Culturally Responsive Teaching: a Resource Guide for Teachers

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CULTURALLY RESPONSITIVE TEACHING:
A RESOURCE GUIDE FOR TEACHERS

by

John S. Brockway

A Research Project Presented in Partial Fulfillment
of the Requirements for the Degree
Master of Education

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CULTURALLY RESPONSIVE TEACHING:
A RESOURCE GUIDE FOR TEACHERS

by

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ABSTRACT

Culturally Responsive Teaching: A Resource Guide for Teachers

The purpose of this project was to bring to the attention of educators the need to become culturally responsive in their teaching practices. Given the changing demographics within schools in the United States, educators must improve and enhance the learning conditions for their students by understanding the ethnic and cultural backgrounds of all students. A one-day teacher in-service was developed to address the need for educators to develop the practices of culturally responsive teaching while providing this audience with practical examples, information, and strategies to help them more successfully engage their diverse student population in learning.
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Chapter 1

INTRODUCTION

Over the past few decades, the ethnic and racial diversity of the public school classroom in the United States has changed considerably. According to Bandeira de Mello (2000), Anglo, non-Hispanic students comprised 70.3% of the population in U.S. public schools in 1987. By 1996, this percentage decreased to 64.3%. According to Hoffman (2003), in 2002, 60.5% of the student population was categorized as nonminority students. These reports demonstrate the fact that the demographics within the classroom in the U.S. have undergone a noteworthy shift that will probably continue. How educators respond to this shift will have a marked effect on the education of U.S. students.

Statement of the Problem

No longer can educators ignore the reality of their classrooms. Staff of the current educational system in the U.S. is unprepared to teach a large population of students, which includes, but is not limited to, African, Asian, Hispanic, and Native Americans students as well as students who come from low socioeconomic backgrounds. The Anglo American approach to education is no longer sufficient to ensure that all students receive a quality education. With a dramatic increase in the number of minority students who enter U.S. classrooms, educators must adjust their teaching styles and practices.
Purpose of the Project

To help improve classroom instruction for minority students, this author will provide educators with the information they need to become culturally responsive teachers. To aid in this process, a comprehensive chart will be developed to identify recommended methods of instruction and interaction for many of the different ethnic groups in U.S. classrooms. In addition, strategies will be offered to help classroom educators develop and improve multicultural lessons and improve their classroom environment through the use of caring and communication. Also, information will be provided to help educators to locate and use quality multicultural educational material.

The process of providing this information to educators will be in the form of a teacher in service. The teacher in service will be designed to inform teachers, share current strategies, suggest new strategies, and make resources available to aid in classroom instruction and provide continuing professional development.

Chapter Summary

A current trend in U.S. schools is an increase of non-Anglo American students in the classroom. Teachers must acknowledge this trend and embrace the responsibility of becoming a culturally responsive teacher. When this occurs, minority students will become more successful in U.S. schools. An indepth review of literature is presented in Chapter 2 to explicate the rationale for educators becoming culturally responsible. In Chapter 3, this author will outline the target audience, procedures, and goals of this applied project. Chapter 4 will present and discuss the applied project, which will be a
teacher in service. Finally, Chapter 5 will summarize the teacher in service and discuss the limitations of the project while providing recommendations for further research and study.
Chapter 2

REVIEW OF LITERATURE

According to Bandeira de Mello (2000), Banks and Banks (2004), Gay (2000), and Hoffman (2003), the cultural and ethnic demographics in the United States classrooms are undergoing a dramatic change. This change will require educators to adjust their teaching practices if all students in U.S. classrooms are to be successful.

Banks and Banks (2004) strongly recommended that teachers turn to an approach of multiculturalism. More specifically, Gay (2000) indicated that, if all students are to have the opportunity to be successful in school, teachers have to become culturally responsible. Gay suggested that culturally responsive teaching is a teaching methodology that incorporates all students in the learning process. Thus, culturally responsive teaching is routine, in that, “it filters curriculum content and teaching strategies through their cultural frames of reference to make the content more personally meaningful and easier to master” (p. 24) and radical, in that, “it makes explicit the previously implicit role of culture in the teaching and learning, and it insists that educational institutions accept the legitimacy and viability of ethnic group cultures in improving learning outcomes” (p. 25).

This method of teaching has been shown by Brown (2003), Capella-Santana (2003), Jordan and Tempest (1998), and Ladson-Billings (1995) to positively engage minority students in their learning and help them to be successful in U.S. schools. Thus, the purpose of this project will be to help elementary educators in the U.S. to effectively work with and educate non-Anglo American students.
Multiculturalism

Multiculturalism is not a new concept, and it has been in existence since the time of John Dewey. Perry and Fraser (1993) noted that Dewey (1899, as cited in Perry & Fraser) addressed the importance of children being prepared for membership in society. Dewey wrote:

> When the school introduces and trains each child of society into membership within such a little community, saturating him [or her] with the spirit of service, and providing them with the instruments of effective self-direction, we shall have the deepest and best guarantee of a larger society which is worthy, lovely, and harmonious. (p. 14)

Banks (2004) stated that the concept and purpose of multicultural education is to incorporate “the idea that all students – regardless of their gender and social class and their ethnic, racial, or cultural characteristics – should have an equal opportunity to learn in school” (p. 3). Banks suggested that there are students within the U.S. schools system who have a better chance to learn than others, based on their gender, social class, and ethnic, racial, or cultural characteristics. According to Banks, “a major goal of multicultural education is to change teaching and learning approaches so that students of both genders and from diverse cultural, ethnic, and language groups will have equal opportunities to learn in educational institutions” (p. 13). This is the concept of culturally responsive teaching.

The content within this chapter will highlight the importance of teaching responsibly to the diverse student body within the elementary schools in the U.S. This process is known as culturally responsible teaching. To understand this, it is be important to define diversity and culture. Also, it is important to discuss the meaning of culturally
responsive teaching. This will be followed by a review of the frameworks of culturally responsive teaching from three different sources followed by research that supports this concept. Finally, there will be a brief discussion of what the major authors believe is the first step to becoming a culturally responsive teacher.

**United States Changing Demographics**

Authors such as Ginsberg and Wlodkowski (2000) and Grant (2003) emphasized the changing demographics of U.S. classrooms that were noted by Bandeira de Mello (2000), Banks and Banks (2004), Gay (2000), and Hoffman (2003). This change has had a tremendous impact on the current U.S. educational system.

Renta (1999) noted this trend and stated, “One fact is clear, the Hispanic population is increasing and will continue to increase way into the next century” (p. 3) and this population will continue to influence the demographics of U.S. schools as they migrate from all parts of the world. Sue and Sue (2003) reinforced this idea and noted that “people of color have reached critical mass in the United States, and their numbers are expected to continue increasing” (p. 39). They suggested two reasons for this increase: migration and an increase in non-Anglo American birthrates. The result is a “rapid increase in racial/ethnic minorities in the United States” that “has been referred to as the Diversification of the United States or, literally, the Changing Complexion of Society” (p. 39). Sue and Sue indicated that the overall non-Anglo population in U.S. public school is 45%. The implication is that “educational institutions [in the U.S.] must wrestle with issues of multicultural education and the development of bilingual programs” (p. 39).
Perry and Fraser (1993) provided a compelling reason for the need to develop an effective multicultural educational system in the public schools.

Today this nation’s people are [sic] more diverse than ever. If there is to be democracy in the twenty-first century, it must be a multiracial/multicultural democracy. Unless democracy is conceptualized such that all groups are included, democracy loses its meaning. And if a democracy which includes all of America’s people is to be fostered and prefigured in this nation’s educational system, then multicultural education must be at the heart, and not on the margins, of all discussions about education in this country. In this situation, multicultural education becomes not a matter of simply adding new material to the school curriculum, but of fundamentally re-visioning the relationship of schooling to a democratic society. (p. 3)

These authors clarified the need for culturally responsive teaching in U.S. schools.

Diversity and Culture

Singh and Ellis (1997) suggested that diversity is, at the same time, both simple and complex. “In essence diversity means variety, difference in kind, or unlike in nature and qualities. When used in the context of race, ethnicity, and culture, diversity takes on a whole new meaning that has changed over time” (p. 3). Singh and Ellis cited Jones (1990) and stated that “the affirmation of the fundamental value of human diversity in society, with the belief that enhancing diversity increases rather than diminishes quality” (p. 4) suggests the importance of the U.S. becoming a pluralistic society.

Utley, Kozleski, Smith, and Draper (2002) addressed the issue of why cultural diversity must not be ignored. They stated “the social context of learning and the attitudes, values, and behaviors of the family, peer group, and community profoundly
influence students’ emotional, behavioral, moral, and cognitive development” (p. 199). Thus, teachers who choose to disregard students’ culture put those students at a higher risk of failure in school.

Yet, what is culture? How does culture affect education? Singh and Ellis (1997) cited Singh (1995b) as they defined culture as being “the shared values, traditions, arts, history, folklore, and institutions of a group of people that are unified by race, ethnicity, nationality, language, religious beliefs, spirituality, socioeconomical status, social class…or any other cohesive group variable” (p. 4). Also, Sandhu (1994) cited Helman’s (1990) definition of culture and stated that

Culture is a set of guidelines (both explicit and implicit) which individuals inherit as members of a particular society and which tells them how to view the world, how to experience it emotionally, and how to behave in it in relation to other people. . . and to the natural environment. (pp. 6-7)

Katz (2003) made a distinction between a child’s culture and heritage. She explained that culture is the experience that the child has every day which could be very different from his or her parents’ and or grandparents’ childhoods. The heritage of the child is the “customs, beliefs and patterns of behavior of the child’s predecessors or even ancestors which are worthy of knowing about and understanding” (p. 14). Katz noted that culture changes and will continue to do so. Also, she reminded the reader that “culture is largely about aspects of our experience that we are not aware of until somebody or something violates or disturbs them” (p. 15). Thus, educators must provide an environment that helps students develop and cherish their cultural identity and ensure that they feel a part of the classroom community. It cannot simply be done by “good will or of teaching and learning about food, festivals, flags, and fashion” (p. 14).
Hidalgo (1993) cited McGoldrick, Pearce, and Giodano (1982) who suggested that culture be thought of as existing on a minimum of three levels: (a) the symbolic, (b) the behavioral, and (c) the concrete. On the symbolic level are the individual’s values and beliefs which are vital to the individual’s interpretation of the world, yet are the most abstract and complex to articulate. Hidalgo stated that “how we ascribe meaning to our experiences depends on the values we hold and the beliefs that we may have...[and] help us to interpret our experiences and shape socially appropriate behavior” (p. 100). At the behavioral level is how one defines social roles, language spoken, rituals practiced, and the form of nonverbal communication. This level is dynamic and reflects one’s values. Finally, the concrete level is the most observable and tangible. Included at this level are cultural artifacts, music, foods, and artistic works and materials.

Gay (2000) provided a strong definition of culture, and the importance of understanding culture as it is related to education.

a dynamic system of social values, cognitive codes, behavioral standards, worldviews, and beliefs used to give order and meaning to our own lives as well as the lives of others...Culture determines how we think, believe, and behave...and how we teach and learn. (pp. 8-9)

Hayes (1996) stated that “unless students who have been labeled ‘minority’ are encouraged to share their cultures, they may remain silent and isolated” (p. 2). Shade, Kelly, and Oberg (1997) indicated that educators are not accustomed to using culture to understand children’s behavioral and learning styles. It is expected that children abide by the cultural norms of the school and/or the teacher. Any deviation to this expectation is considered inappropriate or deficient. It is this notion of Shade et al. that leads to the purpose of culturally responsive teaching.
What Is Culturally Responsive Teaching?

So, what is culturally responsive teaching? Martin (1997) cited Huber (1991) and reported that the purpose of becoming “culturally responsible in America’s ever-increasing diverse, global society goes one step beyond multiculturalism as it has been implemented in many American public schools” (p. 15). Educators must do more than teach about ethnic groups, also, they need to be receptive of and sensitive to the cultural identity of the learner. In addition, Martin cited Cummins (1992) and stated that “minority groups that tend to experience academic difficulty appear to have developed an insecurity and ambivalence about the value of their own culture identity as a result of their interactions with the dominant group” (p. 16). Phuntsog (1998) expanded on this notion and suggested that minority students tend to feel less valued in school settings, thus many develop a low self-esteem which distances them further from school learning. Hence, it is the responsibility of culturally responsive teachers to affirm the identity of minority students through the validation of their experiences and to implement these experiences into the schooling process and content.

Howard (2001) contended that “the concept of culturally relevant teaching is an attempt to create a schooling experience that enables students to pursue academic excellence without abandoning their cultural integrity” (p. 136). For Ladson-Billings (1995), in culturally relevant teaching, students retain some of their cultural integrity as they attain academic excellence. Thus, “culturally relevant teachers utilize students’ culture as a vehicle for learning” (p. 161). Ladson-Billings noted that it is not enough for children to chose academic excellence and remain culturally grounded. She contends that
if one of the goals of schools is to prepare students for active citizenship then educators must help their students develop the ability to analyze society critically. Finally, Gay (2000) stated that “culturally responsive teaching is a means for unleashing the higher learning potentials of ethnically diverse students by simultaneously cultivating their academic and psychosocial abilities” (p. 20). If educators ignore or demean the contributions that the members of ethnic groups have made to the development of the history, life, and culture of the U.S., then educators can never accomplish the high quality educational program that is sought.

