AVID Culturally Relevant Teaching:

A Schoolwide Approach

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ACRT2S-20180726

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How to Use This Book

AVID Culturally Relevant Teaching: A Schoolwide Approach provides a wealth of culturally relevant pedagogy and strategies that are appropriate across all age groups and student grade levels. It also challenges educators to confront their own mindsets, perceptions, and biases, and to create supportive, safe, and respectful academic environments for all students. As the student population in the United States becomes more diverse, the need for educators to understand, develop, and integrate culturally relevant teaching practices becomes critical in providing all students with the resources and support that they need to become successful, contributing members of society. Diversity is not grade specific. Diverse classrooms are found throughout the educational system, from elementary through higher education.

Structure of the Book

AVID Culturally Relevant Teaching: A Schoolwide Approach targets four fundamental threads or "weaves" that are critical components of culturally rich classrooms. Each weave is explored in a unit, with two corresponding chapters: Transforming Educators and Empowering Students. The Transforming Educators chapters provide research information, strategies, and activities that can be used as staff professional development with educators. The Empowering Students chapters provide activities that educators can implement in their classrooms to support all students.

Unit 1: Building Relational Capacity

In a culturally relevant classroom, building relational capacity is critical in order to move dependent learners to independent thinkers. In an educational context, relational capacity refers to the established level of trust and safety between teachers and students, as well as directly between students. Classes that are high in relational capacity are characterized by energy and comfort, where students feel mutual ownership in the expectations and learning within the classroom. This unit focuses on opportunities for educators to reflect on their relationships with students and their classroom environment, while developing strategies to build relational capacity with and among students.

Unit 2: Empowering Student Voice

Culturally relevant teaching is important in empowering student voice and engendering self-advocacy and leadership. When students become aware of and use the power of their voices, they feel more in control of their future and become informed and active decision makers. The information and activities in this unit provide resources for educators on topics that play a role in strengthening student voice and self-advocacy, including perspectives (impacted by cultural assumptions, stereotypes, and judgments), language registers and academic language (situational- and audience-appropriate language for students), and culture and community (honoring and respecting diverse experiences and cultures).

Unit 3: Holding High Expectations

Culturally relevant teaching practices inform instruction through a cultural lens that recognizes that although learning structures differ across cultures, expectations should not be lowered. The activities in this unit explore the concepts of rigor and high expectations, along with the need to provide support through scaffolding and differentiation for all students based on individual differences. The unit also provides activities that promote vocabulary building, scaffolding, goal-setting and academic self-advocacy for students, as they deepen their critical thinking processes and further raise their personal expectations of academic success.

Unit 4: Respecting Experiences

As educators work through and reflect on the activities in this unit, they will explore the concept of equity and the connection colorblindness and privilege have in developing a deeper understanding of equity in the classroom. Resources for personal reflection and staff development are provided to allow educators to build an environment that is inclusive for all students. The unit focuses on opportunities for educators to respect student experiences and build on their assets to empower them within the classroom community by exploring cultural referents, equity and equality, and the physical environments of culturally relevant classrooms.

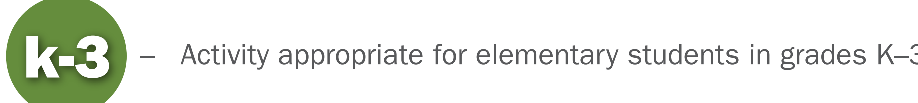
Structure of Activities

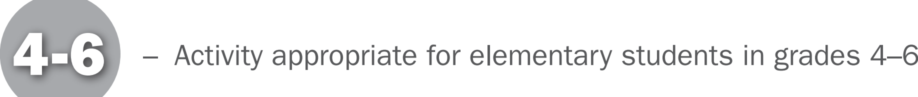
The following components are found within each activity:

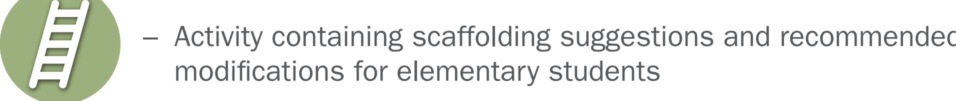
- Educator objective (in Transforming Educators) or student objective (in Empowering Students)
- Overview of the activity
- List of required supplies and set-up directions
- Instructional steps
- Extension options
- Student handouts and educator resource pages

Modifications for Elementary Students

Elementary educators may need to modify some of the student strategies included in this book to best meet the needs of their students. While many of the strategies will work well within the elementary classroom, some topics may be of a more sensitive nature not appropriate for elementary-age students. Throughout the activity pages, you will notice three icons (included below) that indicate the following: whether an activity is appropriate for elementary students in grades K–3, whether an activity is appropriate for elementary students in grades 4–6, or whether an activity contains recommended modifications or scaffolding suggestions for elementary students. These activities are listed in the CRT and Elementary Connections grid on pages x and xi. In the electronic version of the book, each icon within an activity page links directly to the web-based grid at the front of the book.







https://my.avid.org/curriculum

CRT and Elementary Connections				
Unit and Chapter	**Activity**	**Recommended for Elementary K–3**	**Recommended for Elementary 4–6**	**Modifications/ Scaffolding Provided**
Unit 1 – Chapter 2	2.1: Icebreaker: Imaginative Nametag	✓	✓	✓
Unit 1 – Chapter 2	2.2: Icebreaker: Diversity Bingo	✓	✓	✓
Unit 1 – Chapter 2	2.3: Energizer: Team Huddle	✓	✓	✓
Unit 1 – Chapter 2	2.4: Energizer: Stand Up and Spell!	✓	✓	✓
Unit 1 – Chapter 2	2.5: Energizer: Rhythm Recap		✓	✓
Unit 1 – Chapter 2	2.6: Energizer: Act It Out	✓	✓	
Unit 1 – Chapter 2	2.7: Energizer: Pass the Prop	✓	✓	✓
Unit 1 – Chapter 2	2.8: Energizer: Body Movements	✓	✓	
Unit 1 – Chapter 2	2.9: Community Builder: Call and Response	✓	✓	✓
Unit 1 – Chapter 2	2.10: Community Builder: Parking Lot	✓	✓	
Unit 1 – Chapter 2	2.11: Community Builder: Social Norms Contract	✓	✓	
Unit 1 – Chapter 2	2.12: Community Builder: Throw Away Fears		✓	
Unit 1 – Chapter 2	2.13: Community Builder: Silent Communication		✓	
Unit 1 – Chapter 2	2.14: Community Builder: Gratitude	✓	✓	✓
Unit 1 – Chapter 2	2.15: Community Builder: Human Number Line	✓	✓	✓
Unit 1 – Chapter 2	2.16: My Story Is…		✓	✓
Unit 1 – Chapter 2	2.17: The Important Thing About Me	✓	✓	✓
Unit 1 – Chapter 2	2.18: Conflict vs. Bullying: What's the Difference?	✓	✓	✓
Unit 1 – Chapter 2	2.19: How to Talk About Bullying	✓	✓	✓
Unit 2 – Chapter 4	4.1: My Mindset	✓	✓	✓
Unit 2 – Chapter 4	4.2: Framing Student Perspectives		✓	✓
Unit 2 – Chapter 4	4.3: Perspective: Musical Instruments		✓	✓
Unit 2 – Chapter 4	4.4: Recognizing Stereotypes and Bias		✓	✓
Unit 2 – Chapter 4	4.6: Ready to Respond	✓	✓	✓
Unit 2 – Chapter 4	4.7: Where I'm From		✓	✓
Unit 2 – Chapter 4	4.8: Creating Superhero Students		✓	✓
Unit 2 – Chapter 4	4.9: Songs for Empowerment		✓	✓
Unit 2 – Chapter 4	4.10: Culture and Community: Cloze Notes		✓	✓

CRT and Elementary Connections				
Unit and Chapter	**Activity**	**Recommended for Elementary K–3**	**Recommended for Elementary 4–6**	**Modifications/ Scaffolding Provided**
Unit 3 – Chapter 6	6.2: Vocabulary Predictor	✓	✓	✓
Unit 3 – Chapter 6	6.3: Word Splash	✓	✓	✓
Unit 3 – Chapter 6	6.4: Denotation and Connotation		✓	✓
Unit 3 – Chapter 6	6.6: Self-Advocating for Advanced Coursework		✓	✓
Unit 3 – Chapter 6	6.7: Learning Logs	✓	✓	✓
Unit 3 – Chapter 6	6.8: Creating a One-Pager	✓	✓	✓
Unit 3 – Chapter 6	6.9: 10–2–2 Note-Taking		✓	
Unit 3 – Chapter 6	6.10: Using Three-Column Notes for Learning Vocabulary		✓	✓
Unit 3 – Chapter 6	6.11: Inquiry	✓	✓	✓
Unit 3 – Chapter 6	6.12: The "So What?" of Reading		✓	
Unit 3 – Chapter 6	6.13: Conducting Socratic Seminars	✓	✓	✓
Unit 4 – Chapter 8	8.1: Center: Celebrate Your History	✓	✓	
Unit 4 – Chapter 8	8.2: Center: Collaborative Storytelling	✓	✓	
Unit 4 – Chapter 8	8.3: Center: Physically Fit	✓	✓	
Unit 4 – Chapter 8	8.4: Center: Notable Notes		✓	
Unit 4 – Chapter 8	8.6: Center: What's Your Word?	✓	✓	
Unit 4 – Chapter 8	8.7: Center: We Are Family	✓	✓	✓
Unit 4 – Chapter 8	8.8: Center: KenKen®		✓	
Unit 4 – Chapter 8	8.9: Center: Flag Expedition	✓	✓	✓
Unit 4 – Chapter 8	8.10: Center: The Leader Is Me!		✓	✓
Unit 4 – Chapter 8	8.11: Center: Cultural Mosaic		✓	
Unit 4 – Chapter 8	8.12: Center: Multicultural Word Problems in Math		✓	✓
Unit 4 – Chapter 8	8.13: Center: Culture Wheel	✓	✓	✓
Unit 4 – Chapter 8	8.14: Center: Cultural Scene Investigation (CSI)	✓	✓	✓
Unit 4 – Chapter 8	8.15: Center: Emotions	✓	✓	✓
Unit 4 – Chapter 8	8.16: Culture on Campus	✓	✓	✓
Unit 4 – Chapter 8	8.17: Equity Versus Equality		✓	✓
Unit 4 – Chapter 8	8.18: What Are My Cultural Referents?	✓	✓	✓

AVID History and Philosophy

HISTORY

What started with just one dedicated teacher and 32 students is today the largest college-readiness system in the nation, impacting over 800,000 students annually in 44 states and 16 countries and territories. With more than three decades of research, AVID proves that low-income students from limited educational backgrounds in their homes, communities, and schools can succeed at the highest levels when given support. The first AVID class assembled in 1980—led by English teacher Mary Catherine Swanson—is a testament to the efficacy of teachers everywhere. Today, the average enrollment rate in two- and four-year colleges the first fall after high school for AVID students is 69%, compared to a national rate of 68%. This is exceptional considering that AVID students come from low-socioeconomic-status households at a rate almost two times higher than the nation overall. Because AVID is a system of "best teaching," its practices resonate with all students and teachers, creating impressive schoolwide results.

Beginnings/Origin

The impetus for the creation of Advancement Via Individual Determination (AVID) was federal court-ordered integration of the San Diego Unified School District after the courts ruled that 23 San Diego area schools were "racially isolated." When the mandate took place, Swanson was the English Department Chair at Clairemont High School, which had a highly academic, upper-middle income, mostly Anglo student body. In 1980, 500 low-income, largely ethnically diverse students were bused to the campus, creating disruption at this suburban, middle-class school. Not wanting to deal with the problems that they foresaw with the incoming students, many students and teachers fled to a brand new high school, leaving Clairemont in upheaval. Teacher expectations were low for these new students. Many assumed that they lacked parental support, motivation, and study habits to qualify for college, and most assumed that they would need watered-down curriculum to graduate. Swanson thought differently. She believed that with individual determination, hard work, and support, capable—but underachieving—students could succeed in rigorous curriculum and in college. From that belief, and despite resistance and doubt from her colleagues, AVID was born.

Swanson started her teaching career in 1966, teaching both remedial and advanced English classes. Her experience taught her that there was "less a difference between students' abilities, than differences in their experiences at home and at school." In her 1977 master's thesis, she outlined what she believed were the practices that would support student acceleration and would later become the foundation of AVID: "a non-traditional classroom setting meeting the academic and emotional needs of individual students; the teacher

as advisor/counselor/student advocate; emphasis on objective data; students at the center of decision making regarding educational goals; student contracts outlining a willingness to work and setting learning goals; student support from teachers and skilled, trained tutors; a rigorous curriculum emphasizing academic reading and writing; and reliance on the Socratic process."

With the help of her colleague and mentor, Jim Grove, Swanson created a program where underachieving students in the academic middle could succeed. In the fall of 1980, Swanson recruited 32 low-income, diverse students in the academic middle and enrolled them in college preparatory courses and the first AVID Elective class. They agreed to work hard and enroll in the most rigorous curriculum that the school offered. The AVID Elective included development of study skills, a curriculum focused on reading and writing for learning, and tutoring in collaborative study groups. The AVID signature tutorial groups incorporated writing for learning, inquiry, collaborative learning, organizational skills, and academic reading—later dubbed WICOR. In a letter to the superintendent of schools, the original AVID students wrote, "We have almost every minority group represented within our program, and we all [have] become really close, because we are all striving for the same goal—academic excellence. This is the key to AVID; we are like a supportive family where there is concern for us both academically and as people. We are proud to be AVID students and wish that students everywhere could have a program such as ours." In 1984, 30 of Swanson's original AVID students graduated, with 28 enrolling in four-year universities and two in community colleges.

The AVID strategies were so successful that one teacher accused the original AVID students of cheating, assuming "those kids" were capable of only D's and F's. Angry, the teacher demanded that the students retake the test, and Swanson and her students readily acquiesced. To the teacher's surprise, the students passed again with flying colors. She not only apologized to the students, but she went on to become one of the most vociferous champions of AVID at Clairemont High School, telling other teachers, "You can't believe what these kids can do!"

Early Vision of Schoolwide and AVID Curriculum

Following the cheating accusation, Swanson realized that she needed to educate teachers about AVID, so they knew that it wasn't an elaborate cheating scheme, but a sound educational strategy. This realization led to the formation of the first site team. She knew that once teachers saw the strategies in practice and heard the testimonies of the students, they would support it. With help from Swanson, students led the site team meetings, explaining to teachers what worked to help them learn and what was a hindrance.

Teachers began to share methods and lessons based on the site team discussions. College professors of freshman courses were invited to join the site team, and together, the educators developed a compendium of materials based on the AVID tutorial practices. These content-specific materials were used for the first California statewide direct assessment of writing exams and became the basis for AVID's curriculum.

Building off of the elective core curriculum, the curriculum expanded and focused on academic reading and writing for language arts-based classes and writing about science and mathematics through explanations of mathematical and science processes, clarifying that students understood the underlying tenets of the courses. Since teachers schoolwide used AVID strategies and curriculum with all of their students, in 1986, the San Diego Unified School District's Testing and Evaluation Department found that Clairemont High's schoolwide standardized test scores had improved 46% in language arts and 35% in mathematics—an increase higher than any of the other 16 high schools in the district. AVID was on its way to changing the face of education in America.

Growth

Since AVID was so successful at Clairemont High School, the California Department of Education gave Swanson money to disseminate AVID throughout San Diego County in 1986. By 1987, 30 sites were implementing AVID, serving over 14,000 students. It wasn't until 1991—when AVID was thrust onto the national stage—that the program would expand beyond California's borders. News of AVID's success had traveled to the Charles A. Dana Foundation in New York, and in 1991, Swanson was awarded the $50,000 Dana Award for Pioneering Achievement in Education, making her the only public school teacher ever so recognized. The award received publicity in *The New York Times,* as well as many other publications, and states across the nation began clamoring for AVID in their schools. AVID soon spread throughout the nation and to the Department of Defense Dependents Schools overseas. This rapid growth led to the establishment of the associated nonprofit organization, AVID Center, in 1992.

Focus on Quality and Fidelity

As AVID expanded, Swanson realized the importance of maintaining program quality and fidelity to ensure that wherever AVID was in place, the teaching methods and outcomes were the same. The first way that she accomplished this was through professional development to ensure that all teachers were properly trained in AVID strategies and given the support that they needed. Starting in 1986, AVID coordinators would gather monthly, delve into research that supported AVID, and share practical classroom issues that were then solved collaboratively. Site teams met to work on WICOR strategies specific to their curriculum. When California state monies for professional development—which paid for substitutes—dried up in 1989, Swanson began AVID's first Summer Institute, which would allow teachers to attend professional development without having to miss school. The first Institute lasted six days and was attended by approximately 260 educators. Today, AVID trains more than 40,000 educators each summer and countless more throughout the year, while continuing to provide world-class professional development opportunities to teachers across the nation.

The second way that Swanson assured fidelity to the AVID model was through the development of a Certification process—which was called Validation in 1987. Ten "Essentials" for implementing the program were in the study (an 11th, active site teams, was added later). The two most important points of data were increasing the percentage of all students enrolling in college preparatory curriculum, and increasing the number of students enrolling in college. In both categories, schools involved in AVID increased their success by more than 100%. At present, the Certification process continues to provide schools with an annual opportunity to assess the effectiveness of their AVID program. It allows AVID schools to achieve student results, measure those results, and institutionalize successful methodologies throughout the school community. The Certification process and AVID's 11 Essentials continue to evolve to better meet the needs of teachers and students.

Today, through decades of quality professional development and fidelity of implementation, AVID has grown into the largest, most comprehensive college-readiness system used by schools to improve the academic preparation and performance of all students, especially those who are underrepresented in higher education institutions. What began in one high school classroom now spans elementary through higher education and impacts nearly one million students all over the globe. AVID is not just another program; at its heart, AVID is a philosophy. Hold students accountable to the highest standards, provide academic and social support, and they will rise to the challenge.

Focus on All Students

At the core of AVID's mission is the belief that all students can successfully achieve when they are held to high expectations and properly supported. Woven throughout AVID's curriculum and philosophy are the Culturally Relevant Teaching (CRT) practices that help educators build authentic relationships, hold high expectations, empower student voices, engender self-advocacy, respect experiences, and build on assets. Together, these practices help foster a learning environment that is safe and empowers students to grow intellectually. In addition, all of AVID's curriculum incorporates a wide variety of English Language Learner (ELL) strategies to purposefully support English language acquisition and promote the utilization of academic language in order to develop literacy and ensure college readiness.

THOUGHT LEADERS

Although AVID was developed through the teaching experiences of founder Mary Catherine Swanson, an early and ongoing research base for AVID testifies to the excellence of its practices.

Early Influences

An early influence for Swanson was William Glasser. In *Control Theory in the Classroom*, Glasser (1986) advocated for learning teams that allow students to work together to achieve a goal, rather than working in isolation. According to Glasser, learning groups satisfy the four basic psychological needs for students: belonging, power, freedom, and fun. Learning groups are successful because students know that they are no longer alone in their struggles, and they often perform better for their peers than for their teachers. Glasser's work supported the collaborative work that was, and still is, the heart of the AVID classroom.

Another early influence was Dr. Philip Uri Treisman, a mathematics professor at University of California, Berkeley. Swanson met Treisman in 1986 and learned that he, too, experimented with collaborative study groups. Treisman was struck by the high rate at which African American students failed his Calculus classes and the high rate at which Chinese students excelled at the same coursework, so he set out to determine why. What Treisman (1986) discovered was that while Chinese students worked collaboratively—studying together and critiquing each other's work—the African American students worked in isolation for fear of being thought of as unintelligent. They also maintained a sharp distinction between their academic and social lives. As a solution, Treisman developed a pilot math workshop, through which students worked in collaborative groups where they struggled with difficult Calculus problems.

His results paralleled Swanson's: When students work together to clarify understandings, they conquer coursework. Treisman became a founding board member of AVID Center in 1992.

As AVID grew, it continued to evolve its practices based on research.

Growth Thought Leaders

Learning to think and thinking to learn are both key concepts in the AVID classroom. Arguably the biggest influencer of the inquiry method at AVID is Dr. Arthur Costa, professor of education emeritus at California State University, Sacramento. Costa's Levels of Thinking range from lower order thinking skills (Level 1: gathering information) to higher order thinking skills (Level 2: processing information and Level 3: applying information). According to Costa (2001), "Meaning making is not a spectator sport. It is an engagement of the mind that transforms the mind. Knowledge is a constructive process rather than a finding" (p. 12). To better understand the content being presented in their core subject areas, it is essential for students to learn to think critically and to ask questions with higher levels of inquiry. By asking higher levels of

questions, students deepen their knowledge and create connections to the material being presented. Higher level questions are at the heart of the AVID tutorial because they prompt inquiry—a process that enables students to become independent thinkers who master their own learning. With the help of Costa's Levels of Thinking, AVID is able to develop students who are fluent in the thinking process—students who know not just *what* to think, but *how* to think.

In *What Works in Classroom Instruction*, Marzano, Gaddy, and Dean (2000) offer nine categories of effective instructional strategies that produce "the highest probability of enhancing student achievement for all students in all subject areas at all grade levels" (p. 10):

- Identifying similarities and differences
- Summarizing and note-taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting goals and providing feedback
- Generating and testing hypotheses
- Activating prior knowledge

These best teaching practices are embedded and incorporated throughout the curriculum and across the AVID System.

Current Thought Leaders

Today, AVID is highly influenced by the work of Carol Dweck, one of the world's leading researchers in the field of motivation and professor of psychology at Stanford University. Her research focuses on why people succeed and how to foster success. In *Mindset: The New Psychology of Success,* Dweck (2006) posits that we look at the world with either a "fixed mindset" or a "growth mindset." The former is characterized by the belief that talents and abilities are fixed, and no amount of work can change them. The latter is characterized by the belief that talents and abilities can be developed through hard work and education. She argues that students can, and should, be taught that effort can lead to positive changes and success; students will rise to the challenge if they know that success is not the province of the naturally gifted, but is available to all through hard work and individual determination. Dweck's work supports AVID's central philosophy that *all* students—no matter their backgrounds—have not only the right, but the ability to succeed.

AVID began with a strong research base and continues today to strengthen and validate its practices with research-based strategies and theories from today's best and brightest minds in the arena of education and brain research.

For a more complete list of AVID's Thought Leaders, visit http://www.avid.org/research.ashx.

AVID SCHOOLWIDE

What began decades ago with one teacher in one classroom preparing students for the rigors of postsecondary education quickly outgrew the confines of just one class. The successes of that teacher drove the expansion of the AVID Elective into a model of systemic reform that empowers schools to prepare more college-ready students on their campuses.

How It Works

AVID Schoolwide works through transforming four key domains of operations: Instruction, Systems, Leadership, and Culture. By focusing on these domains, AVID's philosophy and methodologies become deeply ingrained, and the benefits of AVID are widely experienced.

Instruction

It is instruction that incorporates the cornerstones of AVID's foundational tools—Writing, Inquiry, Collaboration, Organization, and Reading. When teachers participate in professional learning opportunities, implement WICOR strategies in their classrooms, and commit to success, they produce a learning environment where all students are equipped to tackle complex issues, problems, and texts.

Systems

AVID Schoolwide works to implement or reform systems that open access to the most rigorous courses in order to support college readiness beyond the AVID Elective. Data collection and analysis, opportunities for teachers to learn and refine their instructional practice, master schedule development, and student and parent outreach are examples of systems touched by AVID Schoolwide.

Leadership

Leadership sets the vision and tone that promotes college readiness and high expectations for all students in the school. The principal and a calibrated leadership team—including representatives from the AVID site team—work together to ensure that the school's mission and vision statements align with AVID's philosophy of open and equal access to rigorous courses and that resources are allocated to promote college readiness and high expectations for all students.

Culture

It is evident that AVID Schoolwide transforms a school when the AVID philosophy progressively shifts beliefs and behaviors, resulting in an increase of students meeting college-readiness requirements. A site builds this intentional culture by engaging parents, students, and teachers; focusing on community support; and establishing a mindset that all students can benefit from rigorous and challenging coursework.

Outcomes

When implemented with intentionality and fidelity, the AVID Schoolwide approach results in a number of favorable outcomes. Short-term outcomes include an increase in: the number of students completing rigorous courses, student attendance, and the educational aspirations of students. Long-term outcomes include an increase in: high school graduation rates, the completion of college entrance requirements, the number of seniors applying to college, the number of students enrolling in college, and the number of rigorous courses. AVID Schoolwide provides a high-quality, equitable education for all.

WICOR

Throughout the decades since AVID's founding, through a continual cycle of improvement, the curriculum framework has been expanded and enhanced to ensure success for all students. One of the products of these decades of research is AVID's foundational strategies for helping students succeed: writing to learn, inquiry, collaboration, organization, and reading to learn—WICOR. Based on what we know through brain research, learning has to be organized in such a way that students can build on existing schema to create new neural pathways. Pathways are only built if the brain has an opportunity to "wrestle" with new information—to figure out how the new fits with the old. This "wrestling" is best accomplished when we ask students to work actively with new information—they have to think, talk, write, read, and ask questions. When students are passive recipients of information, there is very little cognitive wrestling and critical thinking, and therefore, very little long-term learning—new pathways are unlikely to be formed. The AVID Center curriculum and learning team continues to review, improve, and refine the WICOR framework to support educators in reaching all students.

W: Writing to Learn

As an English teacher, Swanson firmly believed that writing was essential to help students process and retain their learning and that if students couldn't explain something in writing, they didn't know it well enough. Today, AVID is still a proponent of "writing to learn," which allows students the opportunity to use writing—be it Cornell notes, learning logs, or quickwrites—to make sense of information.

