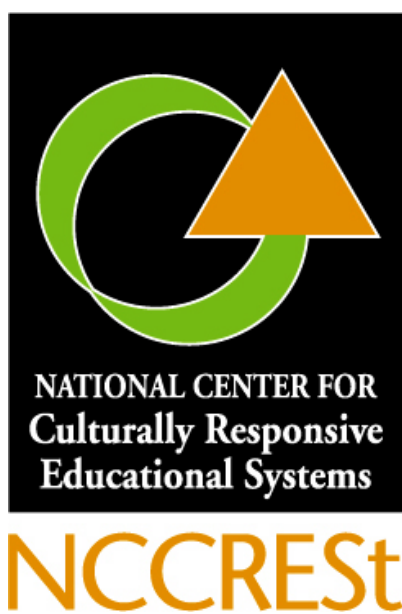


## MODULE 5: CULTURALLY RESPONSIVE LITERACY

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Academy 3: Boundary Crossings-Creating Language Experiences in the Classroom for ALL Students



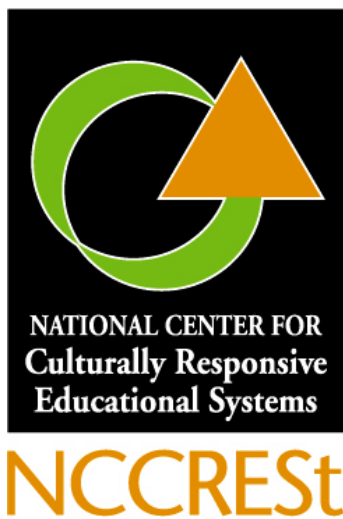
# Facilitator's Manual



NATIONAL CENTER FOR CULTURALLY RESPONSIVE  
EDUCATIONAL SYSTEMS

# Facilitator's Manual

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We strive to produce the most reliable and current academies possible. Therefore, our academies are updated regularly based on facilitator and participant feedback, on subject-matter expert input, and on up-to-date research. Please check our web site regularly -- [www.NCCRESt.org](http://www.NCCRESt.org) -- to find new versions and addenda to this academy.



## National Center for Culturally Responsive Educational Systems (NCCRESt)

The National Center for Culturally Responsive Educational Systems (NCCRESt) is funded by the Office of Special Education Programs at the U.S. Department of Education. The mission of NCCRESt is to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and to reduce inappropriate referrals to special education.

As a result of the work of NCCRESt, we expect to see an increase in the use of prevention and early intervention strategies, a decrease in inappropriate referrals to special education, and an increase in the number of schools using effective literacy and behavioral interventions for students who are culturally and linguistically diverse.

As part of our work, we link existing general education reform networks with special education networks. We also synthesize existing research into products that are made accessible in both print and electronic versions. These publications support the efforts of professionals, families, researchers, advocacy organizations and others involved in the work to create culturally responsive, inclusive school communities.

### NCCRESt Professional Learning Modules

The tasks of closing achievement gaps and reducing inappropriate referrals to special education are complex. The challenge is great, but can be achieved if educators throughout our nation and other nations are actively engaging the opportunity to transform education and how we go about the work of teaching and learning in our schools. This module is one of many developed by NCCRESt for the networks of schools engaging their faculty, staff, families, students, and community members in addressing issues of equity in general and special education for students who are culturally and linguistically diverse.

Every module is designed around a particular aspect of school-wide improvement with three separate academies that build knowledge, skills, and practices. The intent is simple: Build a common vision, vocabulary, and skill-set around essential elements of school improvement. The best way to implement this module is to bring together building leadership teams from a cluster of schools so that teams can learn from one another and create a practice community that can support innovation. The academies should be offered in sequence, spaced four weeks apart so that some application can occur between sessions, and that there is a plan for on-site coaching between academies. The three academies in each module are intended to be utilized together, over a series of professional learning collaborations in local contexts, but each academy within a module can also be used as a stand-alone tool.



The goal of all professional learning modules is to create a network of skilled and knowledgeable teacher leaders, administrators, community members, and family members who will serve as effective transformational agents of change for culturally responsive practices and systems. Participants are generally teams of educational professionals from schools and districts, selected to advance knowledge and practice related to culturally responsive systems and practices. The modules include:



Modules and their corresponding academies are designed to (1) engage adult learners in advancing their knowledge and skills about culturally responsive practices within organizations; (2) build communities of practice in which inquiry and public discourse are cornerstones of continuous improvement in culturally responsive systems; and (3) embody approaches to learning that affirm the socio-cultural histories and experiences that all members of the academies bring to shared learning. Finally, the modules create forums for open discussion to help school and community members think more broadly and systemically about culturally responsive schools and classrooms.



## Professional Learning Principles

NCCREST has a set of Professional Learning Principles for work with educators who work in practice, policy, and research settings. These principles emerged from a variety of research traditions, particularly those focused on socio-cultural perspectives. As a lens for understanding human learning, socio-cultural perspectives help us understand the relationship between individual psychological characteristics, identification with and mastery of specific cultural and linguistic heritages, and the contexts in which learning occurs. This perspective offers us a way of understanding the interaction between the tasks or activities that focus learning and the various ways that the tasks may be understood and valued by learners. Finally, the kinds of intellectual and affective tools that learners bring to tasks, or the kinds of tools they may need to develop, are also influenced by the nature of tasks and the learners' own cultural and psychological characteristics. This framework is particularly useful as the United States navigates the increasing cultural and linguistic diversity of our school-age population. Our principles have been influenced by research from the Center for Research on Education, Diversity, and Excellence (CREDE) as well as the National Staff Development Council.

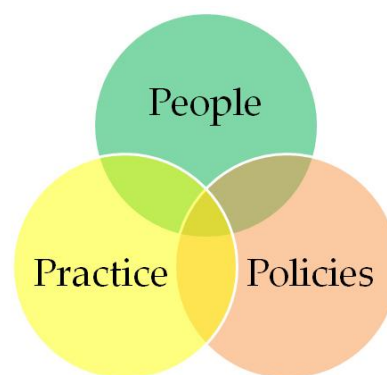
**PRINCIPLE 1:** Professional Learning is focused on improving learning within a diverse, multicultural community. The outcomes, content, and activities of any professional learning activity must be grounded in the diverse, multicultural context that characterizes most contemporary communities.

**PRINCIPLE 2:** Professional Learning engages educators in joint, productive activity through discourse, inquiry, and public practice. Effective professional learning is reached by continuous, collaborative interaction with colleagues through discussion, knowledge development and understanding, and directed inquiry around practice.

**PRINCIPLE 3:** Professional Learning is a facet of daily practice, not a compartmentalized activity. Since professional learning is embedded within practice, it becomes part of daily discourse, shared discussions about student learning and student products, as well as more formalized mentoring and coaching, meetings, study groups, and examination of evidence from inquiry cycles.

**PRINCIPLE 4:** Professional Learning results in improved learning for students who have been marginalized from the academic and social curricula of the US public school system. Professional learning scaffolds teacher learning so that the influence of individual cultural identity and values on individual and systems practices are understood, mediated by expanding professional knowledge of the socio-cultural dimensions of learning, and its impact assessed through student involvement and performance in academic and social curricula.

**PRINCIPLE 5:** Professional Learning influences decisions about what is taught and why. Since professional learning is generative, educators' knowledge will expand and become more complex as it develops. It is expected that professional learning will result in examination and improvements to the content and process of instruction for culturally and linguistically diverse learners.



**PRINCIPLE 6:** Professional Learning is focused on the diffusion of professional knowledge to build sustainable educational communities focused on improving learning outcomes for students and their families who are culturally and linguistically diverse. As educators gain knowledge, they also have the responsibility for sharing and mentoring others both in the practice of professional learning and in the expanded knowledge that comes from such activity.



### Facilitator Note

There are three Facilitator Manuals per Professional Learning Module: one for each of the three academies in every NCCRESt module. Each Facilitator Manual provides detailed information about every aspect of an academy from the academy outcomes through the academy content and, finally, evaluations. In most cases, you will follow the same process when presenting every academy: (1) Introduction to NCCRESt Academies; (2) Academy Overview; (3) Academy Session; (4) Self-evaluation; and (5) Academy Evaluation.

