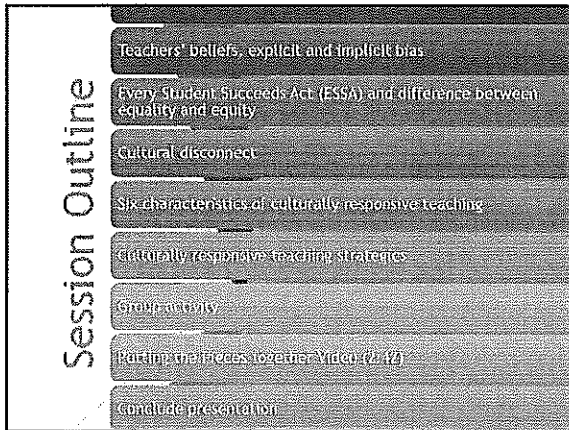
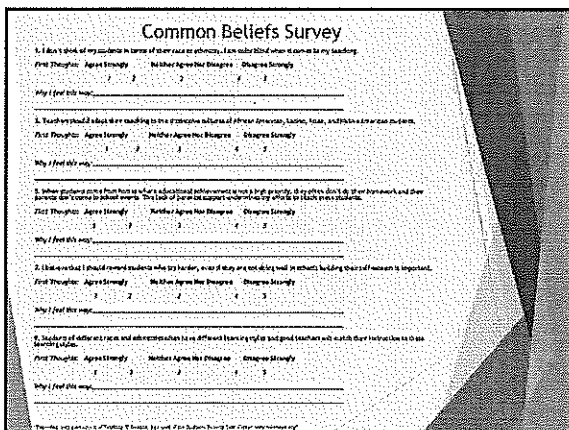



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2



3




Teachers' Beliefs...

- begin before entering the classroom to teach;
- can be positive or negative;
- influences how teachers teach;
- should be examined within the context of race, ethnicity, culture, social class, gender, sexual orientation, disability, language, religion, and geography.

4

Explicit Bias & Implicit Bias

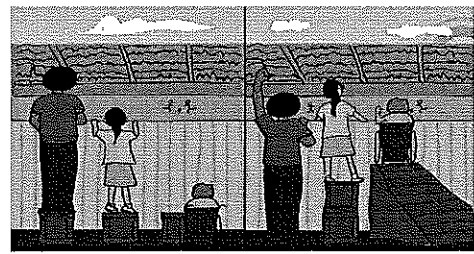


Explicit bias
Very clear about his or her feelings and attitudes, and related behaviors are conducted with intent. It is conscious and controllable.

Implicit bias
A behavior that arises from subconscious associations. It is automatic and natural to our experience and often unavoidable. If unchecked, it can lead to self-fulfilling prophecy.

Examples of implicit bias include:
Stereotyping certain groups, for example, "all teenagers are lazy."
Gifted students need no extra help.
Instructors might treat students with physical disabilities as if they may also have mental disabilities, and thus require more attention.
"Black students are suspended disproportionately and are more likely to be referred to the office for more subjective reasons".

5



Equality **Equity**

6

Cultural Disconnect

- The student population is becoming increasingly more diverse.
- When teachers do not take this into account, some students may struggle to learn.
- The alternative to color blindness is multiculturalism: Celebrating and affirming differences.
- At its best, multiculturalism is an ongoing process of questioning, revising, and struggling to create greater equity in every aspect of school life.
- To engage students effectively in the learning process, teachers must know their students and their academic abilities individually.


7

Six Characteristics of Culturally Responsive Teaching

- 1. VALUING AND AFFIRMING**
Valuing each student's culture and language as assets that enhance learning.
- 2. CHALLENGING**
Challenging students to learn and grow by providing them with rigorous and relevant learning experiences.
- 3. TRANSFORMING**
Recognizing and addressing the social, cultural, and linguistic barriers that may hinder learning.
- 4. EMPOWERING**
Empowering students to take ownership of their learning and to become active participants in the classroom.
- 5. CULTIVATING**
Cultivating students' cultural and linguistic assets and using them to enhance learning.
- 6. LIBERATING**
Liberating students from traditional learning models and practices that may be culturally insensitive or irrelevant.