I: Inquiry

The process of inquiry is also at the heart of the AVID class. Inquiry is "the question" that moves the learner to action, whether that be an explicit question or implicit questions that drive the process of working through ideas to a solution. Students uncover their understanding by asking critical questions. The goal is for students to analyze and synthesize materials or ideas to clarify their own thinking, probe others' thinking and work through ambiguity. The key is for teachers to establish an environment where it is safe for students to engage in authentic inquiry—where wondering, questioning, and hypothesizing are fostered, and students recognize how to push each other's thinking to higher levels.

C: Collaboration

Collaboration was central to AVID from the beginning, when Swanson replaced all of the rows of desks with wide cafeteria tables to allow students to work in groups. Collaboration in AVID is about developing positive interdependence, working with others toward a common goal or goals, and tapping into the social, mammalian side of the brain in efforts to increase motivation and attention to rigor.

O: Organization

The very first AVID students were required to carry binders to keep their class work organized. Today, the AVID binder is one of the cornerstones of the AVID class. However, organization is not just about the ability to organize and manage “stuff”; it is also the ability to organize and manage learning and self. Teachers can teach organizational skills by helping students find systems for recording homework and organizing their materials in a binder, in their backpack, and online. AVID’s primary focus, however, is teaching the more implicit organizational skills that help students see how their brains work, how they make sense of and organize information, how they apply specific strategies and monitor their outcomes, and how they take control of their learning.

R: Reading to Learn

To develop the necessary college-readiness skills, students have to practice close and critical reading. The goal is to help students read for meaning, versus reading for identification, and to strategically gain meaning, understanding, and knowledge from print and other media.

Introduction

The Why of CRT

Too often, educators associate culturally relevant teaching (CRT) with a checklist of items or activities that they believe will engage and connect with their students—scheduling international food days, assigning research projects on different countries, creating access to multicultural literature in the classrooms—but CRT encompasses so much more than that. It is a process that often requires educators to step out of their comfort zones and change their ways of thinking about students and how to best teach them. This curriculum guide will explore how educators can understand and grow their cultural responsiveness in order to provide students with experiences that are culturally relevant, while telling each student, "I see you as an individual. I respect and celebrate the different background and experiences that you bring to this classroom. I am here to support, guide, and work with you on your journey to academic, career, and personal success."

What is culturally relevant teaching and why is it necessary?

The term "culturally relevant teaching" was created by Gloria Ladson-Billings (1994), who says that it is *"a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes."* Geneva Gay (2010) further explains that CRT *"uses the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant and effective."* In an interview with Elena Aguilar (2015) of Edutopia, Zaretta Hammond adds that culturally relevant teaching is the process of developing cultural responsiveness: *"It begins when a teacher recognizes the cultural capital and tools students of color bring to the classroom. She is then able to respond to students' use of these cultural learning tools positively by noticing, naming, and affirming when students use them in the service of learning. The most common cultural tools for processing information utilize the brain's memory systems—music, repetition, metaphor, recitation, physical manipulation of content, and ritual. The teacher is 'responsive' when she is able to mirror these ways of learning in her instruction, using similar strategies to scaffold learning."* All of these definitions focus on learning and meeting the needs of culturally diverse students, and all students, in order to achieve academic success. This leads to the reality that educators need to look within themselves—at their own cultural backgrounds and beliefs, at their current teaching practices, and at their relationships with students—in order to become a culturally relevant educator.

The need for educators to develop culturally relevant teaching practices is heightened by the changing population of the United States. As classrooms become more ethnically diverse, educators must accept and understand that many of their students' backgrounds differ from their own. Therefore, the way that educators once taught may no longer be effective in the diverse classrooms of today. Educators must be prepared to teach *all* students. Each student comes to school with a fully packed suitcase that includes their culture, ethnicity, language, race, social class, background, gender, and identity. They do not check their suitcases at the door and enter classrooms in an identical state. The first step to becoming a culturally relevant educator is to realize that all of those items in the suitcase can be strengths, or assets, on which to build strong, successful students.

Students' responses to learning activities reflect their cultural backgrounds. Their concentration, imagination, effort, and willingness to continue are powerfully influenced by how they feel about the setting they are in, the respect they receive from the people around them, and their ability to trust their own thinking and experiences (Ginsberg & Wlodkowski, 2009).

In 1995, Gloria Ladson-Billings wrote an article that is still quite relevant today, entitled, "But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy." She stressed that culturally relevant teaching practices are all about "good teaching." However, the power is in ensuring that *all* students are the recipients of good teaching. As a profession, educators have been highly trained and credentialed, but this does not always translate into learning for all students. CRT shifts the teaching culture to a learning culture, thus asking educators to accept the challenge to do whatever it takes for *all* students to learn through "good teaching."

CRT is not a program or a few well-placed strategies. It is not a set of materials. It is not just about the academic content. It is a process that involves knowing and teaching the whole child. Doing so requires that educators achieve the following:

- Foster a growth mindset within themselves and their students.
- Recognize and understand their own cultural beliefs and biases.
- Realize the critical need to develop relational capacity with their students.
- Create a learning environment that is safe, supportive, and respectful.
- Maintain high expectations for all students.
- Embrace the importance of equity in meeting the needs of students.
- Provide support through scaffolding and differentiation.
- Bridge connections between home, school, and community.
- Consistently evaluate their teaching practices and adopt a willingness to change in order to address the ways in which their students learn.
- Embrace learning and growth for themselves and their students.

According to the National Center for Education Statistics (2010), our nation's learners are becoming more and more diverse, while our teaching force is not. With that being true, educators must be mindful that lack of awareness of culture and background and their link to learning can sometimes lead to misunderstandings at best and perceived discrimination at worst. Many schools provide just a small portion of the school population with access to the best teachers, most rigorous courses, and abundant resources. This leads to the creation of the "achievement gap," which is often the direct result of an opportunity and expectation gap. Schools should examine who teaches whom, which students have the opportunity to learn at the highest levels, which students have access to the most rigorous curriculum, and where resources are dedicated. These issues are within the control of schools and provide opportunities that can raise achievement for *all* students, thereby closing what is euphemistically called the achievement gap.

The mission of AVID is to close the achievement gap by preparing *all* students for college readiness and success in a global society. AVID's mission aligns with culturally relevant pedagogy, and through this curriculum guide, educators can develop the mindset and strategies needed to engage, motivate, and support *all* students. CRT is *good teaching*, and *good teaching* is at the heart of the AVID system.

Making Research Connections

In exploring relevant research pieces, educators deepen their understanding of the foundations upon which culturally relevant teaching is built. Much of the philosophy, strategies, and methodologies of CRT are founded on a broad base of meaningful research from Carol Dweck, Marilee Adams, Zaretta Hammond, Gloria Ladson-Billings, Geneva Gay, Claude Steele, Eric Jensen, and Pedro Noguera. On the pages that follow, each of these researcher's work and findings is briefly explored and summarized into a succinct resource.

- Understanding Mindset (Dweck and Adams)
- Culturally Responsive Pedagogy and the Brain (Hammond and Ladson-Billings)
- Stereotype Threat (Steele)
- CRT: Theory and Practice (Gay)
- Teaching Low-Income Students (Jensen)
- Expectations, Equity, and Excellence (Noguera)

The steps below provide guidance through a hands-on activity that utilizes these resources and allows educators the opportunity to share their prior knowledge and deepen their understanding of the research and best practices that provide the foundation for CRT.

- Share Gloria Ladson-Billings' definition of, and criteria for, culturally relevant teaching, which is included in "The Why of CRT" section on page xxi. Direct educators to list key words from Ladson-Billings that connect to what they believe is most important when thinking about CRT. Have them discuss selected words in table groups, providing justification for why they selected the words that they chose.
- Instruct educators to create a three-column chart with the following headings: What I Know and Use, What I Read, What I Think.
- Group educators by having them number off from 1–6 to form six expert groups.
- Assign each group a research component. Larger expert groups may need to split into smaller groups to better facilitate discussion and consensus. It is most efficient to maintain a group size of six or seven people. For a large number of educators, it may be necessary to form more than one group for each research component.
    - Group 1: Understanding Mindset – Carol Dweck and Marilee Adams
    - Group 2: Culturally Responsive Pedagogy and the Brain – Zaretta Hammond and Gloria Ladson-Billings
    - Group 3: Stereotype Threat – Claude Steele
    - Group 4: CRT: Theory and Practice – Geneva Gay
    - Group 5: Teaching Low-Income Students – Eric Jensen
    - Group 6: Expectations, Equity, and Excellence – Pedro Noguera

- Explain that each group will become the expert on their research component and will be responsible for taking the information back to their table group.
- Instruct educators to individually record in the first column, "What I Know and Use," the things that they already know about the assigned research component.
- Instruct educators to share their prior knowledge with their group and record any new information that they learn from others in the first column. Assure educators that it is okay if they are not familiar with their assigned research component. This activity will help them build their background knowledge as they collaborate with their peers.
- Assign educators the readings in the CRT book that correspond to the assigned research component. As they read, they should take notes in the second column, "What I Read."
- Guide expert groups to share their notes and discuss their research component. In the third column, "What I Think," they should make connections:
    - "How does this research support what I know about culturally relevant teaching pedagogy?"
    - "How does this research support initiatives already in place on my campus?"
- Instruct educators to return to their tables. There, each returning "expert" should share the research component for which they were responsible. Table group members should add notes to their three-column chart.
- Debrief with large group by asking, "How did exploring the research components help you understand the foundation upon which CRT is built?"
- Invite educators to delve further into these topics through either a Socratic Seminar with one of the research pieces or a book study using one of the following books:
    - *Mindset: The New Psychology of Success* by Carol Dweck
    - *Teaching That Changes Lives: 12 Mindset Tools for Igniting the Love of Learning* by Marilee Adams
    - *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* by Zaretta Hammond
    - *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* by Claude Steele
    - *Culturally Responsive Teaching: Theory, Research, and Practice* by Geneva Gay
    - *Teaching With Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It* by Eric Jensen
    - *Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student* by Pedro Noguera

Understanding Mindset

In order for educators to develop and practice culturally relevant pedagogy, they must first understand the theory of mindset. Even further, it is crucial that they comprehend how a fixed or growth mindset can affect their own interactions with, and reactions to, students, as well as a mindset's impact on how students see themselves as learners.

> *"Your assumptions are your windows on the world. Scrub them off every once in a while, or the light won't come in."*
>
> Isaac Asimov

Dr. Carol Dweck, one of the world's leading researchers in the field of motivation and the Lewis and Virginia Eaton Professor of Psychology at Stanford University, has done extensive research in the area of mindset. Her findings on the growth mindset support AVID's philosophy of individual determination and its relationship to student success. Developing a growth mindset begins with a look at what the fixed and growth mindsets encompass.

In her book, *Mindset: The New Psychology of Success*, Dweck (2006) explains that people with a fixed mindset believe that their talents and abilities are fixed traits (i.e., they have a certain amount and can do nothing to change it). Dweck contends that people with a fixed mindset limit their success: "They become over-concerned with proving their talents and abilities, hiding deficiencies, and reacting defensively to mistakes or setbacks—because deficiencies and mistakes imply a (permanent) lack of talent or ability. People in this mindset will actually pass up important opportunities to learn and grow if there is a risk of unmasking weaknesses." Alternatively, Dweck describes people with a growth mindset as "believing that their talents and abilities can be developed through passion, education, and persistence. For them, it's not about looking smart or grooming their image. It's about a commitment to learning—taking informed risks and learning from the results, surrounding yourself with people who will challenge you to grow, looking frankly at your deficiencies and seeking to remedy them."

Dweck's website, Mindset Works, highlights the following findings from the research listed below:

- **Mindsets predict motivation and achievement** (Blackwell, Trzesniewski, & Dweck, 2007).
- **Growth-mindset training boosts motivation and achievement** (Blackwell, Trzesniewski, & Dweck, 2007).
- **Growth-mindset training narrows the gender gap in math** (Good, Aronson, & Inzlicht, 2003).
- **Growth-mindset training narrows the racial achievement gap** (Aronson, Fried, & Good, 2002).
- **Intelligence is malleable** (Ramsden, Richardson, Josse, Thomas, Ellis, Shakeshart, Seguier, & Price, 2011).

In a 2015 commentary that revisits her mindset work, Dweck reviews her findings and addresses popular misconceptions on fixed and growth mindsets. She states, "Perhaps the most common misconception is simply equating the growth mindset with effort. Certainly, effort is key for students' achievement, but it's not the only thing. Students need to try new strategies and seek input from others when they're stuck. They need this repertoire of approaches—not

just sheer effort—to learn and improve." Dweck also addresses praise, clarifying that educators should not just praise the effort, but also praise the learning and help students "thrive on challenges and setbacks on the way to learning." Additionally, Dweck voices concern that educators may sometimes use mindsets to justify why some students are not learning, blaming the lack of growth on a student's fixed mindset. She says, "The growth mindset was intended to help close achievement gaps, not hide them." Dweck also suggests that, in order to adopt a deeper, truer growth mindset, educators must "legitimize the fixed mindset." She states, "Let's acknowledge that (1) we're all a mixture of fixed and growth mindsets, (2) we will probably always be, and (3) if we want to move closer to a growth mindset in our thoughts and practices, we need to stay in touch with our fixed-mindset thoughts and deeds." Knowing and understanding our fixed mindset guides the path to a true growth mindset. We have to know which of our actions and characteristics are rooted in a fixed mindset if we want to transform them into actions and characteristics of a growth mindset. Simply put, a growth mindset is more than a proclamation, it is a journey.

Part of that journey involves educators evaluating their own mindset and seeing themselves as learners before they can develop and foster growth mindsets in their students. Administrators who possess a growth mindset seek out learning opportunities, support teachers' learning, are willing to learn from their teachers, and are responsive to, not defensive of, feedback. Growth-minded teachers collaborate with colleagues and work to strengthen their practice. They believe that students can learn and succeed, and don't blame them for failure, instead teaching them to persist and learn from their failure. Rather than saying, "These kids can't learn. They won't even try," educators with a growth mindset say, "How are my assumptions about these kids getting in the way of their learning? What do *I* need to change in order to reach them?"

Dr. Marilee Adams (2013), author of *Teaching That Changes Lives: 12 Mindset Tools for Igniting the Love of Learning,* states, "Mindset represents the set of beliefs and assumptions that we hold about ourselves, others, and the world… it affects how you connect or don't connect with each child, and in turn how they connect with you." Adams ascertains that mindset is not a constant; rather, it is continually changing depending on things inside and outside of each person, such as thoughts, feelings, and circumstances. She contends that people are not always able to control which mindset they are in, but they can choose how they react to it. Reacting with what Adams calls a "learner [i.e., growth] mindset" focuses the mind on growth through thoughtful choices, seeking solutions by questioning, and developing a win–win situation. Reacting with a "judger [i.e., fixed] mindset" focuses the mind on placing blame, creates automatic rather than thoughtful reactions, and develops a win–lose situation. The question then for educators is, "Am I in learner mindset or judger mindset right now?"

Once educators develop a growth mindset that embraces the belief that each student can learn and succeed, they can then begin to foster growth mindsets within their students. This book provides activities, reflections, resources, and experiences to assist educators in creating a growth mindset within themselves and their students.

Culturally Responsive Pedagogy and the Brain

Zaretta Hammond (2015), author of *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*, is an instructor at St. Mary's College Kalmanovitz School of Education and has worked with the National Equity Project. Hammond refers to herself as an "equity freedom fighter" and is focused on supporting teachers who are committed to getting better results with their culturally and linguistically diverse students. Her blogs on www.ready4rigor.com address the achievement gap from an instructional view.

In an interview with Tom Malarkey of the National Equity Project (2015), Hammond asserted that culturally responsive teaching (CRT) has been framed too narrowly and has resulted in three primary misconceptions that she consistently hears among teachers:

- "It is an engagement or motivation strategy, and if I mention Africa or Mexico, my students will engage." This just doesn't happen.
- "I can just use call and response to connect and engage my students." Call and response alone will not engage students; there must also be change in the content and process of the lesson.
- "I can't learn the customs, food, and beliefs about *all* the cultures represented in my classroom." Teachers feel this is unmanageable and don't know where to begin. They need to focus not on the surface culture, but instead, on the deep culture (worldview, core beliefs, and group values) and understand the universal patterns, or cultural archetypes, across cultures.

According to Hammond, culturally responsive teaching is not a strategy or tool, but is a process, and within this process, teachers must do the following:

- Acknowledge and understand the sociopolitical context that has created different learning outcomes and what those mean in terms of students' social-emotional acknowledgement, so they don't feel marginalized.
- Recognize the cultural learning tools that students bring to the classroom, and not misunderstand them as negative behaviors, but rather, give students permission to use them. For example, many cultures learn through the use of storytelling, rather than reading or writing, but some teachers may see students' "storytelling" as rambling or disruption.
- Mimic the students' cultural learning tools by using similar ones during instruction, such as music or metaphors connecting learning to student cultural references.

Neuroscience lies at the heart of the CRT process. "Brain-based learning strategies from neuroscience and CRT have always been presented as two separate, unrelated branches of educational practice. Yet, educators Geneva Gay and Gloria Ladson-Billings each describe culturally responsive pedagogy as encompassing the social-emotional, relational, and cognitive aspects of

teaching culturally and linguistically diverse students. Cognition and higher order thinking have always been at the center of culturally responsive teaching, which makes it a natural partner for neuroscience in the classroom" (Hammond, 2015).

Hammond (2015) ascertains, "Before teachers can truly meet the needs of diverse learners, we must develop the right mindset. This requires us to understand what 'culture' really means, fully explore our own cultural beliefs and biases, and study how the brain learns." She also says that developing an academic mindset in students that gets them ready for rigor involves getting the brain ready to learn: "When the brain wants to learn, it pays attention—it becomes the onramp to learning."

Hammond outlined six interdependent core principles, or "culturally responsive brain rules," to help teachers understand how the brain uses culture to make sense of the world.

1. ***The brain seeks to minimize social threats and maximize opportunities to connect with others in the community.*** The brain will not connect if it perceives threat from microaggressions—the subtle, everyday verbal and nonverbal messages that can serve to invalidate or trivialize culture and experiences.
2. ***Positive relationships keep our safety–threat detection system in check.*** The brain can focus on higher order thinking and learning when in a positive relationship.
3. ***Culture guides how we process information.*** Common cultural learning aides—stories, music, and repetition—help build neural pathways that make learning stick.
4. ***Attention drives learning.*** Before learning can take place, the brain must pay attention to it; thus, learning must not be passive, and instead, should focus on active engagement and conscious processing. Creating independent learners involves the ability to direct students' attention toward their own learning.
5. ***All new information must be coupled with existing funds of knowledge in order to be learned.*** Teachers must determine not just what students already know, but how they have organized that knowledge in their schema. The educator can then construct scaffolds between the existing schema and new content.
6. ***The brain physically grows through challenge and expands its ability to do more complex thinking and learning.*** The brain's purpose is to become smarter. To do this, it needs to be stimulated with new learning and challenged with complex tasks that stretch the brain beyond its comfort zone so that it actually grows more capacity in the form of neurons, dendrites, and synapses.

The construction of an environment that is safe and high in relational capacity cannot be disregarded in lieu of achieving the six principles above, as obtaining that classroom culture puts students in the best position to learn. As Hammond (2015) advocates, "Our challenge as culturally responsive teachers is knowing how to create an environment that the brain perceives as safe and nurturing so it can relax, let go of any stress, and turn its attention to learning."

Stereotype Threat

Acclaimed psychologist Claude M. Steele has explored many ways in which stereotypes affect individuals and the research-based ways of neutralizing those effects, especially in academic settings. He contends that individuals' different social identities—the sense of who they are based on the groups and social categories to which they belong—affect them in both positive and negative ways. Any situation in which a negative stereotype about an individual's social identity could potentially be confirmed is called a "stereotype threat."

> *"The findings [of research on stereotype threat] undercut the tendency to lay the blame on unsupported genetic and cultural factors, such as whether African Americans 'value' education or girls can't do math."*
>
> American Psychological Association

In his book, *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do,* Steele (2010) mentions, "Social identities can strongly affect things as important as our performances in the classroom and on standardized tests, our memory capacity, our athletic performance, the pressure we feel to prove ourselves, even the comfort level we have with people of different groups—all things we typically think of as being determined by individual talents, motivations, and preferences." In their research, Steele and his colleagues have shown that stereotype threat actually affects people on a physiological level. When put into situations that they unconsciously fear might confirm a negative stereotype about one of their social identities, people may actually experience a "self-fulfilling fear," or "they worry that it's going to expose their weaknesses."

NYU professor Joshua Aronson, in an interview with Adam Behar (2005), emphasized that since stereotype threat is partly a product of relationships and situations, there is a lot that can be done to limit its negative effects. In *Whistling Vivaldi,* Steele outlines many simple ways to reduce stereotype threat in academics. Along with effective instruction from teachers, the following steps are among those that can be taken to reduce stereotype threat and the achievement gap:

- ***Remove the threat of stereotype confirmation for an academic task.*** For example, the results of Steele's (2010) research showed significant improvement in women's performance on math tests when the concerns about confirming society's view about their poor math abilities were removed by telling them, prior to the tests, that results on this test did not show gender differences.

- ***Encourage students to work and study in groups.*** Steele cites the work of university professor Dr. Uri Treisman (1992), who had his African American calculus students start groups that spent at least six hours a week together outside of class studying or discussing calculus. The students began to outperform their Caucasian and Asian classmates.
- ***When giving feedback, explain that it is based on high standards and a belief that the student can reach those standards.*** High standards-based feedback shows students that the feedback is based on the work, not on perceptions about the student's self (Cohen, Steele, & Ross, 1999). This type of feedback is perceived as more genuine and elicits better results than feedback that is neutral.
- ***Help students develop a narrative about their setting that explains their frustrations and helps them envision success.*** When students engage with peers of different backgrounds and races while discussing the difficulty of the work, it makes them less likely to take their troubles so personally and normalizes academic struggle so that it is more likely to be seen as solvable (Steele, 2010).
- ***Encourage more intergroup relationships and discussions, so that minority students feel more comfortable.*** Grades rise when students feel that they belong to the larger group, affirming the vital role of relational capacity in an academic or social system (Steele, 2010; Treisman, 1992).
- ***Allow time for self-affirmation.*** Researchers theorize that developing a self-affirming narrative reduces the power of stereotype threat and negative stereotypes in general and reduces the achievement gap (Cohen, Garcia, Apfel, & Master, 2006).
- ***Present tough conversations about controversial topics as learning opportunities to encourage students who have different social identities to feel comfortable having in-depth discussions.*** Taking on a learning goal for the situation lessens the concerns over seeming prejudiced. According to Steele (2010), "With a learning goal, mistakes become just mistakes, not signs of immutable racism." Getting at the root causes of many stereotype threats will take critical thinking and thoughtful, open discussion.

CRT: **Theory and Practice**

Dr. Geneva Gay, professor of education at the University of Washington-Seattle, says that culturally responsive teaching is both a moral imperative and an essential for effective teaching. In Gay's (2010) book, *Culturally Responsive Teaching: Theory, Research, and Practice,* she proposes a solid case for why educators must adopt culturally responsive teaching practices in addressing the needs of today's diverse student population.

According to Gay, culturally responsive teaching is about validating the values, prior experiences, and cultural knowledge of students. Because of underlying perceptions and assumptions about ethnically or racially diverse groups, educators too often view the groups as marginalized, powerless, and disadvantaged, instead of seeing individuals with promise and potential. These views tend to drive instructional choices that focus on the negative, rather than the creativity, imagination, ingenuity, resourcefulness, accomplishment, and resilience within students. Educators need to shift their views from expected failure to high expectations of success. Culturally responsive teaching is not about lowering expectations based on perceived perceptions of students, but is grounded in raising the ceiling on their learning potential by developing relational capacity; recognizing, honoring, and utilizing the personal abilities of students; providing academic support; and teaching "to and through" cultural diversity.

As schools become more diverse, educators are faced with the challenge of teaching students who possess cultural backgrounds and beliefs that differ from their own. Gay believes that all educators—regardless of the ethnic and racial make-up of their school's population—should be actively involved in promoting equity and excellence for all students. To assist educators, Gay (2010) outlined five essential elements of culturally responsive teaching:

1. ***Developing a Cultural Diversity Knowledge Base:*** Attaining a broad knowledge base involves three aspects:
    - Understanding that culture is not only about ethnicity, but encompasses the values, traditions, communication systems, learning styles, contributions, and relational patterns among different ethnic groups
    - Acquiring detailed factual information about specific ethnic groups (e.g., African American, Asian, Latino, and Native American) in order to make instructional connections in all content areas that are relevant, interesting, and stimulating for the students represented within a class
    - Deepening knowledge about multicultural education by learning about the contributions of different ethnic groups within different disciplines and the theories and research of leading multicultural education scholars

2. ***Designing Culturally Relevant Curricula:*** Looking at the following three types of curricula involves conducting a deep cultural analysis of the curricula and materials, revising them to produce a better representation of the cultural diversity within the class or school, and providing time for putting these changes into practice:
   - Formal: typically the standards and guidelines approved by local, state, and/or national boards
   - Symbolic: images, symbols, icons, mottoes, celebrations, and other artifacts used to teach knowledge, skills, morals, and values
   - Societal: knowledge, ideas, and impressions about ethnic groups portrayed in mass media and popular culture
3. ***Demonstrating Cultural Caring and Building a Learning Community:*** Educators must create classroom climates that are conducive to learning for all students. This means going beyond the physical setting to focus on developing cultural caring and building a community of learners. Culturally responsive caring is action-oriented and involves moving toward academic success from a basis of cultural validation and strengths. Building a learning community is rooted in the knowledge gained from numerous studies showing that many students grow up in cultural environments where the welfare of the group takes precedence over the individual, and they are taught to work together to solve problems. Providing communities of learners that use cooperative efforts increases student achievement.
4. ***Cross-Cultural Communications:*** Knowledge about the characteristics of ethnic communication styles can help educators better understand how to effectively communicate instructionally without violating the cultural value of a student's cultural communication style. Having this knowledge can also help in teaching students code-switching skills, so they can communicate in different ways for different settings, audiences, and purposes.
5. ***Cultural Congruity in Classroom Instruction:*** Matching instructional techniques to the learning styles of diverse students involves an understanding of the internal structure of ethnic learning styles related to "preferred content; ways of working through learning tasks; techniques for organizing and conveying ideas and thoughts; physical and social settings for task performance; structural arrangements of work, study and performance space; perceptual stimulation for receiving, processing, and demonstrating comprehension and competence; motivations, incentives, and rewards for learning; and interpersonal interactional styles" (Gay, 2002).

