

Culturally Responsive Practices Program: Introduction Course Facilitation Guide



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INTRODUCTION COURSE — FACILITATION GUIDE

As noted in Ohio's strategic plan for education, [Each Child, Our Future](#), changing state demographics mean that children and families bring greater cultural diversity into the classroom. As a result, more children need personalized learning and differentiated instruction that is culturally relevant. Ultimately, teachers need school leaders who understand how to create and sustain an environment where all students—and all caring, committed adults—grow and learn. Excellent educators use high-quality, culturally responsive instructional practices to enhance each child's learning experience. Culturally relevant teaching and instructional practices ensure educators reach each child in the classroom. This promotes equity. The Culturally Responsive Practices Program supports future and current educators in implementing culturally responsive practices across Ohio schools and classrooms.

This guide is intended to aid facilitators in applying the modules to conduct interactive professional learning communities. This guide contains an overview of the course modules, a facilitator preparation checklist, and activities with guiding questions and prompts. This facilitator guide should be adapted to meet the unique needs of educators in your local educational context.

OVERVIEW

There are four courses in the Culturally Responsive Practices Program. The four courses are Program Introduction, Cultural Responsiveness, Socio-Political Awareness and Academic Achievement. The course contains two modules:

- Module 1: Introduction to Culturally Responsive Practices
- Module 2: Introduction to the Three Tenets

Participants are encouraged to complete the course in the order listed. All courses are designed around videos and transcripts have been provided for facilitators. Please note that the transcripts are not grammatically correct as they are transcribed from the informal speech of the videos.

The four courses support Ohio's strategic plan for education.

Course Objectives

In the Introduction Course, participants will be able to:

- Recognize the relationship between culturally responsive teaching, academic achievement and socio-political awareness.

Course Terms

A variety of terms related to culturally responsive practice will be used throughout the courses (for example, culturally relevant pedagogy, cultural competence, social-political consciousness). The courses are based upon multiple frameworks and theories related to this work that continue to evolve over time.

Course terms can be found in the Glossary located in the Introduction Appendix.

Directions for Accessing Online Courses

The courses are available through two online options:

- Ohio Department of Education Learning Management System; or
- Ohio Leadership Advisory Council online learning (forthcoming).

Accessing an Online LMS Course Through the Ohio Department of Education

1. Go to education.ohio.gov and locate the 'Login' at the top of the homepage.
2. Log in to your account.
 - a. Required criteria to access the state's LMS:
 - i. Hold an active, K-12, Ohio license/credential;
 - ii. Have or sign up for an OH|ID account.
3. From the OH|ID account homepage, select "Learning Management System."
4. On the LMS homepage, select "Course Catalog" to register for new courses/programs.
5. From the course catalog, select the applicable courses or programs.
6. After reading the course or program transcription, select "Log-in to enroll."
7. To begin the course, select "Launch Course."
 - a. Once registered, users may access courses they have registered for from the LMS homepage.

Below is a general list of materials and preparation necessary to run the full course. Note that there are individual materials needed for each module, so it is recommended to review each module prior to each session.

MATERIALS AND PREPARATION CHECKLIST FOR INTRODUCTION COURSE	X
Set up tables for small group activities.	
Place name tents or name tags for each participant.	
Place a copy of agenda for each participant with learning objectives.	
Gather chart paper and markers.	
Place pens at each table.	
Set up a computer with internet connection and a projector to view and broadcast videos.	



TIP: Test video links and sound well in advance of your session

Print handouts (SOME ARE LINKED IN THE COURSE AND WILL NEED TO BE DOWNLOADED AND PRINTED).	
ePortfolios/Notebooks.	
IMPLEMENTATION TIME	
Estimated implementation of the full course is about 30 minutes.	

1. Welcome Video and Suggested Norms

To set the stage for this series, watch the following video with your participants. (Wesley Williams II, Senior Project Director of Educator Equity and Culturally Responsive Teaching and Leading at Westat)

<https://youtu.be/DZa3nU7kpfI> (4:42)

The following list includes suggested norms facilitators can use to establish professional development expectations:

- Speak your truth in mutual respect
- Be here now
- No side bars
- Honor digital responsibility and take care of your needs

2. Module One: Introduction to Culturally Responsive Practices

Learning Objectives:	
<ul style="list-style-type: none"> • Recognize the relationship between culturally responsive teaching, academic achievement and socio-political awareness as evidenced through reflection. 	
Instructions	Estimated Time
Pre-activity:	3 minutes
<ul style="list-style-type: none"> • Have participants review and highlight the important aspects of the framing of culturally responsive practices: 	

- o Culturally responsive practice is an approach that encompasses and recognizes both students' and educators' lived experiences, culture and linguistic capital. Culturally responsive educators reflect on their students', as well as their own lived experiences, culture and linguistic capital to inform, support and ensure high-quality instruction. They have high expectations of their students and demonstrate positive attitudes toward student achievement; they are committed to involving their students in multiple phases of academic programming, thereby supporting the unique abilities and learning needs of each student and fostering student success. The ongoing commitment to reflect and engage in this kind of exemplary practice to inform, support and ensure high-quality instruction lies at the core of culturally responsive practice. This definition is drawn from the work of Gay (2010), Hammond (2014) and Ladson-Billings (2009).

