

# Culturally responsive instruction in an online world



Webinar  
February 11, 2021

If you can see the slide and hear the music, you are all set.

## Welcome! We will begin shortly.

All attendees are muted upon entry. Please use the chat feature for comments and the Q&A feature for questions during the webinar.

  
THE PROFESSIONAL LEARNING ASSOCIATION

# Thank you for joining us

**The webinar will be recorded and available.**

All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

Please introduce yourselves in the chat box

- Your name
- Your location
- Your role in the educational sector



[@learningforward](https://twitter.com/learningforward)



**Paul Fleming**

Senior Vice  
President

Standards, States, &  
Equity



# Participants will ...

- Understand the value and importance of culturally responsive instruction in creating positive outcomes for all students
- Learn about key resources, strategies, and ideas to better support educators with culturally responsive instruction in a variety of settings (virtual, hybrid, and face to face)
- Share questions and advice among a community of learners



# Culturally responsive instruction



*Culturally responsive teaching is about helping culturally and linguistically diverse students who have been marginalized in schools build their skill and capacity to do rigorous work. The focus isn't on motivation but on improving their brainpower and information processing skills.*

— Zaretta Hammond, *Culturally Responsive Teaching & The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*, Corwin, 2015

# Research shows . . .

## Culturally responsive teaching practices can provide students with a range of cognitive and social benefits\*

- **Facilitating brain processing:** Drawing from students' cultural knowledge and norms contributes favorably to reading comprehension and mathematical thinking.
- **Motivating and engaging students:** Culturally responsive teachers connect academic concepts to the everyday lives of their students.
- **Cultivating critical thinking and problem-solving skills:** Culturally responsive teachers build students' awareness of social justice issues encountered in their daily lives and communities through rigorous, project-based activities and investigations of meaningful, open-ended problems.
- **Strengthening students' racial and ethnic identities:** The centering of students' identities in the classroom supports the development of students' racial and ethnic pride, which favorably links to school engagement, interest in learning, and better grades.
- **Promoting a sense of safety and belonging:** Culturally responsive teachers cultivate these feelings by demonstrating care, encouraging socialization among students, and establishing respectful relationships with learners.

\* *5 Ways Culturally Responsive Teaching Benefits Learners*, New America, 2019



# Panel discussion



**Tanji Reed  
Marshall**

*Director, P-12 Practice*  
The Education Trust



**Linda Rost**

*2020 Montana  
Teacher of the Year*  
Baker High School



**Steve Becton**

*Chief Equity and  
Inclusion Officer*  
Facing History and  
Ourselves





# Culturally Relevant Teaching & Learning

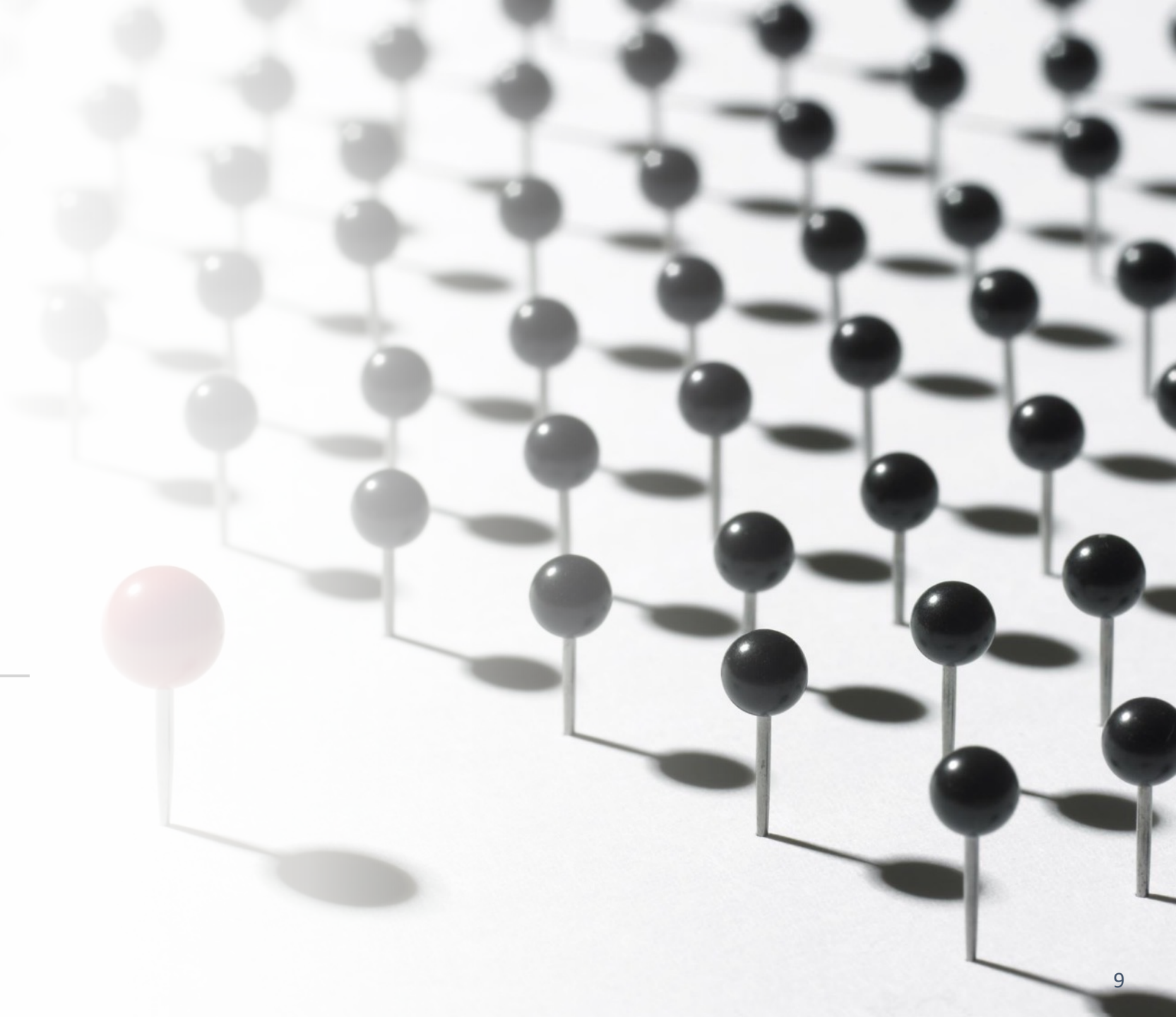
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Tanji Reed Marshall, PhD