Please make sure that you prepare for each academy by reviewing all the materials: Facilitator Manual, lecturette presentation, lesson plans, activity handouts, and participant materials. If you have questions or comments about this or any other academy, please contact NCCRESt. We welcome your questions, suggestions, and feedback.



### Tips for Facilitating Leadership Academies

Before delving into the flow of the academies, please read through the following tips that can help you and your participants get comfortable and maintain focus on learning and growing. Notice that each tip is accompanied by an icon. These icons signal specific types of facilitator behavior and you will notice them appearing throughout the academy as symbols for actions, explanations, and notations. We hope that you enjoy facilitating these learning opportunities as much as we have.

#### TIPS FOR GETTING STARTED:

Introduce the academy facilitators, and provide an overview of NCCRESt and sponsors of the academy. Talk a bit about what a Leadership Academy is, its structure, how it is designed, and present the academy topic and outcomes. Explain the roles the facilitators will play and have participants introduce themselves and briefly tell what they'd like to learn or take away with them at the end of the academy, focusing on what would be useful to them in their practice. This should take no longer than 15 minutes. You are provided with a PowerPoint to lead this introduction.



#### TIPS FOR MOVING THINGS ALONG:

Included in the academy is a time schedule for activities – stick to it! Each activity has a built in timer, simply click to the next slide when you finish reading the instructions, the timer will keep you on schedule so you won't have to watch the clock. Try to begin and end on time, and instead of scheduling multiple breaks, invite people to get up to stretch, get a drink or use the bathroom as needed.



During discussions, try not to let one person dominate the conversation or go off on tangents that are narrowly focused on their own experiences. To “cut people off” politely, ask others what they think or ask a questions to get the discussion moving in a different direction.



### TIPS FOR MANAGING ACTIVITIES:

Before beginning an activity, briefly review the activity with the group and discuss its purpose. Read through the tasks and look over supporting materials. Ask if there are any questions. If necessary, have each group select a person who will take notes and report to the larger group the outcomes of their discussion or work.



While the participants are working in their small groups, circulate from group to group to make sure they are on task and to answer any questions. Be available if a group gets stuck, but don't interfere in the group process unless they need assistance.

### TIPS FOR LECTURETTES:

Practice timing yourself so you don't run over the allotted period. Copies of the PowerPoint slides and facilitator notes are provided in this manual. Each slide is accompanied by a lecturette icon (as seen on the right), a pause for questions and answers is identified by a question icon (seen below in the "tips for participant questions" section), and a stop sign icon indicates a participant activity.



### TIPS FOR PARTICIPANT QUESTIONS:

Paper is included in the participant materials for note-taking. Urge participants to jot down notes and save their questions for the Q and A periods so the academy does not run over the allotted time.

### TIPS FOR LEAVE-TAKING:

To wrap things up, ask people to take a minute to think about what they learned during the academy. Ask the participants to complete the self-assessment and share their thoughts and any last words. Use the overhead or chart paper to record what they say as a way to highlight new learning and congratulate the group on their hard work. Ask participants to complete the Academy Evaluation before they leave as a way to improve future academies.



### Special Facilitation Tips:

Facilitating conversations about culture, race, power, and privilege requires a set of skills that may be different from other facilitation/training experiences.

To lead such conversations requires that you, as the facilitator:

1. Have read sufficient background material from the reference list provided in the academy.
2. Have a well developed understanding of your own identity and culture, and be willing to share those experiences with others.
3. Can hold a multiplicity of truths and perspectives.
4. Be able to remain objective and not take comments personally (compassionate detachment) and utilize active listening.



These topics often stir up strong emotions and reactions. Be prepared to diffuse and redirect anger or attacks, and support individuals who are struggling with feelings of guilt, shame, anger, sadness, and defensiveness.

#### Tips for facilitating difficult conversations

1. Don't ignore a conflict between participants if one arises, for such a situation will not disappear on its own. Invite participants to respectfully share and explore each point of view in order to ensure they are heard.
2. Recognize and acknowledge how the conflict is affecting others in the group. Invite group members to share emotions, thoughts, and solutions.
3. Encourage each member to allow others to be heard in the group
4. Create a work environment in which healthy conflict is encouraged. Conflicts can enhance discussion by spurring productive discussions and engaging participants emotionally.
5. Set clear expectations about how participants should approach sensitive topics. For example, create a group norm that conflict around ideas and direction is expected and that personal attacks are not tolerated.
6. Reward, recognize, and thank people who are willing to take a stand and support their position.

#### Resources:

[http://humanresources.about.com/od/managementtips/a/conflict\\_solue.htm](http://humanresources.about.com/od/managementtips/a/conflict_solue.htm)

<http://humanresources.about.com/cs/conflictresolves/l/aa071002a.htm>



# Module 5: Culturally Responsive Literacy

## Academy 3: Boundary Crossings-Creating Language Experiences in the Classroom for ALL Students

### Academy Abstract:

The goal of this academy is for participants to understand that cultural differences in the classroom become cultural boundaries that need to be crossed by both teachers and students. Teachers, through culturally responsive instruction can help bridge the gap of these cultural boundaries. If educators truly embrace diversity, they look beyond festivals, foods, fashions, and folkways for ways to structure classrooms, schools, and programs in ways that affirm diversity and promote success for all students.

### Academy Outcomes:

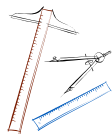
As a result of the activities and information shared at this Leadership Academy, module participants will:

- Examine key principles supporting linguistically and culturally diverse learners in literacy development.
- Identify key elements of culturally responsive literacy instruction for linguistically and culturally diverse learners and explore ways to put them into practice in classrooms.
- Identify cultural boundaries that need to be crossed in classrooms.

### Academy Agenda:

Review the agenda, noting the structure of the academy (lecture, activities, question-answer period, break time, assessment), and process for answering participant questions.

ACADEMY OVERVIEW .....	10 MINUTES
ACTIVITY1: BRIDGING YOUR FUNDS OF KNOWLEDGE WITH THOSE OF YOUR STUDENTS AND FAMILIES.....	30 MINUTES
LECTURETTE 1: SUPPORTING LINGUISTICALLY AND CULTURALLY DIVERSE LEARNERS IN LITERACY DEVELOPMENT .....	20 MINUTES
ACTIVITY 2: CRITICAL INQUIRY INTO TEACHING LITERACY .....	30 MINUTES
LECTURETTE 2: CROSSING CULTURAL BOUNDARIES IN THE CLASSROOM WITH ENGLISH LANGUAGE LEARNERS .....	15 MINUTES
ACTIVITY 3: PEDAGOGICAL APPROACHES TO SUPPORTING STUDENT’S SPEAKING AND LISTENING .....	40 MINUTES
OUTCOMES REVIEW .....	10 MINUTES
TOTAL:.....	2:35



## Academy Materials

You should have these materials prior to conducting the Academy:

- FACILITATOR'S MANUAL
- ACADEMY POWERPOINTS and access to a PowerPoint presentation system
- PARTICIPANT HANDOUTS. Handouts contain the Leadership Academy overview and agenda, paper for note-taking, activity handouts, self-assessment and academy evaluations, and resources. (Handouts can be copied double sided and in black and white).
- NAME TAGS (Make sure you have broad tipped felt pens for name tags so that people write their names in large print that can be read from a distance).
- CHART PAPER
- MARKERS
- TAPE



## Participant Handouts

These handouts may be passed out together at the beginning of the academy. They are packaged together as the academy Participant Handouts.

- Activity handouts
- Copies of the lecturettes
- Resources
- Self Assessment and Academy Evaluation

## Introductions and Greetings

### Academy Overview

Spend some time introducing yourself, the module sponsors, and the Leadership Academy to the participants. The overview provides you with Leadership Academy background information, this academy's purpose and outcomes, and the agenda. If time allows, ask participants to introduce themselves by letting others know where they are from and their roles and responsibilities within their buildings.



