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Aligning Components of Culturally Responsive Pedagogy

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Who is Megan Fuciarelli?

- Executive Director & Principal Consultant, US², Inc
- Superintendent, Macomb Academy
- Educational Consultant, Teaching Tolerance (SPLC)
- Provider of Administrative Academies for Restorative Practices
- Lead Evaluator, AdvancED
- Trainer, National Coalition Building Institute (NCBI)
- Former Whole Child Advocate, IL ASCD
- Previous Experiences: Assistant Superintendent, Curriculum Director, Director of Literacy/ESL, Principal, Assistant Principal, Bilingual Reading Specialist, Spanish Teacher, Classroom Teacher



Who's in the Room?

- Teachers/Administrators/Community Advocates/Government Officials/Other?
- Level of Knowledge regarding Culturally Responsive Pedagogy?



Agenda for Today

- Define Culturally Responsive Pedagogy
- Introduction to Anti-Bias Framework & Critical Practices
- Analyze how the above merge together with Restorative Practices for student success
- Provide overview of Perspectives for a Diverse America
- Provide additional resources to support with culturally responsive pedagogy



What is Culturally Responsive Pedagogy (CRP)?

Culturally responsive pedagogy facilitates and supports the achievement of all students. In a culturally responsive classroom, effective teaching and learning occur in a culturally supported, learner-centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement.



Why employ CRP?

- Today's classrooms require teachers to educate students varying in culture, language, abilities, and many other characteristics.
- Teachers must create a classroom culture where all students regardless of their cultural and linguistic background are welcomed and supported, and provided with the best opportunity to learn.



How can this be done?

- [Social Justice Standards](#): Based off work from Louise Derman-Sparks; Four Domains (Identity, Diversity, Justice, Action)
- Critical Practices: Four Sections (Instruction, Classroom Culture, Family & Community Engagement, Teacher Leadership)



Anti-Bias Framework

- Identity: Who am I?
- Diversity: How am I alike and/or different from others?
- Justice: Why are some people treated differently?
- Action: What can I do about it?



Identity

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirms and accurately describes their membership in multiple identity groups.
3. Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence, and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture, and other cultures and understand how they negotiate their own identity in multiple spaces.



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Diversity

1. Students will express comfort with people who are both similar to and different than them and engage respectfully with all people.
2. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different than each other and others in their identity groups.
3. Students will respectfully express curiosity about the historical and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
4. Students will respond to diversity by building empathy, respect, understanding, and connection.
5. Students will examine diversity in social, cultural, political, and historical contexts rather than in ways that are superficial or oversimplified.



Justice

1. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
2. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
3. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
4. Students will recognize that power and privilege influences relationships on interpersonal, intergroup, and institutional levels and consider how they have been affected by those dynamics.
5. Students will identify key figures and groups, seminal events, and a variety of strategies and philosophies relevant to the history of social justice action and history of the world.



Action

1. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
2. Students will recognize their own responsibility to stand up to exclusion, prejudice, and injustice.
3. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
4. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
5. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.



How does this look in practice?

Grade Level Outcomes (Identity 2): Students will develop language and historical and cultural knowledge that affirms and accurately describes their membership in multiple identity groups.

- K-2: I can talk about interesting and healthy ways that some people who share my group identities live their lives.
- 3-5: I know about my family history and culture and about current and past contributions of people in my identity groups.
- 6-8: I know about my family history and culture and how I am connected to the collective history and culture of other people in my identity groups.
- 9-12: I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.



Let's look at another one...

Grade Level Outcomes (Diversity 10): Students will examine diversity in social, cultural, political, and historical contexts rather than in ways that are superficial or oversimplified.

- K-2: I find it interesting that groups of people believe different things and live their daily lives in different ways.
- 3-5: I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.
- 6-8: I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.
- 9-12: I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.



And another one...

Grade Level Outcomes (Justice 14): Students will recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels and consider how they have been affected by those dynamics.