Gay, G. (2010). *Culturally responsive teaching: Theory, research and practice* (2nd ed.). New York, NY: Teachers College Press.

Hammond, Z. L. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin.

Ladson-Billings, G. (2009). *The dream-keepers: Successful teachers of African American children* (2nd ed.). San Francisco, CA: Jossey-Bass.

Watch video of Wesley Williams II, Senior Project Director of Educator Equity and Culturally Responsive Teaching and Leading at Westat

<https://youtu.be/ STPFRcBUCU>

0:55
minutes

Post-activity:

5-7
minutes

Have participants review [Our Students](#) and discuss the following related to “Change in Size of Selected Students Groups 2008-2018”:

- o What do you find surprising about these numbers and do you see similar trends in your classroom and/or community?
- o What do these numbers tell you about the importance of implementing culturally responsive practices in your classroom?
- o What are the implications of these shifts for your classroom or building?

Materials: notebook/journal, video, framing, *Our Students* handout

Transcript:

The introductory course to Culturally Responsive Practices Program will help participants recognize the relationship between Culturally Responsive Practices, Academic Achievement, and Socio-political Awareness.

This course contains two learning modules:

- Introduction to Culturally Responsive Practices &
- Introduction to the Three Tenets, cultural responsiveness, social political consciousness, and academic achievement.

In modules one and two, participants will be able to recognize the relationship between culturally responsive teaching, academic achievement, and social political awareness.

We strongly encourage participants complete this course and all four courses in sequential order.

I am hopeful that this introduction course encourages you to embrace the importance of a culturally responsive teaching and leading mindset.

3. Module Two: Introduction to the Three Tenets

Learning Objectives:

- Recognize the relationship between culturally responsive teaching, academic achievement and socio-political awareness as evidenced through reflection.

Instructions

Estimated Time

Pre-activity:

2:18

- Have participants watch this video entitled *And How Are the Children*: <https://bcove.video/2L7MkzT> and reflect on these questions as they watch the video:
 - How are the children well in your school and community?
 - How are the children not well in your school and community?
 - Why does the adage “it takes an entire village to raise a child” hold a sense of urgency today as we struggle with cultivating a school, family, community and social services partnership to ensure every child is well?
 - What can a school and community do to ensure that every child is well?

- Have participants select two of the questions and write their responses in their notebook or journal. Share responses in a discussion circle.

Watch video of Dr. Cynthia Tyson, Ohio State University

<https://youtu.be/54KJ21zc0ho>

Post-activity:

- Have participants discuss the following in response to what they heard in the video by completing these phrases:
 - I want to learn more about what Dr. Tyson said about _____ because...
 - The threefold components of culturally relevant teaching—cultural competence, social-political consciousness and academic achievement—resonate and align with my philosophy of teaching because...
 - The threefold components of culturally relevant teaching—cultural competence, social-political consciousness and academic achievement—challenge my philosophy of teaching because...

Ask participants to review *Action Plan for Culturally Responsive Practices* document found in Introduction Appendix. Participants will create an action plan using this document upon completion of the Culturally Responsive Practices Program.

2:10

5 – 7
minutes

Materials: notebook/journal, video, *And How are the Children* video link, *Action Plan for Culturally Responsive Practices* document

Transcript:

We've heard in the literature the words culturally relevant teaching. But one other thing that's been missing in the literature is the "how to." What does it mean for me as a teacher in an urban classroom to be involved in culturally relevant teaching? That is threefold. There's academic achievement, cultural competence, and social-political consciousness. Academic achievement, always, because we always want students to do well academically. We know, especially for urban, rural, and children who are economically fragile that their academic achievement may be the only key to help unlock many of the pathways that will be closed to them. Second of all, cultural competence. What does it mean to be a culturally competent teacher? It means that the teacher knows him or herself well because the teacher brings something to the classroom, but also to learn about the student and that student's community. That mixture of cultural capital in the classroom can help academic achievement. The third piece is social-political consciousness. Schools are political entities. They exist in a context that is social and political. So, what does it mean when school reform efforts come through the legislature? What does it mean when school reform efforts come from administration or other entities outside of the classroom? What is that context and how do teachers then participate in a way that they will act or maybe not act in a particular way as it relates to what the ultimate goal of schooling is? And, in this case, it is academic achievement for all students.

I think in part of the literature over the years that have looked at culturally relevant teaching or multicultural education. Somehow we think that that means a watering down of the expectations for academic achievement, and that is the farthest thing from the truth. The expectations must be high. What we as teachers must do is create a scaffold to help the students get there, and part of that is cultural competence, social-political consciousness, and high academic expectations.