Director, P12 Practice

The Education Trust

February 11, 2021





# Indigenous People Acknowledgement



# Culturally Relevant Teaching... What it is?

a **R**<sub>3</sub> (relevant, responsive, rigorous)

**E** (education)

**S** (starts) from the

**P** (premise) that

**E** (every)

**C** (child's)

in **T**ellect matters

Who they

**ARE...**





a **R**<sub>3</sub> (relevant, responsive, rigorous)

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Who they

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Their

**MINDS...**

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in **T**ellect matters

Who they

**ARE...**

Their

**MINDS...**

Their

**ABILITIES...**

## Tenets of Culturally Relevant Teaching

- Self-awareness
- Academic achievement
- Socio-political consciousness

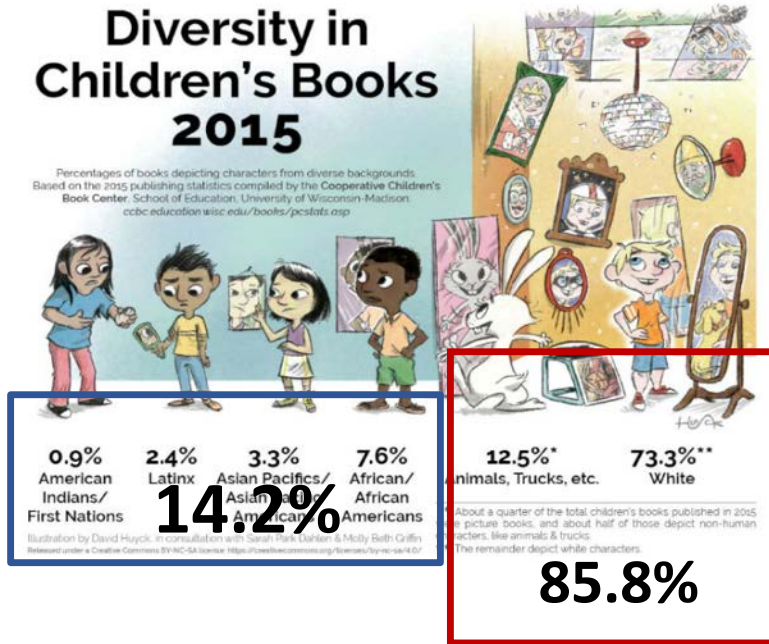


# Self-Awareness

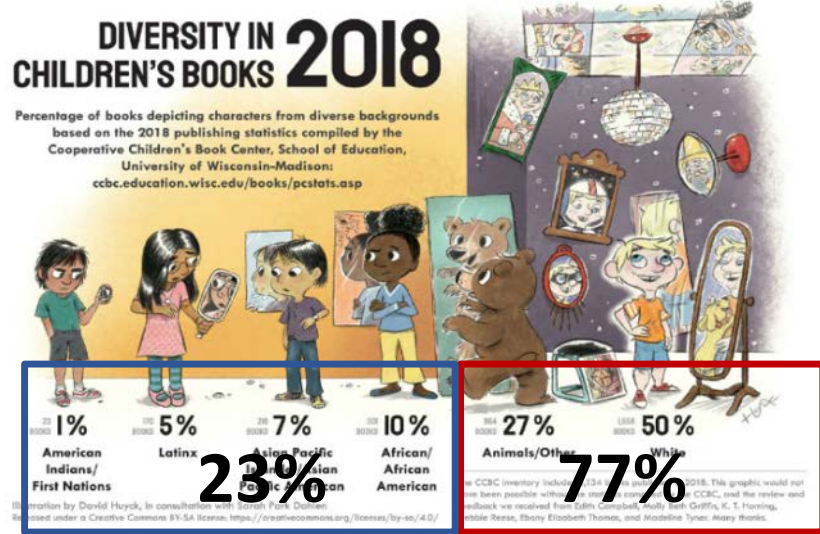
- Many a district-mandated curriculum continues to foster limited opportunities for students of color to see themselves beyond stereotypes:
  - Personal struggle
  - Economic hardship
  - “Broken” family trope
- These narratives are harmful for white students as they perpetuate a societal narrative about people of color rooted in white supremacist ideologies



# Diversity in Children's books 2012-2018



Animals = 12.5%



Animals = 27%



# Working together

Active citizens work together to make their community a great place for everyone. They make sure their neighborhoods are

safe and friendly places. They avoid littering. They volunteer at school or at the library. They help neighbors by cutting grass or shoveling snow. They report any dangers to the police.

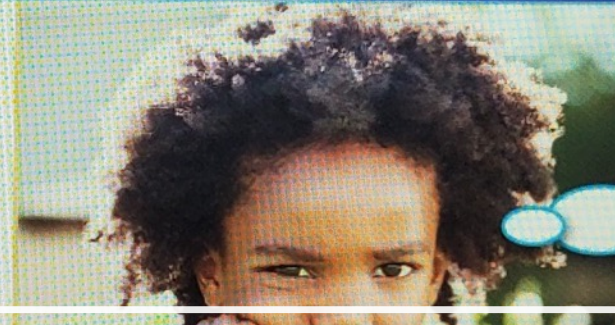
What are some ways that you can be an

active citizen in your own community?



## What do you think?

Every day on his way to school, Kamal passes the club house in the local park. It is covered in ugly graffiti. There is litter on the ground and on the steps. Nobody seems to care how bad it looks. Kamal would like to do something, but he is only one person. He wonders what he could do. What advice do you have for Kamal?



Do You See What I See?