Culturally responsive teaching is more than the idea of multiculturalism in schools (Gay, 2002; Ginsberg & Wlodkowski, 2000; Shade et al., 1997). The main premise behind culturally responsive teaching is the validation of all cultures and ethnic groups within the school structure. It means that teachers need to be aware of their students’ backgrounds as they maintain an awareness of their own cultural and ethnic background and how that shapes their lives and the classroom in which they teach. Understanding this is no easy task and will take time. Educators are challenged to ensure that all students learn. Yet all students do not learn in the same manner. With use of the theory and practices of culturally responsive teaching, it is plausible that all students can learn.

Framework of Culturally Responsive Teaching

There are a number of scholars who have developed a framework for being a culturally responsive teacher. For the purpose of this review, three scholars’ works are
reviewed: (a) Ginsberg and Wlodkowski (2000), (b) Shade et al. (1997), and (c) Gay (2002).

Ginsberg and Wlodkowski (2000)

According to Ginsberg and Wlodkowski (2000), success for minority students is based on the development of an intrinsic motivational strategy. For this strategy, it is necessary to: (a) establish inclusion, (b) develop positive attitude, (c) enhance meaning, and (d) engender competence. Ginsberg and Wlodkowski believe that this framework can be used to provide endless possibilities for students and teachers to create and enhance learning.

Ginsberg and Wlodkowski (2000) cited Singham (1998) who evaluated African and Anglo American students. Singham compared the students’ motivation in regard to extrinsic and intrinsic orientation. Singham established two groups. The first group of African and Anglo American students was told that the test would be used to measure their academic abilities. The result was that African American students did less well than their peers. The second group of African and Anglo American students was told that the test was not related to their academic abilities, but was merely a laboratory tool. The performance difference between the African and Anglo American students disappeared. Singham suggested that not all students are motivated through extrinsic rewards such as: (a) prizes, (b) grades, (c) grade point average, (d) opportunity for select courses, and (e) college. Yet, it is this type of motivation that is commonly used in U.S. classrooms. Unfortunately, students who do not respond to this type of teacher centered approach are stigmatized, and they believe that something is wrong with them. They are described as
lacking ambition, initiative, or self-direction. Singham found that African American students achieved as well as Anglo American students when they were intrinsically motivated. Thus, intrinsic motivation is better for all students, especially those who come from a different cultural and ethnic background than that of dominant school culture of middle class Anglo Americans. Ginsberg and Wlodkowski stated that “this [intrinsic motivation] approach to teaching. . . is respectful of different cultures and is capable of creating a common culture that all students and their teachers can accept” (p. 6).

Ginsberg and Wlodkowski (2000) defined their intrinsic motivational framework as:

1. Establishing inclusion refers to employing principles and practices that contribute to a learning environment in which students and teachers feel respected by and connected to one another.

2. Developing a positive attitude refers to employing principles and practices that contribute to, through personal and cultural relevance and through choice, a favorable disposition toward learning.

3. Enhancing meaning refers to bringing about challenging and engaging learning. It expands and strengthens learning in ways that matter to students and have social merit.

4. Engendering competence refers to employing principles and practices that help students authentically identify that they are effectively learning something they value. (p. 6)

Ginsberg and Wlodkowski characterized those teachers, who engage students in learning, as being perceptive of the ways that students construct meaning of the world and decipher the learning environment. To accomplish this, Ginsberg and Wlodkowski stated that “these teachers seek to understand these differences through direct relationships with students, their families, and various communities” (p. 7) and take every opportunity to provide meaningful learning and not camouflage other perspectives.
Shade et al. (1997) developed a learning community that was culturally responsive. In the learning community, “teachers help the inhabitants of the classroom find a way to work collaboratively toward a goal” (p. 42). Their learning community was based upon five principles: (a) it must be inviting; (b) the leader of the learning community must send personally inviting message; (c) the leader has firm, constant, and loving control; (d) the leader provides students with a sense that they can accomplish the tasks being asked of them and enhances and fosters good academic self-concept; and (e) the leader emphasizes collectivism rather than individualism.

According to Shade et al. (1997), the physical arrangement, lighting, color, and sound of a classroom are important factors that develop a community which is inviting and attracts students to the learning process. In their review of the research, Shade et al. noted that both Sutro and Gross (1984) and Ladson-Billings (1994) found that an inviting classroom is a necessary and vital principle in the development of a community of learners.

According to the second principle, the leader of the learning community must send a personally inviting message. Shade et al. (1997) stated that “culturally responsive teachers are warm, supportive, personable, patient, understanding, enthusiastic, flexible, and stay on task” (p. 47). Teachers who ignore or judge children, misinterpret their behavior or ridicule their language create stress and anxiety for the child. This type of behavior can have devastating consequences which, ultimately, can lead to a decline in the student’s performance and achievement.
The third principle that Shade et al. (1997) presented is that, in an inviting classroom, there is firm, constant, and loving control. In essence, this means understanding the children whose socialization behaviors may be different than that of the teachers. Shade et al. suggested that teachers need to become aware of their students’ community and homes. It is best to observe children in their natural habitat to gain a better understanding of who they are and what is culturally and ethnically acceptable within their community. By understanding the student’s outside world, educators can establish a classroom in which the needs of their students are validated.

In an inviting learning community, students are provided with a sense that they can accomplish the tasks asked of them, the fourth principle that Shade et al. (1997) presented. The premise of this principle is that all students can learn. Shade et al. stated that “academic self-concept or [the] belief that one can function in school is difficult to achieve when the institution and society are constantly bombarding group members with the idea that they are not able to perform” (p. 55). Understanding how students learn, what interests them, believing in them, and having high expectations are key to student success.

Finally, in principle five, collectivism is emphasized instead of individualism. In this principle, Shade et al. (1997) emphasized the need for educators to develop an environment of cooperation which is counter to the value that Anglo Americans place on individualism as important for success in society. Yet, use of “this approach creates rebels within the immigrant and cultural groups because this personality style is
considered a liability in communities that value cooperation, collaboration, and unity” (p. 56). Shade et al. cited Bell (1987) who noted that “about 70% of the population of the world lives in collective cultures. Preference for collectiveness has been found in Chinese, Japanese, Filipinos, Italians, Jews, Greeks, Hispanics, American Indians, Africans, African Americans, Asian Americans, and Latino Americans” (p. 56).

Gay (2002)

Gay (2002) believes that ethnically diverse students can be more successful in schools if teachers become culturally responsible. It is important to understand Gay’s belief about culturally responsive teaching. She defined this as

using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively. It is based on the assumption that when academic knowledge and skills are situated within the lived experiences and frames of reference of students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly. (p. 106)

Gay’s five essential elements of culturally responsive teaching are: (a) develop a cultural diversity knowledge base, (b) design culturally relevant curricula, (c) demonstrate cultural caring and build a learning community, (d) provide cross-cultural communications, and (e) utilize cultural congruity in classroom instruction. Following is a quick overview of how Gay’s five essential elements can be used to help all students, especially those who are culturally and ethnically different than mainstream America.

The first element of being a culturally responsive teacher is to develop a cultural diversity knowledge base. Gay (2002) cited Howard (1999) who stated “We can’t teach what we don’t know” (p. 106). Gay elaborated on this and indicated that teachers need to
know both the content matter and their students in order for their students to be successful in school. Gay believes that teachers must have an understanding of the cultural characteristics and contributions of the different ethnic groups. Additionally, she suggested that teachers need to acquire accurate information about ethnic groups which will lead to the development of a more motivating and exciting learning environment. Also, it will be responsive to and provide representation of ethnically diverse students.

The second element that Gay (2002) believes is necessary to being a culturally responsive teacher is to design culturally relevant curricula. In this element, Gay indicated that, routinely, teachers use three kinds of curricula within their classrooms. These three curricula are: (a) formal plans, (b) symbolic curriculum, and (c) societal curriculum. Typically, formal curriculum is that which is approved by policy laid down by members of the governing organization of the educational system. Generally, these plans are very narrow in regard to ethnic and cultural diversity. Gay provided evidence that these formal plans do not deal with controversial issues such as “racism, historical atrocities, powerlessness, and hegemony; focusing on the accomplishments of the same few high-profile individuals. . . ; decontextualizing women, their issues, and their actions from race and ethnicity; ignoring poverty; and emphasizing factual information while minimizing other kinds of knowledge” (p. 108). Hence, teachers must develop an ability to determine the strengths and weaknesses of such plans and enhance them to improve the overall quality. The second type of curriculum is symbolic curriculum which includes images, symbols, icons, and celebrations that aid in the development of student knowledge, morals, skills, and values. Teachers must be aware of the power that the
symbolic curricula has and utilize it as an tool to communicate valuable information, values, and actions about ethnic and cultural diversity. Finally, Gay cited Cortes (1991, 1995, 2000) who described the third curriculum as societal, in that, it is “the knowledge, ideas, and impressions about ethnic groups that are portrayed in the mass media” (p. 109). This information can be inaccurate and prejudicial. Thus, culturally responsive teachers must provide their students with the skills necessary to critically analyze and to be astute consumers of the information disseminated through the media.

The demonstration of cultural caring and building a learning community was Gay’s (2002) third element for culturally responsive teaching. This is more than the application of best practices to underachieving culturally and ethnically different students. Gay stated that the use of culturally responsive caring places “teachers in an ethical, emotional, and academic partnership with ethnically diverse students, a partnership anchored in respect, honor, integrity, resource sharing, and deep belief in the possibilities of transcendence” (p. 52). This type of caring is “action oriented in that it demonstrates high expectations and uses imaginative strategies to ensure academic success for ethnically diverse students” (p. 110). Along with this, teachers must develop a community of learners. When this is accomplished, the members of the group will work toward the common good of the group and ensure that all members contribute and participate in the collective task. Gay cited the work of Tharp and Gallimore (1988), Escalante and Dirmann (1990), and Sheets (1995), all of whom showed the unquestionable benefits of student achievement when there was a community of learners and cooperative efforts among the students. Also, Gay indicated that teachers should
utilize more holistic or integrated learning. Finally, it is important for teachers to “help students to understand that knowledge has moral and political elements and consequences, which obligate them to take social action to promote freedom, equality, and justice for everyone” (p. 110).

The fourth element of Gay’s (2002) culturally responsive teaching was the idea of cross-cultural communications. She indicated that teachers must be able to effectively communicate with culturally diverse students in order to determine what these students know and can do as well as what they are capable of knowing and doing. This implies that teachers must understand and respect the communication styles and behaviors of ethnically diverse students. For example, Gay addressed the protocols of participation in discourse. Typically, mainstream U.S. schools and culture are based on a passive receptive type of communication style. In this style, the speaker has the active role while the listener holds a passive role and is expected to remain quiet and listen intently. Participation by the listener takes place only when the speaker desires a response. Typically, this type of request comes in the form of questions to a specific individual to seek precise answers. Whereas “the communication styles of most ethnic groups of color in the United States are more active, participatory, dialectic, and multimodal” (p. 111). This is known as an active participatory style of communication. In this style, the “speakers expect listeners to engage with them as they speak by providing prompts, feedback, and commentary [in which] the roles of speaker and listener are fluid and interchangeable” (p. 111). Additionally, culturally diverse students tend to have a topic-chaining communication style. In this style, the pattern is circular and can be interpreted
as similar to a storyteller type of communication pattern. Gay described this pattern of communication as “sounds rambling, disjointed, and as if the speaker never ends a thought before going on to something else” (p. 96). Gay encouraged teachers to understand the different ways that culturally diverse students communicate. Understanding students’ communication styles validates them as individuals. In addition, teachers must help topic-chaining students develop their skills in code-switching so that they can communicate successfully with other individuals in a range of settings for various purposes.

The fifth and final element of Gay’s (2002) culturally responsive teaching was the notion of cultural congruity in classroom instruction; “culture is deeply embedded in any teaching; therefore, teaching ethnically diverse students has to be multiculturalized” (p. 112). The use of topic-chaining communication, cooperative group learning arrangements, and autobiographical case studies and fiction (e.g., to help improve ethnic identity) are ways to develop multiculturalism. One way to develop cultural congruity is to understand how students learn, specifically culturally diverse students. Gay pointed out that ethnically diverse students’ internal structure learning style has eight key components. These are: (a) preferred content; (b) ways to work through the learning tasks; (c) techniques for organization and to convey ideas and thoughts; (d) physical and social settings for task performance; (e) structural arrangements of work, study, and performance space; (f) perceptual stimulation for receiving, processing, and demonstrating comprehension and competence; (g) motivations, incentives, and rewards for learning; and (h) interpersonal interactional styles. To utilize this effectively, teachers
should understand how to configure and adjust this list for students of different ethnic
groups. Furthermore, teachers who integrate ethnic and cultural diversity into the
instructional process, on a substantially regular basis, can increase student participation
and help to connect prior knowledge with new knowledge. Finally, Gay cited the work
of Garcia (1999), Lipka and Mohatt (1998), Moses and Cobb (2001), and Tharp and
Gillimore (1988), who found that the use of “culturally relevant examples have positive
effects on the academic achievement of ethnically diverse students” (p. 113).