### FACILITATOR MATERIALS



*Overview PowerPoint*

### TIME LIMIT

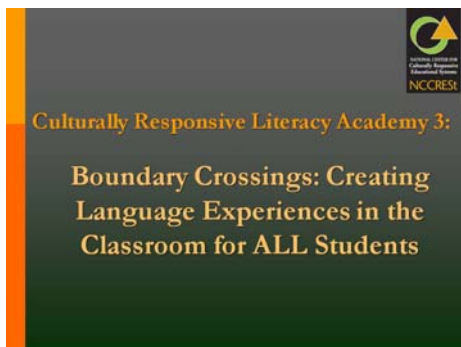
15 minutes

**Academy 3:**  
**Boundary Crossings-Creating Language Experiences in the  
Classroom for ALL Students**

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Slide 1



## Culturally Responsive Literacy Academy 3 Boundary Crossings- Creating Language Experiences in the Classroom for Marginalized Students

The goal of this academy is for participants to understand that cultural differences in the classroom become cultural boundaries that need to be crossed by both teachers and students. Teachers, through culturally responsive instruction can help bridge the gap of these cultural boundaries. If educators truly embrace diversity, they look beyond festivals, foods, fashions, and folkways for ways to structure classrooms, schools, and programs in ways that affirm diversity and promote success for all students.



Slide 2



## Introduction – Facilitators, Sponsors, and NCCREST:

Introduction: Introduce the academy facilitators (your position and background, and co-facilitators, if any) and the school or district that is sponsoring the academy.

The National Center for Culturally Responsive Educational Systems (NCCREST) is funded by the Office of Special Education Programs at the U.S. Department of Education. The mission of NCCREST is to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and to reduce inappropriate referrals to special education.

As a result of the work of NCCREST, we expect to see an increase in the use of prevention and early intervention strategies, a decrease in inappropriate referrals to special education, and an increase in the number of schools using effective literacy and behavioral interventions for students who are culturally and linguistically diverse.

As part of our work, we link existing general education reform networks with special education networks. We also synthesize existing research into products that are made accessible in both print and electronic versions. These publications support the efforts of professionals, families, researchers, advocacy organizations and others involved in the work to create culturally responsive, inclusive school communities.



Slide 3



## Introduction – Leadership Academies:

Leadership Academies: NCCRESt helps educators develop leadership skills for culturally responsive practice through leadership academies.

The academies are designed to be used by local researchers and professional developers who are invested in

collaborating with schools. The goal of this collaboration is to build more culturally responsive schools that successfully educate students from diverse cultural and linguistic backgrounds. The approach includes careful consideration of the content for professional development, adult learning principles, and selection of teams from schools and districts that can support their colleagues' learning and practice. In this way, professional development can build on converged needs, create a sense of common purpose and extend the creativity and skill of practitioners.

NCCRESt specifically works with school districts and state education agencies to build information systems that help leadership teams focus on goals for instructional, curricular, and cultural improvement. NCCRESt also works toward empowering action research agendas among school professionals.



Slide 4

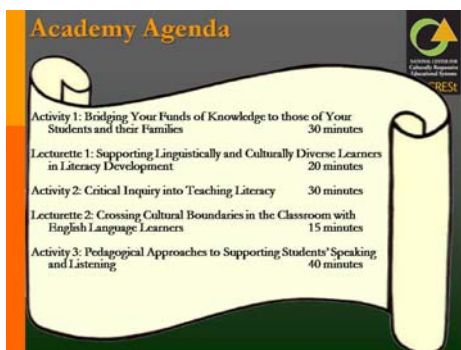


## Roles

Explain the roles the facilitators will play and go over the agenda. Have participants introduce themselves and briefly tell what they'd like to learn or take away with them at the end of the academy, focusing on what would be useful to them in their practice.



Slide 5



## Agenda

Activity 1: Bridging Your Funds of Knowledge to those of Your Students and their Families 30 minutes

Lecturette 1: Supporting Linguistically and Culturally Diverse Learners in Literacy Development 20 minutes

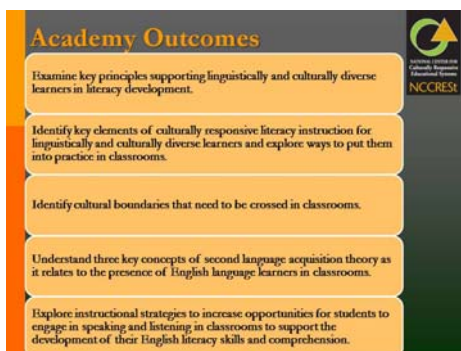
Activity 2: Critical Inquiry into Teaching Literacy 30 minutes

Lecturette 2: Crossing Cultural Boundaries in the Classroom with English Language Learners 15 minutes

Activity 3: Pedagogical Approaches to Supporting Students' Speaking and Listening 40 minutes



Slide 6



## Outcomes:

The goal of this academy is for participants to understand that cultural differences in the classroom become cultural boundaries that need to be crossed by both teachers and students. Teachers, through culturally responsive instruction can help bridge the gap of these cultural boundaries. If educators

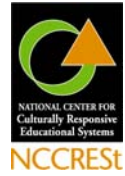
truly embrace diversity, they look beyond festivals, foods, fashions, and folkways for ways to structure classrooms, schools, and programs in ways that affirm diversity and promote success for all students. In this academy participants will also explore one specific cultural boundary related to literacy instruction, English language learners in the classroom and examine instructional techniques to help bridge the divide.

## Academy Outcomes:

As a result of the activities and information shared at this Leadership Academy, module participants will:

- Examine key principles supporting linguistically and culturally diverse learners in literacy development.
- Identify key elements of culturally responsive literacy instruction for linguistically and culturally diverse learners and explore ways to put them into practice in classrooms





- Identify cultural boundaries that need to be crossed in classrooms
- Understand three key concepts of second language acquisition theory as it relates to the presence of English language learners in classrooms
- Explore instructional strategies to increase opportunities for students to engage in speaking and listening in classrooms to support the development of their English literacy skills and comprehension.

## Activity 1: Bridging Your Funds of Knowledge to those of Your Students and their Families



**Directions:** Individually and in groups, address the following prompts:

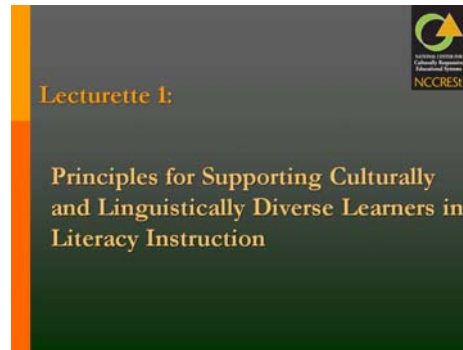
1. Individually, create a written or pictorial representation of your own funds of knowledge (“real world” knowledge, educational resources) related to **family literacy practices** that you brought to the classroom as an elementary, middle or high school student? (Pick the level in which you teach or work with to respond to this question).
2. What funds of knowledge related to family literacy practices do you bring to the classroom as a teacher? How might this be different from what your students bring?
3. Pair up with another participant and share your responses to questions 1 and 2. Then, discuss for each of the differences you’ve identified above, what you do to create a bridge between your students’ funds of knowledge and your own in regards to family literacy practices? The examples below are ways you may do this.

### Examples of Classroom Activities:

- Develop units and classroom activities that grow out of and speak to children’s interests and cultural backgrounds (e.g. *Freedom Writer’s* story)
- Encourage students to research and document life in their homes and communities. Have students bring in and present family artifacts.
- Regularly speak with students about what they do at home.
- Have students interview family members about their experiences. For example, if you are doing a unit on migration, have students interview members of their family about their family migrations from one place to another.
- Choose texts that reflect the cultural and ethnic diversity of the nation.
- Incorporate popular culture (e.g. music, film, video, gaming, etc.) into curriculum.