Through systemic changes and reform within the classroom and curriculum, across all school levels, Gay ascertains that all students will perform better on multiple measures of achievement when teaching is filtered through their own cultural experiences.

Teaching Low-Income Students

The term culture usually brings to mind a community of people who identify with a specific ethnicity; however, many of today's students come to the classroom from a culture of poverty that transcends ethnic groups. Developing cultural relevance to understand and meet the needs of children of poverty is key to establishing a growth mindset, which helps educators form sound relationships and embrace high expectations while providing essential support, so children of poverty can be academically successful.

> *"Every proper response that you don't see at your school is one that you need to be teaching."*
>
> Eric Jensen

In *Teaching with Poverty in Mind,* Eric Jensen (2009) addresses approaches to lessening the disparity in academic achievement between low- and high-SES (socioeconomic status) students. He defines poverty as a "chronic and debilitating condition that results from multiple adverse synergistic factors that affect the mind, body, and soul." The term "poverty" is perceived as referring to generational poverty, but there are many different types of poverty (e.g., situational, absolute, relative, urban, rural). Children of poverty face an array of risk factors that adversely affect them: emotional and social challenges, acute and chronic stressors, cognitive lags, and health and safety issues. These factors are distressing to families and often affect the academic progress of students involved.

According to Jensen, "The relationships that teachers build with students form the single strongest access to student goals, socialization, motivation, and academic performance." It is essential to establish a school culture that is respectful, understanding, and empathetic to the students by using positive affirmations and support, rather than a sense of pity or misfortune.

The building of relational capacity among students and their teachers is pivotal in the need for stability and development of lifelong social skills. Jensen further explains, "It is impossible to overemphasize this: every emotional response other than the six hardwired emotions of joy, anger, surprise, disgust, sadness and fear *must be taught.* Cooperation, patience, embarrassment, empathy, gratitude, and forgiveness are crucial to a smoothly running complex social environment (like a classroom)."

By taking action to address and support the social, emotional, and health-related challenges that students endure every day, educators can lessen the real-world concerns that are much higher on students' mental and emotional priority lists and focus on academic success. Another important action to take is investigating ways to build mutual respect and trusting relationships with parents. Seeking community resources to help families with fundamental living and health-related practices can aid in building the relationships.

Jensen provides numerous action steps that educators can take to help underachieving students, and particularly the low-SES students, become high achievers. Below are some of those steps:

- Consistently build hope ("24/7 hope"), and teach optimism.
- Embody respect for the students.
- Empower students through encouraging responsibility, goal-setting, conflict-resolution, and continued development of social skills.
- Keep in mind that brains can and do change. They are *designed* to change.
- Build academic, emotional, and social assets in students.
- Incorporate the arts, athletic activity, and advanced academics into academic schedules.
- Instill in students the belief that an advanced curriculum is doable, that they can excel at it, and that the staff will provide the support needed for success.
- Provide engaging instruction that has students participate emotionally, cognitively, or behaviorally.
- Build mutual trust and relationships with students' families.

With so many environmental and emotional factors taking precedence in the lives of students, they can quickly gain a sense of learned helplessness. If educators believe that they can achieve, they are more likely to do so. Hopeful students try harder, persist longer, and ultimately get better grades. A campus that engages students in taking ownership of their learning and provides professional learning opportunities for educators to support students can create a climate for all students that enriches minds and changes lives.

Expectations, Equity, and Excellence

Dr. Pedro Noguera is a Distinguished Professor of Education in the Graduate School of Education and Information Sciences at UCLA. His research focuses on the ways in which schools are influenced by social and economic conditions, as well as demographic trends in local, regional, and global contexts.

Noguera is passionate about the deep need in the nation's educational system for equity and excellence for all students. He acknowledges that the pursuit of excellence is often seen as being at odds with equity, but challenges school systems to ensure that the academic needs of diverse students are met and that all students receive equitable educations. Therefore, schools must advocate for equity in resources and educational opportunities for all students by recognizing that not all students are the same, and those with less will need more in terms of time, attention, and support. This thinking requires systemic change for effective practices to occur and produce results.

> *"When we combine excellence and equity, what we are focused on is how do we make sure that all kids are exposed to high standards and quality teachers."*
>
> Dr. Pedro Noguera

In a presentation entitled "Racial Inequality and American Education: Policies, Practices and Politics," Noguera addressed the segregation by race and social class within the education system. He asserted, "We cannot separate students' learning needs from their non-academic needs. The achievement gap is a manifestation of social inequality. We must invest in children of color: They are the future." He also encouraged schools to build support systems in the community so that schools aren't expected to do this work alone.

In his writings and presentations, Noguera speaks of the core value of educator and student relationships and the power of teacher expectations in influencing student performance. Skilled teachers build students' strengths into confidence and competence. Using his own research and that of the University of Chicago, which identified five proven components of school-improvement efforts, Noguera developed 10 practices to promote achievement for all students.

1. **Challenge the normalization of failure.** Race and class should not predict achievement.
2. **Stand up and speak out for equity.** Schools must confront the ways in which some students are denied learning opportunities.
3. **Embrace immigrant students and their culture.**
4. **Provide students with clear guidance on what it takes to succeed, including such things as study skills, "code-switching," and seeing models of excellent work.**

5. **Build partnerships with parents based on shared interests.** Faculties must be trained to communicate respectfully and effectively across race and class differences and work with parents to help reinforce school objectives at home.
6. **Align discipline practices to educational goals.** Get buy-in from all staff on expectations, values, and norms that reconnect students to learning, rather than exclude them from learning. Teachers must make education matter to students.
7. **Rethink remediation and focus on acceleration.** Monitor learning and provide access to enriched, rigorous curriculum with needed support and personalized interventions.
8. **Implement evidence-based practices and evaluate for effectiveness.** Consider such things as block scheduling, peer study groups, content literacy, extracurricular activities, and mentoring.
9. **Build partnerships within the community to address student needs.**
10. **Teach to the way that students learn, rather than expecting them to adjust their learning to a rigid, set way of teaching.** Teachers should focus on evidence of mastery and performance, viewing the work produced as a reflection of their teaching.

Noguera's 10 practices support culturally relevant pedagogy, as well as AVID's mission and practices, as they focus on creating an environment in which students feel connected to each other and to the teacher, empowering students as learners, affirming the heritage and culture of students, and closing the achievement gap through high expectations and opportunities for all students.

Culturally Relevant Teaching Terms

Throughout *AVID Culturally Relevant Teaching,* several terms are used consistently and sometimes with different connotations than those with which you may be familiar. Within the language and literature about culturally relevant teaching, some terms are used interchangeably, and others have strict connotations according to the author's use of the terms. In order to provide a clear understanding of the intentional use of several frequently used terms, their meanings and usage are described here.

Bias, Prejudice, and Stereotype

Bias refers to the tendencies, preferences, or inclinations of individuals based on their backgrounds and experiences. ***Prejudice*** and ***stereotype*** are both types of social bias. Prejudice refers to the attitudes and feelings that people have about individuals or groups. These attitudes and feelings may be positive or negative and conscious or non-conscious. An individual exhibits prejudice when he or she has an emotional reaction to another individual or group of individuals based on preconceived ideas about the individual or group (Fiske, 2010). Stereotyping occurs when an individual has specific thoughts, beliefs, and expectations about a group, in such areas as appearance, behavior, or ability, and then applies these beliefs to individuals without first gathering factual knowledge about the individual.

Classroom, Environment, and Learning Community

The terms ***classroom*** and ***environment*** may be used interchangeably or replaced with ***learning community*** in order to refer to various grade levels or groups of learners. A learning community is representative of an institution of learning or educators working collaboratively at a given site or grade level with common approaches and goals [e.g., professional learning community (PLC) or content discipline department].

Community

Community is a group of people who live in the same place or share something in common. They are often formed around a place like neighborhoods, cities, work sites, places of worship, and schools. Families, friendships, music, sports, arts, and science are some types of communities. Groups of similar identity, such as religion, ethnicity, or sexual orientation, can also organize a community.

Culture

Culture is the understanding of one's way of being, knowing, and doing, which is often learned and shared. One's culture is a dynamic and constantly changing process that is shaped by political, social, and economic conditions. ***Surface culture*** characteristics are those that can be readily observed, such as food, dress, and manner of speaking. ***Deep culture*** characteristics, such as beliefs, customs, and values, are not always obvious and must be shared with others. Culture is defined by the community with which an individual identifies and not solely by language or ethnicity. The U.S. Department of Health and Human Services Centers for Disease Control and Prevention states that "In the broadest sense, culture includes how people think, what they do, and how they use things to sustain their lives."

Culturally Relevant Teaching vs. Culturally Responsive Teaching

These two terms are often used interchangeably. Within this book, culturally relevant teaching is the overall broad term used to connect to the theoretical practices and pedagogy that empowers all students. Culturally responsive teaching will refer to the act in which the educator responds to the given culture of the students within the learning community.

AVID has chosen to use the term ***culturally relevant teaching*** because "relevant" implies being proactive, while "responsive" implies being reactive. Being intentional about instruction that connects cultural references in all aspects of learning is being ***relevant***. When quoting experts in the field, their preferred term (relevant or responsive) will be utilized within statements attributed to them.

Diversity

The description of a group of people as being "diverse" often refers to racial diversity. However, ***diversity*** can also refer to a variety of people based on cultural, religious, and ethnic differences, as well as sexual orientation, socioeconomic status, or many other distinctions. In culturally relevant teaching, the concept of diversity encompasses acceptance and respect for each person as an individual with unique experiences.

Educator

Creating an environment that effectively embeds culturally relevant teaching requires the responsibility and accountability of all adults involved with promoting academic success for all students. In this guide, the term ***educators*** includes administrators, college professors, classroom teachers (core content and elective), counselors, and all who facilitate the process of educating students.

Empowering

An essential component of culturally relevant teaching is building students' confidence, courage, and independence, so they gain authority and agency over their own lives. This ***empowerment*** results in students becoming more self-determined, finding their voice, and fulfilling individual possibilities in the social, academic, and political worlds.

Equity vs Equality

In order to be equitable in culturally relevant teaching, there must be a clear understanding that there is no "one size fits all" model for students. ***Equity*** refers to providing support and opportunities for students to meet their individual needs, by providing differentiation in instruction and assessments. Providing ***equal*** opportunities means that every student is given the same tools, even though these tools may not be the "perfect fit" for each student. Equal treatment of students ignores their differences and promotes privilege.

LGBTQ, LGBT, LGB, GLBT

The acronym LGBTQ will be intentionally used as an all-inclusive term to refer to the lesbian, gay, bisexual, transgender, and questioning community. When citing research or information from another source, the acronym preferred by the researcher or contributor will be used.

Privilege

The term ***privilege*** refers to the advantage, benefit, or special right available to only particular individuals or groups. In a social context, privilege is commonly used to represent a contrast in differing levels of opportunity, benefit, or power for individuals or groups, such as those separated by social class, race, ethnicity, gender, or sexual orientation. Having basic necessities of survival can be a privilege that others do not have.

Race and Ethnicity

Race and ethnicity are similar terms, though ***race*** describes more common physical traits, such as skin, hair, and eye color, as well as bone structure, as opposed to the cultural traits of ***ethnicity***. The racial categories used by the U.S. Census Bureau (2013) generally reflect a social construct of race recognized in this country and not an attempt to define race biologically, anthropologically, or genetically. People of any race may be of any ethnic origin or nationality.

Ethnicity generally refers to groups that share common cultural factors, such as language, heritage, and geographical connections. Individuals can self-identify their ethnicity by assimilating into the culture of a specific ethnic group. There are hundreds of ethnic groups across the world.

UNIT 1:

Building Relational Capacity

Building Relational Capacity

While devoted educators dedicate their time, talents, and focus to ensuring that all students learn, too often that focus is on teaching the content and not on the quality of their interactions with students. In a culturally responsive classroom, building relational capacity is critical in order to move dependent learners to independent thinkers. As outlined in *AVID Critical Thinking and Engagement: A Schoolwide Approach*, “Relational capacity is the degree of trust and level of safety between members of a group. In an educational context, this specifically refers to the established level of trust and safety between teachers and students, as well as directly between students. Classes that are low in relational capacity are often teacher-centered, with little dialogue or collaboration among students. Alternatively, classes that are high in relational capacity are characterized by energy and comfort, where students feel mutual ownership in the expectations and learning within the classroom” (Bendall, Bollhoefer, & Koilpillai, 2015, p. 5).

It is essential that teachers build relational capacity with their students, as well as provide an environment that promotes community building amongst students. Classrooms should emanate engaged learning, thoughtful teacher/student interactions, and positive peer relationships. The core principles of such a classroom include choice, communication, collaboration, critical inquiry, authentic learning, relevant and creative curriculum, and social responsibility by showing community-mindedness. Zaretta Hammond (2015), author of *Culturally Responsive Teaching and the Brain,* suggested that reframing and repositioning those aforementioned teacher/student interactions is a key ingredient in helping culturally and linguistically diverse dependent learners authentically engage while also helping high-achieving students reach their fullest potential under less stress. Developing authentic relationships with students leads to learning partnerships and the creation of classrooms that are socially and academically safe for all students. When positive relationships grounded in trust and emotional connections are formed, the result is meaningful student learning.

This unit focuses on opportunities for educators to analyze their relationships with students and their classroom environment while developing strategies to build relational capacity with and among students. Included within the activities are icebreakers, energizers, and community builders. Each of these plays a role in building relational capacity within the classroom.

- ***Icebreakers*** provide opportunities for the teacher and students to get to know one another and appreciate the attributes that each individual brings to the classroom community.
- ***Energizers*** offer a great way to weave movement breaks, or state changes, into the day without disrupting scheduled lessons. In fact, these two to three minutes of playful movement, laughing, chanting, or singing promote more productive learning and relationship building in the classroom while also enhancing brain capacity.
- ***Community builders*** help build a foundation for collaboration and promote a safe learning community, where students have a sense of belonging and are willing to take academic risks.

Another component in building relational capacity is providing students with a safe place to learn. Resources for personal reflection and staff development are provided to aid educators in building an environment that creates a safe learning community for all students.

By the end of this unit, the reader will be able to:

- Develop authentic relationships with students that are founded on trust and care.
- Recognize the diversity of each learner and what they bring to the classroom.
- Engage students in motivational, high-energy activities that promote a sense of community.
- Create an environment that establishes a safe learning community.

CHAPTER ONE

Building Relational Capacity

Transforming Educators

Visit the *AVID Culturally Relevant Teaching* webpage

on MYAVID for additional materials and resources.

Building a Safe Learning Community

As students from diverse backgrounds (e.g., racial, socioeconomic, cultural, religious) come together in a classroom, they need to be welcomed into an environment that is physically comfortable, mentally motivating, and emotionally supportive. Educators have an ethical obligation to ensure that their students feel safe coming to school and should establish a culture of inclusion and respect that welcomes all students. Building relational capacity with and among students is a critical first step in creating an environment built on trust, respect, and support for all students. Educators must be proactive and intentional in building relationships with students and in laying a foundation for a classroom environment that facilitates community building and embraces high expectations for all students.

Section Outline

- 1.1: Teacher Reflection in Building Relational Capacity
- 1.2: Teacher Story in Building Relational Capacity
- 1.3: Creating a Safe Learning Community
- 1.3a: Components of a Safe Learning Community

1.1 Teacher Reflection in Building Relational Capacity

> *"No significant learning occurs without a significant relationship."*
>
> James Comer

Educator Objective

Educators will reflect on the work needed to build relational capacity with and among students.

Overview

Comer's quote in the margin stresses the importance of connecting with students in order for rigorous learning to occur. Caring is at the heart of building relationships with students. Geneva Gay (2000) noted that caring within a culturally responsive context automatically places teachers in a different kind of emotional and academic partnership with students. This relationship is anchored in affirmation, mutual respect, and validation that breed an unshakable belief that all students not only *can,* but *will* improve their school achievement. This activity allows educators to explore their experiences and beliefs about connecting with students.

Materials/Set-Up

- None

Instructional Steps

- Introduce the concept of relational capacity with educators using the information from the Building Relational Capacity unit introduction on pages 2 and 3.
- Ask educators to spend two or three minutes responding to the following **quickwrite** prompt: "In my classroom, school, etc., I build relationships with students by…"
- Have educators form even-numbered groups of about six or more. Then, have each group form two lines, equal in number, with every individual facing a peer in the other line.
- Read or display the first question below, and ask group members to share their responses with the partner they are facing:
  - How do you create a sense of trust and safety in your relationships with your students? Are you intentional or random?
  - How do you determine what makes your students feel safe and comfortable based on their perspectives and experiences?
  - How does the diversity present in the classroom influence how you develop relationships with your students?
  - Do you know the areas in which your students excel or have expertise?
- After a brief period of sharing between partners, ask the educators to share a second question with a different partner. Continue the process until all questions have been discussed.
- Direct educators to return to their quickwrites and add to them by addressing the following prompt: "As a result of this reflective activity, I… (What will you continue to do? What could you do differently? What steps do you need to take to build relational capacity?)"

Quickwrite is a fluency activity where students write nonstop for two to five minutes on a specific topic that they are studying. The purpose of focused writing is for students to find out what they know about a topic, to explore new ideas, and to find out what they need to learn about a topic.

Extension

- To extend the learning, ask educators to consider working with a colleague to coach one another and to discuss ways to build effective relational capacity within a culturally responsive classroom.

1.2 Teacher Story in Building Relational Capacity

Educator Objective

Educators will reflect on and draw from their own past experiences to create their "story."

> *"We each have a story. By sharing them, we add value to our life experiences."*
>
> Michele Brown

Overview

Each student has a story. Each teacher has a story. Every human has a story. Until we talk and listen to each other, we cannot know one another's story, nor will we have real relational capacity. It is important for educators to recognize that they bring a specific cultural background into the classroom, as does each of their students. This activity allows educators to explore their own cultural background and create their stories. By sharing their stories with others, educators have the opportunity to communicate their values, dreams, and lessons learned, so others begin to know and understand them better. To build relational capacity and community, educators are encouraged to reference their stories when working with students as they create theirs. Please note that the handouts listed below accompany the student version of this activity.

Materials/Set-Up

- Student Handouts
  - 2.16b: Pre-Writing: My Story Is…
  - 2.16c: My Story Is… Example

Instructional Steps

- Have educators brainstorm elements of their stories by using the Pre-Writing: My Story Is… handout (see Chapter 2) to prompt their thinking and record their thoughts.
- Then, instruct them to create a poem that tells their story, using the My Story Is… Example handout (see Chapter 2) or a format of their own choosing. Remember that the main purpose is for them to reflect and draw on their past experiences and to have those experiences take shape in the form of a creative writing piece.
- Have educators form triads and share their stories.
- Encourage participants to continue making connections and building relational capacity at their sites by sharing their stories with colleagues and students.

Extension

- To use technology, create a secure online space for staff members to share their stories in order to develop a sense of community throughout the school.

1.3 Creating a Safe Learning Community

Educator Objective

Educators will create a school or classroom community that includes a safe and welcoming environment for all students.

Overview

This activity allows educators to explore components critical to creating an environment conducive to a safe learning community and make connections to their current school or classroom environment.

Materials/Set-Up

- Educator Resource:
    - 1.3a: Components of a Safe Learning Community
- Chart paper and sticky notes

Instructional Steps

- Direct educators to sit in groups of four to six.
- Ask them to *silently* brainstorm the components that should be present to establish a safe learning community. As they brainstorm, have them write each idea on a separate sticky note.
- When everyone in the group has finished brainstorming, ask each member of the group to post their sticky notes on a designated piece of chart paper.
- Once all of the sticky notes are posted, instruct the groups to *continue to work silently* as they group the sticky notes into overlapping ideas and common categories.
    - *No talking is allowed* until the group has successfully clustered all of their ideas.
- Instruct groups that they may now verbally discuss labels for each category. Have them write those labels above the clusters of sticky notes.
- Then, have each group hang their chart paper on the wall and designate a spokesperson to share the group's thoughts with the room.
- Distribute the Components of a Safe Learning Community resource and have educators review the information individually.
- In their groups, ask educators to review how the information on the resource compares to what their group had initially discussed.
    - This resource is not all inclusive, and should serve only as a guide for components of a safe learning community.
    - Groups may brainstorm additional valid components, which lends itself to the opportunity to deepen discussion about creating an environment that facilitates a safe learning community.
- To close the activity, instruct educators to reflect on the following questions:
    - How would you characterize the level of safety that students feel in your school or classroom?
    - What do you do to ensure that a safe learning community is in place?
    - What components do you believe are most critical in creating a safe environment for student learning?
    - What did you learn from this activity that you would like to incorporate into your school or classroom?

Extension

- To extend the learning, ask the educators to consider working with a colleague to dialogue about creating a safe learning community within a culturally relevant classroom.

Components of a Safe Learning Community

Students need to feel safe in order to participate, learn, and take risks. There are several concepts that educators can integrate to create schools and classrooms that are safe and nurturing. As you work to build a safe learning community for your students, be sure to consider the physical environment, classroom instruction and activities, classroom culture, and connections beyond the classroom.

Physical Environment

- Ensure that the room is clean and inviting.
- Provide room for movement and interaction.
- Value and display student work.
- Offer organized and accessible materials.
- Incorporate art and music.
- Post positive messages and quotes from a diverse representation of people.

Classroom Instruction and Activities

- Use real-world examples.
- Make connections to individual, community, national, and global identities.
- Monitor and interact with students during independent work.
- Use flexible grouping.
- Provide multiple opportunities for collaborative activities.
- Offer options and choices.
- Provide frequent positive feedback.
- Encourage students to participate and ask questions, and acknowledge and honor their contributions.
- Read and write with your students—send the message that you are a learner, too.

Classroom Culture

- Build authentic relationships with students.
- Get to know students as individuals through interest inventories, surveys, and talking with and actively listening to students; know and use their names.
- Provide numerous opportunities for community building.
- Implement consistent routines.
- Establish clear expectations for behavior—students should know the non-negotiables.
- Communicate high academic standards and expectations for all.
- Model respect for students and teach them to respect one another.
- Laugh with your students by incorporating appropriate humor, not sarcasm.
- Acknowledge and celebrate differences.

Connections Beyond the Classroom

- Communicate regularly with parents and invite them into the classroom.
- Make positive phone calls home.
- Honor families' home languages and diverse experiences.
- Connect students with mentors or positive role models.
- Work with the community to find authentic speakers and classroom volunteers from various cultures and careers.
- Provide a district/community interpreter when needed.

Bullying (Awareness and Prevention)

According to researchers at the Centers for Disease Control and Prevention, 30% of American adolescents reported at least moderate bullying experiences as the bully, victim, or both (Hamburger, Basile, & Vivolo, 2011). Schools have an ethical and legal obligation to keep students safe at school. Teaching students about bullying—how to stop it as a bystander and how to respond when a victim—sends a message to students that educators are looking out for their well-being and creating a safe environment that is accepting of each individual. Schools and communities that respect diversity can help protect students against bullying behavior by creating environments that make students feel safe and accepted. When children are perceived as different, based on race, ethnicity, national origin, gender, religion, disabilities, special health needs, or sexual orientation, and are not in supportive environments, they may be at a higher risk of being bullied.

Section Outline

- 1.4: Bullying Awareness and Action
    - 1.4a: What Is Bullying?
    - 1.4b: Building a Safe Classroom Environment and Other Best Practices for Bullying Prevention

1.4 Bullying Awareness and Action

Educator Objective

Educators will explore what bullying looks and sounds like as they collaborate to create an action plan that builds a safe and supportive school and classroom climate, where bullying is unacceptable.

Overview

"Courage is fire, and bullying is smoke."

Benjamin Disraeli

Bullying can take many forms depending on what happens, how often it happens, and to whom it happens. Educators may directly witness bullying infrequently, as most of it takes place when adults are not around, such as in between classes, at lunch or recess, before or after school, and online. This activity will help educators recognize signs of bullying and develop an action plan to address bullying in their classroom or school.

Materials/Set-Up

- Educator Resources:
  - 1.4a: What Is Bullying?
  - 1.4b: Building a Safe Classroom Environment and Other Best Practices for Bullying Prevention

Instructional Steps

- Educators should be in table groups of four to six and number off: 1 and 2.
- All 1's will silently read the What Is Bullying? resource, and all 2's will silently read the Building a Safe Classroom Environment and Other Best Practices for Bullying Prevention resource.
- Instruct educators to mark the text by underlining key terms, and develop questions about bullying that need further exploration by writing them in the margins.
- When everyone has finished reading, table groups share items that they underlined while marking the text and questions that they wrote in the margins, but should *not* spend time answering the questions.
- Review the protocol for participating in a **Socratic Seminar**.