Review

Gay (2002), Ginsberg and Wlodkowski (2000), and Shade et al. (1997)
demonstrated how teachers can work with and improve the academic success of
ethnically and culturally diverse students. There are differences between the three stated
frameworks. Yet, all three have the same common goal to improve the academic success
of minority students in U.S. schools.

Research That Supports Culturally Responsive Teaching

The work of Gay (2002), Ginsberg and Wlodkowski (2000), and Shade et al.
(1997) was founded on research. The following studies will provide a brief snapshot of
the relevance for the implementation and utilization of the framework of culturally
responsive teaching. The research studies conducted by Jordan and Tempest (1998),
Capella-Santana (2003), Brown (2003), and Ladson-Billings (1995) are cited to support
the importance of culturally responsive teaching in the education of students who are
culturally and ethnically different than Anglo America students.
Jordan and Tempest (1998) studied a group of Navajo students as they progressed from Kindergarten through third grade. Their study was focused on improving the academic achievement of a small group of high risk Navajo students. Jordan and Tempest utilized two primary questions to guide their study. First, “What behaviors, language problems or family variables contribute to underachievement of Navajo students” and second, “What would be the impact of culturally sensitive intervention programs on reading achievement” (p. 5)?

The participants in the Jordan and Tempest (1998) study came from two economically similar schools in the Gallup McKinley County School District (GMCS) located in New Mexico. The income level of both communities was below the poverty level. The GMCS student population was 73% Navajo. The staff at each school selected 25 Navajo students identified as high risk for a total sample of 50 students. In an initial assessment of the students’ reading, 35% of the students in the control group were categorized as underachievers (i.e., a score below the fifth percentile), and 24% of the experimental group students were categorized as underachievers.

According to Jordan and Tempest (1998), there are conflicts between the traditional values and beliefs of the Navajo people and those expectations imposed upon the students by the school staff. For example, in the Navajo culture, the child has the right to make his or her own decision about education. Another type of conflict is communication. Compounding the communication problem were the differences
between both parties’ cultural beliefs, language, and the techniques of communication (e.g., telephone). Finally, the way a Navajo child learned and communicated at home was primarily visual. In contrast, the communication and learning process at school was primarily verbal.

During the study, Jordan and Tempest (1998) utilized several tests to measure each student’s abilities. Also, parents of the experimental group students received counseling and intervention programs. Jordan and Tempest found that parent involvement was a major contributor to student success. Because of the intervention received by the experimental group students, the parents’ involvement increased. In return, the students’ motivation to succeed increased which led to improved reading scores. Jordan and Tempest found that, by the end of the third grade, students in the experimental group were “significantly higher in their reading achievement than the control group” (p. 11). Even though the sample size was small, and there were limitations to the study, Jordan and Tempest concluded that their findings supported other research findings as they related to improved academic success for students whose parents are involved (Dwyer and Hecht, 1992; Esters and Levant, 1983; Garcia and Donato, 1991; as cited in Jordan & Tempest).

Capella-Santana (2003)

Capella-Santana (2003) noted that the teacher workforce in the U.S. public schools is predominantly Anglo American while the ethnicity of the student body is becoming increasingly diverse. It is the educator’s lack of knowledge and understanding,
about the different cultures, that gives rise to ineffective teaching. Capella-Santana (2003) explored whether preservice teacher candidates changed their knowledge and understanding of multicultural issues while they attended a teacher preparation program. If there were changes, the author wanted to determine what experiences and activities stimulated this transformation.

Capella-Santana (2003) noted that students’ cultural and ethnically diverse behaviors can adversely affect the way the teacher perceives these students. Thus, a teacher might incorrectly assess and instruct his or her students. In addition, the curriculum used may adversely influence the culturally and ethnically diverse students’ academic achievement. This curriculum, based on a European American perspective, fails to incorporate and ignores the rich cultures that are present in classrooms today. Hence, these students struggle to understand the relevance of this curriculum as it relates to their culture. This affects their academic performance and leads to lower standardized test scores and higher dropout rates (Stevenson & Gonzalez, 1992, as cited in Capella-Santana).

Capella-Santana (2003) studied the effect of a teacher education program that took into consideration the need for teacher candidates to become more aware and knowledgeable about the culturally and ethnically diverse classroom. The sample consisted of undergraduate students who were in training to be elementary educators and attended a major urban Midwestern University. By the conclusion of the study, only 52 of the 90 individuals remained. The participants went through the education program in one of three cohort groups. Each group was largely Anglo-American with a mixture of
minority students integrated into each group. This gave the members of each cohort some exposure to cultural, ethnic, and linguistic diversity. Many of the participants in this study had no previous experience of working in an urban school setting with a culturally diverse student body.

The Capella-Santana (2003) study lasted a year and a half. During this period, data were collected by the use of two questionnaires and nine individual structured interviews. In addition, the participants had to complete three internships in elementary schools that were ethnically and culturally diverse.

Capella-Santana (2003) found that the participation of these preservice teachers, who enrolled in multicultural education course and participated in field experiences in culturally and ethnically diverse academic settings, have “positively influenced the participants’ multicultural attitudes and knowledge” (p. 187). The participants reported that the most profound and positive effect was on their multicultural attitudes and knowledge. These were: (a) classes taken in bilingual education (77.8%); (b) parents and pupils they worked with (73.1%); (c) course in multicultural education (73.0%); (d) field experience (69.2%); and (e) their college classmates (65.4%).

As the Capella-Santana (2003) study showed, preservice teachers can improve their awareness and knowledge of a diverse (i.e., culturally and ethnically) classroom. Thus, preservice teachers can be better prepared to teach effectively in a culturally and ethnically diverse classroom. Yet, Capella-Santana suggested additional research is needed to determine whether there is an effect, overtime, in regard to the change of the
teacher candidate’s multicultural attitude and knowledge. Also, the author suggested the need for research to determine whether the learned skills are reflected in the teacher’s teaching practices.


Brown (2003) wanted to determine what makes urban teachers successful. Specifically, he was interested in these teachers’ management styles and strategies. Brown conducted a qualitative study that included 13 teachers from seven cities throughout the U.S. The cities that these teachers came from were Chicago, Los Angeles, Minneapolis, New York City, Philadelphia, San Francisco, and Wichita. The teachers were selected based on recommendation by fellow staff members or acquaintances. Of these 13 teachers, 9 were Anglo American, 2 with Hispanic background, 1 African American, and 1 native Sri Lankan. These teachers taught in economically impoverished communities and had an average of 16 years teaching experience. The student population was mostly second language learners and came from a variety of ethnic and cultural backgrounds.

Prior to the study, Brown (2003) reviewed the literature on culturally responsive teaching. Among the literature reviewed were Gay (2000), Ladson-Billings (1994), and Wlodkowski and Ginsberg (1995). From this review of literature, Brown concluded that “effective urban teaching involves implementing culturally responsive communication processes and instructional strategies, developing respectful student/teacher relationships, and recognizing, honoring, and responding to the many cultural and language differences
that exist among students” (p. 278). Three culturally responsive themes emerged from the data: (a) caring for students, (b) being assertive and acting with authority, and (c) communicating effectively with students.

The first theme that Brown (2003) identified was the caring that teachers had for their students. Brown concluded that

the importance these urban teachers placed on developing caring relationships demonstrates their willingness to respond in a manner that represents a culturally responsiveness to their students. From these teachers’ views, the development of trusting and respectful relationships with their students was critical to successful urban teaching. (p. 279)

The second theme identified by Brown (2003) was how the teachers used their authority within the classroom. Brown found “these urban teachers demonstrate assertiveness through establishing and making clear a set of academic expectations for students; enforcing rules, policies, and behavioral expectations; and contacting care givers as a strategy for garnering support for their efforts” (p. 280). It was the use of this type of communication style that provided these teachers with the ability to ask for and receive cooperation from their students.

The finally theme identified by Brown (2003) was that of effective communication with students. Brown recapped the importance of this theme through the following statement:

Developing a mutually respectful relationship with students requires considerable knowledge of their communication styles—both verbal and non-verbal. Recognizing the differences, responding as a listener, and designing instructional activities that reflect students’ needs are critical to a productive classroom learning environment. (p. 281)
Even though Brown’s (2003) study was limited in regards to sample size, it did provide examples of how teachers in urban schools effectively work with ethnic and culturally diverse students. These teachers showed the practicality of the theories of culturally responsive teaching.

*Ladson-Billings (1995)*

Ladson-Billings’ (1995) article was a summary of her work over a 3 year period in the early 1990s. During this period, she worked to understand why some teachers of African American students were successful. In collecting the sample pool, Ladson-Billings solicited the opinions of African American parents who believed that their child’s teacher was exceptional. Along with the parents, school principals’ recommendations were also sought. Those teachers whose names were mentioned by both the principal and the parents were invited to participate in the study. Eight of the nine who qualified took part in the study. All of these eight teachers were from the same school district and were required to take part in an in-depth ethnographic interview, have their teaching videotaped, be open to unannounced classroom observations, and expected to participate in a research collective with the other participating teachers in the study.

Ladson-Billings (1995) found that these teachers were convinced that teaching was an honorable profession. These teachers chose to teach in schools that had a low socioeconomic status and were highly populated by African American learners. Ladson-Billings stated that these teachers “believed their work was artistry, not a technical task that could be accomplished in a recipe-like fashion” (p. 163).
Also, Ladson-Billings (1995) pointed out that the teachers in the study had high expectations of their students and believed that they could and would succeed. In addition, the teachers built relationships. In order to develop this relationship, the teachers attended community functions, worked to create bonds with their students, developed a collaborative environment in which students learned from students and where students and teacher took turns teaching and learning from one another.

Finally, Ladson-Billings (1995) noted how these teachers taught the curriculum. These teachers believed that “knowledge is continuously recreated, recycled, and shared by the teachers and the students” (p. 163). They avoided the use of prepackaged curricula and textbooks yet stayed with the state curriculum framework. In addition, the teachers were passionate about what they taught their students; they provided more scaffolding for students who had deficiencies and refused to lower their expectations on them.

Ladson-Billings (1995) concluded that these teachers exhibited several culturally responsive teaching characteristics. She found that these teachers expected academic success from their students and helped them to reach this goal. The teachers worked to link schooling to their student’s culture and vice-versa. Finally, Ladson-Billings found that the teachers utilized curriculum to develop a critical consciousness and, thereby, provided the students the skills necessary to be successful in society.

Implementation of Culturally Responsive Teaching

Ginsberg and Wlodkowski (2000) suggested that, not only do teachers need to understand their students, they must understand their own values and biases. Gay (2000)
believes that it is necessary for teachers to examine their own “cultural attitudes, assumptions, mechanisms, rules, and regulations that have made it difficult for them to teach these children successfully” (p. 26). Gay cited Abrahams and Troike (1972) who stated that teachers “must learn wherein their cultural differences lie and. . . capitalize upon them as a resource, rather than. . . disregarding the differences. . . [and] thereby denigrating. . . the students” (p. 26). Hidalgo (1993) built upon this premise and suggested that

teachers need to become introspective ethnographers in our own classroom to decipher the cultural meanings that we and our students bring to the group. Once teachers understand our assumptions and beliefs and can appreciate and accept the unique cultural contributions of our students, we can use this knowledge to mediate effectively between the children’s culture and the other cultures represented in the school. (p. 105)

Martin (1997) cited Scarcella (1990) who indicated the need for teachers to not only understand the behaviors of their students but their own behaviors as well. Also, Martin cited Cummins (1992) and stated “this may not be easy since this can only be accomplished by teachers who are secure in their own personal and professional identity and confident that they have the ability to overcome those prejudices” (p. 19). Martin believes that the defining factor in class dynamics is the teacher’s culture. Therefore, it becomes the responsibility of the teacher to understand the differences in cultural values, which may require the teacher to adjust his or her teaching in order to meet the needs of the students. Phuntsog (1998) cited Novick (1996) who stated “the first step in culturally responsive teaching is to engage in self-reflective analysis on one’s attitudes and beliefs about teaching culturally different children” (p. 13).
Phuntsog (1998) cited Delpit (1988) who clearly indicated the struggle that one may experience in the review and analysis of personal attitudes and beliefs:

We do not really see through our eyes or hear through our ears, but through our beliefs. To put our beliefs on hold is to cease to exist as ourselves for a moment and it is not easy. It is painful as well, because it means turning yourself inside out, giving up your own sense [of] who you are and being willing to see yourself in the unflattering light of another’s angry gaze. We must learn to be vulnerable enough to allow our world to turn upside down in order to allow the realities of others to edge themselves into our consciousness. (p. 15)

To accomplish this task, Sandhu (1994) stated that teachers must “examine their own beliefs, values, and behaviors how they might have positive or negative effects upon the culturally different/distinct students” (p. 17). Gay and Kirkland (2003) described the process that preservice teachers experience as they develop their cultural critical consciousness and self-reflection. In self-reflection, it is expected that teachers “think deeply and analytically, and to check themselves about the topics they are studying. . . carefully examine their feelings about what they experience. . . work diligently at translating the [learned] knowledge. . . into instructional possibilities for use with the students they will teach” (p. 184). Linked to this technique is the expectation that preservice teachers will have meaningful dialogue with their colleagues. This dialogue allows the students the opportunity to analyze their colleagues and provide meaningful feedback. It is one way for individuals to critically communicate with others about racial and cultural educational dilemmas. In addition, Gay and Kirkland provided their students with the opportunity to: (a) examine the influence of language, (b) engage in role play or dramatize ethnic and cultural perspectives and issues, and (c) incorporate cooperative learning. They believe that this sharing and learning from others helps the preservice
teacher to develop a stronger critical consciousness, and it aids them in the practice of self-reflection. A third technique that Gay and Kirkland used to help their students was real experiences. That is, the preservice teachers were expected to observe ethnically and culturally different students as they learned how to develop and implement effective multicultural educational lessons. Gay and Kirkland identified many other techniques to help preservice teachers in their journey to becoming a culturally responsive educator.

