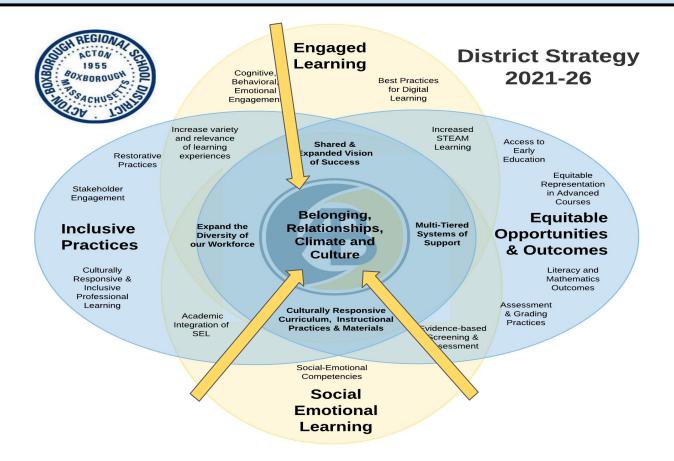
# Culturally Responsive Practices

March 7, 2024

### **Our Why**



Culturally Responsive Teaching (CRT) is defined as "an educator's ability to recognize students' cultural displays of learning and meaning-making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content to promote effective information processing." (Hammond, 2015).

CulturallyResponsiveTeaching

## **Culturally Responsive Teacher Leaders (CRTL)**







## Ready For Rigor Framework

#### **READY FOR RIGOR**

A Framework for Culturally Responsive Teaching



#### **AWARENESS**

- · Understand the three levels of culture
- Recognize cultural archetypes of individualism and collectivism
- · Understand how the brain learns
- Acknowledge the socio-political context around race and language
- · Know and own your cultural lens
- Recognize your brain's triggers around race and culture

INFORMATION PROCESSING

Broaden your





#### LEARNING PARTNERSHIPS

- Reimagine the student and teacher relationship as a partnership
- Take responsibility to reduce students' social-emotional stress from stereotype threat and microagressions
- Balance giving students both care and push
- Help students cultivate a positive mindset and sense of selfefficacy

#### Validation

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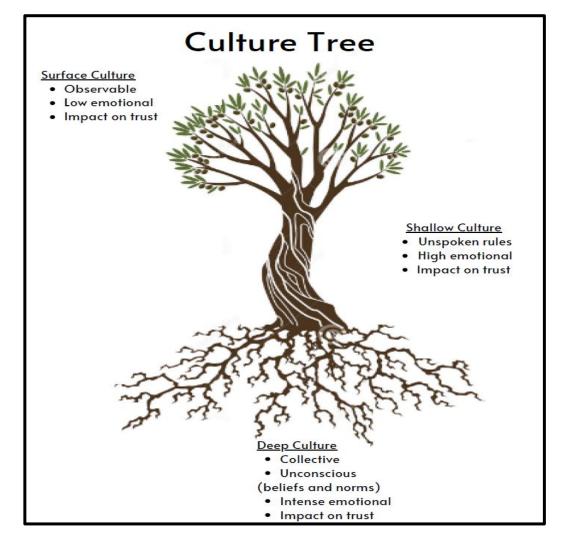
#### COMMUNITY OF LEARNERS & LEARNING ENVIRONMENT

- Provide appropriate challenge in order to stimulate brain growth to increase intellective capacity
- Help students process new content using methods from oral traditions
- Connect new content to culturally relevant examples and metaphors from students' community and everyday lives
- Provide students authentic opportunities to process content
- Teach students cognitive routines using the brain's natural learning systems

- Create an environment that is intellectually and socially safe for learning
- Make space for student voice and agency
- Build classroom culture and learning around communal (sociocultural) talk and task structures
- Use classroom rituals and routines to support a culture of learning
- Use principles of restorative justice to manage conflicts and redirect negative

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## Levels of Culture

Figure 1.1

Many culturally and linguistically diverse students are "dependent learners" who don't get adequate support to facilitate their cognitive growth. Consequently, they are not able to activate their own neuroplasticity.

The Dependent Learner	The Independent Learner
Is dependent on the teacher to carry most of the cognitive load of a task always Is unsure of how to tackle a new task Cannot complete a task without scaffolds Will sit passively and wait if stuck until teacher intervenes Doesn't retain information well or "doesn't get it"	Relies on the teacher to carry some of the cognitive load temporarily Utilizes strategies and processes for tackling a new task Regularly attempts new tasks without scaffolds Has cognitive strategies for getting unstuck Has learned how to retrieve information from long-term memory

Dependent Learner Characteristics vs. Independent Learner

### **Professional Learning**

School Visits



Problems of Practice

Through the Educator Lens



## Questions and Comments