Socratic Seminar is a structure for an inquiry-based discourse to spur critical thinking and drive ideation. Through the dialogue, consideration of new perspectives, and constant questioning, individuals can develop their critical thinking and problem-solving skills.

- Educators will participate in a Socratic discussion about bullying using the questions that they wrote to guide the discussion. If needed, the questions below are provided for the facilitator to keep the discussion flowing:
    - In what ways do you believe your school environment sends a message that bullying is not tolerated?
    - How do you, or would you, talk to students about bullying prevention?
    - How do you respond to a parent who came to you and shared that they thought their child was being bullied?
- Debrief the discussion by having educators create an action plan, either individually or with a partner, that includes steps to address the following:
    - What can I change in my classroom environment to ensure that my students feel safe and accepted?
    - How will I inform my students about bullying prevention?
    - How can I open the lines of communication so that my students feel comfortable coming to me if they witness or are a victim of bullying?
    - How do I involve my colleagues in supporting my plan?

Extension

- To extend the learning, work with a partner and provide coaching to one another regarding the creation of action plans.
- To integrate technology, utilize free online resources available to assist teachers with bullying prevention. Extensive information about bullying for educators, students, parents, and community members is available through www.StopBullying.gov. Additionally, *Stop Bullying: Speak Up* (http://www.cartoonnetwork.com/promos/stopbullying/video/stop-bullying-speak-up-special-clip.html) is a powerful video series that is designed for students and addresses bullying prevention.

What is Bullying?

Definition of Bullying

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated—or has the potential to be repeated—over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Definition of Cyberbullying

Cyberbullying is bullying that takes place using electronic technology, which includes devices and equipment such as cell phones, computers, and tablets, as well as communication tools including social media sites, text messaging, chat rooms, and websites. Examples of cyberbullying include callous text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake social media profiles.

Students Involved in Bullying

The roles that students play in bullying are not limited to those who bully others and those who are bullied. Some researchers talk about the "circle of bullying" to describe both those directly involved in bullying and those who actively or passively assist the behavior or defend against it. Direct roles include:

- **Students Who Bully:** These students engage in bullying behavior toward their peers. There are many factors that may contribute to the child's involvement in the behavior. Often, these students require support to change their behavior and address any other challenges that may be influencing their behavior.
- **Students Who Are Bullied:** These children are the targets of bullying behavior. Students who may be perceived as different, based on race, ethnicity, national origin, gender, religion, disabilities, special health needs, or sexual orientation may be more at risk of being bullied. Also, students who may appear weak, be considered unattractive, or have low self-esteem may be more at risk of being bullied. Not all students with one or more of these characteristics will be bullied. These students may need help learning how to respond to bullying.

Even if a child is not directly involved in bullying, they may be contributing to the behavior. Witnessing the behavior may also affect the child, so it is important for them to learn what they should do when they see bullying happen. Roles that students play when they witness bullying include:

- **Students Who Assist:** These students may not start the bullying or lead in the bullying behavior, but serve as an "assistant" to those who are bullying by encouraging the bullying behavior and joining in occasionally.
- **Students Who Reinforce:** These students are not directly involved in the bullying behavior, but they give the bully an audience. They will often laugh or encourage the bullying to continue.
- **Outsiders:** These students remain separate from the bullying situation. They neither reinforce the bullying behavior nor defend the student being bullied. Some may watch what is going on, but, to show that they are neutral, not provide feedback about the situation. Even so, providing an audience may encourage the bullying behavior. These students often want to help, but don't know how to be "more than a bystander."
- **Students Who Defend:** These students actively confront the student being bullied and may come to the bullied student's defense when bullying occurs.

Most students play more than one role in bullying over time. Every situation is different. Some students are both bullied and bully others. It is important to note the multiple roles that individuals play because those who are both bullied and bully others may be at more risk for negative outcomes, such as depression or suicidal ideation. It highlights the need to engage all students in prevention efforts, not just those who are known to be directly involved.

What Educators Should Do

Schools are a primary place where bullying can occur. Helping to establish a supportive and safe school climate—where all students are accepted and know how to respond when bullying happens—is key to making sure that all students are able to learn and grow. Educators should:

- Learn what bullying is and what it is not. Many behaviors that look like bullying may be just as serious, but may require different response strategies. (See the Conflict vs. Bullying: What's the Difference? activity in Chapter 2 on page 63.)
- Establish a safe school climate, where students, teachers, parents, and administrators alike are educated about bullying and work to build a positive school climate.
- Learn how to talk to students about bullying. (See the How to Talk About Bullying activity in Chapter 2 on page 71.)
- Know about your obligations under your state's anti-bullying law, and about federal laws that require schools to address harassment based on race, color, national origin, sex, and disabilities.
- Work to establish rules and policies that let the entire school community know the expectations around bullying and the procedures for reporting and investigating when bullying behavior is observed.
- Assess bullying in your school, and understand how your school compares to national rates of bullying.
- Respond when bullying happens. Learn how to stop it on the spot, find out what happened, and support all students involved.

Bullying in Institutes of Higher Learning

Although media reports often call unwanted, aggressive behavior among young adults "bullying," this is not exactly accurate. Many state and federal laws address bullying-like behaviors in this age group under very serious terms, such as hazing, harassment, and stalking. Additionally, most young adults are uncomfortable with the term *bullying;* they associate it with school-aged children. The following are suggestions for how young adults can get help:

- Encourage young adults to talk to someone whom they trust.
- Determine if the behavior violates campus policies or laws. Review student codes of conduct, state criminal laws, and civil rights laws.
- Report criminal acts to campus or community law enforcement.
- Consult the college's Title IX coordinator to help determine if the behavior is sexual harassment.
- Many college campuses also have an ombudsperson or similar individual who handles a variety of concerns and complaints. They can help direct the young adult to appropriate campus resources.
- Young adults may be reluctant to seek help for cyberbullying, although they do recognize it as a serious issue for their age group. Encourage young adults to report cyberbullying.
- Remind students who are 18 and older that hazing, harassment, and stalking may be criminal offenses.

Stopbullying.gov. (n.d.). "What is bullying," "Cyber bullying," "Who is at risk," "Prevent bullying," and "Respond to bullying." Washington, DC: U.S. Department of Health and Human Services.

Building a Safe Classroom Environment and Other Best Practices for Bullying Prevention

The following activities can help you build and sustain a safe, secure classroom environment:
Develop, post, and discuss norms, rules, and sanctions related to bullying.
Treat students and each other with warmth and respect. Demonstrate positive interest and involvement in your students.
Establish yourself as a clear and visible authority with responsibility for making the school experience safe and positive.
Reward students for positive, inclusive behavior.
Take immediate action when bullying is observed and consistently use nonphysical, non-hostile, negative consequences when rules are broken.
Listen to parents and students who report bullying in your classroom. Quickly and effectively resolve the issue to avoid perpetuation of bullying behaviors.
Notify parents of all involved students when a bullying incident occurs, and resolve the problem expeditiously and according to discipline plans at the school.
Refer students affected by bullying to school counseling or mental health staff, if needed.
Protect students who are bullied with a safety plan.
Hold class meetings during which students can openly talk about bullying and peer relations.
Provide information to parents about bullying behaviors, and encourage their involvement and support in addressing bullying issues.
Other best practices for bullying prevention in schools include:
Focus on the social environment of the school. In order to reduce bullying, it is important to change the social climate of the school and the social norms with regards to bullying. This requires the efforts of everyone in the school environment—teachers, administrators, counselors, school nurses, librarians, other non-teaching staff (such as bus drivers, custodians, and cafeteria workers), parents, and students.
Assess bullying at your school. Adults are not always very good at estimating the nature and prevalence of bullying at their school. As a result, it can be quite useful to administer an anonymous questionnaire to students about bullying.
To be most effective, bullying prevention efforts require buy-in from the majority of staff, as well as parents. Bullying prevention should not be the sole responsibility of any single individual at the school. However, bullying prevention efforts should still begin even if immediate buy-in from all is not achievable. Usually, more and more supporters will join the effort once they see what it is accomplishing.

Form a group to coordinate the school's bullying prevention activities. Bullying prevention efforts seem to work best when coordinated by a group representing all audiences in the school. The team should meet regularly to review findings from school surveys; plan specific bullying prevention activities; motivate staff, students, and parents; and ensure that the efforts continue over time. This coordinating team might include the following individuals: • A teacher from each grade level • An administrator • A member of the non-teaching staff • A school counselor or other school-based mental health professional • A parent
Provide training for school staff in bullying prevention. All administrators, faculty, and staff at a school should be trained in bullying prevention and intervention. In-service training can help staff members better understand the nature of bullying and its effects, how to respond if they observe bullying, and how to work with others at the school to help prevent bullying.
Establish and enforce school rules and policies related to bullying. Developing simple, clear rules about bullying can help to ensure that students are aware of adults' expectations that they not bully others and that they help students who are bullied. School rules and policies should be posted and discussed with students and parents. Appropriate positive and negative consequences should be developed.
Increase adult supervision in "hot spots" for bullying. Bullying tends to thrive in locations where adults are not present or are not watchful. Adults should look for creative ways to increase adult presence in locations that students identify as these hot spots.
Intervene consistently and appropriately when you see bullying. Adults should never ignore observed or suspected bullying. All school staff should learn effective strategies to intervene on the spot to stop bullying. Staff members should also be designated to hold sensitive follow-up meetings with students who are bullied and (separately) with students who bully. Staff members should involve parents whenever possible.
Devote some class time to bullying prevention. Students can benefit if teachers set aside a regular period of time (20–30 minutes each week or every other week) to discuss bullying and improving peer relations. These meetings can help teachers keep their fingers on the pulse of students' concerns, allow time for discussions about bullying and the harms that it can cause, and provide tools for students to address bullying problems. Anti-bullying messages also can be incorporated throughout the school curriculum.
Continue these efforts. There should be no "end date" for bullying prevention activities. Bullying prevention should be continued over time and woven into the fabric of the school environment.

Highmark Healthy High 5. (n.d.). Building a safe classroom environment and other best practices for bullying prevention. Pittsburgh, PA: Highmark Foundation. Used with permission.

Parent/Guardian Involvement

Research tells us that parent/guardian involvement in children's learning can have a positive effect on students' achievement and reduce the school dropout rate (Child Trends, 2013). This, along with the fact that schools are becoming even more diverse, means that educators who strive to create culturally relevant classrooms must also work to develop culturally relevant parent/guardian involvement. Scholars at the Southwest Educational Development Laboratory summarized findings about parental involvement in a major meta-analysis, and concluded that educators and policymakers should have no preconceived notions about parent involvement: "Recognize that all parents, regardless of income, education or cultural background, are involved in their children's learning and want their children to do well" (Henderson & Mapp, 2002). The question then becomes: *Are schools providing the opportunities that parents/guardians truly need?*

Section Outline

- 1.5: Parent/Guardian Involvement
  - 1.5a: Parent Involvement: Identifying the Roadblocks
  - 1.5b: Epstein's Six Types of Parental Involvement
  - 1.5c: Culturally Responsive Parent Involvement: Concrete Steps
  - 1.5d: Common Misconceptions About Culturally Responsive Parental Involvement

1.5 Parent/Guardian Involvement

Educator Objective

Educators will identify roadblocks to culturally relevant parent/guardian involvement and develop actions to overcome those barriers.

Overview

According to King and Goodwin (2002) in *Culturally Responsive Parental Involvement,* "Parental involvement can be inclusive only if the parents adequately represent the school population in terms of race, class, gender, socioeconomic status, geography, family structure, religious background, cultural heritage, and other characteristics. This can only happen with ongoing dialogue between teachers and parents." This activity allows educators to explore roadblocks to parental/guardian involvement, look at the relevant research, and determine how to reach out effectively to all parents/guardians.

Materials/Set-Up

- Educator Resources:
    - 1.5a: Parent Involvement: Identifying the Roadblocks
    - 1.5b: Epstein's Six Types of Parental Involvement
    - 1.5c: Culturally Responsive Parent Involvement: Concrete Steps
    - 1.5d: Common Misconceptions About Culturally Responsive Parental Involvement

Instructional Steps

- Post the following prompt: What are some of the roadblocks to parental involvement at *your* school? In *your* classroom?
- Educators should respond to the prompt with a two-minute quickwrite, focusing only on roadblocks for their particular school or classroom.
- Direct educators to collaborate with their table to organize their thinking using the graphic organizer in the Parent Involvement: Identifying the Roadblocks resource. "Effective Parent Involvement" should be written in the center of the graphic organizer, with identified roadblocks to parental involvement in the surrounding bubbles.
- Conduct a quick share-out, with one reporter from each table group sharing.
- Chart the responses on chart paper, looking for pervasive comments and threads.
- Explain that a jigsaw approach will be used to explore the research on parent involvement and look at possible solutions.
- Direct educators at each table to number off: 1, 2, and 3. Have the groups read the following resources:
    - 1's: Epstein's Six Types of Parental Involvement
    - 2's: Culturally Responsive Parent Involvement: Concrete Steps
    - 3's: Common Misconceptions About Culturally Responsive Parental Involvement

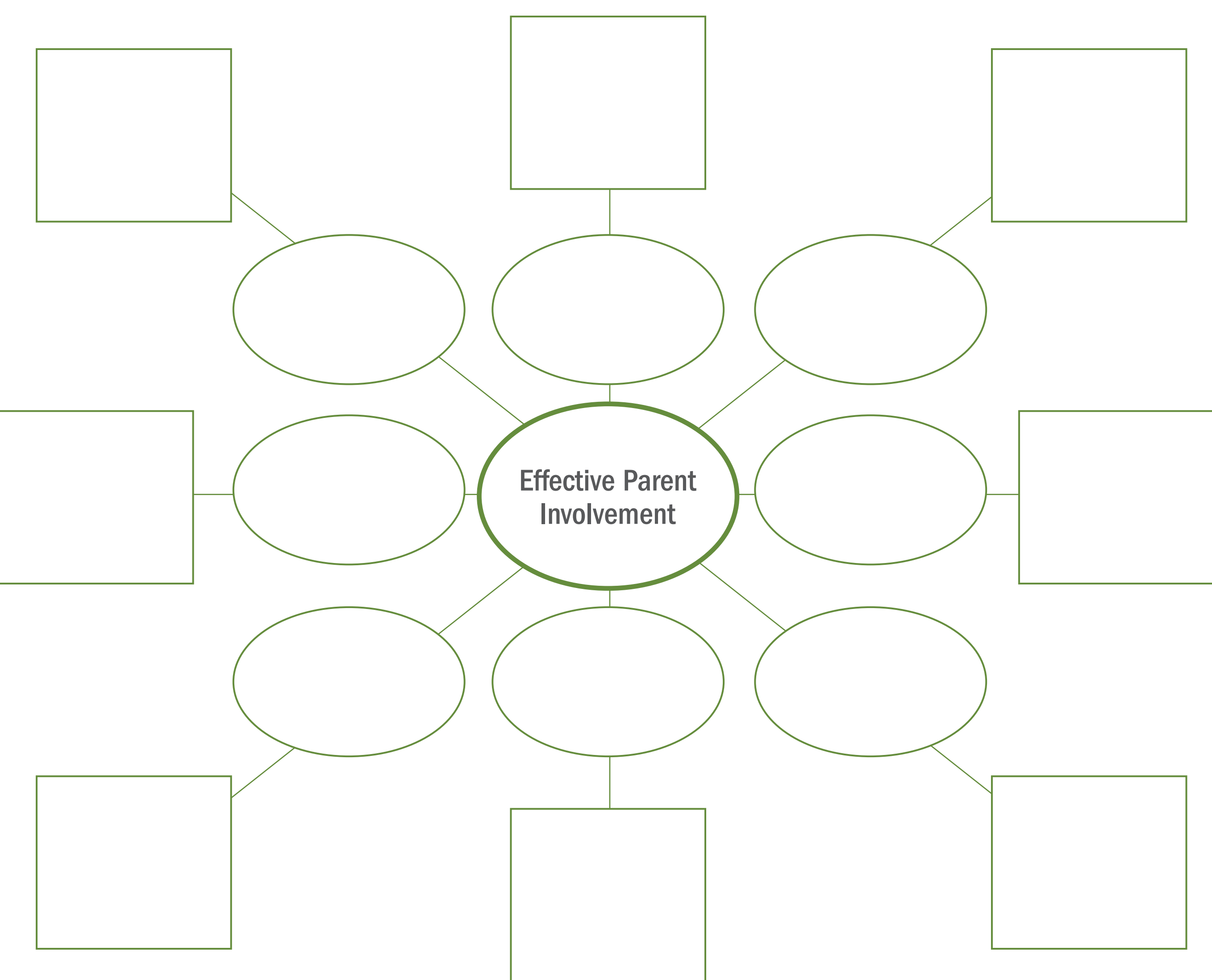
- Remind educators to highlight and take notes on important information as they read so they can become the experts on their article and share with the rest of their group.
- Allow time for educators to share their findings.
- Direct table groups back to their graphic organizer and have them use the squares to record positive actions that their school and colleagues could take to overcome the roadblocks.
- Conduct another quick share-out, with one reporter from each table group.
- Again, chart the responses on chart paper, looking for parallel comments and threads.
- Direct educators to begin to put their thinking into action by reflecting on the following questions:
    - What are the next steps that my school will take toward making parent involvement more culturally relevant?
    - What are the next steps that my content or grade-level team will take toward making parent involvement more culturally relevant?
    - What are the next steps that I will take toward making parent involvement more culturally relevant?

Extension

- To extend the learning, instruct educators to revisit their next steps in scheduled follow-up meetings to determine the effectiveness of actions.
- To integrate technology, have educators brainstorm ways to use current technology to communicate more effectively with parents.

Parent Involvement: Identifying the Roadblocks

Collaborate with your table to create a graphic organizer. List identified roadblocks to parental involvement in the surrounding bubbles.



Epstein's Six Types of Parent Involvement

> *The African proverb 'It takes a whole village to raise a child' reminds us that teachers cannot educate children alone.*
>
> A. Lin Goodwin and Sabrina Hope King

Joyce Epstein of Johns Hopkins University (2009) has developed a framework to assist educators in developing school, family, and community partnership programs. According to Epstein, "The main reason to create such partnerships is to help all youngsters succeed in school and in later life." This framework defines six types of parent involvement and lists sample practices or activities to describe the involvement more fully. For additional information on the challenges inherent in fostering each type of parent involvement, as well as the expected results of implementing them for students, parents, and teachers, visit the Six Types of Involvement: Keys to Successful Partnerships website (http://www.csos.jhu.edu/p2000/nnps_model/school/sixtypes.htm).

1. **Parenting:** Help all families establish home environments to support children as students, and help schools understand students' families.
   - Parent education and other courses or training for parents (e.g., GED, college credit, family literacy)
   - Family support programs to assist families with health, nutrition, and other services
   - Home visits at transition points to pre-school, elementary, middle, and high school
2. **Communicating:** Design effective forms of school-to-home and home-to-school communications about school programs and their student's progress.
   - Conferences with every parent at least once a year
   - Language translators to assist families as needed
   - Regular schedule of useful notices, memos, phone calls, newsletters, and other communications
3. **Volunteering:** Recruit and organize parent help and support, with volunteering not just defined as those who come during the school day, but also those who serve as audiences or support school programs and children's activities in other ways.
   - School and classroom volunteer program with training and flexible schedules
   - Parent room or family center for volunteer work, meetings, and resources for families
   - Annual survey to identify all available talents, times, and locations of volunteers

4. **Learning at Home:** Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
    - Information for families on skills required for students in all subjects at each grade
    - Information on homework policies and how to monitor and discuss schoolwork at home
    - Family participation in setting student goals each year and in planning for college or work
5. **Decision Making:** Include parents in school decisions, developing parent leaders and representatives.
    - Active PTA/PTO or other parent organizations, advisory councils, or committees for parent leadership and participation
    - Independent advocacy groups to lobby and work for school reform and improvements
    - Networks to link all families with parent representatives
6. **Collaborating With the Community:** Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
    - Information for students and families on community health, cultural, recreational, social support, and other programs/services
    - Information on community activities that link to learning skills and talents, including summer programs for students
    - Service to the community by students, families, and schools (e.g., recycling projects; art, music, drama, and activities for senior citizens; tutoring or coaching programs)

Adapted from: Epstein, J. L., et al. (2009). *School, family, and community partnerships: Your handbook for action* (Third edition). Thousand Oaks, CA: Corwin Press.
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Culturally Responsive Parent Involvement: Concrete Steps

Please see the "Culturally Relevant Teaching Terms" section in the introduction of this book—and more specifically, the "Culturally Relevant Teaching vs. Culturally Responsive Teaching" subsection—for important information regarding terminology.

Strategies in Which Schoolteachers and Administrators Should Engage

1. Clearly express commitment to meaningful and culturally responsive parental involvement by writing a mission statement and setting goals.

A mission statement would initiate conversations among school faculty about parental involvement and how it can become more inclusive and respectful of diversity. A mission statement also sends an important message to the entire community about school priorities and ensures that parental involvement becomes a point of accountability and a lens for self-review and evaluation. The mission statement should be shared with parents and families for their feedback and comments, and periodically revisited and revised.

2. Inventory parents' concerns, perspectives, and ideas.

A parent survey should capture as many parental perspectives as possible. It could be administered in class meetings with parents, through the mail or email (translated into languages spoken by parents), as a class assignment by older students, during formal parent/teacher conferences, with the help of local community organizations and leaders or other parents, or in an ongoing, informal manner during morning drop-off or afternoon pickup of students. The survey/interview would help schools come to know the cultural identity and characteristics of the community.

Parents should be asked about the following:

- What languages are spoken in the home?
- What are the family's cultural practices and traditions?
- What are parents' previous experiences with schools, schooling, teachers, etc.?
- Do parents have culturally rich materials and resources that can be shared with the school?
- What are parents' hobbies, skills, interests, and talents?
- Do parents have scheduling issues, transportation needs, etc.?
- What are parents' working hours?
- What do parents see lacking in terms of diversity in their child's schoolwork?

The survey would also allow parents to tell teachers and administrators about their children through open-ended questions such as these:

- What would you like me to know about your child?
- What is working well for you and your child in this class or in this school (if the survey is administered at the beginning of the school year)?
- What concerns do you have about your child's academic progress, this class, or this school?
- What do you need to know more about?

- How do you think our class experience could be more meaningful for everyone?
- What are ways in which you would like your child's culture to be affirmed in school?
- What are examples of ways your child's culture has been negated in school?
- What should we do differently?
- What kinds of experiences or instructional materials would you like to be a part of your child's experience at school?

Finally, the survey could be used to poll parents about their interests and needs—what they would like to learn about or do.

3. Plan a series of parent/teacher seminars or parent/teacher team-building activities based on survey/interview findings.

Parent/teacher seminars should consist of at least three sessions so that there is enough time to support ongoing learning, relationship building, and practical outcomes. Seminars should be offered at different times so that parents with varied schedules can attend. While the themes should emerge from participants' survey/interview responses, possible topics for such seminars include the following:

- Learning Standards: What Are They? What Do They Mean? How Do They Support Different Ways of Teaching and Learning?
- Parent and Teacher Expectations for Homework: Too Much or Not Enough?
- Parent and Teacher Communication: What Do We Need and How Can We Do It Better?
- Helping Our Children Become Literate: Basic Overview of Reading Instruction (or Math, Science, Social Studies, etc.)
- Fostering a Love of Reading in Our Children
- Choosing the Right Elementary/Middle/High School
- Standardized Tests and Other Ways of Evaluating and Assessing Children's Progress
- Developing Strong Self-Confidence and Self-Respect in Our Children

While the aforementioned topics are related to the work of schools, seminars can also become forums for serious discussions among schools, families, and communities about mutually significant issues such as violence prevention, resisting racism and other prejudices, sex education in school, dealing with loss, and more.

Finally, seminars can support parents in developing new skills or knowledge, according to identified needs. Workshops on computer literacy, investment strategies, first aid, or legal advice as well as book clubs or service exchanges can provide parents with an incentive to visit their child's school and will underscore the role of the school as a community-based institution.

4. Assign a family liaison.

A senior teacher, a parent, a staff member, a group of people, or several different faculty members on a rotating schedule could assume the role of family liaison. The person(s) in this role could be supported through release time, or the school could raise funds to provide small stipends or an activities budget. When someone is in charge of overseeing the process, things are less likely to fall between the cracks.

5. Develop a school cultural resources binder.

Who in the school can act as a translator and for what languages? What kinds of culturally responsive parental involvement practices have teachers tried, and what have the results been? What do community organizations have to offer, and how can they be contacted? What are the different restaurants/cuisines in the neighborhood? What about places of worship? Responses to questions such as these should be collected in a binder that can become a resource to teachers, families, and visitors alike.

6. Create a family space/room.

Space, big or small, where families can meet, read, talk, or drink coffee can go a long way toward helping parents feel welcome. A dedicated space for parents sends everyone a strong message about belonging.

7. As a community, generate multiple ways to involve parents in, and inform them about, schools. Commit to at least two of these activities (to start), either individually or with a group of colleagues.

- Invite parents to join class trips, student presentations, exhibitions, and other activities.
- Welcome parents to simply come and hang out in your classroom.
- Invite parents to come in and share a hobby or to talk about a career.
- Have students write to parents about their activities in your class or in the school.
- Write a letter to parents regularly (each week, every two weeks, or each month). The letter could offer a summary of class activities for the previous or following week, describe the homework activities, suggest standards-based activities to try at home, or pose a question such as, “I would like students to learn about X; what are your ideas about this topic?”
- Pick up the phone and call to simply touch base or provide feedback to parents regarding their child’s participation, socialization, and academic triumphs and challenges. Calling all parents on a weekly basis would be time consuming and probably unrealistic. Instead, consider a scenario where a teacher has 34 pupils—the teacher could call five parents per week for brief two- to five-minute conversations. For families without phones, a brief note could be substituted.
- Invite parents to a potluck breakfast, class snack time, a community dinner, or a group walk.
- Get to know the community by attending a neighborhood event, church, temple, or synagogue, or by visiting a community center.