Chapter Summary

The intent of this chapter was to provide a rationale for becoming a culturally responsive teacher. There is no arguing the fact the demographics within the U.S. and U.S. schools are changing. In order to address the needs of all students and to ensure that all students receive a quality education, teachers must recognize that all students can and do want to learn. When this takes place, minority students will begin to believe in themselves, which will lead to a greater likelihood of success and, therefore, provide the opportunity to close the achievement gap. In Chapter 3 of this applied project, this author will outline who the target audience will be, the procedures, and the goals of the applied project. Chapter 4 will present and discuss the applied project, which will be a full day teacher in service. The teacher in service will discuss why teachers should become culturally responsive in their teaching, methods to use to facilitate this process, and an opportunity to implement these new skills. Finally, Chapter 5 will summarize the teacher in service and discuss the limitations of the project while providing recommendations for further research and study.
Chapter 3

METHOD

The statistics of Bandeira de Mello (2000) and Hoffman (2003), which show the changing demographics of United States schools, sound the alarm for educators to become better prepared to teach individuals who are culturally and ethnically different than Anglo Americans. African, Asian, Hispanic, and Native American are among the ethnicities that are classified as part of the minority population within U.S. schools and who, as a collective group, will soon hold the majority status. The projection is that Anglo Americans will be in the minority by 2050 (Banks & Banks, 2004; Gay, 2000; Ginsberg & Wlodkowski, 2000). No longer can educators in the U.S. ignore this fact, and they must start the process to change their ways of educating students of color. It is imperative that all students in the U.S. be provided with a quality education that addresses their learning styles and needs. Hence, the purpose of this project was to provide educators with the skills and critical information necessary to help improve the education of students who are ethnically and culturally different from Anglo American students.

Target Population

Most of the literature read by this author was designed for preservice teachers and teacher educational programs. The authors of these works hope that the concept of multicultural education and culturally responsive teaching are introduced and practiced.
As this author went through the teacher education program, the concept of multicultural education was introduced. However, it was introductory, in that, it did not address the multitude of characteristics necessary to effectively work with and teach students’ who are not Anglo American. Thus, the target populations for this project are those teachers, support staff, and administrators who teach and work with students at the elementary level regardless of the minority population within the school where they work. With some modifications, this information can be adopted for use by secondary educators.

**Goals of the Applied Project**

There were three main objectives to this project. First, participants were introduced to the rationale for becoming culturally responsive in their educating of students. The second goal of this project was to introduce and share what this author believes are the critical factors necessary in order to develop a culturally responsive environment. Finally, the participants were provided usable skills and resources to aid them in their quest of becoming culturally responsive. It is hoped that this information began the process of transforming the way teachers educate their non-Anglo American students. The ultimate goal is for all students to be successful in school and to reach their full academic potential.

**Procedures**

To accomplish the three main objectives of this project, a teacher in service was developed. A full day will be necessary for the presentation of the teacher in service. The day was divided into three sections and each section incorporated the outlined goals.
The first goal was designed to give insight and to lay a foundation for becoming culturally responsive. Understanding the current and the projected trends of the ever changing diverse student body will give credence to the second goal.

The second part of the teacher in service was dedicated to an introduction of what this author believes are the critical factors necessary in order to develop a culturally responsive environment. Included in this section will be an opportunity for the presenter of the in service to share and discuss strategies as outlined by the major thinkers in the field of culturally responsive teaching. Participants were encouraged to address topics and share their insights. The major themes addressed were Gay’s (2002) five essential elements of culturally responsive teaching:

1. cultural diversity knowledge base;
2. culturally relevant curricula;
3. cultural caring and building a learning community;
4. cross-cultural communications; and
5. cultural congruity in classroom instruction. (p. 106)

In addition to Gay’s work, the participants were introduced to Shade, Kelly, and Oberg (1997) whose work shows how to develop a learning community that is culturally responsive and to Ginsberg and Wlodkowski (2000) who wrote about the development of intrinsic motivation to help improve culturally and ethnically diverse students succeed in school.

The final phase of the teacher in service was presenting usable skills and resources which teachers, support staff, and administrators can use to aid them in their mission of becoming culturally responsive. During this phase, participants were asked to take their new knowledge and to work in collaborative groups to assess what they were
currently doing to assist their culturally diverse student body and what they will do to improve upon their current teaching methods. To conclude this activity, participants were asked to design a grade specific unit plan that incorporates the ideas of culturally responsive teaching.

In concluding the teacher in service, participants were asked to share their thoughts about their current teaching practices and what teaching practices they would like to improve. In addition, the participants were encouraged to share the culturally responsive teaching strategies they plan to use in their classrooms. Finally, the participants were asked to share their unit plan outlines.

Chapter Summary

Presented in this chapter was the method that the author used to help current elementary educators improve their education of culturally and ethnically diverse students. The delivery method was a full day teacher in service. In Chapter 4, all aspects of the proposed teacher in service is presented. Finally, in Chapter 5, the author summarizes the teacher in service and discusses the limitations of the project as well as recommendations for further research and study.
Chapter 4

RESULTS

African, Asian, Hispanic, and Native American are among the ethnicities that are classified as part of the minority population within United States schools and who, as a collective group, will soon hold the majority status. The statistics of Bandeira de Mello (2000) and Hoffman (2003) show the changing demographics of U.S. schools. The projection is that Anglo Americans will be in the minority by 2050 (Banks & Banks, 2004; Gay, 2000; Ginsberg & Wlodkowski, 2000). Thus, educators in the U.S. must become better prepared to teach individuals who are culturally and ethnically different than Anglo-Americans. Hence, the purpose of this project is to provide educators with the skills and critical information necessary to help improve the education of students who are ethnically and culturally different from Anglo-American students.

Presentation of the Teacher In-Service

The teacher in-service will be a Power Point presentation. This presentation will have three main topics. The first topic will be why teachers should become culturally responsive in their teaching practices. Based on Gay’s (2000) list of why teachers should become culturally responsive, this author will explain that culturally responsive teaching is (a) validating, (b) comprehensive, (c) multidimensional, (d) empowering, (e), transformative, and (f) emancipatory.
The second part of the teacher in-service will be the discussion of the critical factors for becoming a culturally responsive teacher. Topics to be covered by this author will first be Gay’s (2002) five essential elements of culturally responsive teaching which are: (a) cultural diversity knowledge base, (b) culturally relevant curricula, (c) cultural caring and building a learning community, (d) cross-cultural communications, and (e) cultural congruity in classroom instruction. Next, there will be a focus on the work of Shade, Kelly, and Oberg (1997), who show how to develop a learning community that is culturally responsive. Finally, Ginsberg’s and Wlodkowski’s (2000) work on intrinsic motivation to help improve culturally and ethnically diverse students succeed in school.

The final section of the teacher in-service will be the opportunity for teachers to work together in creating and presenting a unit plan, incorporating the ideas of culturally responsive teaching. In addition, the teachers will be presented with usable resources in their pursuit to become culturally responsive.

The following section is the Power Point presentation of the teacher in-service.
This is the introductory slide for the teacher in-service. During this time, the presenter should introduce themselves to the audience and state the main goal of the teacher in-service.

These goals of the in-service are: (a) enlightening the audience on why they should become culturally responsive in their teaching, (b) discuss some of the critical factors necessary to develop a culturally responsive environment, and (c) provide the audience with usable skills and resources to aid them in their quest of becoming culturally responsive.
Why should a teacher become culturally responsive in their teaching practices?

This section will lay the foundation of what culturally responsive teaching can do for the ethnic and culturally diverse student population in U.S. schools.
These are six reasons for implementing culturally responsive teaching and will be discussed in more detail.
Culturally Responsive Teaching is Validating

- Acknowledges the legitimacy of the cultural heritages of different ethnic groups
- Builds bridges of meaningfulness between home and school experiences
- Uses a wide variety of instructional strategies that are connected to different learning styles
- Teaches students to know and praise their own and each others’ cultural heritages
- Incorporates multicultural information, resources, and materials in all subjects and skills routinely taught

Read each of the five points to the audience.

For point one, add: This will help improve students’ dispositions, attitudes, and approaches to learning.

For points two through five, just read these points (self explanatory).

Culturally responsive teaching teaches to and through the strengths of students.

Thus, it is validating.
Culturally Responsive Teaching is Comprehensive

- Uses cultural referents to impact knowledge, skills, and attitudes
- Helps students maintain identity and connection with their ethnic groups and communities
- Develops a sense of community, camaraderie, and shared responsibilities for all students
- Holds students accountable for each others’ learning as well as their own

For example, the Hispanic culture (among many cultures) tends to be group centered, thus the use of cooperative groups are beneficial to their learning. Therefore, the use of culturally responsive teaching techniques (which will be discussed later) develops students’ emotional, intellectual, political and social learning. Thus, it is comprehensive.
Culturally responsive teaching requires the teacher to focus on all aspects of learning such as the curriculum content, relationships, and assessments. In the process, students are held accountable for knowing, thinking, questioning, analyzing, feeling, reflecting, sharing, and acting. Thus, it is multidimensional.
Culturally Responsive Teaching is Empowering

- Expects all students to be successful
- Shows students how to be successful
- Understands that learning involves risk
- These techniques help create empowerment:
  - improve students' morale
  - provide resources and personal assistance
  - develop an attitude of achievement
  - celebrate individual and collective accomplishments

Appropriately placing the responsibility for success upon the students requires the teacher to properly scaffold and support them. Thus, this empowers students to be advocates for their learning.
Teachers need to understand and respect the cultures and experiences of their student population. The students’ culture and experiences can be valuable resources in the teaching and learning process. For example, Native American students and family members can provide unique insights to their classmates in the development of the United States that are not typically taught in U.S. schools. This provides students with different perspectives and can help them become reflective in their thinking. Thus, culturally responsive teaching is transformative.
Culturally Responsive Teaching is Emancipatory

- Provides students with authentic knowledge about different ethnic groups and cultures which creates pride and validates one's existences
- Expects students to work together and be accountable for one another's success
- Allows all students to be winners
- Makes mutual aid, interdependence, and reciprocity the criteria for guiding behavior

Major characteristics within a culturally responsive classroom are community, connectedness, and cooperation.

Teachers who are emancipatory allow for the understanding that there is more than one vision to what is being taught and allows for information to be contested.
Incorporating the ideals of culturally responsive teaching will aid in the academic success of all students.
Critical Factors for becoming a Culturally Responsive Teacher

This section will discuss how teachers can become culturally responsive in their teaching practices. There will be practical information to aid in this process.
Culturally responsive teaching involves a multitude of components. Six of these components will be discussed and developed in this presentation. Practical application will also be provided.
Develop a Cultural Diversity Knowledge Base

- Understand the cultural values, traditions, communication, learning styles, contributions, and relational patterns of ethnic groups
- Acquire accurate information about the different ethnic groups
- Build a vast resource list with a variety of disciplines of ethnic groups and individuals that have contributed to society

In the first point, for example, teachers should understand (a) “which ethnic groups give priority to communal living and cooperative problem solving and how these preferences affect educational motivation, aspiration, and task performance”; and (b) “how different ethnic groups’ protocols of appropriate ways for children to interact with adults are exhibited in instructional settings.”