Slide 7



## Lecturette 1: Principles for Supporting Culturally and Linguistically Diverse Learners in Literacy Instruction

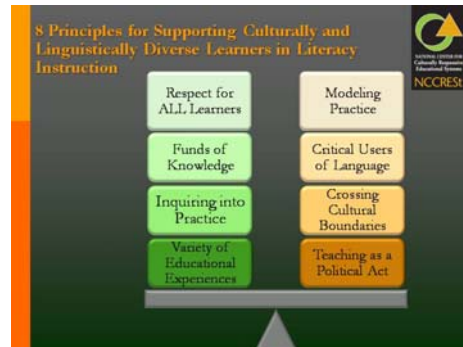
Culturally Responsive Literacy teaching must take into account the diverse languages, dialects, experiences and futures of students in diverse communities. There is

increasing diversity in the student population and students bring with them to the classroom rich and diverse languages, dialects and literacy skills. Variation in English presents considerable challenge to schools, grounded as they are in standard English norms. The fairly uniform written standard English of school texts and tests is generally more accessible to students from middle class backgrounds who have been socialized into oral standard English than it is to students from other dialect backgrounds.

The Conference on English Education (CEE) executive committee (a constituent of the National Council of Teachers of English, NCTE) in 2005 developed a set of beliefs and recommendations for action in supporting linguistically and culturally diverse learners in English education. These principles or beliefs represent what the committee considered to be a minimum philosophical outline for supporting learners whose cultures and language fall outside the boundaries of mainstream power codes.



Slide 8

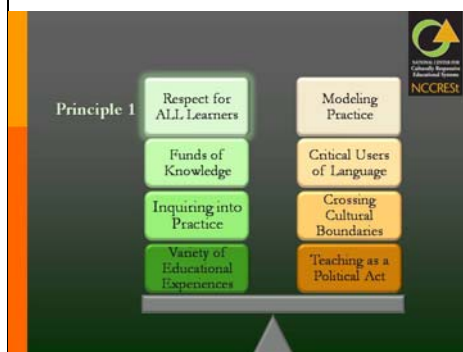


## 8 Principles for Supporting Culturally and Linguistically Diverse Learners in Literacy Instruction

These are the 8 principles for supporting culturally and linguistically diverse learners in literacy instruction. We will go through each one of these in the lecturette.



Slide 9



## Principle 1: Respect for All Learners

Teachers must respect all learners and themselves as individuals with culturally defined identities.

Teachers need to understand the increasing cultural and linguistic

diversity of our society, recognizing that they enter classrooms with their own social identities and cultural biases. All classrooms are multicultural; teachers need to work towards respecting, valuing, and celebrating their own and students' unique strengths in creating equitable classroom communities.

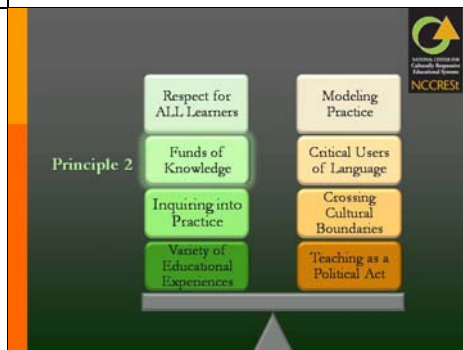
**Facilitator Note:** Culture I module explores this principle in depth.

### Participant Reflection Prompt

1. To you, what does “respecting all learners” look like in a classroom or school?
2. What do you think it looks like from your students perspective?
3. What conflicts might exist between your concept of respect and your students?



Slide 10



## Principle 2: Funds of Knowledge –

Students bring funds of knowledge to their learning communities; recognizing this, teachers must incorporate this knowledge and experience into classroom practice. Students bring to classrooms rich and varied language and cultural experiences. Often the dominant mainstream discourses of our

schools drown out these experiences, leaving them unrecognized or undervalued. Teachers need to actively acknowledge these funds of knowledge by incorporating them into classroom practice. In addition, teachers need opportunities to learn about the communities in which they teach; the contexts in which students live and form their cultural identities.

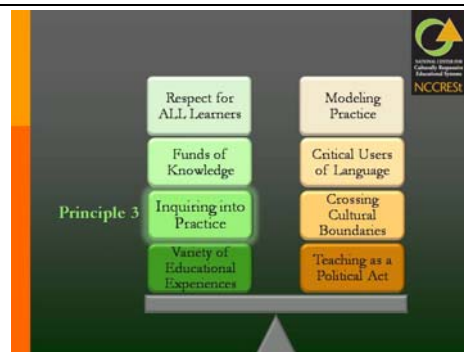
Family literacy is a way of describing how parents and children read and write together or alone during everyday interactions. From birth, there are ways of being and belief systems that surround us and inform the way we see the world, interact with others, and mediate thoughts. We are socialized into ways of speaking, viewing, writing, and understanding through our cultures. Within families, there are many different ways in which we read and write, and make meaning more generally. Each family has a “literacy ecosystem” (Kenner,

2004). For example, we create bulletin boards with tasks we need to do and notes to ourselves; we write personal letters, emails and cared to people close to us; our identities are revealed through placement of furniture, posters on walls, photographs on display, objects children create, etc.; there are books, newspapers, and magazines on display. We have rituals in the home associated with literacy, such as story reading, story telling, music, etc.

**Facilitator Note: Culture I module introduces funds of knowledge. Culture II module explores the concept in greater detail. An example of how to bring students' funds of knowledge into the classroom will be explored in the activity at the end of this lecturette. The movie *Freedom Writer's* presents excellent examples of how one teacher used her students' funds of knowledge to get transform their schooling experiences.**



Slide 11




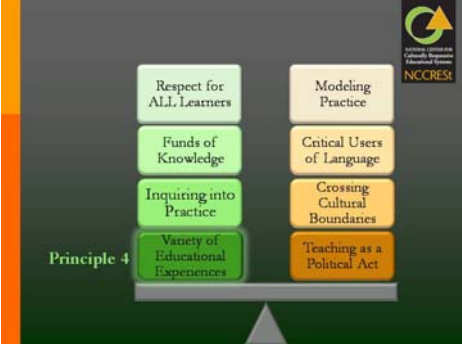
### Principle 3: Inquiring into Practice


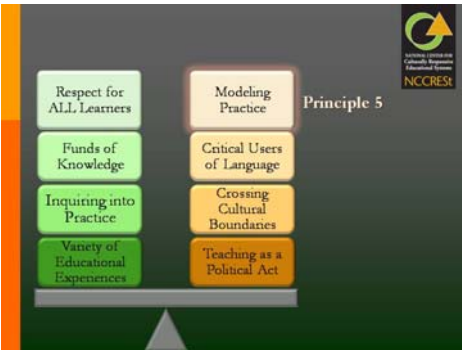
Socially responsive and responsible teaching and learning requires an anthropologically and ethnographically informed teaching stance. Teachers need to be introduced to and routinely use the tools of practitioner/teacher research in order to ask difficult questions about their practice. Teachers need to be learners in their own classrooms, developing more complex profiles of their students and using the growing knowledge of students' lives and cultures to design and incorporate appropriate instructional strategies and curriculum.

#### Examples of Teacher Activities:

- Attend and participate in community meetings to learn more about the school community.
- Document the efforts of one student in your classroom through periodic journal entries throughout the school year.
- Form a group of colleagues who periodically use inquiry protocols that facilitate looking closely at student work.
- Talk to parents and students to learn about their linguistic and cultural backgrounds and experiences.
- Invite parents into the classroom to speak to all students on family life and cultural traditions, or to share an area of their expertise.