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Common Misconceptions About Culturally Responsive Parental Involvement

Please see the "Culturally Relevant Teaching Terms" section in the introduction of this book—and more specifically, the "Culturally Relevant Teaching vs. Culturally Responsive Teaching" subsection—for important information regarding terminology.

In "Culturally Responsive Parental Involvement" (2002), King and Goodwin shared their belief that culturally responsive parental involvement is neither complicated nor mysterious, but it requires the will and commitment to serve all children equitably. Culturally responsive parental involvement also works to alter faulty perceptions that interrupt school/home dialogue and fuel misunderstandings between teachers and parents. The following are common misconceptions that need to be closely examined and challenged.

Misconception #1: Parents Who Don't Visit School Don't Care About Their Child's Education

One of the most interesting yet most frustrating occurrences that I encounter is the way my colleagues speak about the families in our school. I hear, "These families don't care," "Nobody shows up," "School is the only structure these kids have," and "These kids are culturally deprived." After successfully implementing two parent meetings that were both well attended, I feel like I have to constantly defend the parents. I tell fellow teachers that I had most of my students' parents show up for a meeting in the summer before school even started. I tell them that I had 15 adults attend my second meeting and they ARE interested in their children; they DO care about them. I have learned that blaming the families has become a convenient way for teachers to explain low test scores and failing programs.
– Teacher

School administrators and educators often see physical presence as "the" sign of parental concern. However, there are many reasons why parents might not visit their child's school. Parents may feel intimidated by teachers, whom they often view as authority figures. Parents may be working several jobs or may be reluctant to visit the school just to hear—yet again—that their child is troubled or failing. Many parents demonstrate their caring by working hard to provide their children with the basic necessities; for many parents, providing an adequate home life for their child is equivalent to caring about their child's educational success. When educators assume that a lack of caring is the reason parents are absent, they only reveal the absence of their own caring and effectively shut down all communication channels. If school faculty are unable to meet with a parent in person, there are alternative ways of getting input and having dialogue with the parent, such as email, phone calls, and letters. Again, dialogue—in whatever form—between parents and teaching faculty is critical. Teachers must be willing to engage parents regardless of parents' past behaviors. The next time a teacher reaches out to a parent may be the time a parent reaches back.

Misconception #2: Good Parental Involvement "Looks" a Certain Way

Pervasive definitions of appropriate parenting behaviors, such as reading to children every night, often have their roots in middle-class norms. Parents who do not conform to these implicit rules become easy targets for parent-bashing.

Schools too quickly blame such parents for their children's failures instead of examining their own images of good parenting in order to ensure that certain ways of rearing children are not condemned when compared to others.

Misconception #3: All Parents Respond to the Same Strategies

Like students, parents will evidence different needs, experiences, questions, learning, and styles of interacting with others. A strategy that draws one group of parents to school may completely alienate another group. Universal strategies such as parent-teacher conferences, open houses, and active involvement in the PTA cannot be expected to work for everyone and invariably will exclude some parents from becoming involved.

Misconception #4: Parents Who Are Struggling Financially Cannot Support the School

In a classroom in East Harlem, the majority of the African-American and Latino children are poor and live in nearby projects. But their parents provide the school with many wonderful resources. One parent supplies the math center with unusual bottle caps. Each time a new bottle cap comes into the classroom, children are drawn into deep discussions about color, comparison, and symbols. A classroom grandmother keeps her eye out for the best sales so when the school needs certain supplies, they can, with her help, make the most of their limited resources.
—Teacher

If teachers and administrators think of support from parents in monetary terms only, parents who are struggling financially will be deemed unable to contribute to their child's school. However, inviting parents to contribute in ways that are creative, do not necessarily involve money or a great deal of time, and expand notions of assistance or expertise will help parents to feel empowered and relevant to the school's mission.

Misconception #5: All Parents Have the Same Goals for Their Children

Teachers and administrators should not assume they know what goals and aspirations parents have for their children. Teacher-parent dialogue is critical to ensure that meaningful, relevant conversations occur about each student's goals. This is also why incorporating diverse teaching styles and educational content into a classroom is so important.

Educators are not alone in making inaccurate assumptions; parents may also have misconceptions, such as these:

- I didn't do well in school, so I can't help my child.
- Teachers and administrators do not understand my reality.
- Teachers don't care because they don't discipline my child properly and don't expect enough of her/him.
- I work full-time so I can't be as active in my child's education as I would like.

The first step toward culturally responsive parental involvement is for educators and families to come together to acknowledge, discuss, and dispel assumptions, biases, and stereotypes. Creating such a dialogue requires that schoolteachers and administrators take immediate action to open communication channels.

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CHAPTER TWO

Building Relational Capacity

Empowering Students

Visit the *AVID Culturally Relevant Teaching* webpage

on MYAVID for additional materials and resources.

Building a Safe Learning Community

Human beings are social creatures, seeking out connections with others who often share similar values, skills, and interests. As students from varying backgrounds enter classrooms, they seek to make connections and become a part of the "group." A classroom that is focused on inclusion and acceptance of all students builds positive, trusting relationships among students and leads to the development of a community of learners who are secure, engaged, and focused on success. Students in such classroom environments develop a positive sense of self through recognition, approval, and respect from their teacher and peers. To build a community of learners, educators must model and teach positive, effective communications skills, provide opportunities for flexible grouping and collaboration, and develop peer relationships through icebreakers, energizers, and community builders.

Section Outline

- 2.1: Icebreaker: Imaginative Nametag
  - 2.1a: Nametag
- 2.2: Icebreaker: Diversity Bingo
  - 2.2a: Diversity Bingo Card
  - 2.2b: Diversity Bingo Card for Elementary
- 2.3: Energizer: Team Huddle
- 2.4: Energizer: Stand Up and Spell!
- 2.5: Energizer: Rhythm Recap
- 2.6: Energizer: Act It Out
- 2.7: Energizer: Pass the Prop
- 2.8: Energizer: Body Movements
- 2.9: Community Builder: Call and Response
- 2.10: Community Builder: Parking Lot
- 2.11: Community Builder: Social Norms Contract
- 2.12: Community Builder: Throw Away Fears
- 2.13: Community Builder: Silent Communication
- 2.14: Community Builder: Gratitude
- 2.15: Community Builder: Human Number Line
- 2.16: My Story Is…
  - 2.16a: Beach Ball Questions
  - 2.16b: Pre-Writing: My Story Is…
  - 2.16c: My Story Is… Example
- 2.17: The Important Thing About Me
  - 2.17a: The Important Thing About… Example
  - 2.17b: The Important Thing About…

2.1 Icebreaker: Imaginative Nametag

Student Objective

Students will establish themselves as individuals and develop interpersonal skills as they get to know their peers.

Overview

This activity engages each student as an individual while establishing a positive, scholarly environment.

Materials/Set-Up

- Student Handout:
  - 2.1a: Nametag
- Hole punch
- Markers and/or colored pencils
- Yarn or thin ribbon

Instructional Steps

- Distribute a copy of the Nametag handout to each student. Have them print their names on the blank line at the top of the page.
- Direct students to use markers or colored pencils to create a visual representation to answer each question in the first three boxes of the handout. In the fourth box, students will make a list of words that describe them.
- Assist students with punching two small holes at the top of the handout.
- Demonstrate how to string a piece of yarn or thin ribbon through the two holes and tie a knot.
- Direct students to hang the nametag around their neck and mingle around the room, finding someone who they do not know very well or at all.
- Direct students to visually share their creative nametag with their partner.
- Explain to students that they should then take turns telling each other what they think their partner's nametag says about him or her. At this time, students should not interrupt each other if the partner is mistaken in their interpretation.
- When both partners finish sharing, allow students to talk and correct each other if needed.

Extension

- To increase scaffolding:
  - Elementary students may need examples of things that are "valued" to ensure that they understand how the term is being used in this context.
  - Elementary students and/or English language learners may benefit from a group brainstorming session to create a word bank for the fourth box.
  - Some students may need to see the partner exchange modeled to understand when they may and may not talk.

Nametag

Draw something that you do well.	Draw something that you like to do.
Draw something that you value.	List four words that describe you.

2.2 Icebreaker: Diversity Bingo

Student Objective

Students will gather knowledge of a topic through movement and communication.

Overview

In Diversity Bingo, students move around the room to find other students who fit the categories on the Diversity Bingo Card. Although five spaces in a row is a traditional bingo, challenge your students to cover all of the squares on their card, getting to know as many of the students in the class as possible.

Materials/Set-Up

- Student Handout:
    - 2.2a: Diversity Bingo Card
      or
    - 2.2b: Diversity Bingo Card for Elementary
- Music (optional)

Instructional Steps

- Pass out one Diversity Bingo Card to each student.
- Determine how much time students will have to mingle with their classmates. Ten minutes is recommended.
- Give students directions for the game:
    - Read the descriptions in each square.
    - Write your name in one square that describes you.
    - Move around the room and talk to your classmates.
    - Find someone who matches the description in one of the squares that remains unfilled.
    - Then, write his/her name in the applicable square.
    - A person's name may only be used once on the card.
    - Try to get as many boxes filled as possible during the allotted time.
- Music may be played to start and stop the activity, as upbeat music helps keep the movement flowing.
- Debrief with the class:
    - Check to see how students did: How many students filled in five boxes on their card? …10? …15? Did anyone fill in all of the squares?
    - What are some things that you learned about your peers?
    - How are you connected or did you relate to your classmates' experiences?
    - How do the diverse experiences in the room contribute and add value to our learning environment?

Extension

- To increase rigor:
  - Create additional Diversity Bingo Cards related to content or vocabulary. Students must find others who can demonstrate their knowledge about what is in a square.
  - Create a Diversity Bingo Card with actions (e.g., "Can do three push-ups," "Can whistle," "Can rub their stomach and pat their head simultaneously," "Can recite their 7 times tables"). Students must find someone in the room who can do the action by actually demonstrating it before signing off on their card.
- To increase scaffolding, give students a blank Diversity Bingo Card and have them randomly write in names from a list of students in the class and/or people in the school community (e.g., nurse, counselor, music director, principal) and play a traditional game of bingo, calling names until someone has five in a row. This helps students learn the names of people who they will interact with at school.

Diversity Bingo Card

Name: ______________________________ **Date:** ______________

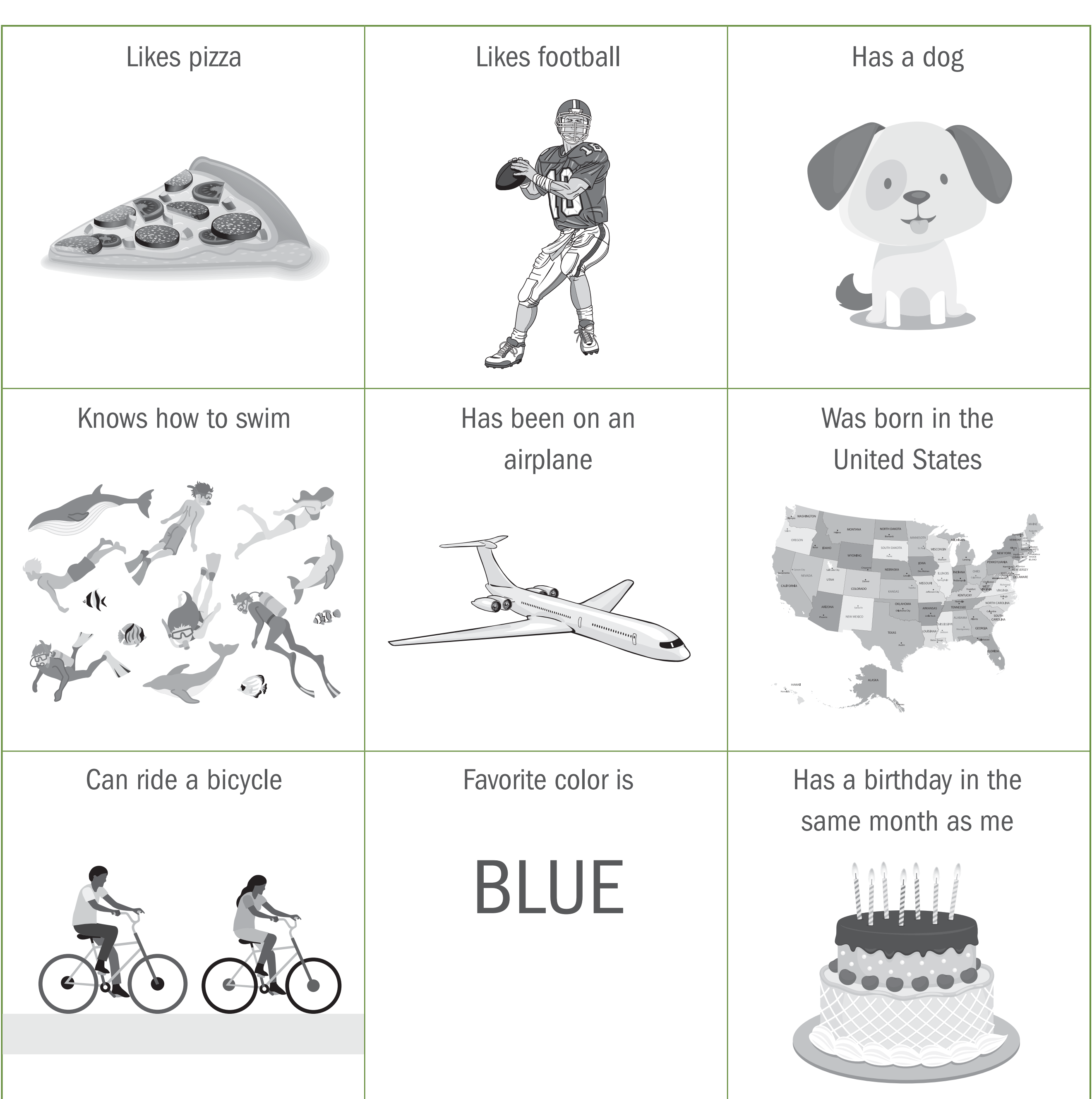
Find a person who matches the description in the box. Write their name in the box, making sure to spell it correctly. You may not use the same person for more than one box.

Has been to the beach.	Likes to read.	Speaks more than one language.	Has a dog.	Has visited or lived in another country.
Has more than six letters in their first name.	Has more than five cousins.	Likes to cook.	Was born in a country other than the United States.	Favorite subject is English.
Has exactly one brother.	Has had a broken bone.	**Free**	Likes to spend time with their grandparents.	Has lived in another state.
Has to do chores around the house.	Is very good with computers.	Was born in the United States.	Has flown on an airplane.	Has communicated online.
Plays a sport.	Has a birthday in the same month as me.	Has more than two siblings.	Is new to our school this year.	Is the oldest child in their family.

Diversity Bingo Card for Elementary

Name: ______________________________ **Date:** ______________

Find a person who matches the description in the box. Write their name in the box, making sure to spell it correctly. You may not use the same name for more than one box.



2.3 Energizer: Team Huddle

Student Objective

Students will use personal learning experiences and prior knowledge to answer questions while collaboratively gathering information from others.

Overview

This energizer may be used at any time during a lesson to get students up, moving, and talking about the lesson. It provides a change of state and involves students in academic conversation, which helps the brain cement the day's learning.

Materials/Set-Up

- Fast-paced, upbeat music
- Enough space for students to move freely

Instructional Steps

- Ask students to stand and push in their chairs, to allow more room for movement.
- Explain to students that when the music begins, they should move in sync with (or dance to) the music as they stroll around the room. When the music stops, they will group themselves based on the number called out by the educator. For example, "Huddle 2" would signal that students need to form groups of two by pairing up with the student closest to them.
- Start the music and stop it after 15 to 20 seconds.
- When the music stops, call out the number of students to huddle together (2, 3, or 4).
- Guide students in huddling up quickly. If necessary, have one group add an additional student so no one is left out.
- Pose questions, as listed below, and repeat the process three times. Questions may be changed as needed to connect with current content or to be appropriate to the grade level.
  - **Huddle 2:** What has been the most interesting concept about today's lesson?
  - **Huddle 4:** What questions can you think of to test your understanding of this lesson?
  - **Huddle 3:** Explain to your group why [state a fundamental concept] in this lesson is very important.

Extension

- To increase rigor, as a follow-up activity have students reflect on the discussions via a quickwrite or learning log.
- To increase scaffolding:
  - Make questions visible by using a document camera, white board, projection screen, etc.
  - Younger students may initially need questions reworded (e.g., What is one thing that you have learned so far today? What is something that you wonder about this lesson? What does [state a relevant concept] mean?).

2.4 Energizer: Stand Up and Spell!

Student Objective

Students will communicate effectively through nonverbal communication.

Overview

This activity energizes students and gets their blood flowing as they use body movements to spell content-related vocabulary.

Materials/Set-Up

- List of words from current unit or lesson

Instructional Steps

- Direct all students to stand beside their desks.
- Tell students, "We are going to spell different words that we have used while studying [state the current unit or lesson]. The trick is that as we spell, you will remain standing for consonants, and then sit for vowels."
- Practice slowly with the first words. Examples are included below:
  - **A↓V↑I↓D↑**
  - **C↑o↓l↑l↑e↓g↑e↓ B↑o↓u↓n↑d↑**
- Repeat this process for a variety of words, picking up the pace a little with each word.

Extension

- To increase scaffolding:
  - For students who cannot easily stand and sit quickly or repeatedly, allow them to raise their hands for consonants and lower them for vowels.
  - For K–3 students, have a word spelled out on the board, with all of the consonants in one color (e.g., green) and all of the vowels in a different color (e.g., blue).

2.5 Energizer: Rhythm Recap

Student Objective

Students will communicate through movement.

Overview

Do you remember the game where you sat in a circle, slapped your knees, clapped your hands, and snapped your fingers? *Slap, slap, clap, clap, snap right, snap left.* This activity uses this rhythm to recap content knowledge by using a word association with each knee-slap, hand-clap, or finger-snap.

Materials/Set-Up

- Enough space to form a large circle

Instructional Steps

- Group students in a circle. Split the class into two groups if space allows.
- Model for students how to slap their knees twice, clap their hands twice, snap their right-hand fingers while saying a word associated with the current unit of study, and then snap their left-hand fingers while adding a new word that is associated with the first word.
- Each student in the circle will take turns repeating the process, but will start with the last word of the previous person and add a new word associated with that word.
    - Example: If the class is studying the three branches of government, the first person might say, “Representative,” on the first snap and, “Senator,” on the second snap. The second person would say, “Senator,” on the first snap and might say, “Bills,” on the second snap. The next person would say, “Bills,” on the first snap and might say, “Legislate,” on the second snap, and then the cycle continues.

Extension

- To increase rigor, chart the words as students use them, and have students write a summary using as many of the words as possible.
- To increase scaffolding, chart the words that students use as a visual reminder of what words have already been used. This will help students think of new words, instead of repeating words that have already been said.

2.6 Energizer: Act It Out

Student Objective

Students will energize their minds and bodies through movement.

Overview

This activity is designed as a quick energizer that can be used as a warm-up or to create a state change, after which students are ready to refocus and return to learning. Be creative with choosing movements for students to imitate—feel free to add a little humor and have fun.

Materials/Set-Up

- None

Instructional Steps

- Direct students to stand beside their desks and stretch.
- Choose a movement for students to imitate from the list below or use your own ideas:
    - Row a boat.
    - Type on a computer.
    - Drive a car.
    - Paint a wall.
    - Play tennis.
    - Ballroom dance with a pretend partner.
    - Climb a ladder.
- Act out the selected movement together as a large group.
    - Remind students that they are acting it out without speaking, like a mime.
- Continue with selected movements, allowing volunteers to select the next movement.
- Movements may also be written on cards and put in a jar or basket, with the teacher or students pulling out the next movement.

Extension

- To increase rigor, have students form a circle. A selected student begins by doing one action (e.g., climbing a ladder), while simultaneously saying that they are doing something else (e.g., “I am eating spaghetti.”). The next person does the action that was said (e.g., eating spaghetti), while concurrently saying a new action (e.g., “I am kicking a football.”). Continue until someone laughs or can’t complete the action.

2.7 Energizer: Pass the Prop

Student Objective

Students will communicate through movement.

Overview

This activity requires students to use an object for something other than what it was originally intended. Not only are students incorporating movement, but they are also challenging their brains to think about something in a different way. Challenging the brain helps to grow dendrites, which form connections between brain cells. Creating these connections leads to learning!

Materials/Set-Up

- A small object to be used as a prop (e.g., a stapler, stuffed animal, tennis ball)
- Enough space to form a large circle

Instructional Steps

- Have students stand in a circle.
    - If space allows, the class can be split into two groups.
- Define the word *prop* as any moveable item that is used on the set of a play or handled by an actor.
- Introduce students to the prop that they will use.
- Explain to students that the object of this game is to change the prop that they are holding into something that it is not by using it in a different way. The student must demonstrate this new usage without making any sounds.
- Model an example: Using a stapler as the prop, pretend that it is a telephone; hold it to your ear and mouth words as if you are speaking into it. Alternatively, you can pretend that it is fork and use it to eat a snack.
- Direct students to call out what they think the prop has become. When the correct answer is called out, pass the prop to the right, and then that student will continue the process.
- Remind students that no “repeats” are allowed, so they must come up with a different use for the prop each time it is passed.
- Continue the rotation until all students have had a turn.

Extension

- To increase scaffolding, chart a list of what the prop has become for younger students. This is a visual reminder for students as to what has already been used, and creates a word bank to aid with vocabulary development.

2.8 Energizer: Body Movements

Student Objective

Students will energize and refocus their minds through body movement.

Overview

These body movements may be used at any time during a lesson to provide a change of state, allowing students a chance to take a brain break, so they are ready to refocus and engage in the learning process.

Materials/Set-Up

- None

Instructional Steps

- Ask students to stand and push in their chairs to allow more room for movement.
- Guide students through one of the following tasks:
  - Elbow to Knee: To coordinate and activate the left and right brain, stand in place, and then raise the right knee to meet and touch the left elbow (if unable to reach elbow, may reach for hand instead). Continue alternating the left and right knee with the right and left elbow (or hand).
  - Crab Walk: To energize, stand with knees slightly bent to form a semi-crouch position. Extend arms and make pinching motions with the thumb and index finger. Take several short steps by first sliding the left foot to the left, and then sliding the right foot to meet the left one. Reverse positions and go several slides to the right, making continuous pinching movements with both hands. Continue reversing directions and walking like a crab for a minute or two.
  - Deep Breathing: Extend both arms to the side, raise arms high above the head, and interlock fingers. Continue holding interlocked hands above the head and take a deep breath. Hold for a few seconds and exhale, while bringing arms slowly back to the side. Repeat several times.

Extension

- To increase rigor, discuss with students how they felt after completing the exercises and continuing with learning. A prompting question can also be provided, such as, “How important is movement in our daily lives?” Explain that they can do these same energizers when they are studying or working on a project at home. Ask students what they could discreetly do in another classroom when they need a brain break to help them refocus for optimal learning.

2.9 Community Builder: Call and Response

Student Objective

Students will respond to the teacher's call for attention.

Overview

Call-and-response interactions are interactions between a speaker and listeners in which the calls are acknowledged by responses from the listeners. Responses can be solicited or spontaneous, and the calls or responses can be expressed linguistically, musically, verbally, nonverbally, or through dance. Call-and-response interactions are used to bring students to attention, think about class mantras, reinforce content, or celebrate achievements. In addition to the classroom, call-and-response interactions may also be used with adults during faculty meetings, team meetings, or large-scale events, such as parent nights, fundraisers, and pep rallies.

Materials/Set-Up

- A prepared list of possible call-and-response options; examples include:

	Call	Response
Attention Getting	AVID…	Rocks!
	[School mascot]… or [School name]…	Rocks!
	[School name]…	[School mascot].
	Ready to rock?	Ready to roll!
	Class, class…	Yes, yes.
	Ready, set…	You bet!
	Eyes… Ears…	Open. Listening.
Mantras	It gets better…	Starting today!
	College…	Ready!
	What are we going to do? How will we succeed?	Succeed. Hard work.
	And how are the children?*	All the children are well!*

*This is the traditional greeting among the Maasai tribe of Kenya, who place high value on their children's wellbeing.

	Call	Response
Energizers	Hakuna…	Matata.
Celebrations	Can I get a "Whoop"?	Whoop!
	AVID Clap on three: 1…2…3.	[Pound desk.] [Pound desk.] [Clap.]
	Good job…	G – Double-O – D J – O – B. Good Job! Good Job!
	Snap–Crackle–Pop	[Snap fingers] – [Rub hands together] – [Clap hands].
	Rubber band clap	"Stretch it, stretch it." [Clap hands three times.]
Academic or Content Reinforcement	Y equals…	mx + b.
	1929…	[Shout] Crash.
	(Litmus test) Acid… Base…	Red. Blue.
	Forms of "is…"	[Chant] Am, Are, Was, Were… Be…Being…Been.

Instructional Steps

- When using call and response with students, first consider the purpose of the students' response. When students respond, they should:
  - Come to attention (i.e., cease talking and listen for new directions).
  - Reinforce key information.
  - Become reenergized.
  - Think about self-improvement.
  - Celebrate a job well done.
- Ensure that students are clear on the appropriate response, and model that response with students.
- Call and response can be used frequently in the classroom, but it is critical that students know what the appropriate response is and what actions they should take next.