As for point two, every academic subject should incorporate, as much as possible, the contributions from the different ethnic groups while applying the cultural and ethnic characteristics within the instructional and learning process. For example, when studying about the American Revolution, incorporate the contributions made by the Native Americans; or when studying about the Civil War, include the contributions made by African Americans. In both instances, the role of women should be studied.
As an example for point three, when discussing important African Americans in the U.S. and their contributions, it is not enough to talk about Martin Luther King. Teachers should also include less known, yet equally important, African Americans in U.S. society. This includes individuals such as James Baldwin, Rosa Parks, Harriet Tubman, and George Washington Carver.
Teach with Curriculum that is Culturally Relevant

- Curriculum routinely used by classroom teachers are:
  - Formal Curriculum
  - Symbolic Curriculum
  - Societal Curriculum

Each point will be discussed more in the next three slides.
Formal Curriculum

What Is It

• Generally follows a narrow plan with regards to ethnic and cultural diversity
• Typically does not address or deal with issues such as racism and poverty
• Tends to focus on the accomplishments of the same few high-profile individuals
• De-contextualizes women and their issues
• Emphasizes factual information while minimizing other kinds of knowledge

No notes for this slide.
Formal Curriculum
What Teachers Can Do

• Determine a curriculum’s strengths and weakness
• Incorporate a multitude of perspectives and not back away from controversial issues
• Allow their students the opportunity to study a wide range of ethnic individuals and groups
• Allow students input into context issues with regards to race, class, ethnicity, and gender

For example, when teaching about the development and approval of the Declaration of Independence by the 13 Colonies, teachers should allow for time to discuss the difference of philosophies between the North and South with regards to the issue of slavery and the reason why slavery was not stricken from the final document.

Teachers may use the movie 1776, produced by Jack L. Warner and directed by Peter H. Hunt, released in 1991 through Columbia TriStar Home Video. This is a musical celebration of the founding of the United States and does a good job of addressing the issues of slavery.
With the use of symbolic curriculum, teachers must be aware of the statement that is being said, either directly or indirectly. This type of curriculum must be positive and multicultural. It is critical that this type of curriculum takes into consideration the ethnic and cultural diversity within the classroom; it should also address the diversity of society. It should also be use to extend or enhance what is being taught through the use of formal curriculum.
Societal Curriculum

- **Defined as:**
  - “the knowledge, ideas, and impressions about ethnic groups that are portrayed in the mass media” (Cortes, 1991; 1995; 2000).

- **This mass media includes:**
  - Movies and magazines
  - Newspapers and television programs

- **Students need the skills necessary to:**
  - Critically analyze this type of media
  - Be smart consumers of the information disseminated through the media

This type of curriculum is typically not used in classrooms. However, it is in used by most students outside of school. Societal curriculum can be more influential and memorable than what is learned in the classroom. Often, this curriculum paints an improper, incomplete, and negative picture of non Anglo Americans. Thus, teachers must help students develop skills that will enable them to be effective consumers of this type of curriculum.
Develop Cross-cultural Communications

- Understand and respect the behaviors and communication styles of ethnically diverse students
  - Passive receptive communication versus active participatory communication
  - Topic-chaining style of communication

- To understand how culturally diverse students communicate will validate them as individuals

Passive Receptive style, the speaker has the active role while the listener holds a passive role and is expected to remain quiet and listen intently. Participation by the listener takes place only when the speaker desires a response. Typically, this type of request comes in the form of questions to a specific individual to seek precise answers.

Active Participatory style, the “speakers expect listeners to engage with them as they speak by providing prompts, feedback, and commentary in which the roles of speaker and listener are fluid and interchangeable.”

Topic-Chaining style, the pattern is circular and can be interpreted as similar to a storyteller type of communication pattern. This pattern of communication can be described as disjointed and rambling on. It is important to help topic-chaining students develop their skills in code-shifting so that they can communicate successfully with other individuals in a range of settings for various purposes.
Gay says “culture is deeply embedded in any teaching; therefore, teaching ethnically diverse students has to be multiculturalized.” The use of topic-chaining communication, cooperative group learning arrangements, and autobiographical case studies and fiction (e.g., to help improve ethnic identity) are ways to develop multiculturalism.

In point three, they are not just a method for categorizing or labeling students, and in point four, these can have a positive effect on the academic achievement of ethnically diverse students.

It is important to understand that cultural characteristics are “likely to be more pure and come closer to approximating conceptual profiles among group members who have high levels of ethnic identification and affiliation, are poor, have low levels of education, and are rather traditional in their cultural expressions.”
Gay pointed out that ethnically diverse students’ internal structure learning style has eight key components. Listed here are the first four components.
Develop Cultural Congruity in Classroom Instruction

- Internal structure learning style of ethnically diverse students continued:
  - Structural arrangements of work, study, and performance space
  - Perceptual stimulation for receiving, processing, and demonstrating comprehension and competence
  - Motivations, incentives, and rewards for learning
  - Interpersonal interaction styles

This is a continuation of the previous slide listing the final four key components. To utilize this effectively, teachers should understand how to configure and adjust this list for students of different ethnic groups.

For example, the Hispanic culture values collaboration and cooperative work. Thus, a teacher who is teaching math and has Hispanic students may want to consider encouraging their students to work together to solve a problem or come up with a new method for solving a problem.

Therefore, to improve academic achievement for all students, especially non-Anglo American students, teachers would be wise to establishing congruity between the different learning processes of their students and the instructional strategies they use.
Develop Cultural Congruity in Classroom Instruction

• Scaffolding instruction to help improve learning for culturally diverse students:
  – Use students' existing knowledge to introduce new knowledge
  – Prior success breeds subsequent effort and success
  – New knowledge is learned better when it is connected to prior knowledge

Here are six principles that will help teachers improve the learning for their culturally diverse student population. Listed here are the first three principles.

1. Principle of similarity
2. Principle of efficacy
3. Principle of congruity
Develop Cultural Congruity in Classroom Instruction

• Scaffolding instruction to help improve learning for culturally diverse students continued:
  – Reduce the strangeness of new knowledge to help increases students’ engagement with and mastery of learning tasks
  – Organizational and structural factors surrounding how one goes about learning has a stronger effect to the mastery of new knowledge than prior knowledge
  – Understand how students’ knowledge is organized and interrelated

Listed here are the last three principles that will help teachers improve the learning for their culturally diverse student population.

4. Principle of familiarity
5. Principle of transactionalism
6. Principle of cognitive mapping

In conclusion, teachers who integrate ethnic and cultural diversity into the instructional process, on a substantially regular basis, can increase student participation and help to connect prior knowledge with new knowledge (Gay 2002).
Here are three general characteristics of caring teachers who are culturally responsible. In addition, caring teachers are committed to inclusion of cultural diversity in the educational process and do not accept failure from their students.
Build a Learning Community that is Culturally Caring

Characteristics of Caring Teachers

- Gay (2000) states that Teachers who really care about students honor their humanity, hold them in high esteem, expect high performance from them, and use strategies to fulfill their expectations... model academic, social, personal, and moral behaviors and values for students to emulate.

This is a great summary of caring teachers.

In addition, Gay states that “students, in kind, feel obligated to be worthy of being honored. They rise to the occasion by producing high levels of performance of many different kinds – academic, social, moral, and cultural.”
Build a Learning Community that is Culturally Caring

- A culturally responsive learning community:
  - Is inviting
  - Provides firm, constant, and loving control
  - Provides students with a sense that they can accomplish the tasks being asked of them
  - Emphasizes collectivism rather than individualism

The leader of the learning community must send a personally inviting message.

These four points will be discussed in further detail in the next few slides.
Creating an Inviting Classroom

- Toward all students, be:
  - warm, supportive, personable, patient, understanding, enthusiastic, and flexible

- Consider physical arrangement, lighting, color, and sound of a classroom:
  - Change the visual displays throughout the school year
  - Incorporate music that students identify with

- Allow students the opportunity to touch and manipulate

- Utilize foods and music that are historically or culturally connected to topics of study:
  - Allow the opportunity to eat together
  - Share special treats or meals with other children or adults

Teachers who ignore or judge children, misinterpret their behavior or ridicule their language create stress and anxiety for the child. This type of behavior can have devastating consequences which, ultimately, can lead to a decline in the student’s performance and achievement.

Regarding the use of physical arrangements, “is the classroom set up in table groups or in rows?” Table groups offer more opportunities for cooperative work whereas rows speak more to individual work. Keep the classroom visually appealing and utilize music within the classroom.

An example of the final points, implement food into the curriculum. In studying Colorado history, teachers can have their students make commonly used foods (such as bread) during the early exploring of what is now known as Colorado. Although this takes planning, students will be involved with the whole process of making and sharing food.
Behaviors that teachers should try to stay away from are: (a) demand less of low-expectation students than high-expectation students, (b) criticize low-expectation students more often than high-expectation students for failure, (c) pay less attention to and interact less frequently with low-expectation students, and (d) accept more low-quality or more incorrect responses from low-expectation students.
Control in a Firm, Constant, and Loving Manner

- Recognize and understand the socialization behaviors of children such as:
  - Low attention span, distractibility, or weak organizational skills
  - Failure to raise hand or speak without being called on
  - Frequent talking to their neighbor or exhibiting little self-control

Many socialization behaviors may be directly tied to the student’s culture and may not necessarily be a sign that a student needs help from special education or medication.

To help understand student’s behaviors, Shade et al. (1997) suggest that teachers try: (a) observe children in their natural habitat to gain a better understanding of who they are and what is culturally and ethnically acceptable within their community; (b) visit churches, ethnic festivals, family-owned restaurants, community events, or other settings in that attract families; and (c) observe how children are managed and the relationship that is developed between the child and parent.

By understanding the student’s outside world, teachers can establish a classroom in which the needs of their students are validated.
All students can learn!

- “Academic self-concept or [the] belief that one can function in school is difficult to achieve when the institution and society are constantly bombarding group members with the idea that they are not able to perform.” (Shade et al.)
- Keys to student success:
  - Believe in them
  - Find out their interests
  - Have high expectations and hold them accountable
  - Understand how they learn

This principle is based on that all students can learn.
Collectivism verses Individualism!

<table>
<thead>
<tr>
<th>Groups who value collectivism</th>
<th>Groups who value individualism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocity</td>
<td>Seek ownership</td>
</tr>
<tr>
<td>Obligation</td>
<td>Seek dominance</td>
</tr>
<tr>
<td>Duty</td>
<td>Competitive</td>
</tr>
<tr>
<td>Tradition</td>
<td>Aggressive</td>
</tr>
<tr>
<td>Dependence</td>
<td>Creative</td>
</tr>
<tr>
<td>Harmony</td>
<td>Exclude people who are different from themselves</td>
</tr>
<tr>
<td>Emphasis on family integrity and interdependence</td>
<td></td>
</tr>
</tbody>
</table>

Individualism is considered an essential part of the American character, as defined by Anglo-European Americans and in the definitions of self and achievement within our society. This approach is certainly an underlying value in the schools, which seek to prepare the citizens and transmit the cultural information conceived as important for success in this society. However, this approach of individualism can be considered a liability among the groups who value cooperation, collaboration, and unity. Bell noted that collective cultures can be found in 70% of the world population.

Preference for collectiveness has been found in: Chinese, Japanese, Filipinos, Italians, Jews, Greeks, Hispanics, American Indians, Africans, African Americans, Asian Americans, and Latino Americans.

Hsu provides this list of values commonly found within groups who value collectivism and individualism.
It is important that teachers build a “climate in which students from collective cultures can function and perceive they are a part of the learning community.”
Part of being a culturally responsive teacher is to recognize that a student’s internal logic for doing or accomplishing a task does not necessarily coincide with that of the teacher’s. Thus, Ginsberg and Wlodkowski believe that motivation will help improve culturally and ethnically diverse students succeed in school.

Each point will be discussed in more detail in the next eight frames. In addition, best practices will be offered to aid teachers in the development of student’s motivation.
Establish Inclusion

- Inclusion is the process where all students become part of an environment in which they and their teacher are respected by and connected to one another.

- Ways to establish inclusion:
  - Use cooperative groups
  - Determine the purpose of what is to be taught
  - Listen to students and develop good communication with them

To ensure that all students benefit from and contribute to the process of cooperative groups, teachers need to consider:

1. The size of the group. Typical group size is two to four members.
2. Keep the role of each learner distinct.
3. Assess learners individually as well as collectively.
4. Observe and encourage groups while they are working.
5. Randomly request individuals to present what they are learning.
6. Request periodic self-assessments and outlines of responsibilities from individual group members.
7. Randomly or systematically ask individual learners to teach someone else or yourself what they have learned.

To help support individual accountability and to alleviate conflict within the group such as suspicion, frustration, and embarrassment; teachers should have group members brainstorm answers to these questions:

1. How would I like to find out if someone in our cooperative learning group thought I was not doing enough to contribute to the total group’s benefit?
2. What are some acceptable ways of letting me know?
3. Write the possible actions on the chalkboard, and discuss them.
This is a brief list of best practices. Additional practices to consider will be found in the handout titled *Best Practices for Developing Intrinsic Motivation*.

One good example is when developing classroom rule and norms, have the students provide input. This process allows for student buy in and a sense that this is truly their classroom.
Best Practices for Establishing Inclusion

• All students equitably and actively participate and interact:
  – The teacher directs attention equitably, interacts respectfully, and demonstrates caring for all students
  – Students share ideas and perspectives with partners and small groups
  – Students know what to do and help each other

This is a continuation from previous slide.
Develop a Positive Attitude

- Provide equitable opportunities for diverse students by offering:
  - Relevant learning experiences
  - Multiple ways for students to access and demonstrate knowledge
  - Opportunities for genuine choice
- Create a motivating and positive experience that is:
  - Safe
  - Successful
  - Interesting
  - Self-determined
  - Personally Relevant

The first impression in a learning experience is important. Thus, teachers need to make this experience as motivating and positive as possible. Relevance and choice are two attributes that will greatly influence students’ attitudes.