**Participant Reflection Prompt: Have participants respond to the**

	<p><b>questions below that relate directly back to the teacher activity examples listed above.</b></p> <ol style="list-style-type: none"> <li>1. List some community meetings that might be beneficial for you to attend to learn more about your school community.</li> <li>2. What current or past student (if not currently teaching) might it be beneficial for you to keep a journal on to learn more about the student and your practices? Why?</li> <li>3. Identify at least two colleagues who you think might be willing to join you in creating a community of practice, engaging in inquiry around student work and instructional practice.</li> <li>4. How could you create opportunities to talk to parents to learn about their linguistic and cultural backgrounds and experiences? How could you do the same with your students?</li> </ol> <p>Brainstorm ways you could provide opportunities for parents to share their experiences, traditions, and expertise with your students.</p>
 <p>Slide 12</p>	 <p><b>Principle 4: Variety of Educational Experiences –</b></p> <p>Students have a right to a variety of educational experiences that help them make informed decisions about their <u>role and participation in language, literacy, and life.</u> Students should build a deep awareness and understanding for the many forms of language, literacies and varying lifestyles that exist in their communities and in the world. Learning experiences should empower students, develop their identities and voice, and encourage student’s agency to improve their life opportunities. A range and variety of critical literacy practices creates opportunities for high student engagement, capitalizing on their multiple learning styles and diverse identities and personalities.</p> <p><u>Sample Classroom Activities:</u></p> <ul style="list-style-type: none"> <li>• Examine and critique popular culture as a voice for different cultural groups. Discuss the ways in which language is used to express feelings. Have students write their own songs or poems for public posting via a website, school newspaper, bulletin board, etc.</li> <li>• Have learners read autobiographies of children their age and then write their own stories. As a group compare and contrast their stories with the ones they read. Discuss what students have learned about</li> </ul>

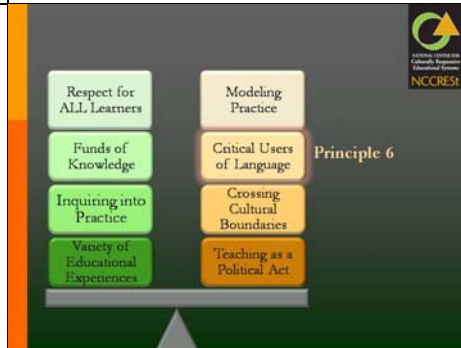
	<p>themselves and other.</p> <ul style="list-style-type: none"> <li>• Ask students to examine newspaper articles, television reports, and websites about a cultural group they identify with. Do they disagree/agree with the ways the stories have been told? What is another way the stories could have been told? Write the other way.</li> </ul> <p><b>Participant Reflection Prompt:</b></p> <ol style="list-style-type: none"> <li>1. What do you need to learn and know about your students in order to provide a wide variety and range of critical literacy practices and experiences that affirm their language and cultural identities?</li> <li>2. How might you go about acquiring the information from your students or about your students?</li> </ol>
 <p>Slide 13</p>	 <p><b>Principle 5: Modeling Practice –</b></p> <p>Educators need to model <u>culturally responsive and socially responsible</u> practices for students. When teachers model culturally responsive practices they explicitly acknowledge and incorporate students’ funds of knowledge. Modeling requires teachers to carefully plan demonstrations, experiences, and activities, helping students examine the experiences in light of their own learning, knowledge, and goals. These types of explicit practices help students develop language for how or if experiences support learning, as well as assist students in identifying experiences that help them examine whose English “counts” and in what contexts.</p> <p><u>Sample Activities:</u></p> <ul style="list-style-type: none"> <li>• Initiate explicit discussions on reading by disclosing your own reading preferences and processes. The discussion may lead to a subsequent discussion on what texts students have read during their formal school careers. Who wrote the texts? Whose texts aren’t being read? Does this matter? Why is this problematic?</li> <li>• Invite students to bring in culturally relevant texts (e.g. songs, self-written poetry) and ask them to create a glossary for difficult (for the teacher) to understand language. After this experience, the teacher may initiate discussion on being bi-, tri-lingual/cultural. In addition, teachers can also bring in texts relevant to the lives of students.</li> </ul> <p><b>Participant Reflection Prompt:</b></p> <p>List the texts you use in your classroom (articles, novels, textbooks, other</p>



resources/references, etc.). Who wrote each text? Is there a predominance of one perspective or voice? What voices are missing from the texts?



Slide 14



### Principle 6: Critical Users of Language –

All students need to be taught mainstream power codes/discourses and become critical users of language while also having their home and street codes honored. Teachers are responsible for giving all students the tools and resources to access the dialect

of the dominant culture, “Standard English”. However, it is not enough to just “teach” the mainstream power codes; teachers need to foster ongoing and critical examinations with their students of how particular codes came into power, why linguistic apartheid exists, and how even their own dialectical and slang patterns are often appropriated by the dominant culture.

#### Sample Activities:

- Have individual students study their home language (e.g. patterns of speech, rules of grammar, vocabulary, tonal features, emotional characteristics, etc.). Put students in groups, based on common backgrounds, if possible and have them develop a presentation relaying to the rest of the class a good, complete description of how their members usually speak at home and with friends. Have each group come up with a name for the type of English they each speak. The group should identify specific features of their speech by naming some of the examples, if they are different from standard English. (e.g. failure to enunciate certain letters or sounds, clipped words, regional/teenage words or expressions, slang, style-setting language (new, creative use of words and phrases), use of other languages instead of English, double negatives, etc.). The groups should demonstrate the types of English they speak by holding a group discussion on whatever topic you would like with each group member speaking his or her own way. The group should prepare lots of examples of how they usually speak.
- Have students compose across codes.
- Have students make dialectical translations (e.g. writing a Shakespearean soliloquy in street language or a poem written in a marginalized dialect into a privileged dialect), then discuss what gets gained and lost through such translation.

- Create dialectical and slang-based lexicons.
- Have students become ethnographers into language, recording and analyzing the ways language plays out in their lives.

**Facilitator Note: The following are possible inferences that might be made from the classroom dialogue.**

By saying "What" (line 3) with special emphasis on the final "t" the teacher adopted a midcourse correction in order to emphasize and correct a particular detail of oral performance. In so doing the teacher departed from the aim of the initial question, which focused on the general content of the question the students read. Fostering standard English pronunciation in reading aloud is one pedagogical aim, while fostering comprehension of the text being read is another pedagogical aim. What indeed was it that Little Duck saw? We don't know. If the transcription were to continue we could see whether or not the comprehension point got lost entirely as the teacher went on after having sidetracked the students for their nonstandard pronunciation style.

The teacher's emphasis on the final "t" is not necessary in terms of: the aim of teaching comprehension. We can infer that this is not just a matter of simple miscommunication-the teacher not understanding the children's answers. We might assume that he or she could hear the children saying "wha" (in turns 2 and 4) as standing for "what," with the final "t" pronounced. Rather, this could be a deliberate lesson in pronunciation (in turn 1, the teacher said ". . . and remember your endings"). This was to make a special point of the cultural communication style of the black children and to do so in a negative way. This cultural border work-making cultural communication style a negative phenomenon in the classroom-seems to have stimulated student resistance that they displayed linguistically.

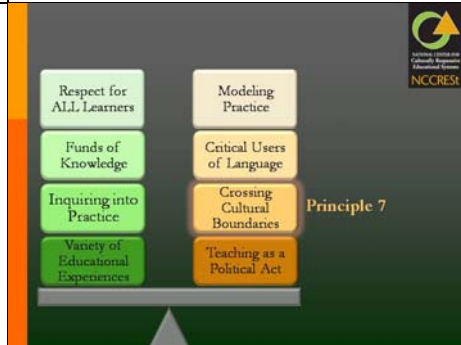
**Share the findings of Piestrup's study with participants**

In some of the classrooms in Piestrup's study the teacher was white, in others the teacher was black. Piestrup monitored the speech style of the working-class black children across the whole school year. In those classrooms in which the teacher, whether black or white, negatively sanctioned the children's use of black English vernacular, by the end of the year the children spoke a more exaggerated form of that dialect than they had done at the beginning of the year. The opposite was true in the classrooms in which the teacher, whether black or white, did not negatively sanction the black English vernacular spoken by the black students. In those classrooms by the end of the year the black children were speaking in the classroom in ways that more closely approximated standard English than did their ways of speaking at the beginning of the year. Consider the implications of this. The culturally distinctive oral performance of working-class black children was initially present in both kinds of classrooms. In the latter kind of classroom the

speech style of the students did not become an occasion for stigma and resistance. In the former kind of classroom, however, the use of black English vernacular became an occasion for stigmatizing border work by the teachers and for resistance by the children. As that happened, and as the year progressed, the speech style of the children became more and more different from that of the teacher. This meant that cultural difference was increasing in a situation of cross-cultural contact.