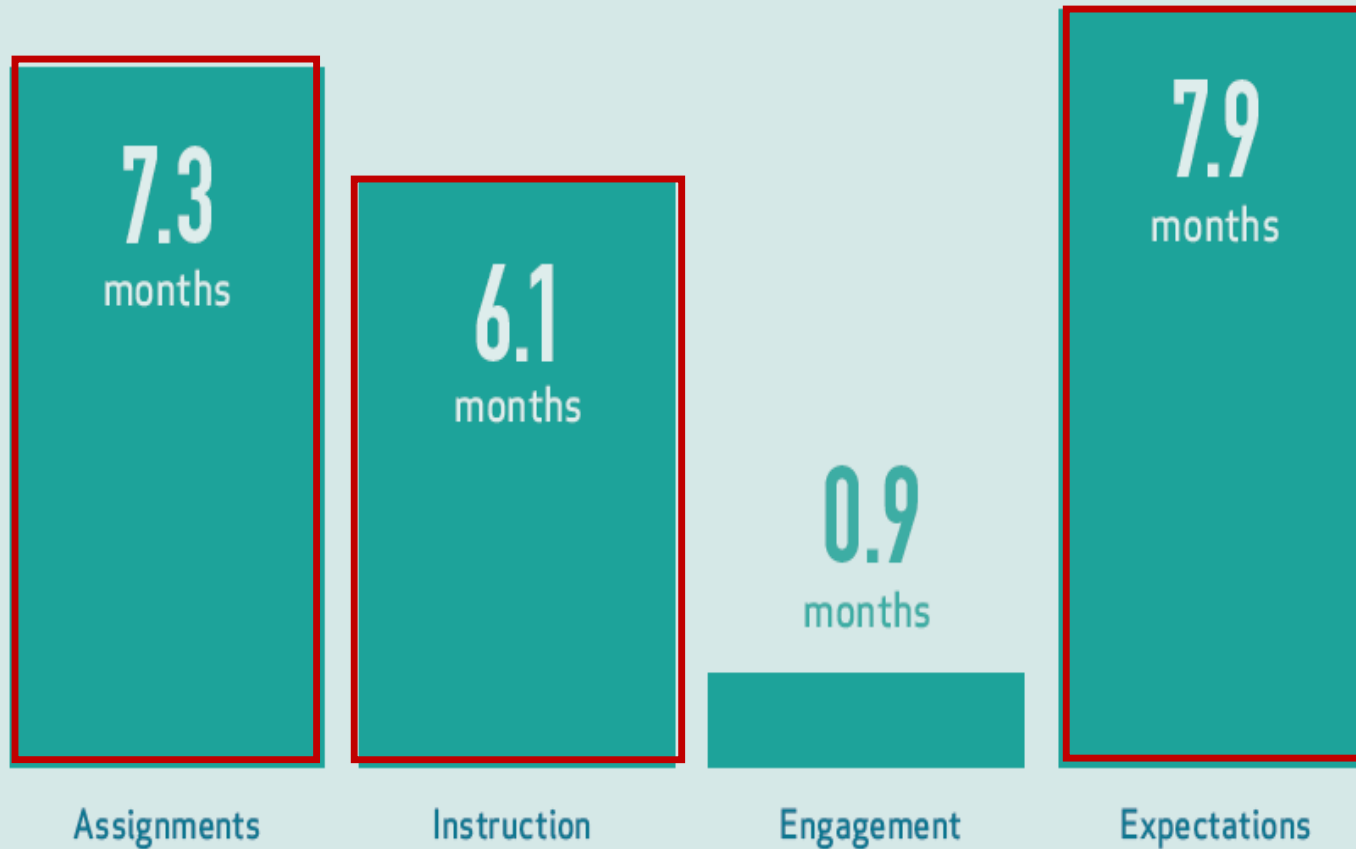


# Academic Achievement

The four key resources benefit all students...



...but particularly students who started the year substantially behind their peers.



Academic achievement through the power of assignments





# Socio-political Consciousness

# Critical Considerations



- Curriculum must offer students opportunities to develop a critical eye about the world and their place in it
- Students must be able to engage in learning where they develop voice and perspective to more fully participate in their local context and beyond
- Students should not leave districts only to realize they were purposefully under- and miseducated—often by omission



# Culturally Responsive Pedagogy

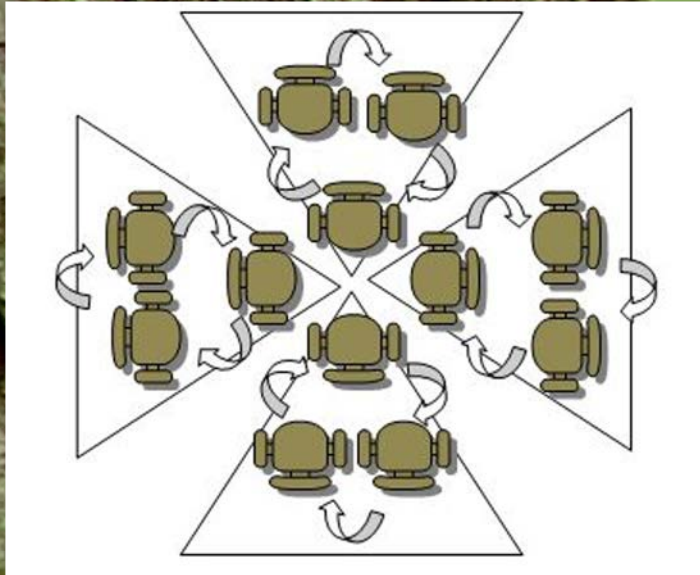
## Pinwheel Discussions

Linda Rost



# Culturally Responsive Pedagogy in the Science Classroom - Pinwheels

- Engaging deeply in different perspectives
- Western science and Indigenous ways of knowing
- Empirical data and oral traditions
- Place-based and relevant
- Context: Ecology and ethics
- Topics:
  - Management of grizzly bears in the Greater Yellowstone Ecosystem
  - Climate change and cultural perspectives
  - Introduction of invasive species in Flathead Lake
  - Use of genetic testing for tribal enrollment





# Grizzly Bear Pinwheel Unit

## BEAR FACTS

- Listed on Endangered Species List in 1975
  - Stopped hunting, established recovery area, etc.
- Delisted on June 22, 2017.
- Controversial decision made by Department of Interior and other agencies.

- Will no longer be protected.
- Could be hunted - States will decide.