Extension

- To increase scaffolding, allow opportunities for students to work in small groups to brainstorm a list of call-and-response options that they would like to use. Have each group submit their top three. After ensuring that suggestions are school- and age-appropriate, have the class vote on their favorites and use them throughout the year.

2.10 Community Builder: Parking Lot

k-3

Student Objective

Students will formulate questions for clarification or to deepen thinking.

Overview

The Parking Lot is a tool that allows students to introduce topics, ask questions about a lesson that they did not want to ask during class, ask questions for clarification, or provide an exit question as they leave class. Teachers should review questions and provide answers on a regular basis. The Parking Lot allows students anonymity when asking questions, and can also be used by teachers to help monitor student understanding and interests.

Materials/Set-Up

- Parking Lot poster
- Sticky notes

Instructional Steps

- Prior to discussing this new protocol with students, prepare the Parking Lot poster. Be creative in design and arrangement, as student engagement with the poster will increase enthusiasm for the process and reinforce year-long commitment.
- Once the poster has been prepared, introduce students to the purpose of the Parking Lot, ensuring them that their questions will be answered.
    - Brainstorm with students examples of times when they may want or need to post a question to the Parking Lot.
    - During those times when they have a question, they will now use sticky notes to post those questions on the Parking Lot.
    - To provide practice, assign students the task of posting a question to the Parking Lot as an exit ticket for the day.
- Direct students to the Parking Lot periodically to remind them of its purpose.

Extension

- To increase rigor, have students identify the levels of questions that are posted; however, refrain from only allowing questions requiring higher levels of thinking.
- To integrate technology, provide an online Parking Lot, where students may post questions from home using some type of discussion board, such as eChalk or Google Classroom.

2.11 Community Builder: Social Norms Contract

Student Objective

Students will adhere to social norms established as a classroom community.

Overview

Social norms are ideals and standards of behavior shared by a group. They can be used with students in the classroom and with adults during meetings. Establishing norms enables learning to happen more respectfully and efficiently. Allowing involvement in determining the norms gives students and/or adults a sense of ownership that leads to enhanced adherence to the norms. It is recommended that social norms be developed at the beginning of each school year and revisited as needed throughout the year. The following social norms are an example from Learning Forward (www.learningforward.org; used with permission, all rights reserved):

- **A**sk questions.
- **E**ngage fully.
- **I**ntegrate new information.
- **O**pen your mind to diverse views.
- **U**tilize what you learn.

Materials/Set-Up

- Chart paper
- Markers

Instructional Steps

- Define norms and give some examples from within the school (e.g., fire alarm procedure, attendance process, lunch line instructions) that will help to build background knowledge of what norms are before the lesson.
- Discuss with students the importance and purpose of setting social norms that everyone can agree upon in order to promote positive learning experiences.
- Introduce the norms listed above—or an appropriate acronym of the educator's choosing—and solicit additional suggestions for expectations and behaviors from the class, ensuring that all suggestions are framed in a positive manner (e.g., "Be a good listener" or "Listen carefully," instead of "Don't talk when others are talking").
- If choosing an acronym, such as COMMIT, have each letter in the word represent a desired behavior.

- Determine students' levels of agreement with the norms by asking, "Is this set of norms something that, as-is, we can all agree to live with and practice?"
    - It is important that the norms apply to everyone in the classroom learning community, and that all community members feel empowered to bring anyone back to the norms. This means that reminders to adhere to community norms can be teacher-to-student, student-to-student, or student-to-teacher.
    - Refine the norms, as needed, and post them on the wall for all students to sign.
- Utilize the acronym to remind others that they are doing something that is not supported by the agreed-upon norms.
- As a follow-up to creating a set of social norms, have students sign an agreement that is posted on the wall. The agreement may state:

  "You are entering a classroom with a diverse community, engaged in mutual respect and a global perspective."
- Periodically, the teacher or a student can introduce a new "policy" to discuss with the class to redirect a behavior or situation.

Extension

- To increase rigor, group students and have them discuss and list words describing the tone that they want to set in their group for a positive learning experience (e.g., study, learn, effort, success, college). Direct groups to pick one word to represent the entire group. Remind groups that this is about what they need to have in place in order for this to be a successful year.

4-6

2.12 Community Builder: Throw Away Fears

Student Objective

Students will process, express, and discard their fears.

Overview

This activity allows students to name and acknowledge their fears and realize that their classroom is a safe place. As relational capacity in the classroom grows, students need to realize that conditions have been created for safe conversations. Having a conversation about their fears is a place to start before engaging in other sensitive topics.

Materials/Set-Up

- Index cards or sticky notes
- Trash bag or receptacle

Instructional Steps

- Review the social norms created during the first week of school and emphasize that this classroom is a safe place, with conditions created to have safe conversations.
- Discuss *fear* with students. To initiate this discussion, the following can be conveyed:
    - "In this room, we are creating a safe place, where we can have open and honest conversations, and where each student is accepted for who they are. Today, we are going to have a conversation about fear."
    - "I want you to think of some of the fears you have about [relevant anxiety-inducing experience for the students]" (e.g., being in 5th grade, being in AP® Chemistry, participating in class, making friends).
- Direct students to list their fears on index cards or sticky notes.
- Discuss with students how holding on to fears can sometimes "weigh them down" and prevent them from taking risks or cause them to lose sight of themselves.
- Walk around with a trash bag or receptacle, and ask students to throw their index cards or sticky notes away. Tell them, "Today, we are going to throw our fears away because, in this classroom, we are creating a place where you can feel safe and confident about taking risks. In this room, it is all about you—setting goals, growing personally, and growing academically."
    - If a safe environment has been established in your class, consider having students discuss their fears with an elbow partner before throwing them away.

Extension

- To increase rigor:
    - Have students begin the activity by completing a quickwrite about their fears.
    - Retrieve the first stanza of the lyrics to "Bag Lady" by Erykah Badu (lyrics may be too abstract for elementary students) and read it to the class. After providing time for processing, pose the following question: "What bags is Erykah referring to in the song?"

2.13 Community Builder: Silent Communication

4-6

Student Objective

Students will explore silence as a form of communication.

Overview

Generally, Americans are not comfortable with silence and tend to fill spaces and gaps in conversations with small talk. In some Asian countries, silence is a much-utilized form of communication. The Japanese, for example, speak about *haragei* (stomach art, or belly-talk) and knowing how to read someone's thoughts even though they are not speaking. This activity allows students to experience communicating without speaking and also helps develop better observational skills.

Materials/Set-Up

- None

Instructional Steps

- Pair up students with someone in the room or at their table whom they do not know well.
- Walk students through the following directions:
  - "For three minutes, without speaking, stand and study each other. Write down everything that you think you might have in common with the other person."
  - "This is a fun activity, so avoid negative assumptions. Stick to things like favorites and family. For example: from a big family, has only brothers, likes pop music, favorite food is spaghetti, likes the outdoors, favorite color is blue."
- After three minutes, direct students to compare notes and see what their partners guessed right and what they guessed wrong. Partners should correct items that are not on target. Students should have fun and use the time to get to know their new friend.
- For the next part of the activity, table groups will silently line up according to various characteristics.
  - Ask each table group to line up, without speaking, according to shoe size.
  - After completing the above, ask each table group to silently line up, according to birth date.
- Allow tables to then discuss with the larger group the ways that they communicated to line up for the activity: Was their group on the same wavelength, or in disarray? Were they comfortable or uneasy without being able to speak?

Extension

- To increase rigor, debrief with students by asking the following questions:
  - Do you think that comfort levels and understandings about silence differ from culture to culture?
  - How did you feel sitting in silence?
  - What purpose do you think silence serves?
  - What does silent communication mean to you?

2.14 Community Builder: Gratitude

Student Objective

Students will celebrate their classmates' contributions to the group with positive statements.

Overview

When we promote gratitude in our students, we are giving them a great gift. The effects of gratitude are similar to the benefits of giving up grudges and, more generally, embracing a stance of greater appreciation. Dwelling in negative emotions is not the optimal state for learning, growth, or wellbeing. Showing gratitude in the classroom can help shift perspective toward greater positive engagement with others and in life.

Materials/Set-Up

- Business letter envelopes
- Index cards, sticky notes, or notepaper
- Markers
- Tape

Instructional Steps

- Ask students what the word *gratitude* means to them.
- Discuss ways that people can show gratitude to each other.
- Ask students how they feel when someone shows gratitude to them.
- Tell students that today, they need to first think about showing gratitude to their classmates and then something that they appreciate about each person in the room.
- Give each student an envelope, and direct them to use a marker to decorate their envelope with their first name.
- Distribute index cards or small notepaper to each student.
- In small groups, students write on their index card or notepaper one thing that they appreciate about each person in their group and place the notes into each associated student's envelope.

- Ask students to seal their envelopes, take them home, and read them. Alternatively, time can be provided in class for students to read the messages. Save the envelopes and have students read them periodically throughout the semester or school year.
    - An alternate strategy would be to have everyone tape a piece of paper to his or her back. Students would then walk around the room and find five or six people's backs to write on, or they can write on a sticky note and stick it on the paper on the person's back. They should write something that they appreciate about each person who they select. Be sure to monitor in order to make sure that all students end up with five or six things written on their back. Students may then take the paper off of their back and read the messages.
- Debrief by asking students why they think the group participated in this activity. How did this activity help with building a learning community?

Extension

- To increase rigor, return to this activity periodically and have students write gratitude statements for five to six different people. This will keep the momentum going throughout the year.
- To increase scaffolding, model some examples of gratitude statements for students, especially younger students. For students who are not yet writing, have students pair up and verbally share their gratitude statements with their partner. Students should continue to pair up until they have expressed gratitude to three to five students.

2.15 Community Builder: Human Number Line

Student Objective

Students will analyze their skill level within an activity and communicate their justification for their decision.

Overview

Participation in this activity allows students to see that no one is good at everything, but everyone is good at something. Teachers are also able to learn more about their students, and thus build better relationships. Peers learn more about each other, which contributes to creating a sense of community within the classroom. This activity is best used at the beginning of the school year to help break down barriers and build confidence in students, but may also be used during the school year with content skills.

Materials/Set-Up

- A prepared number line along a wall in the classroom, with 11 marked-off, equal spaces (0–10)

Instructional Steps

- Explain to students that they will be creating a human number line, and ask for six to eight volunteers.
- Tell volunteers that the number line represents a 0–10 scale, and that when a talent or skill is called out, they should place themselves where they feel they fall on the scale [10 being really good ("I am an expert"), and 0 being not good at all ("I have never done this" or "I have tried this and don't like it all")].
- Tell volunteers that the first skill is swimming. Provide an example of what the numbers on the scale might represent.
    - 0 or 1 might be "I have never been swimming" or "I don't like to swim, or I don't want to try."
    - 5 might be "I know enough to not drown" or "I can swim pretty well, but it's not my favorite thing to do."
    - 10 might be "I have had swimming lessons and like to swim," "I am on a swim team," "I worked as a lifeguard at the Y last summer," or "I swim like a fish."
- Once volunteers place themselves on the number line, have each one explain why they chose that number.

- Tell volunteers that the next skill is cooking and have them move to their level of expertise for that skill. Again, provide examples for students of what the numbers on the scale may represent.
    - 0 or 1 might be "I don't know how to use the microwave, let alone the oven."
    - 5 might be "I can follow directions on the box and make macaroni and cheese."
    - 10 might be "I cook for my family, and they think my food is delicious."
- Again, have each volunteer explain why they chose that number.
- Ask the rest of the students what they just observed:
    - Did everyone stay in the same place for both skills?
    - Were some people really good at one thing and not so good at the other?
    - What does that tell us?
    - What reasons did you hear from people who placed themselves at the high end? At the low end? (Be sure students understand the roles that passion, opportunity, motivation, talent, effort, and/or experience may have played.)
- Continue for as many rounds as time allows. Ask other volunteers to rotate through. All students may not get to participate in one session, so provide additional opportunities on another day.
- Other skills to use may include: singing, dancing, drawing, chess, basketball, soccer, scouting, hiking, bike riding, writing, reading, public speaking, playing a musical instrument, leadership, or computer skills.

Extension

- To increase rigor, utilize the same process with content concepts and skills by having students assess their expertise with upcoming units of study (e.g., geometry, fractions, persuasive writing, poetry, chemistry, historical documents). This works well when students have a strong sense of community and are comfortable saying, "This is not my best area."
- To increase scaffolding, pre-assess, if needed, to ensure that all students understand the basics of a number line. If familiarity is low and students are unclear, provide background instructions. For younger students, the scale may need to be adjusted to 0–5.

2.16 My Story Is...

Student Objective

Students will reflect on, and draw from, their own past experiences to tell their stories.

Overview

Each student has a story to tell. Knowing the stories that exist in a classroom community helps build deep relational capacity. Poetry allows students to explore their culture and create their stories by providing an opportunity to communicate using metaphor, imagery, and symbolic language to describe experiences or pieces of who they are. Through poetry, students use language to find voice, self-representation, and connections to community, as well as build speaking and listening skills. In this writing activity, students will use poetry as the vehicle to tell their stories.

Materials/Set-Up

- Educator Resource:
    - 2.16a: Beach Ball Questions
- Student Handouts:
    - 2.16b: Pre-Writing: My Story Is…
    - 2.16c: My Story Is… Example
- Beach ball, with teacher-generated questions written on it

Instructional Steps

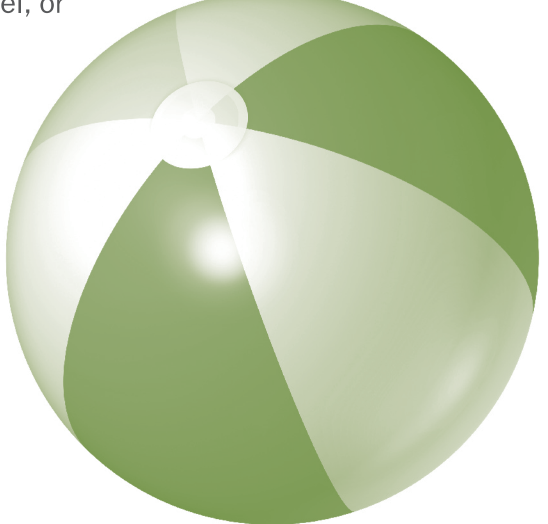
- Write the questions from the Beach Ball Questions resource, or questions of your own, on the beach ball.
- Toss the ball up in the air. Whoever catches it answers one of the questions. Repeat until all students have responded.
- Explain to students that their answers to the questions tell one small part of their story, and they will now be reflecting and drawing on their past experiences as they craft a poem called "My Story Is…."
- Guide students through pre-writing by using the Pre-Writing: My Story Is… handout to brainstorm and capture their thoughts.
- Direct students to create a poem that tells their story, using the My Story Is… Example handout or a poetry format of their own choosing, based on their personal style of presentation. It may be a running list of descriptive words, a song, or a format as shown in the example. The main purpose is to capture their story.
- Share your story with students, as well.
- Allow time for students to share their poems in small groups, and for volunteers to share with the whole class.

Extension

- To increase scaffolding, provide a poetry format that uses sentence frames or sentence starters. This is especially helpful for English language learners.

Beach Ball Questions

- Who is the most significant relative in your life?
- What is one of your favorite family traditions?
- What is your favorite childhood game?
- What breakfast food do you most vividly remember smelling when you were young and waking up in the morning?
- What is the best advice that you have ever received?
- What is the worst advice that you have ever received?
- What is your favorite “throwback” song?
- What are the names of your parents/guardians?
- What is one significant thing that you have lost?
- What is a phrase that you always heard when you were younger?
- Who is your best friend, and where did you meet?
- What is your favorite poem, novel, or short story?



Pre-Writing: My Story Is...

Brainstorm information about the stories in your life. This is your story, exclusive to you! Imagine your life story filling the pages of a blank book. Draw on a particular moment in time, or take a broad approach by looking at your entire life up to this point—there is no right or wrong way to do this. Have fun with it! After all, it is your story.

Use the following list to stimulate your thinking. Jot your notes here or on a blank piece of paper.

- Parents' and significant relatives' names
- Special foods or meals
- Family-specific games or activities
- Nostalgic songs
- Stories, novels, or poetry that you'll never forget
- Phrases that were repeated often
- The best things that you have been told
- The worst things that you have been told
- Ordinary household items that have a special meaning
- Family traditions (holidays, birthdays, weekends)
- Family traits
- Religious symbols, rituals, or experiences
- Heroes who your family admired
- Stories about specific family members who influenced you
- Accidents or traumatic experiences
- Losses
- Joys
- Location of memories, pictures, or mementos
- Places where you have lived or traveled
- Activities or hobbies

My Story Is... Example

"My Story Is..."

Used with permission of Mervin Jenkins, AVID Center Eastern Division Assistant Director.

My story is a southern breeze wearing pine-sap perfume.

My story is long, dark, dirt roads illuminated by a full moon.

My story is an innocent small town gone wild—open doors now locked shut.

Excuses in the form of ifs, ands, and buts.

My story is "Get up, get out, and make something happen." Don't be passenger, be captain!

My story is dreams coming true.

Built on the backs of freedom fighters, creative writers.

My story is one of many found deep inside us.

My story is being united, paying homage, giving hope, and keeping a promise.

My story is real—my story is honest.

My story is the one you've heard a thousand times. But not quite like this, this one's mine.

All 40 years, all 480 months, all 2,087 weeks,

All 14,611 days, all 300,664 hours, all 21,039,840 minutes.

*Now, use the **My Story Is...** format to tell your story.*

2.17 The Important Thing About Me

Student Objective

Students will learn about each other through interviewing and writing about one another.

Overview

This activity allows students to identify key aspects about one another and share those within the larger learning community. Students will interview each other to learn the attributes of each person. Student stories are shared as students develop communication and writing skills while promoting community within the classroom.

Materials/Set-Up

- Student Handouts:
    - 2.17a: The Important Thing About… Example
    - 2.17b: The Important Thing About…
- Photographs of each student and book binding materials

Instructional Steps

- Pass out The Important Thing About… Example handout to students and read it aloud. Ask them to pay special attention to the pattern.
- Ask students to think about other ways that the example could have been written. What types of attributes could describe a person? Be sure to have them focus not only on physical traits, but also on “invisible” attributes, such as sense of humor, compassion, loyalty, birthplace, and talents: the person may be an excellent writer, be good at math, play football, like spaghetti, etc. They will be interviewing each other about these attributes, and the purpose of an interview is to dig deeper and learn all that they can about that person.
- Have students develop their list of interview questions, using the note-taking format appropriate for their ability level (e.g., two-column or three-column format for elementary and Cornell format for secondary).
- Pair students up and allow time for each partner to interview the other by asking their questions and recording answers in their notes.
- Each student then uses The Important Thing About… handout to write about their partner, listing all of the details and determining which attribute they think is the most important about their partner. They should be able to justify their thinking. The page should be illustrated and include either a drawing of the person, a photograph that the student brings in, or a printed image taken from a digital camera in class.
- Students then introduce their partner to the class by sharing the page that they created.

- Additional options are available for this activity:
    - Pages can be bound together to create a book, *The Important Things About Our Class*, which could then become the class's family photo album. When new students join the class, they can learn about others in the class by reading it, as well as having their own page created to add to the book.
    - Pages can be posted on a wall display with the title, "The Important Things About Our Class."

Extension

- To increase scaffolding, for younger students, create a list of interview questions on chart paper that they can use when interviewing each other. For students who are not yet writing, utilize parents, guardians, and community volunteers or buddy students from a higher grade level to serve as scribes.
- To integrate technology, let students have fun taking digital photos of each other to print and use in the book. In addition, allow students to type and print their final copy, and then either add clip art or print and add original artwork to illustrate their page.

The Important Thing About... Example

The important thing about me is that I do not quit.

I'm like the sun.

I rise every morning.

I try to illuminate the way of others.

I am not a person immune to failure.

I'm a person who does not let failure define me.

And I try again.

But the most important thing about me is that I do not quit.

The Important Thing About…

Name: ______________________________ **Date:** ______________

The important thing about ______________________ is…

______________________ is like…

______________________ …

______________________ …

______________________ is not…

______________________ is…

And ______________________ …

But the most important thing about ______________________ is…

Bullying (Awareness and Prevention)

Students need to enter classrooms that make them feel safe from both physical and emotional abuse and criticism. Therefore, educators must create an environment that sends the message, “In this classroom, students will not intimidate, bully, or insult others, all differences will be valued, and the self-worth of each student will be respected.” It is important for students to develop conflict resolution strategies and an understanding of bullying—how to recognize it and what to do if they are victims of, or witnesses to, bullying.

Section Outline

- 2.18: Conflict vs. Bullying: What’s the Difference?
  - 2.18a: Conflict vs. Bullying: Scenarios
  - 2.18b: Comparing Conflict and Bullying
- 2.19: How to Talk About Bullying

2.18 Conflict vs. Bullying: What's the Difference?

Student Objective

Students will communicate and understand the differences between conflict and bullying.

> *"Speak up for the silent; you may be surprised to discover how badly they need you."*
>
> Manwar Khan

Overview

Students often become confused about whether an incident is conflict or bullying. In this activity, students will learn the difference between normal conflict and bullying so they can better understand situations in which they or a classmate may be the target of bullying. It is important for the educator to also review the bullying materials in the Bullying Awareness and Action activity on page 12 in Chapter 1 and to link bullying to discussions on bias and stereotypes, as they can sometimes be a catalyst to bullying.

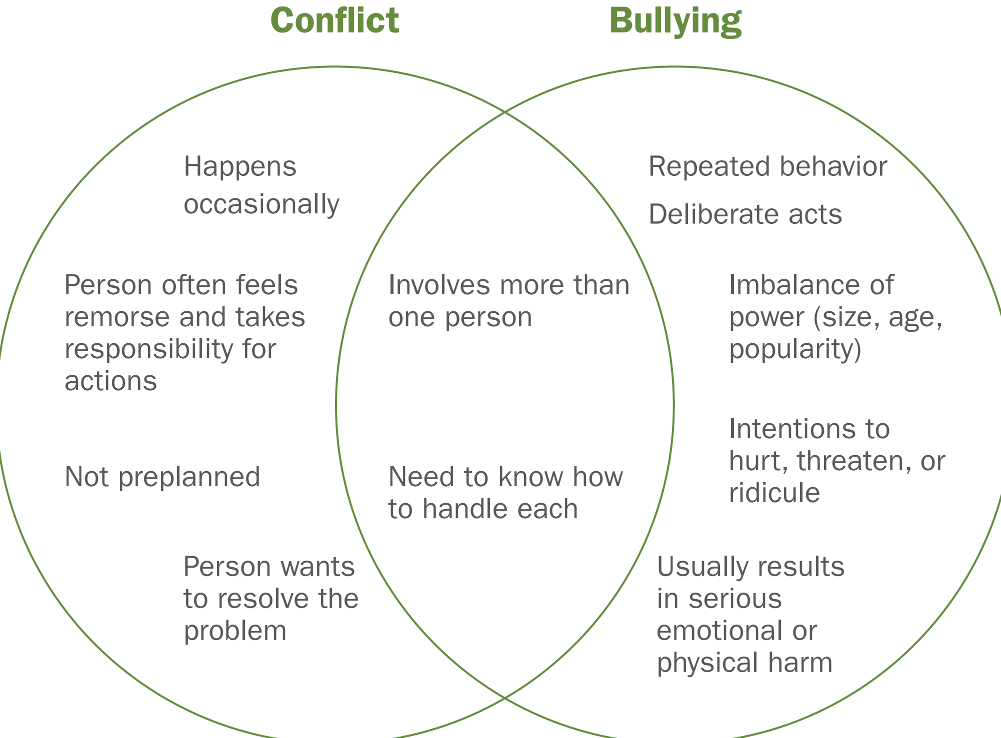
Materials/Set-Up

- Educator Resource:
    - 2.18a: Conflict vs. Bullying: Scenarios
- Student Handout:
    - 2.18b: Comparing Conflict and Bullying
- Chart paper

Instructional Steps

- Direct students to complete a two-minute quickwrite in response to the following prompt: "What is bullying?"
    - Younger students who are not yet writing may draw a picture that shows what bullying means to them.
- Pair students up and ask them to share their quickwrites (or drawings), and together, develop a definition for bullying.
- Allow students to share out their definitions.
    - While students are sharing out, record key words or phrases on chart paper.
- Distribute the Comparing Conflict and Bullying handout. Explain that what we sometimes think is bullying may actually be conflict. Ask partners to keep their ideas from their quickwrite and the class definition of bullying in their minds as they read the information about conflict and bullying.

- Direct partners to create a Venn diagram that compares bullying and conflict. An example might be:



- Direct partners to look back at their quickwrites and the class definition about bullying and discuss the following questions:
    - Was there anything in your quickwrite or our definition that is actually conflict and not bullying?
    - Do we need to revise our definition of bullying?
- Have students share their thoughts and adjust the class definition of bullying, if necessary, until consensus is reached.
- Continue discussing the difference between everyday conflict and bullying with students. Share an example of each using one of the examples from the Conflict vs. Bullying: Scenarios resource, or alternatively, use your own examples relating to what you have seen in your classroom or school. Did students have any key words or ideas that relate more to conflict than bullying?
- Allow students to work in pairs or table groups to work through the scenarios and determine which represent conflict and which represent bullying. For younger students, read the scenarios and have them show thumbs-up for conflict and thumbs-down for bullying. (Note: The scenarios contain suggested levels for use with K–3, 4–12, and Higher Education. Use the scenarios most appropriate for your students.)

- Discuss student responses, asking them to justify their choices.
- Form small groups to discuss ways to resolve one of the scenarios and create a visual representation showing the solution.
- Allow time for groups to share their solutions. Ensure that students understand that conflict resolution is something they can often learn to handle themselves, while bullying should involve adult intervention—with the person being bullied talking to a teacher, counselor, or parent.