Slide 15



### Principle 7: Crossing Cultural Boundaries –

Teachers must be willing to cross traditional personal and professional boundaries in pursuit of social justice and equity. There is and will continue to be a disparity between the racial, socioeconomic, and cultural backgrounds of teachers and their

students. Teachers need to acknowledge the limits of their personal knowledge, as well as the privileges afforded them by virtue of their race, gender, sexuality, and class. Through studying their own lives, teachers learn to recognize their limits, identifying personal boundaries that need to be crossed in order to advocate for all students. Crossing boundaries may involve learning language, studying culture, and visiting with students and families.

**Facilitator Note: Culture I module helps teachers explore their personal stories, recognizing their limits and identifying personal boundaries.**

#### Examples of Activities for Teachers:

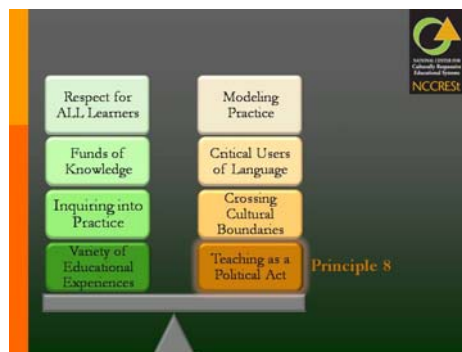
- Develop sustained contact with individuals from diverse communities.
- Develop projects on difference cultural practices.

Accomplish the projects above via audio and video tape interviewing; transcribing, studying, and compiling the stories of people from different cultures/places; collecting oral histories; all to be used as classroom resources.

- Use documentary films as a resource, designing carefully-phrased pre-post viewing questions and activities.



Slide 16



## Principle 8: Teaching as a Political Act –

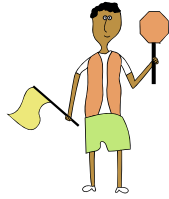
Teachers need to be advocates for and models of social justice and equity. Teachers have the potential to function as change agents in their classrooms, schools, and communities. Effective literacy teachers envision their classrooms as sites of struggle and

transformative action in the service of academic literacy development and social change. Teachers need to continue to expand relevant course materials, activities, methods, and experience in serving diverse students in the pursuit of equity, achievement, and justice.

Major societal and political changes can be effected by schools and schooling. This principle makes that notion explicit and helps us to think about how the political nature of teaching is manifested moment to moment on a daily basis. Each act you make as a teacher has a political meaning and consequence. What is political about what you are teaching? How is the political nature of what you are teaching manifested in your everyday classroom life?

### Sample Teacher Activities:

- Encourage students to develop critical perspectives through community-based research and action projects.
- Increase the shared knowledge base with students, parents, and community members; regularly tap into students' funds of knowledge.
- Use classroom approaches that empower students socially and academically.
- Negotiate roles and go beyond teacher-as-expert and student-as-novice.
- Be explicit with students about your own positions as political agents.



## Activity 2: Principals for Supporting Culturally and Linguistically Diverse Learners in Literacy Instruction

### Part 1 (15 minutes): Principal 6- Critical Users of Language

All students need to be **taught mainstream power codes/discourses** and become critical users of language while **also having their home and street codes honored**. Teachers are responsible for giving all students the tools and resources to access the dialect of the dominant culture, “Standard English”. However, it is not enough to just “teach” the mainstream power codes; teachers need to foster ongoing and critical examinations with their students of how particular codes came into power, why linguistic apartheid exists, and how even their own dialectical and slang patterns are often appropriated by the dominant culture.

1. In small groups (3-4), read and then act out the classroom exchange below and deconstruct what you think was happening in the classroom from both the teacher’s perspective and from the students’ perspective.
2. What lessons do you take away from this brief classroom exchange?
3. Re-enact, rewrite or re-design the exchange from a critical users of language perspective.

The following dialogue was taken from Piestrup’s (1973, p. 96-97) study of working-class black and middle-class white children and their teachers.

***Example of a first grade reading lesson, all the children are black. (CC in the transcript means children reading aloud in chorus):***

- 1 T: *All right, class, read that and remember your endings*
- 2 CC: *"What did Little Duck see?" (final t of "what" deleted)*
- 3 T: *What. (final t of "what" emphasized)*
- 4 CC: *What (final t deleted, as in turn 2)*
- 5 T: *I still don't hear this sad little "t."*
- 6 CC: *"What did-What did-What-(final t's deleted)*
- 7 T: *What.*
- 8 T & CC: *"What did Little Duck see?" (final t spoken)*
- 9 T: *OK, very good.*

Source: Piestrup, A. M. (1973). *Black dialect interference and accommodation of reading instruction in the first grade*. Berkeley: University of California, Language Behavior Research Lab.

## Part 2: Principle 8 – Teaching as a Political Act

Teachers need to be advocates for and models of social justice and equity. Teachers have the potential to function as change agents in their classrooms, schools, and communities. Effective literacy teachers envision their classrooms as sites of struggle and transformative action in the service of academic literacy development and social change. Teachers need to continue to expand relevant course materials, activities, methods, and experience in serving diverse students in the pursuit of equity, achievement, and justice.

In the same groups as Part 1, discuss the following prompts.

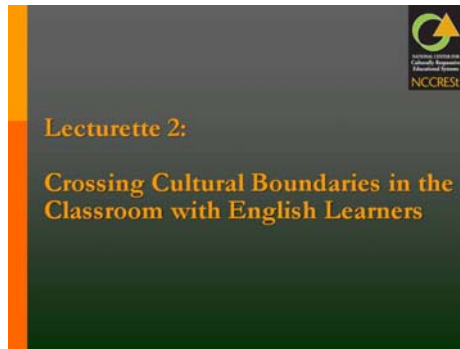
### Reflection Questions

1. In choosing to teach the curriculum from this perspective, whose points of view am I highlighting and whose am I neglecting? How can I make sure to include other perspectives?
2. How are the curricula and pedagogies I use accessible and meaningful in various ways to all my students?
3. What do I know about the political and cultural experiences of the community of this school? What experiences are common for the children and their families? How are they like or unlike experiences with which I myself am familiar?
4. How are families enfranchised or disenfranchised by the school district and school regulations? How do parents or other family members interact with the school and its personnel? How can I contribute to a positive experience for the children I teach and their families?
5. What are institutional or cultural beliefs about the subject matter I am teaching? How do these coordinate with what I believe about how students will best learn this content?
6. How is my authority as a teacher enhancing my students' capacity to become active and contributing members of society? Besides my role in the classroom, what else do I do that has political consequences for me and my students?





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## Lecturette 2: Crossing Cultural Boundaries in the Classroom with English Learners

According to Vygotsky (1978) language learning is promoted through social interaction and contextualized communication. The key is to reduce teacher talk and increase student talk.

Research has demonstrated that in most classrooms, teachers dominate the linguistic aspect of lessons, which limit English language learners' opportunities to practice and develop their linguistic skills (Goodlad, 1984; Sirotnik, 1983). Frequency of interactions is one aspect of the social nature of learning that teachers need to embrace when seeking to improve the educational experience for English language learners.

August and Hakuta (1997) suggest that there are two domains that English language learners need to learn how to navigate, the rules for how to talk in the classroom and the construction of actual content knowledge through talk. English language learners enter public schools and classrooms in which there is a standard way of knowing and doing, a monolithic vision (Gutierrez et al., 1995) based on the dominant forms of interaction and socialization practices found in the "culture of power" (Delpit, 1995; Heath, 1983; Rogoff, 1990).

The social context of a classroom provides important insight into how a teacher attends to the power differential in her classroom that occurs when English language learners are present. The key features to describe in teachers' classroom practices are the nature and frequency of teacher-student and student-student interactions and the degree to which each teacher provides a daily range of linguistic opportunities for English language learners (Cummins, 1994; Krashen, 1981; Swain, 1985).