## DELISTING UPDATE

- Six lawsuits filed summer 2018
- Some by two tribal nations: Confederated Salish and Kootenai Tribes (CSKT) and Blackfoot Tribe
  - Have regulatory authority over pieces of grizzly bear habitat on their reservations.
- Concerns about how climate change will affect Grizzlies:
  - They are eating more meat and less whitebark pine forage (Chaney, 2018).
- Aug 2018 - US District Judge Dana Christenson ruled for a two-week halt on hunting.
- Sept 2018 - Restored federal protections. Grizzlies were relisted.

## PINWHEEL DISCUSSION

1. FORM THREE GROUPS: A) TRIBAL COUNCIL, B) TRIBAL SCIENTIST, C) STATE SCIENTIST, D) DISTRICT COURT JUDGE
2. READ THE TWO ARTICLES PROVIDING BACKGROUND ABOUT LAWSUITS.
3. ENGAGE IN PINWHEEL DISCUSSION OF THE FOLLOWING QUESTIONS:
  - a. What are the pros and cons to delisting the bears prematurely?
  - b. How does the perspective of a cattle rancher differ from that of a tribal member, in terms of delisting the bears?
  - c. How should climate change contribute to the decision?
  - d. How should the bears be managed?
  - e. What information do we need to revisit the delisting the bears again? How do we move forward in consensus?

## THREE RECOVERY CRITERIA

1. 48 Adult females; total population above 500.
2. 16 of 18 bear management units occupied in 6 years; no adjacent units unoccupied.
3. Annual mortality limit not exceeded in two years.

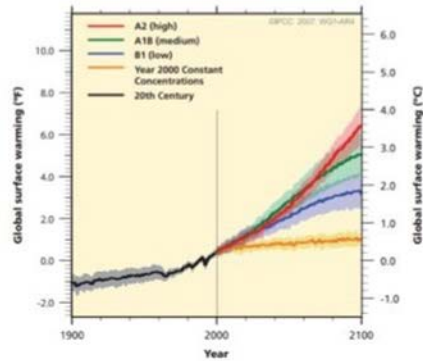




# Climate Change Pinwheel Unit

## Eight Pieces of Data for Climate Change

Figure 2.4 Global Temperature Projections For The 21st Century



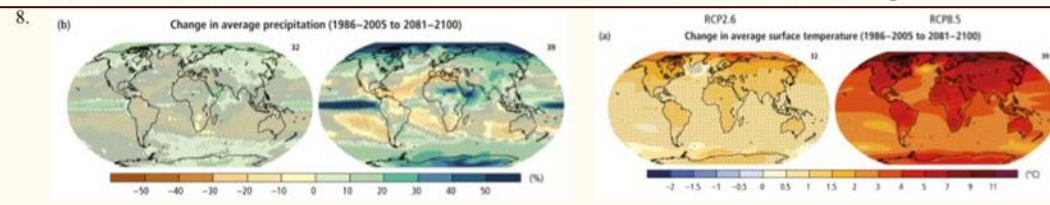
- Prioritize the data by importance in providing evidence for climate change.
- What might happen to our planet if these predictions become a reality?
- What might happen to our local area if these predictions become a reality?

## Climate Change Data

1. Global average air temperature increased about 1.3°F during the 20th century (1906-2005). Most of this warming occurred in the second half of the 20th century and is likely to have been the largest increase in temperature of any century in at least the last 1,300 years.
2. The Intergovernmental Panel on Climate Change (IPCC), projects that global average temperature will increase by 3.2 to 7°F by 2100 relative to the average temperature from 1980-1999.
3. If the world's average temperature warms only an additional 2.7 to 4.5°F above pre-industrial levels, an estimated 20 to 30 percent of known plant and animal species would be at increasingly high risk of extinction.
4. Up valley creek when I was young, we moved up there when I was 9 years old, when the spring would break and the snow start melting, valley creek would be just roaring, there would be brush going down the creek and stumps, now it's not like that, yah you get runoff and high water but nothing like I remember.