The second point can be achieved when a learning activity includes these five criteria:

1. There is little risk that students will suffer any form of personal embarrassment from lack of knowledge, personal self-disclosure, or a hostile or arrogant social environment.
2. There is some form of acknowledgment, consequence, or product that shows that the students are effective or at the very least that their effort is worthwhile.
3. The learning activity has some parts that are novel, engaging, challenging, or stimulating.
4. Students are encouraged to make choices that significantly affect the learning experience, basing those choices on their values, needs, concerns, or feelings. At the very least, students have an opportunity to voice their perspectives.
5. The teacher uses students’ concerns, interests, or prior experiences to create elements of the learning activity or develops the activity in concert with the students. At the very least, a resource-rich learning environment is available to support students in making selections based on personal interest.
Best Practices for Developing a Positive Attitude

• Personalize the relevance of course content:
  – Use students' interests, experiences, and concerns to develop course content
  – Encourage students to understand, develop, and express points of view
  – Maintain flexibility in the pursuit of teachable moments and emerging interests

• Encourage students to make real choices about:
  – How, what, and where to learn
  – How learning will be assessed
  – How to solve emerging problems

This is a brief list of best practices. Additional practices to consider will be found in the handout titled Best Practices for Developing a Positive Attitude.

For example, in researching a topic, allow the students to have access to the library and Internet. In addition, give the students freedom, with approval, of whom or what they will research and how they will present their findings and report.
For learning to matter to students it must hold meaning. In addition, students need to be engaged in the learning process. Engagement may involve “searching, evaluating, constructing, creating, or organizing some kind of learning material into new or better ideas, memories, skills, values, feeling, understanding, solutions, or decisions,” according to Ginsberg and Wlodkowski.

Metaphors have a way to create meaning that academic language can not accomplish. Teachers should teach students to use their own metaphors. This allows students to build their own knowledge and it gives them the opportunity to contribute additional perspectives to the learning and discussion within the classroom.

Instructors should use thought-provoking questions to aid in the development of critical thinking. According to Ginsberg & Wlodkowski, “critical questioning stimulates students and teachers to use their own information, perspectives, and experience to
become involved, deepen learning, and transform ideas and concepts into new meanings.” Critical thinking involves inferring, synthesizing, evaluating, and explaining to name a few.

The use of role-playing and simulation can enhance meaning. Ginsberg and Wlodkowski state that role-playing “is acting out a possible situation by personifying another individual or by imagining another scene or set of circumstances or by doing both” and simulations are “activities in which a whole group is involved, with students assuming different roles as they act out a prescribed scenario.”

Suggestions for role-play and simulations are on the next screen.
Suggestions for Effective Simulations and Role-playing

- Make sure the simulation or role-play is a good fit
- Plan ahead
- Be relatively sure students understand the roles and the scenario before you begin
- Set aside enough time for the simulation and the discussion that follows
- When role-playing seems potentially embarrassing or threatening to students, it is often helpful for the teacher to model the first role-play and discuss it
- Freeze the action during a role-play when you need to
- Plan follow-up activities for simulations and role-play

No notes for this slide.
Best Practices for Enhancing Meaning

- Encourage all students to learn, apply, create, and communicate knowledge
- Help students to activate prior knowledge and to use it as a guide to learning
- Create opportunities with students for inquiry, investigation, and projects
- Ask higher-order questions of all students throughout a lesson
- Elicit high-quality response from all students

This is a brief list of best practices. Additional practices to consider will be found in the handout titled *Best Practices for Enhancing Meaning.*
Engender Competence

• **Use assessments to engender competence**
  – Authentic assessments allow students to apply what they have learned to real life situations

• **Considerations for authentic assessments:**
  – Is it realistic?
  – Does it require judgment and innovation?
  – Does it ask students engage in the subject?
  – Does it replicate or simulate?
  – Does it effectively measure students’ ability?
  – Is there appropriate opportunity to rehearse, practice, consult, and get feedback?

Assessments are authentic and can be intrinsically motivating if they are connected to students’ life circumstances, frames of reference, and values. It becomes even more motivating and better understood if the assessment matches the student’s real life situation.

A task, problem, or project is authentic if it includes the following:

1. The task replicates the ways people’s knowledge and capacities are tested in their real world.
2. Rather than recite or demonstrate what they have been taught or what is already known, learners explore and work within the discipline.
3. Learners blend their knowledge and skills to address real-life challenges.

Use rubrics to assess students’ work. The use of rubrics provides students with a set of benchmarks in which their work will be assessed in addition to providing a road map of what is expected.
Best Practices for Engendering Competence

- Clearly communicate the purpose of the lesson and criteria for excellent final product
- Provide opportunities for a diversity of competencies to be demonstrated in a variety of ways
- Create opportunities for students to make explicit connections between their learning and the real world
- Assess progress continually in order to provide feedback on individual growth and progress.

This is a brief list of best practices. Additional practices to consider will be found in the handout titled Best Practices for Engendering Competence.
Factors for becoming a Culturally Responsive Teacher

- Develop a cultural diversity knowledge base.
- Teach with curriculum that is culturally relevant.
- Develop cross-cultural communications.
- Develop cultural congruity in classroom instruction.
- Build a learning community that is culturally caring.
- Develop student’s intrinsic motivation.

The use of these culturally responsive factors will improve the academic achievements of the ethnic and culturally diverse student population.
Implementing our New Knowledge

No information for this slide.
Here, teachers will evaluate their current methods of working with ethnically and culturally diverse students. During this evaluation, they will list what they currently employ.

“Please take a moment to list what methods and/or practices you currently use while working with your ethnically and culturally diverse student population.”
Evaluate Current Methods

- What practices and/or strategies do I plan to change?
  - Be more open to student input, listen better
  - Improve the narrowness of my lesson and assessment practices
  - Actively use cooperative groups
  - Connect students experiences to lesson
  - Work to include more examples of ethnic and cultural perspectives or examples in my lessons

Here, teachers will list practices and strategies they plan to improve on or incorporate into their teaching.

“Please take a moment to list what practices and strategies you plan to incorporate or improve while working with your ethnically and culturally diverse student population.”
Create a Unit Plan

• Goal:
  – Incorporate ideas and strategies of culturally responsive teaching into a unit plan/design
• What are the big ideas for the unit?
• What culturally responsive teaching techniques will be used?
• How will the unit be multicultural?
• Focus on the following:
  – Unit title, content area, grade level, and time
  – Standards, overview, rationale, and materials
  – Create one lesson within the unit
  – Final assessment

Professors will create a sketch of a unit plan, of their choice, that will encompass as many aspects of culturally responsive teaching into it. Teachers will break up into grade level groups and create one unit plan. Teachers will present their unit plan to the whole group highlighting what techniques of culturally responsive teaching they will use.

The use of the Regis University Unit Plan Organizer will be modeled and offered to help design their unit plans. An example of a unit plan will be provided on the next two slides.
The next four slides demonstrate a unit plan format. This format comes from Regis University, School for Professional Studies Teacher Education Program. This unit plan outline describes what should go into each category. Most categories in this unit plan include a brief example.
<table>
<thead>
<tr>
<th><strong>Amount of Time</strong></th>
<th>Forty minuets per day for four weeks for a total of twenty days. [The overall time frame for unit instruction (time per day, number of days per week, and how many weeks to complete.)]</th>
</tr>
</thead>
</table>
| **CDE Standards** | Reading and writing standards:  
S1: Read and understand a variety of materials.  
S2: Write and speak for a variety of purposes and audiences.  
S4: Apply thinking skills to their reading, writing, speaking, listening, and viewing.  
History standards:  
S2: Know how to use the processes and resources of historical inquiry.  
S3: Understand that societies are diverse and have changed over time.  
[What CDE standards will this unit address?] |

No notes for this slide.
### Enduring Understanding/Essential Questions

What contributions did Native Americans and Hispanics provide to the history of Colorado? What significant attributes of the Colorado region aided in the development of Colorado and America?

*Enduring understanding are the key organizing concepts, principles, and/or theories that allow for the creation of schemas to interpret and apply past learning. Essential questions broaden the process of inquiry and research.*

### Pre-Assessment

*Assess the student’s prior knowledge with respect to the post-instruction expectations to be accomplished.*

### Unit Overview

Students will learn about rich history of the land area that is now Colorado. Students will gain an appreciation for the culture and geography of Colorado.

*The purpose is to outline the education outcomes that you have determined to be crucial in the unit.*

No notes for this slide.
<table>
<thead>
<tr>
<th><strong>Resources</strong></th>
<th>Field trip to the Colorado Historical Society</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Make and share Indian Fry Bread</td>
</tr>
<tr>
<td></td>
<td>Video on the Native American (plains and pueblo)</td>
</tr>
<tr>
<td></td>
<td>Computers – research and presentation</td>
</tr>
<tr>
<td><strong>Daily Lessons</strong></td>
<td>[Detail lesson for each day of the unit.]</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Research project of a significant individual in the history of Colorado. Presentation of research project will be to the class. Presentation will be student’s choice with teacher’s approval. Some examples are: power point, play/skit, or bulletin board display.</td>
</tr>
</tbody>
</table>

This concludes this unit plan’s format.
Presentation of Unit Plan

- Time to share over all unit
  - Provide how it incorporates the ideas of culturally responsive teaching

- Explain one lesson of the unit
  - Be specific to what ideas of culturally responsive teaching are included in lesson

This slide provides an overview of what is expected.
This list is available to you as participants of this in-service. A brief explanation of all handouts is as follows:

The Pillars for Progress is a list to help teachers determine how effective they are incorporating the ideals of culturally responsive teaching into their classrooms.

Second, is a list of questions that teachers can use to analyze the cultural responsiveness of commercially available curricula.

Third, is a list of best practices for reading and literature when working with culturally and ethnically diverse students.

Fourth includes a brief list of books that will aid in the development of student social skills broken into different categories and grade levels.

Point five offers a more detailed list of best practices for developing intrinsic motivation.
Sixth is an organizer of ethnic characteristics.

A seventh handout is an organizer of common communication style differences between ethnic groups.

Finally, a comparative summary of cultural value preferences of Middle class White Euro-American and Racial/Ethnic Minorities is offered.

Time for questions.
Culturally Responsive Teaching

Thank you for attending!

Thank you for your participation!
Usable Resources

To aid educators in the quest to be culturally responsible in their teaching practices, this author will provide teachers with some usable resources. These resources will be found in the appendices of this applied project. However, a brief review of each resource offered is presented here.

Appendix A, Gay (2000) provides *Pillars for Progress* as a way for teachers to determine how effectively they are incorporating the ideals of culturally responsive teaching into their classrooms. Gay indicates that a culturally responsive pedagogy will have all of the listed components.

Appendix B is a list of questions that Glomb (1996) suggests teachers use to analyze the cultural responsiveness of commercially available curricula.

Appendices C and D are provided by Anonymous (2001). Appendix C is a list of best practices for reading and literature when working with culturally and ethnically diverse students. This list is broken into what teachers should do more of and what should be reduced or eliminated. Appendix D is a brief list of books that will aid in the development of student social skills. Books are listed into the following categories: (a) core values, (b) safe school environment, (c) family and community involvement, (d) address societal issues, (e) developing positive relationships, (f) engage student’s minds, and (g) set high expectations. This book list is broken into grade levels K through 3 and 4 through 6.
Appendix E is offered by Ginsberg and Wlodkowski (2000). This is best practices for developing intrinsic motivation. Best practices will be listed for (a) establishing inclusion, (b) developing a positive attitude, (c) enhancing meaning, and (d) engendering competence.

Appendices F, G, and H are offered by Sue and Sue (2003). These three appendices provide information on the different cultural and ethnic groups commonly found in U.S. schools. Appendix F lists ethnic characteristics of Anglo, Asian, African, Latino/Hispanic Americans, and American Indians. The list is broken down into general cultural characteristics and middle or lower class characteristics depending on the ethnicity. Appendix G lists the communication characteristics for American Indian, Asian and Hispanic Americans, Whites and Blacks. Finally, Appendix H is a comparative summary of cultural value preference of middle class white Euro American and racial and ethnic minorities. Ethnic groups listed in this summary are middle class White Americans, Asian Americans, American Indian, Black and Hispanic Americans.

Chapter Summary

In this chapter, elementary teachers were encouraged to become culturally responsive in their teaching practices. Teachers were introduced to the rationale for incorporating the ideals and benefits of culturally responsive teaching. In addition, detailed information was presented on best practices for working with and teaching ethnic and culturally diverse students. Finally, elementary educators were provided with a list of resources to aid in their acquisition toward becoming culturally responsive in their teaching practices. In chapter 5, this author will conclude by discussing the strengths of
this applied project. This will be followed by pointing out the limitations of the project and offering suggestions for further study.
Chapter 5

DISCUSSION

The intent of this project is to provide educators with practical information and useful strategies in understanding the diverse natures of their students. The students who are attending school in the United States come from all walks of life. Many have different ethnic and cultural values and beliefs. By developing a deeper appreciation about how students from different cultural and ethnic backgrounds learn, educators will be better prepared to help all students be successful in school which will allow them to be successful in today’s society. Understanding these diverse backgrounds will enhance the learning for all students. It is believed that the PowerPoint presentation aided educators develop the needed commitment and skills to make this happen.