Slide 18



## Second Language Acquisition Theory

An understanding of second language acquisition theory can improve the ability of monolingual English speaking teachers to serve the increasingly culturally and linguistically diverse students in their classrooms (Fillmore & Snow, 2002). Some key concepts of second language acquisition theory can be quickly

understood and applied in the classroom setting. The key concepts presented by

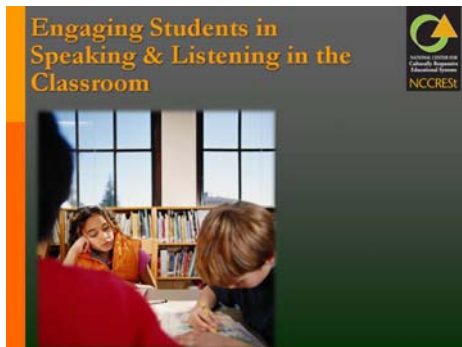


three theorists in second language acquisition need to be understood and applied in a classroom setting containing English language learners: (1) Cummins's concept of Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency (BICS, CALP) (Cummins, 1981), (2) Swain's notion of Comprehensible Output (Swain, 1985), and (3) Krashen's hypothesis of Comprehensible Input (Krashen, 1980).

**1. Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)** - Cummins makes the distinction between two differing kinds of language proficiency, BICS and CALP. BICS comprises the informal, social language skills of listening and speaking which second language learners typically acquire quickly. CALP is the basis for a language learner's ability to cope with the academic demands placed upon them in the various content areas. While many children develop BICS within two years of immersion in the target language, it takes between five and seven years for a language learner to be working on the level with native speakers as far as academic language is concerned (Cummins, 1981, 1984, 1994). Development of CALP requires that teachers provide daily opportunities for language learners to use language to explain, clarify, generalize, manipulate ideas and apply knowledge (Cummins, 1984).

**2. Comprehensible Output** - A good teacher incorporates opportunities for language learners to practice and produce comprehensible output in both BICS and CALP in every lesson (Ovando & Collier, 1998). The comprehensible output hypothesis developed by Swain (1985) suggests that students acquire language most meaningfully when they also have the opportunity for comprehensible output. That is, they need to have a setting in which they are given many opportunities to communicate, as well as a safe environment in which their attempts at communication are purposefully created and valued.

**3. Comprehensible Input** - Beyond the role of the environment in establishing a classroom where language output is the norm, the teacher needs to provide comprehensible input, so language learners can access, engage, and interact with classroom activities, talk, and the text. Krashen (1980) has advocated the importance of comprehensible input to successful language acquisition. Linguistic simplifications serve the purpose of making input language more comprehensible to language learners. For the learner, understanding what is said to them plays a very important role in facilitating language output. Acquisition occurs when language learners, in an interesting, low-anxiety environment are provided comprehensible input that contains structure that is a little beyond their current language development. The language learner uses the context of the language they are hearing or reading and their knowledge of the world to construct meaning and acquire language (Krashen, 1980)



## Engaging Students in Speaking & Listening in the Classroom

An effective teacher of English language learners recognizes the importance of providing students daily opportunities to practice BICS and CALP and interact with the teacher and peers. For English language learners to interact with the teacher and peers in the classroom, a

teacher needs to utilize a variety of strategies creating opportunities for all students to speak and listen in the learning environment.

Participant Reflection Prompt: (Could provide a handout for this)

1. Describe what speaking and listening “look like” in your classroom. What strategies do you currently employ to promote the development of students speaking and listening skills? How do learners listen? What and how much are they expected to listen to? How is their listening supported and assessed? How do learners speak? What are the expectations for speaking? How is their speaking supported and assessed?

### Facilitator Note:

**Speaking** conveys information. The message might be ideas, opinions, narratives or facts.

**Listening** is the ability to hear information – verbal and non-verbal – and requires the application of judgment and interpretation.



## The Demands of Listening

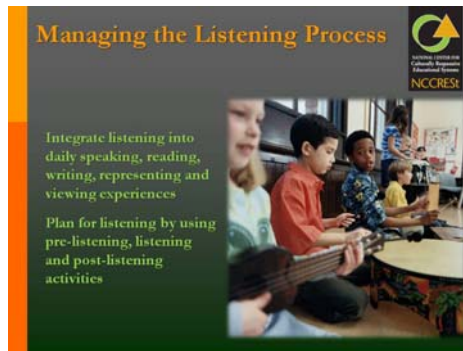
Students spend the majority of each school day listening and much of what students know is acquired through listening. Listening is more than hearing; comprehending spoken language involves process-oriented thinking skills. Because listening involves the use of language and thought, the ability to listen effectively

develops as students’ language abilities develop and mature. Developing effective listening abilities cannot be left to chance. Students learn to value listening when it is given a prominent role in the classroom and when it is meaningfully integrated with their speaking, writing and reading experiences. Students become active listeners in classrooms when they deliberately attend to the speaker’s message with the intention of immediately applying or assessing

the ideas or information.



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**Managing the Listening Process**

Integrate listening into daily speaking, reading, writing, representing and viewing experiences

Plan for listening by using pre-listening, listening and post-listening activities

## Managing the Listening Process

Managing the listening process involves

- Integrating listening into daily speaking, reading, writing, representing and viewing experiences for students and
- Planning for listening by using pre-listening, listening and post-listening activities.



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**Managing the Speaking Process**

**Classroom Climate**

- Safe, comfortable & relaxed
- Dynamic, interactive
- Teacher and student are co-learners
- Collaborative

**Groups**

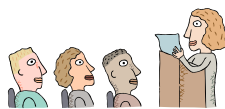
- Vary sizes for student opportunities to practice different thinking and oral skills

## Managing the Speaking Process

Students' speaking skills develop best in interactive learning environments, where enough time is provided for them to share and listen to a variety of ideas. A safe, comfortable and relaxed atmosphere is critical for the development of productive talk in the classroom for all students and is particularly important for those students

who may come from backgrounds that differ from the classroom norm. Classrooms should be places where students ask and answer meaningful questions and in which the teacher and students are co-learners, collaborating with one another to communicate ideas and information.

Different group sizes (pairs, small groups and large groups) provide opportunities for students to practice the different thinking and oral skills unique to each configuration.



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**Speaking and Listening Strategies**

## Speaking and Listening Strategies

We will now review three sets of strategies that can be used in classrooms daily to provide opportunities for all students to develop their listening and speaking skills. Remember, according to second language acquisition theory, the English language learners in your classroom need daily opportunities to use language to practice and produce

comprehensible output in both BICS and CALP in every lesson by having them to explain, clarify, generalize, manipulate ideas and apply knowledge.

The following sets of strategies: lesson starters, group strategies, and plenary activities are examples of how you can incorporate these opportunities into your lessons.



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**Lesson Starter Activities**

1. One minute buzz
2. Listening Triads
3. Snapshot of a theme, concept, topic or event
4. Just a minute
5. Taboo
6. Verbal ping-pong
7. Prediction
8. Sequencing
9. Object Sort
10. Keyword Sort

Lesson Starters

### Lesson Starter Activities

Source: How to focus on speaking and listening across the curriculum at KS3/S1-3, [www.bt.com/education](http://www.bt.com/education)

**Facilitator Note:** This is a list of strategies teachers can use at the beginning of lessons to engage students in speaking and listening.

See handout for descriptions of each and examples



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**Group Strategies**

Speaking and listening work by its very nature involves pair and group work.

How do you manage your learning groups?

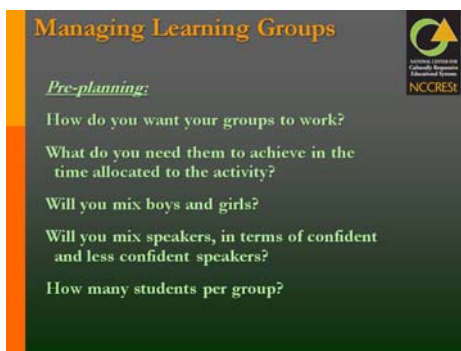
### Group Strategies

#### Participant Reflection Prompt:

1. What types of activities are students doing in groups in your classroom?
2. What do you do during group work time?
3. Are expectations, outcomes clear to your students?