- K-2: I know that life is easier for some people and harder for others and the reasons for that are not always fair.
- 3-5: I know that life is easier for some people and harder for others based on who they are and where they were born.
- 6-8: I know that all people (including myself) have certain advantages and disadvantages in society based on who they are and where they were born.
- 9-12: I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.



Last one...

Grade Level Outcomes (Action 18): Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.

- K-2: I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do.
- 3-5: I know some ways to interfere if someone is being hurtful or unfair, and will do my part to show respect even if I disagree with someone's words or behavior.
- 6-8: I can respectfully tell someone when his or her words or actions are biased or hurtful.
- 9-12: I have the courage to speak up to people when their words, actions, or views are biased and hurtful, and I will communicate with respect even when we disagree.



It's important to...

- ...build and draw on intergroup awareness, understanding, and skills
- ...create classroom environments that reflect diversity, equity, and justice
- ...engage families and communities in ways that are meaningful and culturally competent
- ...encourage students to speak out against bias and injustice
- ...include anti-bias curricula as part of larger individual, school, and community action
- ...support students' identities and make it safe for them to fully be themselves
- ...use instructional strategies that support diverse learning styles and allow for deep exploration of anti-bias themes

ACHIEVED THROUGH USE OF [CRITICAL PRACTICES](#)



Critical Practices

- Instruction
- Classroom Culture
- Family & Community Engagement
- Teacher Leadership

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Instruction

1. **Critical Engagement with Material**
2. Differentiated Instruction
3. Cooperative & Collaborative Learning
4. Real-World Connections
5. Values-Based Assessment, Evaluation, & Grading



Critical Engagement with Material

- Open-Ended and Higher-Order Questions
- Reading Against the Grain
- Text-to-Text, Text-to-Self, Text-to-World
- Project Based Learning





Classroom Culture

1. Honoring Student Experience
2. Thoughtful Classroom Setup & Structure
3. Shared Inquiry & Dialogue
4. Social & Emotional Safety
5. **Values-Based Behavior Management**



Values-Based Behavior Management

- Student-Generated Agreements and Contracts
- “Zero Indifference” but NOT Zero Tolerance
- Restorative Justice



Family & Community Engagement

1. Culturally Sensitive Communication
2. Inclusion of Family & Community Wisdom
3. **Increased Connections Among Families**
4. Use of Local Resources
5. Engagement with Community Issues & Problems



Increased Connections Among Families

- Family Events
- Parent/Guardian Education Programs
- Family Service/Engagement Projects
- Pooling Resources and Sharing Support



Teacher Leadership

1. Self-Awareness & Cultural Competency
2. **Speaking Up & Responding to Prejudice, Bias, & Stereotypes**
3. Building Alliances
4. Leading Beyond the Classroom
5. Ongoing Reflection & Learning



Speaking Up & Responding to Prejudice, Bias, & Stereotypes

- Visual Symbols of Inclusion and Safety
- Consistent Intervention on Bullying and Harassment
- Using “I Statements” to Challenge Bias and Discrimination Among Adults



How do these work together?

By focusing on relationships, student engagement increases. We can focus on relationships by incorporating the following:

Anti-Bias Framework

Critical Practices

Restorative Practices

[Curriculum as a Window, Mirror](#), and Sliding Glass Door (Emily Style)



Perspectives for a Diverse America

Aligned to ELA CCSS & ABF/CP

Project of Teaching Tolerance
(under Southern Poverty Law Center)

[PDA YouTube](#)

[Perspectives Website](#)



Next Steps

- Assess current situation
 - Conduct stakeholder surveys
 - Conduct equity audits
- Craft plan of action
 - Decide upon one area to focus on
 - Involve stakeholders in the process (based on data from assessment)
 - Determine how to monitor growth
- Analyze growth
 - Be transparent with goals/assessment/results
 - Modify plans based on information gathered



Resources

Teaching Tolerance (Social Justice Standards)

<http://tolerance.org>

US², Inc. (Equity & Inclusion Consultants)

<http://us2consulting.com>



What questions do you think your neighbor has?

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