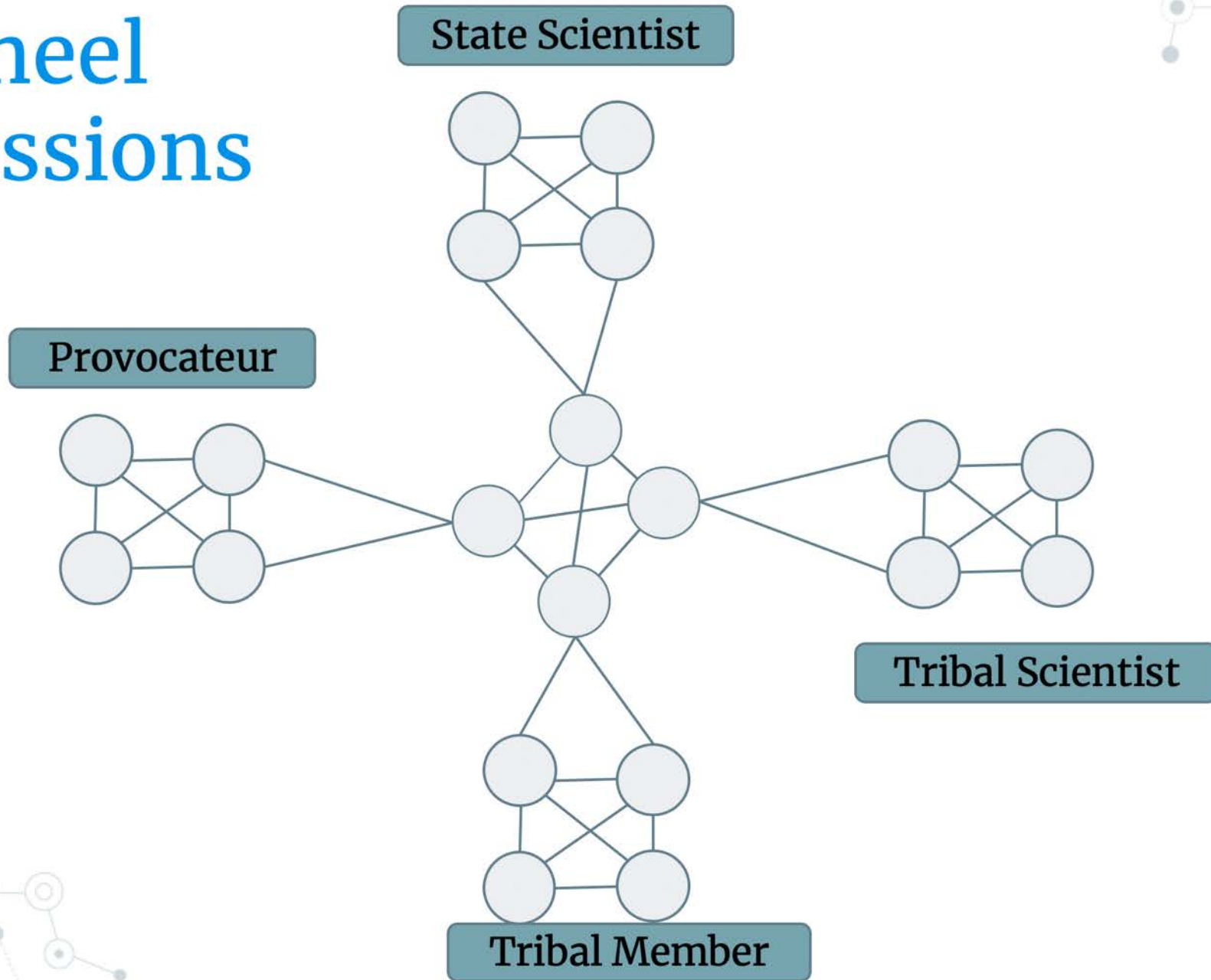
## Climate Change Data (continued)

5. Long time ago Indians, old Indian people like I say, went with the animals. .... The bears slept all winter. Today, they do not come out sometimes when it gets warm, because they have become mixed up too. You know, "oh, it's still winter time."
6. We changed that....about the weather. You could tell by the choke cherries getting smaller and the huckleberries getting smaller. I saw that happen.
7. In the winter we use to ice skate from November to at least February every year. [There was a] lot of ice out there. Now a-days you do not have it. I do not know when the last time the lake completely froze. It has been awhile since it did that. I do not know if we will ever see that again.



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# Pinwheel Discussions













For copies of lessons, please  
email [rostl@baker.k12.mt.us](mailto:rostl@baker.k12.mt.us).





**STEVEN BECTON**  
Chief Equity and Inclusion Officer



FACING  
HISTORY  
AND  
OURSELVES



# Using our Pedagogical Triangle Framework as a CRT Framework:

1. What new learning/insights/questions about did this present for you? (Rigor)
2. What reactions did you have to this lesson/idea? What were your personal connections? (Emotional)
3. What questions of justice or fairness did this raise for your (Ethical)