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**Managing Learning Groups**

*Pre-planning:*

How do you want your groups to work?

What do you need them to achieve in the time allocated to the activity?

Will you mix boys and girls?

Will you mix speakers, in terms of confident and less confident speakers?

How many students per group?

### Managing Learning Groups

Plan in advance. Decide how you want your groups to work and what you need them to achieve in the time allocated to the activity. Some questions to consider include:

1. How do you want your groups to work?
2. What do you need them to achieve in the time allocated to the activity?
3. Will you mix boys and girls?
4. Will you mix speakers, in terms of confident and less confident speakers?

## 5. How many students per group?



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**Make Your Expectations Clear**

- Time allocations
- One speaker at a time in a group
- Purpose and outcomes
- Prompt/Guide sheets
- Decide your role

### Making Your Expectations Clear

Set your expectations clearly to the group.

- Make your time allocations clear
- Should only be one speaker at a time
- Make the purpose and expected outcomes clear by writing them

on board

- Use prompt sheets to help the discussion flow, be sustained and keep students on task
- Decide on your role during group work. Will you “shoulder surf” around the groups? Listen to the students’ conversation and make notes without prompting? Play devil’s advocate? Support and encourage less confident speakers?



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**Group Strategies**

1. Discussion Groups
2. Mind-mapping
3. Snowballing
4. Role Play
5. Jigsaw
6. Focus Task

### Group Strategies

Working in groups helps promote students ability to listen to others’ ideas. There are many ways that you can manage the learning environment to introduce group work. These group activities may be better suited to some environments than others. However, many of the activities can be adapted to

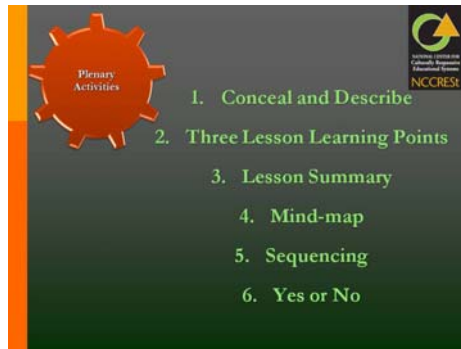
the learners’ needs, the working space and the requirements of the lesson.

**Facilitator’s Note:** Explanations for each activity in provided in the handout. Be sure to highlight mind-mapping, snowballing, and focus task, which might be new to some participants.





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## Plenary Activities

Plenaries are often used as a summary at the end of a lesson, but there is not reason at all why a lesson can't contain more than one plenary to emphasize specific learning chunks. This allows learners time to reflect, comment and listen to the views of others. Plenaries can also provide a useful break and an

opportunity to physically move about within the classroom, before moving on to the next stage of a lesson.

Review the various plenary activities

**Facilitator Note: Descriptions of each plenary activity are provided in the handout. Review those that you feel participants might not be as familiar with.**



## Activity 3: Speaking and Listening Activities across the Curriculum: Starter, Group and Plenary Activities

**Materials:** Handout  
**Time Limit:** 40 minutes

**Part 1 (20 minutes)** In pairs or triads, select one of the activity starters and brainstorm ideas for use in your classroom. Try one of them out and share with the larger group.

### ***LESSON STARTERS***

1. One minute buzz
  - Make the following suggestion to students: ‘For one minute discuss with your partner the subject of your last lesson and your key learning.’ Ask students to be prepared to share this with the class.
  - **Science:** Ask students to ‘buzz’ about the difference between igneous, sedimentary and metamorphic rocks
  - **Math:** Ask students to “buzz’ how to find the slope of a line
  
2. Listening Triads
  - Organize students into groups of three and give each student a number 1,2 and 3. Write three statements on the board. Statement 1 is explained to the triad by student number 1 and statement 2 by student number 2, etc. Each student has one minute to explain their statement to the group.
  - **PE:** ‘Hit and follow-through’; ‘foot movement’; ‘foot placement’
  - **Social Studies:** What is a local community? What is a national community? What is a global community?
  
3. Snapshot of a theme, concept, topic or event
  - Asks groups of five students to freeze-frame or create a living snapshot of their learning so far.
  - **Geography:** Climate
  - **Literature:** The last events in a drama or novel
  
4. Just a Minute
  - Invite students in class to play ‘Just a minute’, where individuals talk on a topic without hesitation and repetition. If the speaker does hesitate or repeat themselves, the topic is taken up and continued by the student who spots the mistake. The winner is the student who is talking when the minute ends.
  - **Science:** Cells



- **Social Studies:** Principles and values of American democracy
5. Taboo
- Describe a word, concept, character, event, calculation method or formula to a partner or group without saying the taboo words.
  - **Math:** Rectangle, square
  - **Geography:** Globalization



## Leave Taking

### *Part 1: Self Assessment*

#### **Facilitator Materials**

None

#### **Participant Materials**

*Self Assessment*

#### **Activity Purpose**

The self assessment provides the participant with an objective means of evaluating the knowledge and skills gained in this academy.

#### **Activity Time Limit**

10 minutes

#### **Facilitator Note**

None

#### **Activity**

Have participants complete the *Self Assessment*. Remind groups that their assessments will be collected for module assessment purposes and they do not need to put their names on the assessments.

## *Leave Taking, Part 2: Debrief*

### **Facilitator Materials**

Chart paper, overhead, or presentation slide

### **Participant Materials**

*Self Assessment*

### **Activity Purpose**

This activity gives participants a chance to compare their evaluation answers.

### **Facilitator Note**

None

### **Activity Time Limit**

10 minutes

### **Activity**

Return to whole group and ask participants to share their responses. Use an overhead or chart paper to record what they say as a way to highlight new learning, and congratulate the group on their hard work.

## *Leave Taking, Part 3: Academy Evaluation*

### **Participant Materials**

*Academy Evaluation*

### **Activity Purpose**

This activity provides feedback for developers from module participants.

### **Activity Time Limit**

10 minutes

### **Facilitator Note**

Collect the *Academy Evaluations* and return them to the National Center for Culturally Responsive Educational Systems

### **Activity**

Have participants complete the *Academy Evaluation*. This evaluation gives the module developers a chance to see how the academy is being received and allows them to improve it as needed.

## Glossary

**Culture:** A body of learned beliefs, traditions, principles, and guides for behavior that are shared among members of a particular group.

**Cultural racism:** Value systems that support and allow discriminatory actions against racially and ethnoculturally marginalized communities.

**Cultural responsiveness:** The ability to learn from and relate respectfully with people of your own culture as well as those from other cultures. It includes adjusting your own and your organization's behaviors based on what you learn. Cultural responsiveness is not something you master once and then forget... cultural responsiveness is not about trying to change others to be more like you. It is about cultivating an open attitude and new skills in yourself. Cultural responsiveness involves exploring and honoring your own culture, while at the same time learning about and honoring other people's cultures.

**Cultural sensitivity:** The ability to be open to learning about and accepting of different cultural groups.

**Discrimination:** To make a difference in treatment on a basis other than individual character; or, behaviors directed towards people on the basis of their group membership.

**Diversity perspective:** Research that seeks to emphasize a wide range of voices, viewpoints, and experiences, and may seek to include identities of ethnicity, culture, sexuality, gender, age, disability, or a wide range of other perspectives.

**Ethnocentrism:** To judge other cultures by the standards of one's own, and beyond that, to see one's own standards as the true universal and the other culture in a negative way.

**Institutional and structural racism:** Racism that systematically deprives a racially identified group of equal access to a treatment in education, medical care, law, politics, housing, etc.

**Prejudice:** Generalized attitude towards members of a group without adequate prior knowledge, thought, or reason.

**Racism:** A belief that racial differences produce an inherent superiority of a particular race.

**Sexism:** The belief in the inherent superiority of one sex (gender) over the other and thereby the right to dominance.

**Social privilege:** A right or immunity granted to or enjoyed by certain people beyond the common advantage of all others.

**Stereotype:** Generalized belief about members of a cultural group.



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