8

Culturally Responsive Strategies for Effective Teaching: Tools for your Toolbox




- Welcoming each student by name when they enter the classroom, taking care to pronounce names correctly.
- Understanding cultural and/or linguistic differences by asking questions and demonstrating a desire to learn your students' names and backgrounds.
- Including different cultures and languages in your curriculum.
- Using vocabulary and language to build understanding and promote academic success.
- Presenting real-world problems and scenarios that require students to use their cultural knowledge and skills to solve the problem.
- Building knowledge and learning skills across the globe via technology and learning with the global.

9

Tools for your Toolbox

- Delivering different forms of content that include playing games, writing, illustrating, watching a video, reading an article, completing projects, listening to you teach.
- Varying instructional delivery that includes: shared experiences, learning stations and centers, web quests, learning maps, learning solutions, learning activities.
- Integrating peer tutoring, cooperative grouping, flexible grouping, and think-pair-share activities into the lesson allow students to regularly learn and process content together. African American youth thrive on intense and sensitive peer relations.
- Using multiple teaching strategies daily helps to ensure that you are meeting the needs of all culturally diverse students. Consistency is key to being an culturally responsive teacher.
- Setting clear expectations for behavior and learning. Enforce them equally for all students.
- Increasing oneself in multicultural experiences - It inspires creativity.
- Becoming a "life-long learner".

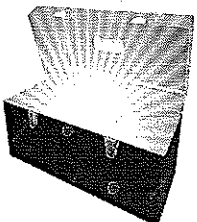


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Tools for your Toolbox

Culturally Responsive Teachers are Introspective and Might Ask:

- What is the total or wider breakdown of the students that I typically send from my class for disciplinary actions?
- How often do I send the same students for disciplinary actions?
- What messages am I communicating to the students who are the recipients of these actions?
- What messages am I communicating to their classmates?
- Is the behavior of my students getting better? How do I know? If it is not getting better, why not?
- Do I dispense disciplinary referrals fairly on the basis of race and gender?
- Are disciplinary actions stereotypic or simply sanitized?
- Do I distinguish culturally specific behaviors from behavioral insensitivity?
- If students have substantial behavioral differences, have I taught them the skills that they need to know?
- Am I punishing students for my lack of ability in effective behavior management?
- Do I punish students because of my lack of ability in effective instruction?



11

Common Beliefs Survey

Materials

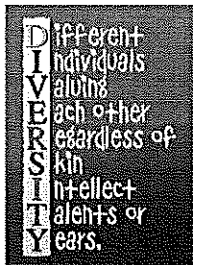
- Common Beliefs Survey
- Common Beliefs Background Information with Questions to Consider Sheet
- Sample Action Steps Sheet (use as a resource)

Group Activity

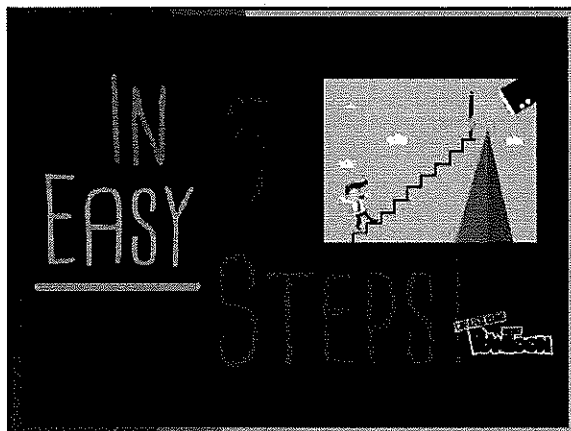
- Calculate Area and add each member's rating of belief statement (75 of group members)
- Each Group Member Shares Rating of Belief Statement and Why You Took This Way
- Read and Discuss "Common Beliefs Background Information" and "Questions to Consider" sheet
- Identify At Least One Believed "Action Step" that might help you and others better serve racially and ethnically diverse students (use SAMPLE Action Steps Sheet for ideas)