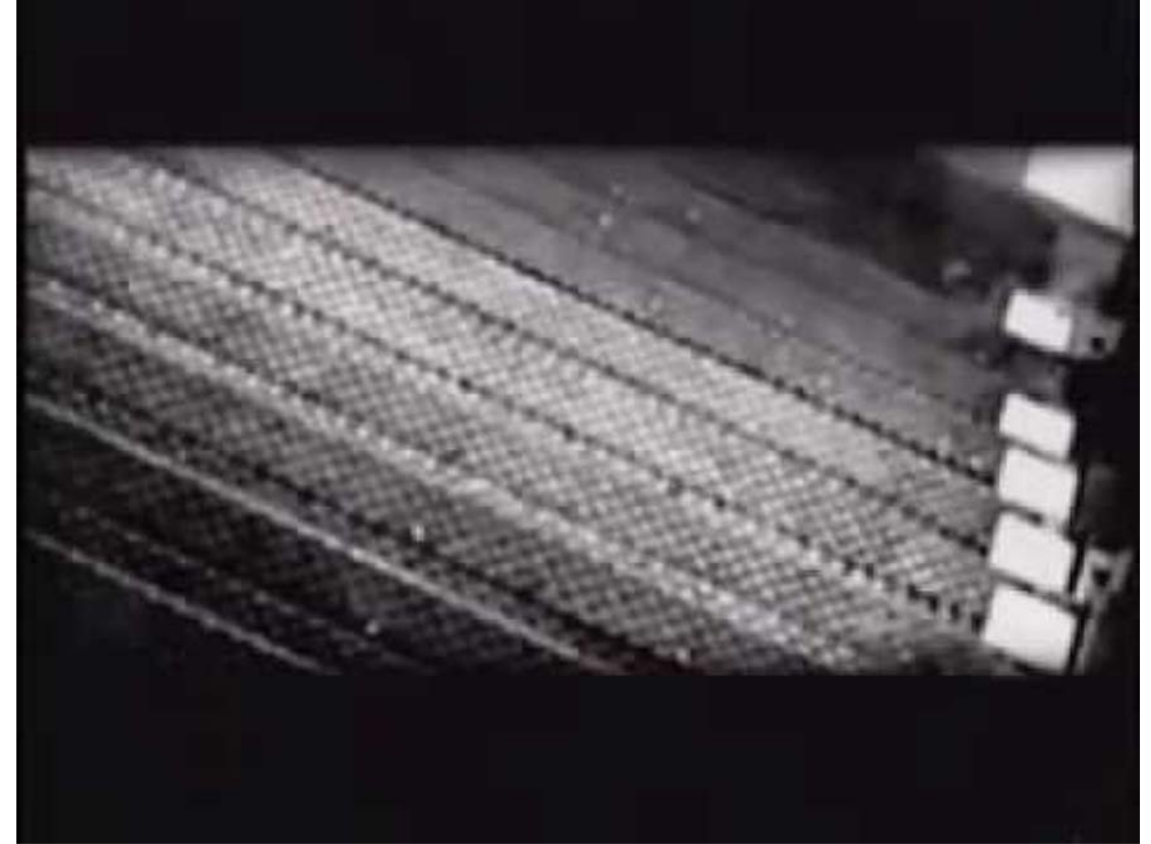
What could you do to change or impact this issue?





# Little Things Are Big

## The Story of Jesus Colon



## Quick Write

Will Jesus Colon HELP  
or NOT HELP? Why?



# Little Things Are Big

## Barometer

Stand anywhere between the two signs that represents your opinion.

With a partner, share why you are standing where you are.





# Little Things Are Big

- Did the ending of the story surprise you? Why or why not?
- What factors shaped his decision?
- How might your own identity shape the way you evaluated his decision?



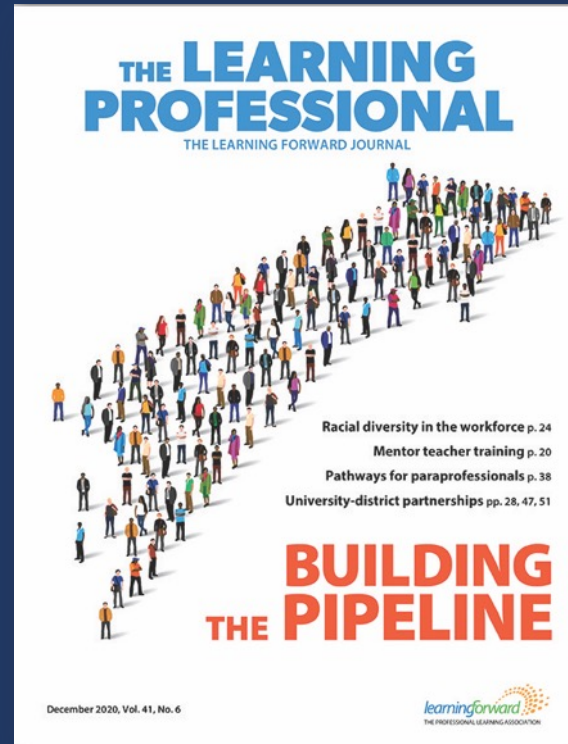
# Discussion and Questions



# Online resources

Look for follow-up resources, including a recording of this webinar and slides

- Read latest issue of [The Learning Professional](#)
- Check out the [Learning Forward blog](#)
- Use the planner at [Professional Learning State and District Planner](#)



