



Culturally responsive instruction in an online world

February 11, 2021

Link to slides: https://learningforward.org/wp-content/uploads/2021/02/FINAL_webinar_2-11-21.pdf

Contact info for the panelists:

- Tanji Reed Marshall - treedmarshall@edtrust.org
- Linda Rost - rostl@baker.k12.mt.us
- Steven Becton - steven_becton@facinghistory.org

Resources from panelists:

From Tanji Reed Marshall

- Toolkit Provides Anti-Racist Instructional Practices for Math Education
<https://west.edtrust.org/press-release/new-toolkit-provides-antiracist-instructional-practices-for-math-education/>

From Linda Rost

- Book: *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn* <https://www.amazon.com/Whatever-Takes-Professional-Learning-Communities/dp/1932127283>
- Book: *Cultural Diversity and Education: Foundations, Curriculum, and Teaching* <https://www.amazon.com/Cultural-Diversity-Education-James-Banks/dp/1138654159>
- Book: *Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States* <https://www.amazon.com/Deculturalization-Struggle-Equality-Education-Dominated/dp/0078024366>
- Book: *For White Folks Who Teach in the Hood... and the Rest of Y'all Too: Reality Pedagogy and Urban Education* <https://www.amazon.com/White-Folks-Teach-Hood-Rest/dp/0807028029>

From Steven Becton

- <https://www.facinghistory.org/professional-development>
- <https://www.nameorg.org/>



Learning Forward resources:

- [Supporting coaches and mentors through our professional services](#)
- [The Learning Professional: Building the Pipeline](#)
- [Professional Learning State and District Planner](#)
- [Learning Forward webinars](#)
- [Learning Forward blog](#)
- [Learning Forward membership](#)

Participants' suggestions and resources:

- <https://tntp.org/publications/view/student-experiences/the-opportunity-myth>
- Teacher Expectations of Achievement - one of the top ranking effect sizes identified by John Hattie in his Visible Learning research.
- "Braiding Sweetgrass" by Dr. Robin Wall Kimmerer, Potawatomi Ecologist.
- Love multiple perspectives...try this: <https://pz.harvard.edu/resources/circle-of-viewpoints>
- To incorporate culturally relevant in a math classroom, Data Talks are a great place to start! <https://www.nytimes.com/column/whats-going-on-in-this-graph> is a great site!
- Great website to support students in doing the work of weeding through fact, opinion, and just plain lies! <https://www.allsides.com/unbiased-balanced-news>
- You know what's a great resource for connecting with other educators outside your circle? The new iOS Clubhouse app. It's really interesting for conversation and networking.
- Excellent resource on how to have "unpracticed" (not difficult) conversations with students: *We Got This.: Equity, Access, and the Quest to Be Who Our Students Need Us to Be* <https://www.amazon.com/We-Got-This-Equity-Students/dp/032509814X>
- *The Price of Nice: How Good Intentions Maintain Educational Inequity* <https://www.amazon.com/Price-Nice-Intentions-Maintain-Educational/dp/1517905664>

Participants' responses to panelists' comments and strategies:

- Love the distinction between being under-educated and mis-educated!
- Omission is just as damaging as under-appreciating.
- The true purpose of education is to get us to THINK.
- I really like the idea of using oral history as a valued form of evidence.
- Trusting students to do the learning requires a respect of their intellect.

- We need to support each other in addressing our own biases, especially implicit biases, so they do not become barriers to our teaching and learning.
- Rigor in a classroom is when we as facilitators can get a conversation to look like a game of basketball with in only coming to us to reframe. We do not want the game of ping pong where thinking hinges on us as the teachers.
- Where the purpose of education is to liberate and empower and our curriculum needs to finally align to that purpose.
- Pedagogy of the oppressed speaks on liberatory education and thinking.
- If you can't name it, you can't change it! SO, NAME IT TO CHANGE IT!!!
- Naming and sharing the meaning of what is being named is essential - culture and race is interpreted in so many different ways!
- There are more African American males in college than there are in prison: Book, NO BS (Bad Stats), Toldson
- First KNOW THYSELF!
- All instruction is culturally responsive. The question is what culture is the instruction responding to?
- Disrupting the narrative requires knowledge building.
- Historical scholarship wouldn't exist if it weren't evolving and changing as we uncover and highlight new evidence.
- Not only disrupting the deficit narratives but telling the counter stories.
- Step one is acknowledge. We all have blind spots. This is where SEL lays the groundwork for how students should and can have these conversations. They must learn how.
- Oppression has no color barrier.
- Can we truly do culturally responsive teaching without doing the work of unlearning/relearning the history that many of us have been taught?
- Our beliefs determine our focus in teaching.
- I can't tell you how hard it was to be a Latina woman in higher ed. So many doors slammed in my face. Finally moved on after becoming a Clinical Associate Professor in Education at UIC.
- Colorblindness and meritocracy, problematic frameworks.
- Unlearning can bring the most growth. Allow yourself to unlearn the narrative we have been taught in our education system.
- Lift the voices of the marginalized.
- We must challenge the system that continues to marginalize students of color. We must start by asking what is included and excluded from our curriculum.
- We need to also find networks to collaborate with and share each other's learning.
- YES! Your circle should be diverse - allow your thinking to be pushed!!!