This material was presented to a panel of professional educators. One of the individuals reviewing this project is a college professor who teaches multicultural education for a local university. Another individual is a special education teacher in an upper middle-class diverse community with over ten years of classroom experience. The final reviewer has an administrator license and has been a special education teacher for over a decade. This panel’s comments laid the foundation for the constructive feedback about this project.
Objectives Achieved

The primary objective was to inform educators about the need to become more aware of how students from different ethnic and cultural backgrounds learn. The panel felt that the presentation was well done and provided both good information and useful strategies. The reviewers especially appreciated the inclusion of specific examples related to the theories discussed. One panel member indicated that the specific examples helped listeners better visualize how the information and strategies could be adapted into the classroom. Another stated “I especially like the places where you give specific examples of different cultures and how their practices might impact the classroom.” This sentiment suggests that the project was informative and useful.

In addition to the PowerPoint presentation, the panel also found the following five appendices most useful: Appendix B, “Important Components of Culturally Responsive Teaching”; Appendix D, “Books That Help Develop Social Skills”; Appendix F, “Ethnic Characteristics”; Appendix G, “Communication Style Differences”; and Appendix H, “Comparative Summary of Cultural Value Preferences”. These appendices provide users with quick references and/or specific strategies.

Limitations to the Project

It is necessary to point out that being a culturally responsive teacher is more than just understanding the different ethnic and cultural backgrounds of the students. Teachers must also understand their own cultural and ethnic values and beliefs, along
with their biases and prejudices. This researcher did not attempt to address this issue in the current project primarily due to the vast scope of the culturally responsive teaching field.

One panel member believed that too much information was presented for a one day in-service. This person felt that the audience might be overwhelmed. The same panel member also indicated that the presentation would be better served by the inclusion of less theoretical data and more practical information. This panel member suggested expanding “the area of actual classroom practices because that will engage your audience.” This panel member also stated that “I know teachers tend to really want to be implementers and often disengage when they feel there’s too much background.” Another panel member indicated that the presentation should include more background color change in the PowerPoint as this will help individuals to categorize, sort, and remember what is presented. It was also pointed out that there was no information presented about how educators could further enhance their learning on this subject. Finally, one panel member believed the section on cultural congruity in the classroom needed to be improved. This person found the material to be unclear and suggested the need for additional information. However, this same panel member was unsure of the importance and practicality of cultural congruity within the classroom.

Recommendations for Future Research

As previously stated, there needs to be more information on how educators can address their own culture and ethnicity as it relates to their performance in the classroom. Addressing these biases and prejudices will not only enable educators to better
understand themselves, but will also improve the learning environment for their students. In addition, the panel members suggested inclusion of more information on the Russian culture as there seems to be more students of Russian heritage in some U.S. schools. It was also suggested additional examples of how to apply the proposed recommendations presented within this project. This recommendation could be met by making any one of the topics presented (e.g., “Inclusion” or “Cultural Congruity”) into a research project.

Project Summary

The purpose of this project was to bring to the attention of educators the need to become culturally responsive in their teaching practices. Given the changing demographics within schools in the United States, educators must improve and enhance the learning conditions for their students by understanding the ethnic and cultural backgrounds of all students. A one-day teacher in-service was developed to address the need for educators to develop the practices of culturally responsive teaching while providing this audience with practical examples, information, and strategies to help them more successfully engage their diverse student population in learning.
REFERENCE


APPENDIX A

Pillars for Progress
Pillars for Progress

Culturally responsive pedagogy has all of the following components:

1. It is a part of all subjects and skills taught at all grade levels.

2. It has multiple benefits for all students. Of all the curricular programs, instructional practices, and research projects discussed in the preceding chapters, there was no instance in which improvements occurred for some ethnic groups or area of academic functioning but not for others.

3. It cannot be happenstance, sporadic, or fragmentary occurrence. Instead, it has to be deliberate and explicit, systematic and sustained. This is not something that happens only as notations of special events; it must characterize children’s learning opportunities and experiences at all times.

4. It has multiple emphases, features, and effects. It simultaneously addresses development of academic, psychological, emotional, social, moral, political, and cultural skills; it cultivates school success without compromising or constraining students’ ethnic identity and cultural affiliation. In fact, it develops competence, confidence, and efficacy in these latter areas as well.

5. It uses comprehensive and integrated approaches to teaching and learning, all of which are informed by the contexts and content of the cultures and lived experiences of different groups of color.

6. It cultivates an ethos of academic success as well as a sense of community, camaraderie, kindredness, and reciprocity among students who work collaboratively for their mutual personal well-being and academic achievement.

7. It requires a combination of curriculum content, school and classroom learning climates, instructional strategies, and interpersonal interactions that reflect the culture, experiences, and perspectives of different ethnic groups of color.

8. It deals with the general and the particular of ethnic and cultural diversity simultaneously; that is, it encompasses concepts and principles, patterns and trends that apply to all ethnic groups and the ways in which these are uniquely manifested in the cultures and experiences of specific ethnic groups and individuals.
9. It includes accurate information about the cultures and contributions of different ethnic groups, as well as moral and ethical dilemmas about their treatment in the U.S., the redistribution of power and privilege, and the deconstruction of academic racism and hegemony.

10. It teaches ethnic students of color the “cultural capital” (i.e., the informal, tacit knowledge, skills, and behaviors needed to negotiate the rules, regulations, protocols, and demand of living within educational institutions) needed to succeed in school.

11. It considers achievement to be multidimensional and uses multifocal indicators in assessing the levels of accomplishments for students. Both the acquisition and demonstration of the various dimensions of achievement are synchronized with various ethnic groups’ preferred learning, performance, participation, and communication styles.


13. It demonstrates genuine caring and concern for students of color by demanding high levels of performance and facilitates their living up to these expectations.

14. It creates cultural bridges, or scaffolds, between academic learning in school and the social-cultural lives and experiences of different groups of color outside of school.

15. It teaches students to imagine and develop the skills needed to construct more desirable futures and to be integral, active participants in these creations.

16. It develops in students’ intolerance for all kinds of oppression, discrimination, and exploitation, as well as the moral courage to act in promoting academic, social, cultural, and political justice among ethnic groups.

17. It requires staff development of teachers that includes cultural knowledge and instructional skills, in concert with personal self-reflection and self-monitoring techniques for teaching to and about ethnic diversity.

18. It commits institutional and personal resources, along with creative imagination, to facilitating maximum achievement for students of color. (Gay, 2000, pp. 212-214)
APPENDIX B

Important Components of Culturally Responsive Teaching
Important Components of Culturally Responsive Teaching

This is a list of questions that teachers can use to determine if the curriculum reflects components of culturally responsive teaching.

Does the curriculum:

1. Include procedures for or encourage teachers to create an operational definition of culture for use during teaching?

2. Include procedures for or encourage teachers to develop knowledge of their own cultural practices, beliefs, and values?

3. Include procedures for or encourage teachers to learn about the practices, beliefs, and values of each student’s home culture(s)?

4. Include procedures for or encourage teachers to examine the similarities and differences between students’ social interactions in the classroom and in their home culture(s)?

5. Include procedures for or encourage teachers to consider the effects of the local community and social structure on the practices, beliefs, and values of each student’s cultural practices, beliefs, and values?

6. Include procedures for or encourage teachers to consider the efforts of societal laws and values on the practices, beliefs, and values of each student’s cultural practices, beliefs, and values.

7. Include procedures for or encourage teachers to their beliefs about their students and whether their cultural beliefs favor one or some cultures over others?

8. Include procedures for or encourage teachers to examine their beliefs about instruction and current teaching style, and whether they favor one or some cultures [over] others?

9. Include procedures for or encourage teachers to examine students’ prior experiences (both in and out of school) that may have been differentially affected by their cultural practices, beliefs, and values?

10. Include procedures or activities that are likely to establish trust and respect among all participants, such as focus groups that allow students and teachers to share information about their cultural practices, beliefs, and values?
11. Provide guidelines for adopting materials and activities so that instruction is culturally relevant and meaningful for all students?

12. Include guidelines or procedures for using instructional styles that much students’ individual and cultural learning styles?

13. Include procedures for or encourage for using evaluation procedures that match students’ individual and cultural learning styles?

14. Include procedures for teaching students to use self-assessment and reflection techniques?

15. Include activities that require higher-order thinking and problem-solving skills, i.e., responses that require the application, analysis, synthesis, and/or evaluation of information?

16. Question stereotyping individuals based on their home culture(s)?

17. Address bias, prejudice, and discrimination?

18. Teacher social participation skills?

19. Teacher conflict resolution skills?

20. Include procedures for providing students with non-punitive corrective feedback about their performance?

21. Encourage an active home/school partnership?

22. Include procedures for or encourage teachers to elicit feedback from leaders in the students’ cultural community as to the cultural relevance of curriculum goals, materials, and activities?

(Glomb, 1996, pp. 14-15)
APPENDIX C

Best Practices in Reading and Literature
Best Practices in Reading and Literature

Teachers should do more of the following:

1. Interdisciplinary learning experiences and activities
2. Instruction of skills within context of reading a diverse body of literature/text
3. Application and modeling of strategic, content-area reading
4. Use of instructional methods and questions requiring higher level thinking
5. Opportunity to create learning activities building a literacy-learning community
6. Grouping by interests and choices
7. Opportunity to perform research and analyze information selected by the student
8. Opportunity for written reflection response
9. Opportunity to use multiple modes to express responses
10. Opportunity to develop deep thinking about a theme, concept, or issue
11. Use of suitable, quality, culturally and ethnically diverse literature/text
12. Use of inclusionary practices where and when appropriate
13. Time spent purpose-setting with students before reading
14. Student choice and voice in the selection readings
15. Teacher modeling and explaining personal reading skills and interests
16. Instruction in reading as process
17. Research into individual student’s attitudes and interests
18. Modeling of reading in the workplace

Teachers should do less of the following:

1. Isolation of literature
2. Instruction of skills in isolation or use of worksheets
3. Reading the chapter or story and answering the questions
4. Emphasis on literal understanding
5. Focus on individual isolation of each student
6. Grouping by reader skill level
7. Teacher selected research
8. Answering questions from the textbook
9. Focus on superficial and literal understanding
10. Reliance on canonical selections
11. Tracking and grouping by reading level
12. Teacher selected of all literature/text
13. Separate teacher reading, interest, and skills
14. Reading as a “one time through is enough”
15. Reliance on publishers’ selections
16. Emphasis on reading as only what we do in school

(Anonymous, 2001, p. 13)
APPENDIX D

Books That Help Develop Social Skills
Books That Help Develop Social Skills

Grades K-3

Core Value

Safe School Environment

Family and Community Involvement

Address Societal Issues

Developing Positive Relationship
Engage Student’s Minds

Set High Expectations

Grades 4-6

Core Value

Safe School Environment

Family and Community Involvement
Address Societal Issues

Developing Positive Relationship

Engage Student’s Minds

Set High Expectations

APPENDIX E

Best Practices for Developing Intrinsic Motivation
Establishing inclusion

1. Routines and rituals are visible and understood by all.
   a. Rituals are in place that helps all students feel that they belong in the class.
   b. Students have the opportunity to learn about each other.
   c. Students and facilitator have opportunities to learn about each other’s unique backgrounds.
   d. Class agreements or participation guidelines and consequences for violating agreement are negotiated.
   e. The system of personal and collective responsibility for agreement is understood by everyone and applied with fairness.

2. All students equitably and actively participate and interact.
   a. The teacher directs attention equitably.
   b. The teacher interacts respectfully with all learners.
   c. The teacher demonstrates to all students that she or he cares about them.
   d. Students share ideas and perspectives with partners and small groups.
   e. Students respond to lessons by writing.
   f. Students know what to do, especially when making choices.
   g. Students help each other.
   h. Work is displayed (with students’ permission). (p. 76)

Developing a positive attitude

1. The teacher works with students to personalize the relevance of course content.
   a. Students’ experiences, concerns, and interests are used to develop course content.
   b. Students’ experiences, concerns, and interests are addressed in responses to questions.
   c. Students’ prior knowledge and their learning experiences are explicitly linked to course content and questions.
   d. The teacher encourages students to understand, develop, and express points of view.
   e. The teacher encourages students to clarify their interests and set goals.
   f. The teacher maintains flexibility in the pursuit of teachable moments and emerging interests.