**How to support educators through the crisis at the U.S. Capitol**

A screenshot of the 'Professional Learning State and District Planner' website. It features a search bar at the top, a large green arrow pointing upwards, and a central text box with the title 'Professional Learning State and District Planner' and a subtitle 'The Title IIA Equity Multiplier: Leveraging Curriculum, Instructional Materials, and Professional Learning for All Students and Educators'. Below the text are two buttons: 'State Education Agency (SEA)' and 'Local Education Agency (LEA)'. At the bottom, there is a 'Professional Learning System Framework' table with five stages.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Define the Vision	Examine Evidence to Drive Improvement	Design and Implement the Learning Plan	Support and Monitor	Scale and Institutionalize
State Level (SEA) Local Level (LEA)	State Level (SEA) Local Level (LEA)	State Level (SEA) Local Level (LEA)	State Level (SEA) Local Level (LEA)	State Level (SEA) Local Level (LEA)



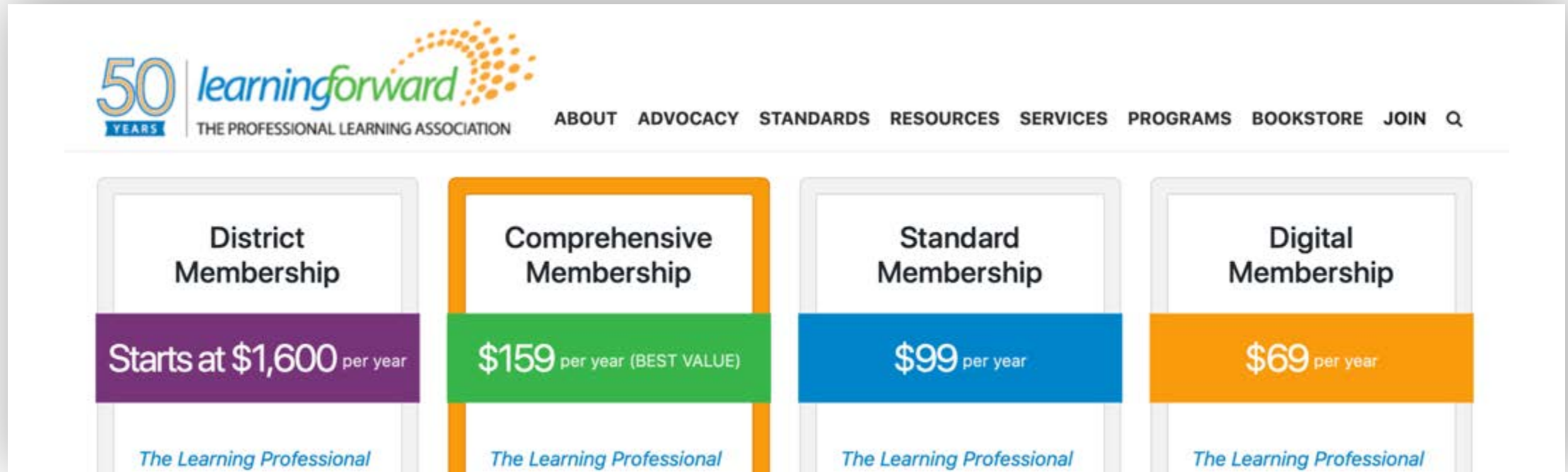
# Mark your calendars

Thursday  
February 25  
3pm ET

Assessing student  
work online

# Learning Forward memberships

- Get \$10 off any new Learning Forward membership
  - Use coupon code **LFWebinars\***
  - **Visit** <http://learningforward.org/membership>
- \* Code valid for new members only



The screenshot displays the Learning Forward website's membership page. At the top left is the logo for the 50th anniversary of Learning Forward, with the text "50 YEARS" and "learningforward THE PROFESSIONAL LEARNING ASSOCIATION". To the right of the logo is a navigation menu with links for ABOUT, ADVOCACY, STANDARDS, RESOURCES, SERVICES, PROGRAMS, BOOKSTORE, JOIN, and a search icon. Below the navigation menu are four membership options presented in vertical cards:

Membership Type	Price	Value
District Membership	Starts at \$1,600 per year	
Comprehensive Membership	\$159 per year	(BEST VALUE)
Standard Membership	\$99 per year	
Digital Membership	\$69 per year	

Each membership card also includes the text "The Learning Professional" at the bottom.

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May 14, 2020

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Thank you!