Share

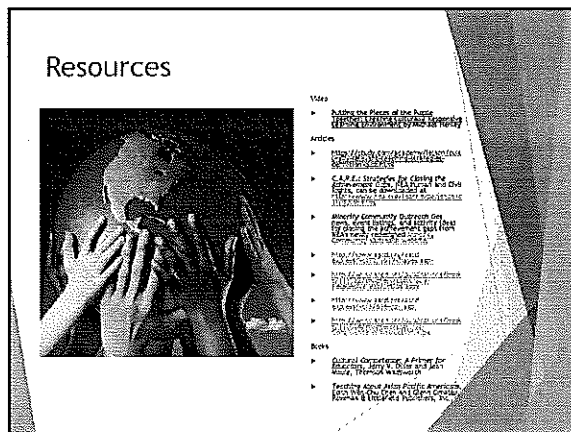
- Common Beliefs Statement
- Average Rating for Group
- Brief Synopsis of Group Discussion and Common Action Step



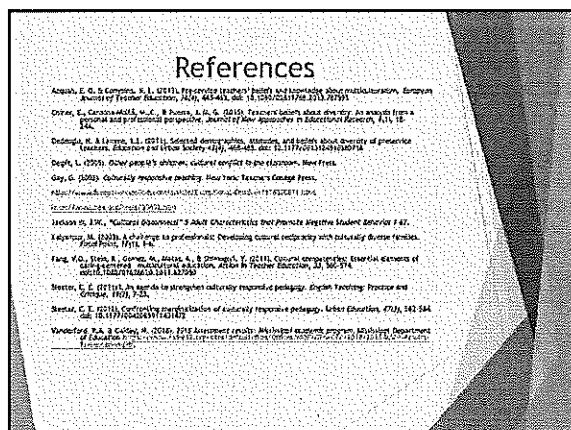
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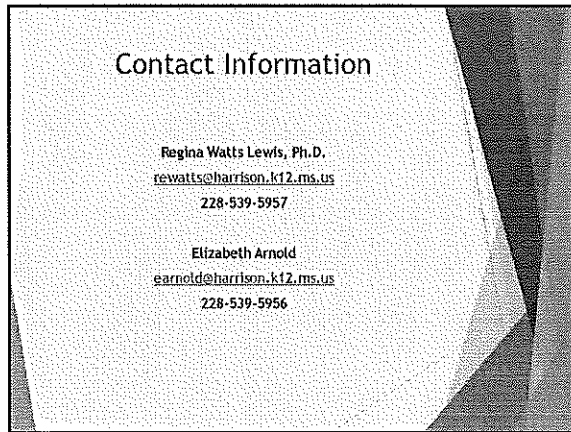
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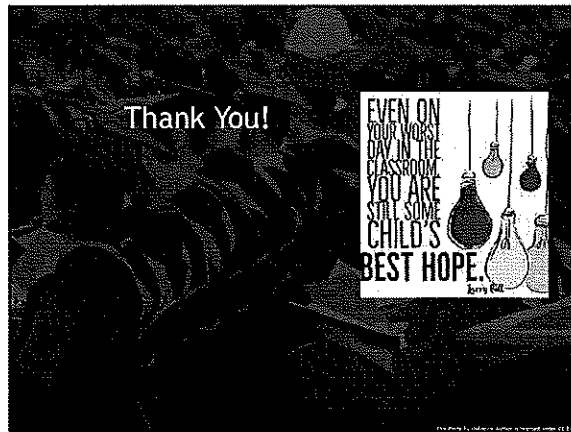
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