2. The teacher encourages students to make real choices.
   a. Students choose how to learn (multiple intelligences).
   b. Students choose what to learn.
   c. Students choose where to learn.
   d. Students choose when a learning experience will be considered to be complete.
e. Students choose how learning will be assessed.
f. Students choose with whom to learn.
g. Students choose how to solve emerging problem. (pp. 127-128)

Enhancing meaning
1. The teacher encourages all students to learn, apply, create, and communicate knowledge.
   a. The teacher helps students to activate prior knowledge and to use it as a guide to learning.
   b. The teacher, in concert with students, creates opportunities for inquiry, investigation, and projects.
   c. The teacher provides opportunities for students to actively participate in challenging ways when not involved in sedentary activities such as reflecting, reading, and writing.
   d. The teacher asks higher-order questions of all students throughout a lesson.
   e. The teacher elicits high-quality response from all students.
   f. The teacher uses multiple safety nets to ensure student success (for example, not grading all assignments, asking students to work with partners, designing cooperative learning experiences). (pp. 170-171)

Engendering competence
1. There is information, consequence, or product that supports students in valuing and identifying learning.
   a. The teacher clearly communicates the purpose of the lesson.
   b. The teacher clearly communicates criteria for excellent final product.
   c. The teacher provides opportunities for a diversity of competencies to be demonstrated in a variety of ways.
   d. The teacher assesses different students differently.
   e. The teacher assesses progress continually in order to provide feedback on individual growth and progress.
   f. The teacher creates opportunities for students to make explicit connections between new and prior knowledge.
   g. The teacher creates opportunities for students to make explicit connections between their learning and the “real world.”
   h. The teacher provides opportunities for students to self-assess learning in order to reflect on their growth as learners.
   i. The teacher provides opportunities for students to self-assess their personal responsibility for contributing to the classroom as a learning community. (pp. 227-228)

Ginsberg and Wlodkowski (2000)
APPENDIX F

Ethnic Characteristics
## Ethnic Characteristics

<table>
<thead>
<tr>
<th>Anglo American</th>
<th>Asian American</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Culture</strong></td>
<td><strong>Culture</strong></td>
</tr>
<tr>
<td>Standard English</td>
<td>Asian language</td>
</tr>
<tr>
<td>Verbal Communication</td>
<td>Family centered</td>
</tr>
<tr>
<td>Individual Centered</td>
<td>Restraint of feelings</td>
</tr>
<tr>
<td>Verbal/emotional behavioral expressiveness</td>
<td>One-way communication from authority figure to person</td>
</tr>
<tr>
<td>Openness and Intimacy</td>
<td>Silence is respect</td>
</tr>
<tr>
<td>Cause-effect orientation</td>
<td>Advice seeking</td>
</tr>
<tr>
<td>Nuclear Family</td>
<td>Well-defined patterns of interaction</td>
</tr>
<tr>
<td><strong>Middle Class</strong></td>
<td><strong>Lower Class</strong></td>
</tr>
<tr>
<td>Standard English</td>
<td>Nonstandard English</td>
</tr>
<tr>
<td>Verbal communication</td>
<td>Action oriented</td>
</tr>
<tr>
<td>Adherence to time schedule</td>
<td>Different time perspective</td>
</tr>
<tr>
<td>Long-rang goals</td>
<td>Immediate, short-range goals</td>
</tr>
<tr>
<td>Ambiguity</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Latino/Hispanic Americans</th>
<th>American Indians</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Culture</strong></td>
<td><strong>Culture</strong></td>
</tr>
<tr>
<td>Spanish-speaking</td>
<td>Tribal dialects</td>
</tr>
<tr>
<td>Group centered</td>
<td>Cooperative, not competitive</td>
</tr>
<tr>
<td>Temporal difference</td>
<td>individualism</td>
</tr>
<tr>
<td>Family oriented</td>
<td>Present-time orientation</td>
</tr>
<tr>
<td>Different pattern of communication</td>
<td>Creative/experimental/intuitive/nonverbal</td>
</tr>
<tr>
<td>Religious distinction between</td>
<td>Satisfy present needs</td>
</tr>
<tr>
<td>Mind and body</td>
<td>Use of folk or supernatural</td>
</tr>
<tr>
<td><strong>Lower Class</strong></td>
<td><strong>Lower Class</strong></td>
</tr>
<tr>
<td>Extended family</td>
<td>Nonstandard English</td>
</tr>
<tr>
<td>Nonstandard English</td>
<td>Action oriented</td>
</tr>
<tr>
<td>Action oriented</td>
<td>Different time perspective</td>
</tr>
<tr>
<td>Different time perspective</td>
<td>Immediate, short-range goals</td>
</tr>
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<td>Immediate short-range goals</td>
<td>Concrete, tangible, structured approach</td>
</tr>
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<td>Concrete, tangible, structured approach</td>
<td></td>
</tr>
<tr>
<td>African American Culture</td>
<td>Nonstandard English</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Black English</td>
<td>Action oriented</td>
</tr>
<tr>
<td>Sense of “people-hood”</td>
<td>Different time perspective</td>
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<td>Action oriented</td>
<td>Immediate, short-range goals</td>
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<td>Paranoia due to oppression</td>
<td>Concrete, tangible, structured approach</td>
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<td>Importance placed on nonverbal behavior</td>
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<tr>
<td>Extended family</td>
<td></td>
</tr>
</tbody>
</table>

This information comes from Sue and Sue (2003), pages 103 to 105.
APPENDIX G

Communication Style Differences
Communication Style Differences
(Overt Activity Dimension – Nonverbal/Verbal)

**American Indian**
- Speak softly/slower
- Indirect gaze when listening or speaking
- Interject less; seldom offer encouraging communication
- Delayed auditory (silence)
- Manner of expression low-keyed, indirect

**Asian Americans and Hispanic**
- Speak softly
- Avoidance of eye contact when listening or speaking to high-status persons
- Similar rules
- Mild delay
- Low-keyed, indirect

**Whites**
- Speak loud/fast to control listener
- Greater eye contact when listening
- Head nods, nonverbal markers
- Quick responding
- Objective, task oriented

**Blacks**
- Speak with affect
- Direct eye contact (prolonged) when speaking, but less when listening
- Interrupt (turn taking) when can
- Quicker responding
- Affective, emotional, interpersonal

This information comes from Sue and Sue (2003), page 143.
APPENDIX H

Comparative Summary of Cultural Value Preferences
### Comparative Summary of Cultural Value Preferences of Middle class White Euro-American and Racial/Ethnic Minorities

<table>
<thead>
<tr>
<th>Area of Relationship</th>
<th>People to Environment</th>
<th>Time Orientation</th>
<th>People Relations</th>
<th>Preferred Mode of Activity</th>
<th>Nature of Man</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle-class White American</td>
<td>Mastery over</td>
<td>Future</td>
<td>Individual</td>
<td>Doing</td>
<td>Good and Bad</td>
</tr>
<tr>
<td>Asian Americans</td>
<td>Harmony with Past-present</td>
<td>Collateral</td>
<td>Doing</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>Harmony with Present</td>
<td>Collateral</td>
<td>Being-in-becoming</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Black Americans</td>
<td>Harmony with Present</td>
<td>Collateral</td>
<td>Doing</td>
<td>Good and Bad</td>
<td></td>
</tr>
<tr>
<td>Hispanic Americans</td>
<td>Harmony with Past-present</td>
<td>Collateral</td>
<td>Being-in-becoming</td>
<td>Good</td>
<td></td>
</tr>
</tbody>
</table>

This information comes from Sue and Sue (2003), page 166.
APPENDIX I

Unit Plan Example

Lesson Plan for Teacher In-Service
Unit Plan Example

**Unit Title**  
Colorado History  
[Name of unit and a short description]

**Content Area**  
This unit will introduce students to the history of Colorado and will be aligned with district expectations. In addition, this unit will include opportunities for in depth look at the contributions made by non Anglo Americans and show case the rich history that Native Americans and Hispanics have bestowed upon Colorado.  
[This overview is an introductory summary of the content/concept]

**Grade Level**  
Fourth grade students  
[The grade level that will receive this instruction]

**Amount of Time**  
Forty minuets per day for four weeks for a total of twenty days.  
[The overall time frame for unit instruction (time per day, number of days per week, and how many weeks to complete.)]

**CDE Standards**  
Standards for reading and writing:  
S1: Read and understand a variety of materials.  
S2: Write and speak for a variety of purposes and audiences.  
S3: Write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.  
S4: Apply thinking skills to their reading, writing, speaking, listening, and viewing.  
S5: Read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.  
S6: Read and recognize literature as a record of human experience.

Standards for History:  
S1: Understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.  
S2: Know how to use the processes and resources of historical inquiry.  
S3: Understand that societies are diverse and have changed over time.  
[What CDE standards will this unit address?]
Enduring Understanding

Essential Questions

What contributions did Native Americans and Hispanics provide to the history of Colorado?

What significant attributes of the Colorado region aided in the development of Colorado and America?

[Enduring understanding are the key organizing concepts, principles, and/or theories that allow for the creation of schemas to interpret and apply past learning. Essential questions broaden the process of inquiry and research. The students use both of these to develop methods for creating new knowledge.]

Pre-Assessment

[Assess the student’s prior knowledge with respect to the post-instruction expectations to be accomplished. Think of the final assessment and design the pre-assessments based upon what the student will know and be able to do at the end of the unit.]

Unit Overview

Students will learn about rich history of the land area that is now Colorado. Students will gain an appreciation for the culture and geography of Colorado.

[The purpose of this section is to outline the education outcomes that the instructor has determined to be crucial in the unit. It should flow from the enduring understandings and explain the broad pattern of instructional events, and outline the reasons for its existence.]

Resources

Field trip to the Colorado Historical Society
Make and share Indian Fry Bread
Video on the Native American (plains and pueblo)
Computers – research and presentation

[What will be needed to teach this unit?]

Daily Lessons

[Detail lesson for each day of the unit.]

Assessment

Research project of a significant individual in the history of Colorado. Presentation of research project will be to the class. Presentation will be student’s choice with teacher’s approval. Some examples are: power point, play/skit, or bulletin board display.

[Assess the post-unit accomplishments of learners. What method(s) will be used to determine students’ new knowledge?]
Lesson Plan for Teacher In-Service

**Subject**
Teacher in-service, create a unit plan that is culturally responsive.

**Duration**
This will take three hours.

**Outcome/Benchmark**
For teacher’s to gain a better understanding of how to create a unit plan that considers the needs of a teacher’s ethnic and cultural diverse student population. Teachers will utilize skills learned in the development of their unit plan.

**Transitions**
At the conclusion of section two, teacher in-service power point, provide a ten minute break. Once back from the break, start section three which includes the development of a unit plan that is culturally responsible.

**CDE Standards**
None for this lesson.

**Materials Needed**
Computer with power point capability
Overhead projector and overhead sides of Unit Plan and Gay’s (2000) statement
Paper and pencils/pens
Overhead markers
Teachers can use any materials they wish when they develop and present their unit plan.
Handouts of usable resources from the teacher in-service (appendix A through H).
CDE standards for developing unit plan.

**Anticipatory Set**
Questions to ask the teachers to get them thinking about the development of a unit plan:
“How do you go about creating a unit plan?”
“What do you take into consideration in the development of such plan?”

**Pre-assessment**
Assess teachers knowledge though anticipator set questions.
Teaching lesson

Have teachers come back from their break.

**Part 1: Analyze**

Prior to the start of the unit plan lesson, have the teachers take a few moments to evaluate their current teaching methods as it relates to the practice of becoming culturally responsible. Have teachers list several items for each question.

“What methods do you currently use?”

“What practices and/or strategies do I plan to change?”

Model my own thoughts to the above questions.

Encourage teachers to share what they written.

**Part 2: Unit Plan**

State the goal of the final phase of the teacher in-service:

“Create and present a unit plan that incorporates the ideals and methods of culturally responsive teaching.”

Ask anticipatory set questions.

Get teachers thoughts.

Display a unit plan outline (Regis University).

Discuss each part of the outline.

Model my thoughts of each part of the outline

Explain to the teachers that they will create a unit plan.

Provide two hours for this activity.

Work in their grade level groups.

One unit plan for each group.

Any subject they wish.

Must include the ideals and methods of culturally responsive teaching.

Have one lesson plan that is specific to the use of the ideals and methods of culturally responsive teaching.

Presentation of unit plan and one lesson plan.

Take 30 to 45 minute to complete.

Whole group discuss strengths and weakness of plans with suggestions.

Conclude activity and teacher in-service.

**Practice/Strategies**

Discuss the unit plan model.

Model my thoughts when developing a unit plan.

Group work through the creation of grade level unit plan.

Public speaking through presentation of unit plan.
Post Assessment  Use the teachers’ presentation to compare and share ideas of incorporating culturally responsive teaching ideals and techniques.

Closure  Ask for questions or comments.
Place up Gay’s (2000) statement:

Teachers who really care about students honor their humanity, hold them in high esteem, expect high performance from them, and use strategies to fulfill their expectations...model academic, social, personal, and moral behaviors and values for students to emulate. Students, in kind, feel obligated to be worthy of being honored. They rise to the occasion by producing high levels of performance of many different kinds – academic, social, moral, and cultural. (Gay 2000, p. 46)

Independent Practice  None

Summarize/Evaluate  Complete at conclusion of teacher in-service.