Extension

- To integrate technology:
    - For elementary students, utilize the webinar videos and interactive games at Stopbullying.gov (http://www.stopbullying.gov/kids/index.html). Many students may relate to the elementary-appropriate situations presented in these activities.
    - Utilize the powerful *Stop Bullying: Speak Up* video series available through Cartoon Network (http://www.cartoonnetwork.com/promos/stopbullying/video/stop-bullying-speak-up-special-clip.html). The videos lend themselves to relevant opportunities for the 10-2-2 note-taking protocol, Socratic Seminar and Philosophical Chairs, as outlined in the High Expectations unit on pages 251, 262 and 264. Be sure to preview videos first to determine how to best use them to meet your students' needs.

Conflict vs. Bullying: Scenarios

Grades K–3 Scenarios

The following scenarios are designed for younger students, and should be read aloud to students who are not yet reading independently. Ask students if these scenarios sound more like conflict or bullying behavior. Students can stand up or signal a thumbs-up for conflict and stay sitting or signal a thumbs-down for bullying. They should be able to justify their decisions. Students who are reading independently can work in groups to determine if each scenario represents conflict or bullying. As an extension, students can also discuss possible solutions for each scenario.

1. James asked Scott if he could borrow a pencil. James had an extra pencil, but he didn't want to let Scott borrow it because Scott never returns them, so he told Scott, "No." Scott got upset and said, "But I thought you were my friend."
2. Miguel told Nassar that he would beat him up if he didn't give him his snack money, and then Miguel pushed Nassar down. During story time, Miguel gave Nassar a mean look and sat on his hand. At lunch, Miguel bumped into Nassar, which made him spill his tray. Miguel laughed at him.
3. Maria is making fun of Diedre's clothes and calling her "Smelly" because she wears the same pants every day. Maria did this yesterday and the day before. Now, other students are starting to call Diedre "Smelly," too.
4. Tiffany and Kym are friends. Today, they are having an argument. During the argument, Tiffany told Kym that she doesn't want to be her friend anymore, and Kym told Tiffany the same thing. Now, they aren't speaking to one another.
5. Lonny, Jordan, and Sasha are working as a team in the Science Center, but they keep arguing about who gets to do each part of their experiment.
6. Shanna, Desmond, and Chin are working as a team in the Science Center. Shanna and Desmond are completely ignoring Chin and will not listen to any of his ideas or let him help with anything. They told him that he is too stupid to help and that he smells bad. Chin doesn't like working with Shanna and Desmond because this is how they always treat him.

Possible Answers:

1. *Conflict – isolated incident; no intention to hurt – James should let Scott know why he doesn't want to loan him any more pencils.*
2. *Bullying – repeated behavior; intention to hurt – Nassar needs to inform an adult of this behavior.*
3. *Bullying – repeated behavior; not reciprocal; intention to hurt feelings – Diedre needs to inform an adult of this behavior.*
4. *Conflict – reciprocal behavior in the heat of the moment – They will probably be friends again.*

5. *Conflict – a one-time argument – They need to work collaboratively and assign jobs so they can complete the project.*
6. *Bullying – repeated behavior, intention to hurt and exclude – Chin should talk to his teacher.*

Grades 4–12 Scenarios

The following scenarios should be provided to students in small groups so they can determine if each one represents conflict or bullying. They should be able to justify their decisions. As an extension, students could discuss possible solutions for each scenario.

1. Ramon plays baseball on his middle school team and is pretty popular at school. During the summer, he was in an accident and hurt his leg. He had to have surgery, and now walks with a limp. Even worse, he can no longer play baseball. When school begins, other students call him “Gimp” and “Loser.” These same students bump into him in the hall or trip him, and then laugh at him.
2. Ashley and Kenja have been friends since first grade, and now that they are in fifth grade, they are inseparable. During the winter break, Ashley is out of town, and a new girl moves into Kenja’s neighborhood. Kenja becomes friends with the new girl, and when they return to school, she helps show her around and introduces her to everyone. Suddenly, Kenja wants the new girl to be included in everything that Ashley and Kenja do. Ashley doesn’t like this. She likes it when it is just the two of them, and she is afraid that Kenja won’t be her friend anymore.
3. After getting their lunch, Tamika and her friend go to sit down, but they are stopped by Rochelle, who tells them that only the kids she picks can sit at this table. Tamika says that she just wants to sit here and eat lunch with her friend. Rochelle tells her to, “Shut up and get lost,” and invites Tamika’s friend to join them. Tamika walks away, looking back to see her only friend joining the other girls at the table. She knows Rochelle doesn’t care for her friend and is doing this just to be mean to Tamika. This is not the first time that Rochelle has excluded Tamika from something.
4. Jared’s beloved grandmother died, and he is having a hard time dealing with his grief. His schoolwork has started to slide. He has started to wear all-black clothing, he put blue streaks in his hair, and he pierced his nose and ears. Some of his classmates don’t like these changes, and have started to make fun of him. Things have started to turn physical, as they have pushed him to the ground, kicked him, and recently shoved him into the bathroom and punched him.
5. Jamal was clowning around and showing off his dancing skills after school one day. Several of his friends recorded it and posted it online with the tagline, “Our friend is a dancing fool!” Jamal likes to make people laugh at school, but he doesn’t like that his friends posted the video without his permission. They said that they enjoy Jamal’s funny personality and were just sharing it.

6. Melissa is online when she gets a message from a boy who she likes, asking her to meet him at the mall the next day after school. She is so excited and goes to the mall. She waits and waits, but he never shows up. The next day pictures are posted online of Melissa with the tagline, "Fat, pitiful girl waiting for the boy who never showed." At school, people keep pointing at her and laughing. She doesn't know what is going on until she sees the pictures. She cannot stop crying and wonders why this boy wanted to hurt her. But, the boy didn't do this; some other girls set the whole thing up to be mean to her.
7. Craig, Leticia, and Javier are working as a team for their Science Fair project, but they keep arguing about who is responsible for each part of their project. Craig keeps trying to take over and tell the others what to do.

Possible Answers:

1. *Bullying – repeated behavior; intention to hurt – Ramon should talk to an adult.*
2. *Conflict – no intention to hurt – Ashley's fear of losing Kenja as a friend is making her feel left out. She should talk to Kenja to make sure that including the new girl won't hurt their friendship.*
3. *Bullying – intentional, repeated behavior – Tamika needs to talk to an adult.*
4. *Bullying – intentional, repeated behavior intended to hurt emotionally and physically – Jared needs to inform an adult.*
5. *Conflict – no intent to hurt, no repeated behavior – The boys should take the video down if that is what Jamal requested.*
6. *Bullying – intent to hurt; cyberbullying – Melissa needs to talk to an adult.*
7. *Conflict – a one-time argument – They need to work collaboratively and assign jobs, so they can complete their project.*

Higher Education Scenarios

The following scenarios should be provided to students in small groups, so they can determine if each one represents conflict or bullying. They should be able to justify their decisions. At the college level, bullying often takes the form of harassment, hazing, or stalking. In discussing research conducted by professors at Indiana State University, Sicking (2011) noted that 42% of college students said that they had seen someone being bullied by another student, 15% reported being bullied by another student, and almost 15% had seen a professor bully a student. In addition, nearly 22% reported being victims of cyberbullying.

1. Chris, a tall, skinny eighteen-year-old, was always picked on in high school because of his lack of muscularity and size. He thought that things would get better at college, but it has only escalated. He is embarrassed and shy when using the showers in the dorm. Other more athletic and well-built students in his dorm used their phones to take pictures of Chris in his boxer shorts. The pictures were posted and quickly circulated around the campus. People are now pointing and laughing at Chris and calling him names. He is deeply upset with the perception that his classmates have of him, and his grades are sliding because he has started to cut classes. He is considering dropping out of college.

2. Kendra and Ami are roommates. They did not know each other before coming to campus, but found that they have many things in common and have developed a close friendship. During a recent function at the Student Center, they met Derrick, and both instantly liked his handsome looks and outgoing personality. They recently discovered that each of them had been on a date with Derrick and are now competing for his attention. The girls have stopped speaking to one another, other than an exchange of malicious texts back and forth. They go out of their way to avoid each other, often bunking with other girls in the dorm. This is destroying their friendship.
3. Leonard is frustrated and saddened by the comments that his college peers are making about his sexuality. Furthermore, it appears that a group of male students has created an imposter account to impersonate him on an online dating site. Posing as Leonard and using his contact information, they start sending out very provocative and sexually bold messages to other guys on the site. When Leonard starts receiving emails from members of this site in his inbox, he is mortified and devastated.
4. Erin was looking forward to starting her Environmental Science Lab and had heard great things about the professor. On the first day of class, she tripped and spilled all of her belongings, which made her late for class. The professor was not happy when she walked in late. Since that day, she dreads going to his class. The professor continually calls on her and ridicules her in front of the class if her answers are not up to par. Her papers are often used as examples of what not to do. If she asks a question, she is made to feel stupid for not knowing. Erin knows that she is a good student, but she can't seem to please this professor. She is beginning to doubt her abilities and is thinking of dropping the class.
5. Meili was excited that she was accepted into her first-choice college. She is a gifted student, but is shy among her peers. Meili is an attractive young woman, but due to her shyness, she has not had much experience with dating. There is a young man in one of her classes who keeps asking her out, but she has turned him down repeatedly. She now notices that he seems to be following her and turns up wherever she is on campus. She even saw him standing outside, looking at her dorm window. He has started sending her strange text messages, and calls, but then hangs up. She does not know how he got her phone number, and she is starting to get scared.

Possible Answers:

1. *Bullying – intent to hurt; cyberbullying – Chris needs to talk to someone.*
2. *Conflict – reciprocal behavior in the heat of the moment – Both girls should seek out counseling and talk to one another about priorities.*
3. *Bullying – intent to hurt; cyberbullying – Leonard needs to talk to someone.*
4. *Bullying – intent to hurt or ridicule through verbal abuse and public display – Erin should speak to someone at the college.*
5. *Bullying – through stalking – Meili should speak to someone at the college to determine appropriate actions steps and the appropriate authority figures to inform.*

Comparing Conflict and Bullying

What is conflict?

Conflict is a normal part of life, and learning to deal with it is part of growing up. Conflict is not preplanned and happens occasionally, usually in the heat of the moment among people who have equal power in their peer relationship. People involved in conflict are having emotional reactions and are upset, but want to seek resolution. During conflict, neither person is trying to gain power, seek attention, or intentionally hurt the other person physically or emotionally.

Conflict should be resolved, and is something that you can learn how to handle.

What is bullying?

Dan Olweus, founder of the Olweus Bullying Prevention Program, offers the following definition: "A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one person or a group of people, and he or she has difficulty defending himself or herself."

Bullying is further defined by the United States Department of Health and Human Services on www.stopbullying.gov as "unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose."

Bullying should be prevented if possible and reported if it happens to you or a friend.

Resolve Conflict – Prevent Bullying!

2.19 How to Talk About Bullying

Student Objective

Students will participate in discussions about bullying prevention to develop a better understanding of bullying and to get comfortable with talking to an adult about bullying incidents.

Overview

Educators must talk to students about bullying to help them understand what it is and how to stand up to it. Building a safe environment and strong relationships with students helps keep the lines of communication open. Students must feel safe and respected to be able to open up about bullying experiences that they may have been involved in or witnessed. The message to students who have been bullied or witnessed bullying should be, “Tell an adult.”

Talking about bullying directly is an important step in understanding how the issue might be affecting students. In this activity, educators will provide opportunities for students to engage in discussions about bullying that will continue to help them know what bullying is, how to identify it, and how to get help when needed.

Materials/Set-Up

- None

Instructional Steps

- Set up time for regular discussions about bullying.
    - Discussions may take place individually, in small- or large-group settings, or through a Socratic Seminar discussion format.

  There are no right or wrong answers to these questions, but it is important to encourage students to answer them honestly. Assure students that they are not alone in addressing any problems that arise. Start conversations about bullying with questions like these, from Stopbullying.gov:

    - What does *bullying* mean to you?
    - Describe what kids who bully are like. Why do you think people bully?
    - Who are the adults that you trust most when it comes to things like bullying?
    - Have you ever felt scared to go to school because you were afraid of bullying? What ways have you tried to change it?
    - What do you think parents/guardians can do to help stop bullying?
    - Have you or your friends left other kids out on purpose? Do you think that was bullying? Why or why not?
    - What do you usually do when you see bullying occurring?
    - Do you ever see students at our site being bullied? How does it make you feel?
    - Have you ever tried to help someone who is being bullied? What happened? What would you do if it happens again?
    - Who would you go to if you were being bullied? Who would you go to if you were a witness to bullying?

  At the end of each discussion, have students write a reflection or prepare an exit slip that shares their thoughts on the contents of the discussion.

To complete a **KWLA**, students draw four columns on their paper and label them accordingly: What I Know, What I Want/Need to Know, What I Learned, and Applying the Learning. Students should then enter information that they know about a topic in the first column, and questions about what they want to know in the second column. Once the lesson is complete, have students revisit and fill in the third column with the information that they learned and how they will **apply and use** their new learning in the fourth column.

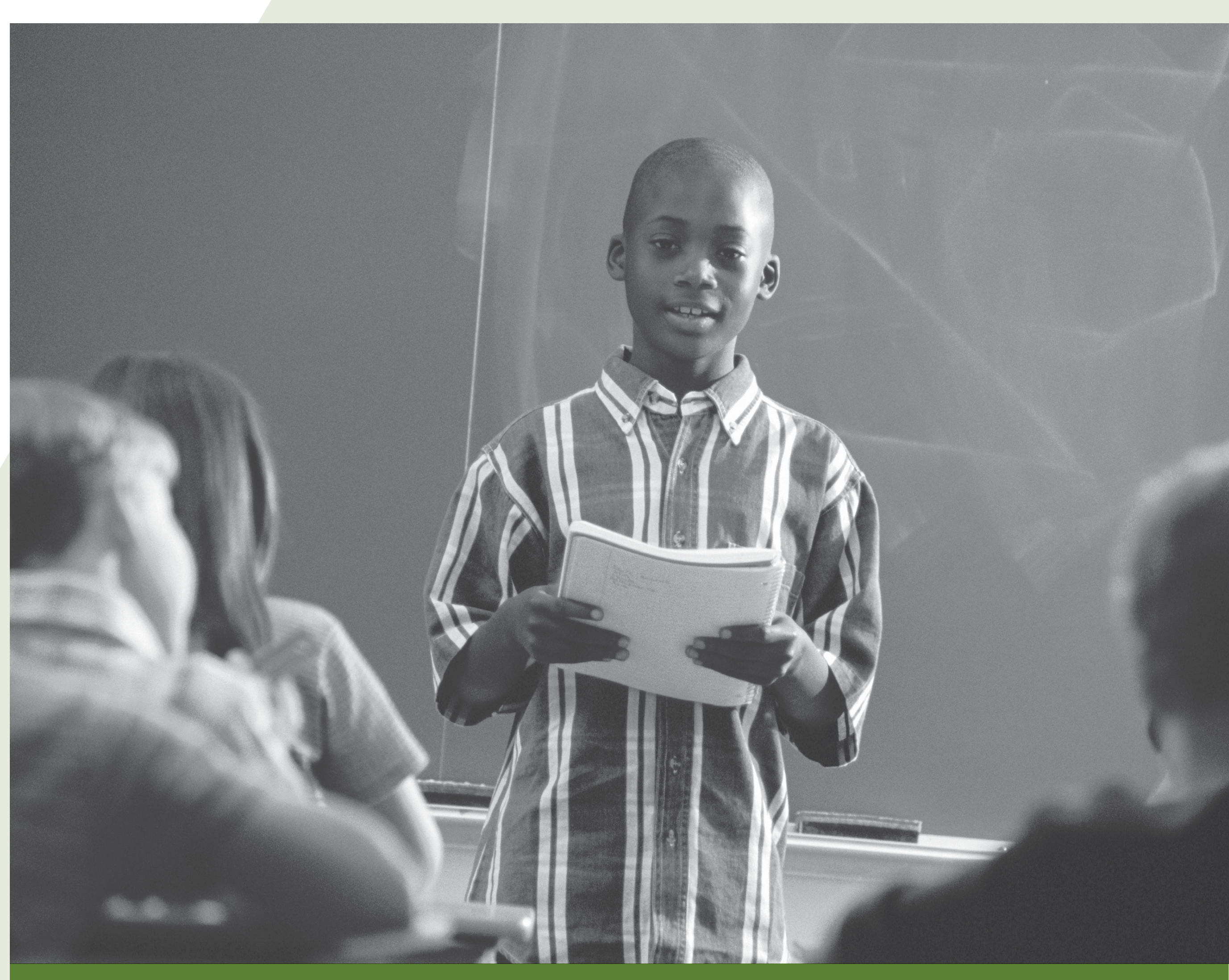
Extension

- To increase scaffolding, build and access background knowledge by allowing students time to complete a quickwrite or **KWLA** about what they know about bullying before beginning the discussion, or provide a student-friendly article related to bullying that can give students additional information about the topic.

L.E.A.R.N. for Unit 1: Building Relational Capacity

Essential Question: How can educators build authentic relationships with their students and create a safe environment that empowers all students to become independent learners?

Learned What is one thing that was learned from this unit?	
Empowered How will this one thing empower students?	
Applied How will what was learned be applied?	
Review What was a review?	
Now what? What will be the next step?	



UNIT 2:

Empowering Student Voice

Empowering Student Voice

> *Even without being consciously aware of it, culture determines how we think, believe, and behave.*
>
> Geneva Gay

Culturally relevant teaching plays many roles in the lives of students, some of which are empowering student voice and engendering self-advocacy and leadership. According to the Great Schools Partnership (2013), *student voice* "refers to the values, opinions, beliefs, perspectives, and cultural backgrounds of individual students and groups of students in a school, and to instructional approaches and techniques that are based on student choices, interests, passions, and ambitions." When students are aided in finding their student voice, the resulting student empowerment translates into personal confidence, academic competence, courage, and the will to act (Gay, 2000). When students become aware of and use the power of their voices, they feel more in control of their future and become informed and active decision makers.

In William Glasser's (1998) book, *The Quality School*, he emphasized the human need to feel self-empowered and noted that, in his research, students often mentioned feeling important in extracurricular activities but almost never mentioned academic classes. The same is surely true today—unless educators create academic environments that intentionally honor and respect the individual backgrounds, talents, skills, and abilities of all students. Culturally relevant educators acknowledge the need to create that environment with all groups of students and act upon that knowledge. A major focus of this unit is reflection on, as well as development of, educators' and students' mindsets in both the personal and academic realms. Educators will examine how their mindsets affect their perceptions and actions as individuals and as educators. Students will learn how to enhance communication skills and cultivate mindsets that say "I can learn and grow," instead of "I can't."

The information and activities in this unit also provide resources for educators on additional topics that play a role in strengthening student voice and self-advocacy, including perspectives (impacted by cultural assumptions, stereotypes, and judgments), language registers and academic language (situational- and audience-appropriate language for students), and culture and community (honoring and respecting diverse experiences and cultures).

By the end of this unit, the reader will be able to:

- Embrace growth-mindset attitudes and integrate them into the classroom.
- Understand how personal perspectives impact relationships with others.
- Understand how students' perspectives impact their academic behaviors.
- Recognize the role of language styles in personal, academic, and career endeavors.
- Acknowledge the importance of students' culture and community.

CHAPTER THREE

Empowering Student Voice

Transforming Educators

Visit the *AVID Culturally Relevant Teaching* webpage

on MYAVID for additional materials and resources.

Mindset

Growth mindsets among educators are crucial to facilitating effective responses in meeting the needs of culturally diverse learners. According to Gloria Ladson-Billings (1994), the foundation of culturally relevant teaching begins with the way that educators see themselves, the way that they see their students, and the way that they see their students' parents or guardians. Educators need to understand and recognize how their school environment and procedures reflect either a fixed or growth mindset in administrators, teachers, and students, as well as what the implications are for learning and student success. Through the following activities, educators will explore and discuss the concept of mindset as they learn to recognize and develop growth mindsets within themselves, their students, and the larger school environment. (For further information about mindset, please refer to the "Understanding Mindset" section on page xxvi in the introduction of this book.)

Section Outline

- 3.1: Fixed vs. Growth Mindset: Which One Are You?
    - 3.1a: Fixed vs. Growth Mindset
    - 3.1b: Changing My Mindset
- 3.2: Let's Talk Mindset
    - 3.2a: Questions for Teachers About Mindset and Differentiation
- 3.3: Academic Mindsets
    - 3.3a: Mindsets and Student Agency
    - 3.3b: Academic Mindsets Recording Sheet

3.1 Fixed vs. Growth Mindset: Which One Are You?

Educator Objective

Educators will determine which attitudes they possess that reflect a fixed mindset and which reflect a growth mindset, and will work toward changing fixed-mindset attitudes into those of a growth mindset.

Overview

Mindset plays an important role in becoming a culturally relevant educator. As a result, it's important to examine the mindset that currently houses your attitudes. Have you ever stopped to reflect on how you view your students, their abilities, and their behaviors? What beliefs do you have about learning? This activity is designed to provide reflection time for personal and professional growth. It is important to remember that our mindsets can change based on situations and our environment at the time. As you participate in this activity, focus on your attitudes and reactions when faced with new learning or obstacles to achieving a goal.

Materials/Set-Up

- Educator Resources:
    - 3.1a: Fixed vs. Growth Mindset
    - 3.1b: Changing My Mindset

Instructional Steps

- Have educators engage in reflective writing through responding to the following questions in order to focus their thinking:
    - Describe a time when you faced a challenge. How did you approach it?
    - Did you get it solved and/or achieve your goal the first time? If not, what did you do?
    - What led to either your success or failure with the challenge?
    - What was your motivation to succeed?
    - If you deemed the effort a failure, how did you handle it?
- Then, have educators review the Fixed vs. Growth Mindset resource. As they read about each attribute, instruct them to reflect on what they believe about learning and how they approach learning something that is new and challenging.

- After reviewing the chart, inform educators that they are to return to their reflective writing and respond to the following questions:
    - What mindset do you believe that you possess? Why?
    - Did you relate to beliefs or attributes on both sides?
    - Is there something on the Fixed Mindset side that you would like to change?
- Finally, advise educators to use the Changing My Mindset resource to develop a plan of action for creating or strengthening their growth mindset.

Extension

- To extend the learning, have the activity culminate with a Socratic Seminar about fixed versus growth mindset. Because this activity is grounded in reflection, it is imperative that participants feel they are part of a safe, non-threatening community of learners prior to engaging in the Socratic Seminar.

Fixed vs. Growth Mindset

Fixed Mindset	Growth Mindset
Wants to **prove** intelligence or talent	Wants to **improve** intelligence or talent
Avoids challenges for fear of failure	Engages challenges to improve
Gives up in the face of tough obstacles	Persists in overcoming obstacles
Avoids hard labor	Sees labor as the path to success
Treats criticism as an attack	Treats criticism as an opportunity
Feels threatened by others' success	Feels inspired by others' success

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Changing My Mindset

In the table below, identify some of the attributes of a fixed and/or growth mindset that you currently possess.

Fixed Mindset	Growth Mindset

Select one of the fixed mindset attributes that you identified.

Do you want to change it? _____ Yes _____ No

If Yes, how can you change that fixed mindset attribute into one of a growth mindset? If No, why would you like to maintain that fixed mindset attribute?

Select a second fixed mindset attribute that you identified.

Do you want to change it? _____ Yes _____ No

If *Yes,* how can you change that fixed mindset attribute into one of a growth mindset? If *No,* why would you like to maintain that fixed mindset attribute?

3.2 Let's Talk Mindset

Educator Objective

Educators will participate in an academic discussion and reflection on how their mindset affects decisions in the classroom.

Overview

This activity is designed for professional development, to provide time for staff members to reflect on their current beliefs and practices related to student learning, and then participate in either a **World Café** or Socratic Seminar discussion about how educators' mindsets affect student progress. This should not be used as an introduction to mindset, but rather as an opportunity to take participants' current knowledge of mindset to a deeper, more analytical level.

The **World Café** is a forum for discussion of open-ended questions on a topic. Individuals in small table groups explore and discuss a question, and then switch tables to generate ideas on a new question. This forum allows multiple perspectives and ideas to be captured on an equal basis.

Materials/Set-Up

- Educator Resources:
    - 3.1a: Fixed vs. Growth Mindset
    - 3.2a: Questions for Teachers About Mindset and Differentiation
- Prior reading of "Understanding Mindset" (page xxvi)
- Chart paper
- Markers

Instructional Steps

- Prior to beginning the activity, ask educators to read "Understanding Mindset" on page xxvi. As they read, they should take notes and develop several questions that they have about mindset.
- Direct educators to pair up with a partner and think about Carol Dweck's work with mindset and the background knowledge that they already bring related to mindset.
- Engage partners in a discussion about fixed and growth mindsets and have them develop a definition of each.
- Guide partners to pair up with another group to create a quad. Partner groups should share their definitions of fixed and growth mindsets. Groups should then come to a consensus about definitions.
- Debrief by having a few educators share out their definitions for fixed and growth mindsets.
- Display the Educator Resource 3.1 Fixed vs. Growth Mindset, which compares fixed- and growth-mindset attributes. Have educators consider each attribute with both teachers and students in mind.
- Initiate a table talk around the following questions:
    - Which is more prevalent among your staff, fixed or growth mindsets?
    - How important do you think development of a growth mindset is in relation to building an academic learning environment for a culturally diverse population?
    - What can be done to develop growth mindsets in educators who currently have a fixed mindset?
- Have some tables share the key points of their discussion.

- Distribute the Educator Resource 3.2a Questions for Teachers About Mindset and Differentiation and ask educators to spend about 10 minutes reading and thinking about the questions. They should circle the three questions that they are the most interested in discussing with colleagues.
- Display a piece of chart paper with the numbers 1–10. Conduct a quick poll by having educators put a check mark by the three numbers that represent the questions they would like to talk about most.
- Select the five or six questions that received the most checks as the queries that will guide the World Café discussion.
- Divide educators into five or six groups, with four to six members each. (The number of questions chosen determines the number of groups; if six questions were chosen, then form six groups.)
    - If you have a larger group, you will need to conduct two World Cafés with two sets of five or six groups and two sets of "tablecloths" (i.e., chart paper).
    - Each group should be assigned a different colored marker.
- Distribute the World Café tablecloths (i.e., blank pieces of chart paper) and assign one question per group, which they should write on their tablecloth.
- Direct each group to read and discuss their question, while recording their discussion points on their tablecloth.
    - Recordings should capture the gist of the discussion and should look more like random note-taking than a formal list.
- After three or four minutes, have groups rotate to the next table, taking their marker with them. One person from each group should remain behind to share the gist of the discussion, and then rejoin their group.
    - Have educators select the person who stays behind using a variety of options, such as the person whose birthday is closest to today, the person with the most years of education experience, etc.
- After providing the gist of the previous discussion, the person who stayed behind rejoins their group at the next table, and the group that just listened to the gist then continues the discussion and adds to the information on the chart, using their assigned marker color.
- Repeat the process until each group has visited each question. Continue allowing three or four minutes per rotation.
- Post the completed charts on the wall for a gallery walk.
- Direct educators to return to their Questions for Teachers About Mindset and Differentiation resource and complete the "Possible Changes to Consider" section.

Extension

- To extend the learning, provide educators with a resource (book, article, or website) about mindset to build background knowledge before participating in the professional development.
- To modify the activity, instead of the World Café discussion (or in addition to it), utilize the mindset questions in a Socratic Seminar discussion. Provide the Questions for Teachers About Mindset and Differentiation resource to educators ahead of time, and have them reflect on at least five of the questions that they would like to discuss during the Socratic Seminar.

Questions for Teachers About Mindset and Differentiation

Respond to the following questions. After you finish, review your responses and reflect on how your mindset affects your classroom decisions. You should consider ways in which the school environment and procedures generally reflect a fixed or growth mindset in teachers and students, and the implications of their conclusions. Over time, it is important to carefully examine ways in which both the school and its classrooms can increasingly reflect a growth mindset.

1. How comfortable are you with classes that group students by perceived ability?

2. What evidence have you had in your teaching that students who have previously been seen as "not smart" can be quite successful academically as a result of their effort and a teacher's partnership?

3. When a student does poorly in class, do you ever attribute that to the student's home life or background?

4. In what ways do you demonstrate to your students that they are in charge of their academic success—that their effort is the key to their success?

5. How often do you make comments that emphasize being smart versus working hard?

Questions for Teachers About Mindset and Differentiation

6. In what ways do you show students that discoveries and insights almost inevitably stem from failures, rather than from successes?

7. To what degree do you see a student's D's and F's as inevitable?

8. To what degree do you see a student's straight A's as an indicator that the student may not be experiencing an appropriate amount of challenge—that they may not be growing?

9. How do you share your own failures and persistence with students to ensure that they see you as an adult who believes that continued effort would win the day?

10. In what ways do you monitor your students' mindsets and help them with goal-setting and progress monitoring to ensure that each of them will develop a growth mindset about learning and success?

Possible Changes to Consider:

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3.3 Academic Mindsets

Educator Objective

Educators will learn how academic mindsets impact student learning.

Overview

Farrington (2013) suggested that "one of the best levers for increasing students' perseverance and improving their academic behaviors is by supporting the development of *academic mindsets*. Students with positive academic mindsets work harder, engage in more productive academic behaviors, and persevere to overcome obstacles to success." This activity will explore the four academic mindsets needed to deepen learning, so students become more competent learners both inside and outside of school.

Materials/Set-Up

- Educator Resources:
    - 3.3a: Mindsets and Student Agency
    - 3.3b: Academic Mindsets Recording Sheet

Instructional Steps

- Group educators into small groups of four to six.
- Give each group one of the following four quotes that they may hear from their students:
    - "I belong in this learning community."
    - "I can change my intelligence and abilities through effort."
    - "This work has value and purpose for me."
    - "I can succeed."

  If more than four groups are present, quotes can be used more than once.
- Ask each group to focus on their assigned quote and think about what this quote means in terms of a student who is developing as a learner. What is the student implying? What message should educators take away? What words might be used to describe this student?
- Explain that each of these quotes is tied to an academic mindset. There are four academic mindsets that drive students' motivations and effort.
- Share the four academic mindsets and ask educators to determine the one that connects to their quote:

    - Sense of Belonging
    - Growth Mindset
    - Relevance
    - Self-Efficacy

- Direct educators to read the Mindsets and Student Agency resource, and then use the Academic Mindsets Recording Sheet to detail connections for classroom instruction for each of the mindsets. They should also answer the culminating question at the bottom of the page: “Why is knowledge about mindsets important in a culturally relevant classroom?”
- Ask educators to select one connection from their recording sheet that they will work on as their next step.

Extension

- To extend the learning, invite educators to learn more about academic mindsets by reading Camille Farrington’s (2013) white paper, “Academic Mindsets as a Critical Component of Deeper Learning” (http://www.hewlett.org/uploads/documents/Academic_Mindsets_as_a_Critical_Component_of_Deeper_Learning_CAMILLE_FARRINGTON_April_20_2013.pdf).

Mindsets and Student Agency

by Eduardo Briceño

Essential Opportunity #1: The Four Learning [Academic] Mindsets

Aside from physiological needs, students' motivations and efforts are driven by their mindsets—a set of key beliefs they hold. The greatest untapped opportunity to improve learning in our schools is to deliberately work on developing the four Learning Mindsets that stand out in the research as deeply influencing student behavior, outcomes, and overall drive to learn, as documented by the University of Chicago CCSR's literature review *Teaching Adolescents to Become Learners* (Farrington et al., 2012):

Mindset #1: A Growth Mindset: *"I can change my intelligence and abilities through effort."* Among these beliefs, the most foundational and critical for us to focus on is the growth mindset, first identified and studied by Stanford professor Carol Dweck, Ph.D. Students with a growth mindset realize that their abilities to think and do are a result of their past behaviors. They see effort as what makes people smart, they are motivated to focus on continued growth, and they persist in the face of setbacks. On the other hand, when students see intelligence or abilities as fixed, they see effort as something only incapable people need, they shy away from challenge, and they disengage when things get hard (Mueller & Dweck, 1998).

A growth mindset can be learned. When we teach a growth mindset, students work harder because they want to do so, they use more effective strategies, and they reach higher levels of achievement (Blackwell, Trzesniewski, & Dweck, 2007). While this benefits all students, it also breaks down negative stereotypes and thereby contributes to closing the achievement gap (Good, Aronson, & Inzlicht, 2003).

The growth mindset is the most powerful lever to improve learning because it is the driver of student behavior that we're least aware of and least deliberate about building, and because it has the greatest impact on student behaviors required both to learn knowledge and skills and to build the other critical Learning Mindsets and Learning Strategies & Habits that improve students' ability to grow.

Mindset #2: Self-Efficacy: *"I can succeed."* Related to the growth mindset is the belief that one can succeed (Bandura, 1986). Students must believe that they can achieve their goals, however they define those goals. If students think they need help or resources, they must see a path they can take in order to obtain the required help or resources. The stronger their growth mindset, the more students will seek ways to overcome adversities and search for alternate strategies to achieve their goals.

Mindset #3: Sense of Belonging: *"I belong in this learning community."* When students feel they belong to a learning community, they become engaged in learning (Harvey & Schroder, 1963; Oyserman, Bybee, & Terry, 2006). When they feel they belong to a community of peers that values going beyond one's comfort zone and learning about the world, students connect learning activities and objectives with social rewards they value.

Mindset #4: Relevance: *"This work has value and purpose for me."* As many deeper learning educators know, students engage in learning much more energetically and deeply when they value the knowledge and skills that they're working to acquire, or find them relevant or interesting (Eccles et al., 1983). That leads them to think deeply, question, pursue, and put their full selves into their work. Project-based learning and real-world connections are ways to foster relevance and help students explore passions, goals, and applications of learning. We can also have students reflect on and write about the relevance of their work, or about a learning experience they're about to embark on.

Excerpt from: *Mindsets and Student Agency* by Eduardo Briceño; Mindset Works, San Carlos, CA published on Unboxed, Issue 10, Spring 2013 http://www.hightechhigh.org/unboxed/issue10/mindsets_and_student_agency_contributors/.
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Academic Mindsets Recording Sheet

Use the space below to record your thoughts as you read the Mindsets and Student Agency resource. Be sure to focus on classroom implications for student learning.

Growth Mindset: *"I can change my intelligence and abilities through effort."*	Self-Efficacy: *"I can succeed."*
Sense of Belonging: *"I belong in this learning community."*	Relevance: *"This work has value and purpose for me."*
Why is knowledge about mindsets important in a culturally relevant classroom?	

Perspective

Paramount to culturally relevant and responsive pedagogy is the understanding and analysis of one's own cultural assumptions. These assumptions are founded in an individual's perspective, which refers to a person's outlook or way of viewing something. Perspectives evolve from one's schema (i.e., background knowledge and experiences), and can cause people to make assumptions that can lead to making judgments or developing stereotypes or biases. It is critical for educators to understand how their perspectives impact assumptions that they may make about students and colleagues.

Section Outline

- 3.4: Framing Your Perspective
- 3.5: Danger of a Single Story

3.4 Framing Your Perspective

Educator Objective

Educators will use self-reflection to "frame" their perspective and understand how the perspectives of their students impact their relationships with others and their academic behaviors.

Overview

Individual cultures, histories, experiences, and values create a "frame," which captures the unique qualities that make each person who they are. People's frames affect how they see the world, as well as other people, and can lead them to make assumptions about others. This activity allows educators to understand how their background knowledge and experiences impact the framing of their perspective.

Materials/Set-Up

- Student Handout:
  - 4.2a: Creating My Frame
- Scissors

Instructional Steps

- To focus thinking, have educators spend two minutes responding to the following quickwrite prompt: "Think of a time when you have made an assumption about a student before really getting to know that student. What do you think led to that assumption?" Have educators save their quickwrites, as they will return to them at the end of the activity.
- Explain to educators that they will be "framing" themselves by creating a frame that includes all of the things that make them who they are.
- Guide educators in a discussion about the purpose of the frame. Include the following talking points (additional talking points are included within the Framing Student Perspectives activity in Chapter 4):
  - "Each of us sees the world through a unique lens, which gives us each a unique perspective that can be referred to as our 'frame.' This personal frame is made up of values that we hold, our culture and background, and our life experiences—things that we choose to do, as well as things that we have no choice about or control over."
  - "What happens when we don't have the same perspective as others?" (Conflicts, assumptions, stereotyping, judgments)
  - "We don't have to agree with others' perspectives, but we do need to understand where they are coming from and what they value, especially those of our students."
  - "Today, you will examine your frame, so we can talk about assumptions, fears, and biases that can come from our experiences."

- Distribute the Creating My Frame handout found on page 128.
- Explain to educators that they will use the four sides of the frame graphic to create their frame (i.e., the things that make up who they are—the unique qualities, values, and experiences that influence the way that they see the world).
    - Educators should list one thing on each side of the frame.
- As a larger group, brainstorm possible things that could be a part of their frame (e.g., family, religion, age, profession, values, gender, education, language, ancestral heritage).
- Have educators share their frames with their table groups or a partner.
- Ask for volunteers to share their frame with the larger group.
- Direct educators back to their original quickwrite and have them add to their initial responses through the following reflections:
    - Read what you wrote on your quickwrite about assumptions.
    - How can you use what you know about your personal perspective (your frame) to help you build relationships with your students and be more responsive to their academic behaviors?
    - How can this type of activity empower students in your classroom?
- Advise educators to keep their frames handy as a reminder about perspective and keeping an open mind.

Extension

- To extend the learning, have educators develop a detailed plan of action for teaching their students about perspective.

3.5 Danger of a Single Story

Educator Objective

Educators will reflect on their individual cultures, histories, backgrounds, and values in order to recognize that they, as well as their students, have a unique perspective and that each perspective should be valued and celebrated.

Overview

Stories have power. Expressing that power is not just the ability to tell a story about another person, but to make it a fittingly complete story of that person. People are often referred to with a single story—a diagnosis. For example, the "tall kid," "poor kid," etc., but people are multi-storied. People's identities are not just *one thing*. If people hold a single story in their minds for entire groups of people, they run the risk of having a distorted view of the multi-layered people who they meet. Only recognizing one story leads to the stereotyping of groups, as if what is true about one must be true about all. As Chimamanda Ngozi Adichie (2009) stated, "Stories matter, many stories matter." This pertinent message can inspire students to seek out the many stories of the people who they meet. No longer are students distant individuals forced into the same space every day; each student is a person with a context that others can understand. Each student's uniqueness should be recognized.

Materials/Set-Up

- Chimamanda Ngozi Adichie: The Danger of a Single Story Transcript (available for download through the *AVID Culturally Relevant Teaching* webpage on MyAVID) [The full talk is available at www.ted.com/talks.]

Instructional Steps

- Choose one of the following six-word stories
    - Chance encounter turns enemies into friends.
    - His first kiss was her last.
    - Two funerals: one hated, another beloved.
- Prompt educators to write with a three-minute quickwrite on the selected six-word story: "What is the story about? Fill in the blanks."
- Ask educators to turn to their elbow partner and share their quickwrite. Warn them that this could potentially be emotional and that they should be respectful of various emotions.
- Ask for several volunteers to share out their quickwrite to the larger group.
- Direct educators to talk for five minutes in a group of four to six: "How do your experiences *frame,* or shape, the way that you view the world?" (This discussion will work best if educators have previously completed the activities on perspective and framing.)

- Have educators form small groups and provide each group with a transcript of Chimamanda Adichie's TEDTalk.
- In their groups, direct educators to popcorn read the entire transcript or selected portions of it aloud.
- Give educators time to talk in small groups about the following questions:
    - How does the "Danger of a Single Story" translate into our classrooms?
    - How do we ensure that every voice is validated and celebrated in our classrooms?
- Direct each group to brainstorm ideas about how we can ensure that every voice is validated and celebrated in our classrooms.
- Each small group then creates a poster with all of the ideas that they generated.
- Have each group share the poster that they created with the larger group.
- Display the posters in the room and allow time for a gallery walk.
- Produce a list of all the ideas that the educators generated and pass out to all in attendance as a reminder of how we can all work to create a culturally relevant classroom.

Extension

- To extend learning, chart key words as educators use them, and have them write a summary using as many of the words as possible.

Language Registers and Academic Language

Do you speak the same way at home as you do in your classroom? Do you speak the same way with your supervisor as you do with colleagues? Do you speak the same way when talking with a student's parent or guardian as you do when casually chatting with a friend on the telephone? You likely answered no to all of these questions because people speak differently in different situations. These dissimilar ways of speaking are called registers of language. The use of the appropriate register depends on the audience, content, and purpose involved in the communication. Educators must familiarize themselves with the different registers and understand that students often come to school with little practice or exposure to the formal language register that is the norm in classroom instruction. Educators should accept the challenge of teaching students formal registers as an additional language without discrediting their home language, which often falls within the casual register. As educators work through the following activities, they will learn about the five registers and how to utilize this information to better meet the needs of diverse student populations.

Section Outline

- 3.6: Language Registers
    - 3.6a: Language Expressions
    - 3.6b: "If You Ask Me: Ain't Misbehavin'" Reflection
- 3.7: Academic Language and Language Registers
    - 3.7a: Strategies for Teaching Academic Language
    - 3.7b: Academic Vocabulary Plan
- 3.8: Engaging in Intentional Dialogue

3.6 Language Registers

Educator Objective

Educators will understand the role of language registers, or language styles, in personal, academic, and career endeavors.

Overview

Knowing when and where it is appropriate to use particular language registers or styles is important to the success of all individuals as they navigate effectively in different areas of their personal lives and careers. Acknowledging students' culture and language is a way to provide an understanding to the importance of academic English in academic, business, or formal situations.

Five language registers, styles, or levels of formality were presented by Martin Joos (1967), a Dutch sociolinguist, in his book, *The Five Clocks: A Linguistic Excursion into the Five Styles of English Usage*. This prominent model is used extensively and describes five styles in spoken English.

- Frozen: static, rituals, ceremonial
- Formal: business, education, laws, contracts
- Consultative: semi-formal, mix of formal and casual register
- Casual: informal, conversational
- Intimate: private language between individuals

These registers, or slight modifications of them, are used extensively to inform usage of language styles considered appropriate for personal, academic, and occupational situations. The educational and business worlds most commonly use the formal and consultative registers. Fluency in these registers can help breed success in academia and business.

Materials/Set-Up

- Educator Resources:
    - 3.6a: Language Expressions
    - 3.6b: "If You Ask Me: Ain't Misbehavin'" Reflection
- Student Handouts:
    - 4.5b: "If You Ask Me: Ain't Misbehavin'"
    - 4.5d: Language Registers Pyramid
- Timer

Instructional Steps

- Introduce the concept of different language registers (i.e., styles) with brief statements about all individuals bringing background knowledge and personal experiences into their language expressions.
- Distribute the Language Expressions resource and ask educators to write words or phrases—the first ones that pop into their minds—that fit into each of the categories. Allow three minutes for the activity.
- Ask educators, "Which was the easiest category and which was the toughest? Why?"

- As you call out each category, ask volunteers to share a few words or phrases that they listed.
- In their groups, ask educators to discuss how their examples are similar or and how they are different. They may observe that the examples differed by personal experiences, backgrounds, degree of formality, etc.
- Introduce the concept of "code-switching," the practice of moving back and forth between two languages or two styles, registers, or dialects of the same language. Use an example (e.g., "This ain't my style!" vs. "I don't enjoy this at all.") or ask volunteers to share their own examples.
- Distribute and review the Language Registers Pyramid handout (on page 142), explaining that language style is "situationally appropriate." Some people, particularly adolescents or teens, need help in fitting their language into particular situations. Educators must be aware of the necessity to be constant models of language usage, and they should provide students with the knowledge and understanding of how and when to use language appropriately.
- Ask educators to "popcorn" (i.e., "pop up" and give a response, or in this case, read a paragraph) read the excerpted paragraphs from the "If You Ask Me: Ain't Misbehavin'" handout (on page 139). As educators read, they should be noting on the article any aspects of interest to them.
- After the read-aloud, distribute the "If You Ask Me: Ain't Misbehavin'" Reflection (on page 103) and ask educators to complete the first two questions on the page.
- Conduct a whole-group discussion on the third question: "What is significant about this text?" They should make the connection between the shoes required by the situation and the language required by the situation. The girl realized that when she was dressed a certain way, she found greater social acceptance if she spoke a certain way, so she spoke and carried herself in different ways in the situations in which she dressed differently.
- Allow a few minutes for educators to complete the fourth question—"What implication does this text have for you in your work as an educator?"—and have volunteers share their thoughts.

Extension

- To extend the learning, discuss how this activity might be done in content areas to pre-assess students on a given topic. Subtopics or main ideas of an upcoming unit can be listed as the categories. After students have been given an allotted time to complete words or phrases of what they know under each category, use responses to determine what information may need explicit instruction and what may need just a review.
- To modify the activity, consider using categories on the Language Expressions resource that are specific to departments, assessments, programs, or district initiatives, and compare the words and phrases used by educators from different segments of education.

Language Expressions

Write the first words or phrases that pop into your mind and fit into each of the categories.

Sports (pick one: ________________)

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Education

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Banking/Finance

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Technology

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Slang

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Legal/Law

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"If You Ask Me: Ain't Misbehavin'" Reflection

As you read the text, "If You Ask Me: Ain't Misbehavin'," mark any aspect that is of interest to you. After the reading, respond to the questions below.

1. What do you notice in the text?

2. What questions does the text raise for you?

3. What is significant about this text?

4. What implication does this text have for you in your work as an educator?

3.7 Academic Language and Language Registers

Educator Objective

Educators will apply the concept of language registers to teaching academic vocabulary and language.

Overview

Students arrive at the doorsteps of formal education with their language skills centered on their home language, casual or conversational language, and dialects that are part of their own identity and community. Educators have the opportunity to add to the many languages that students have already acquired, without discrediting their backgrounds or the languages that they use. It is necessary to teach students that, just like behavior or clothing, language is situational and audience-specific.

Classroom instruction is usually conducted in the formal *register,* or language style. For many students, the academic language, particularly the general instructional terms, used in the classroom is not the language that they normally speak and must be intentionally taught. In teaching academic language, it is important to introduce these words as an "additional language" to the ones that they already know.

Materials/Set-Up

- Educator Resources:
  - 3.7a: Strategies for Teaching Academic Language
  - 3.7b: Academic Vocabulary Plan

Instructional Steps

- Begin this discussion of academic language (i.e., vocabulary) by asking educators to popcorn out some general instructional terms (e.g., infer, justify, paraphrase) that are necessary for students to know, but which may be unclear or foreign to them.
- As a whole group, discuss why these terms are important:
  - Understanding classroom instruction
  - Using on standardized exams (e.g., state exams, AP®, SAT®)
  - Recognizing formal language register of the educational and business worlds
- If possible, have educators form small groups according to grade level or subject area.
- Utilizing the Academic Vocabulary Plan, ask the groups to list the general instructional terms that are important for their students to know. Request that they not complete the other sections of the resource yet.

- Introduce and briefly review the Strategies for Teaching Academic Language resource.
- For the final question on the Academic Vocabulary Plan, ask the groups to now generate ideas for how they will teach instructional terms to their diverse groups of students, being mindful of the following:
    - Recognizing backgrounds and experiences of students
    - Allowing students to use casual/conversational language register in developing memory devices for instructional terms
    - Developing creative ideas to teach vocabulary
    - Allowing students the opportunity during class to socialize with the casual register for cooperative grouping, processing, and analyzing information with peers in informal settings
- Allow groups to share out their ideas, as time allows.

Extension

- To extend the learning, provide educators with the link to Robert Marzano's (2009) six-step process for teaching academic vocabulary (http://www.ascd.org/publications/educational-leadership/sept09/vol67/num01/Six-Steps-to-Better-Vocabulary-Instruction.aspx) or other resources on teaching academic vocabulary.

Strategies for Teaching Academic Language

Below are strategies for incorporating academic language into your daily lesson plans. Several were adapted from Finley's (2014) "8 Strategies for Teaching Academic Language" (http://www.edutopia.org/blog/8-strategies-teaching-academic-language-todd-finley).

1. ***Encourage students to read diverse texts.***
   Reading and discussing various literary works provides students with exposure to other language registers, dialects, and discourses.
2. ***Use language scripts and summary frames.***
   Summary frames and sentence frames (i.e., language scripts) are frequently used for English language learner scaffolding, but they are also excellent tools for all students in modeling language, as well as for promoting academic discussion. (See the Academic Language Scripts resource, available for download through the *AVID Culturally Relevant Teaching* webpage on MyAVID, for additional information.)
3. ***Help students translate from academic to social language (and back).***
   Model how to say something in a more academic way or how to paraphrase academic texts into more conversational language. Provide students with a difficult expository passage and have teams reinterpret the text using everyday language. Ask students to write "exit slips" of content learning using a casual register, and then rewrite it into a formal, academic register using content-specific vocabulary.
4. ***Dynamically introduce academic vocabulary.***
   Repeated encounters with a word in various authentic contexts can help students internalize the definition. They also benefit when teachers review old and new vocabulary in ways that "stick" with students, such as using words in a funny way or in a personal story.
5. ***Help students diagram similarities and differences.***
   Use various graphic organizers to help students analyze content-specific vocabulary/topics and generate lists of how things are alike or different.
6. ***Teach key words for understanding standardized test prompts.***
   Consider replacing words used in daily conversation and classroom instruction for words that are most prominent on standardized testing. Refer to the terms from Costa's or Bloom's Levels of Thinking for formal academic terms. On Scholastic.com (http://www.scholastic.com/teachers/article/top-10-terms-students-need-know-be-successful-standardized-tests), 10 terms common to open-ended test questions are offered.
7. ***Let students define or describe vocabulary in personalized ways.***
   Allowing students to define terms in their own words, with nonlinguistic representations or through TPR (total physical response), creates an ownership of the vocabulary.
8. ***Give students the opportunity to use a casual register to develop an understanding of, or memory devices for, terms.***
   Allow students to socialize using the casual register in cooperative groupings or when processing and analyzing information with peers in informal settings.

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Academic Vocabulary Plan

As you complete the sections below, be mindful of the following:

- *Recognizing the backgrounds and experiences of students*
- *Allowing students to use the casual/conversational language register to generate memory devices*
- *Developing creative ideas to teach vocabulary*

1. List general instructional terms that are important for your students to know.

2. Brainstorm ideas on how you can creatively teach the instructional terms so that they are clear to students and “stick” in their minds.

3. List content-specific terms that are important for your students to know.

4. Brainstorm new ideas on how to teach these terms.

3.8 Engaging in Intentional Dialogue

Educator Objective

Educators will role-play around stereotypes and judgments in order to learn how to effectively engage in intentional dialogue with students, colleagues, and families.

Overview

"Seek first to understand, then to be understood."

Stephen R. Covey

Engaging in honest, respectful dialogue with another person increases the level of trust between the individuals. Honesty and respectfulness must be at the core of this "intentional dialogue" or active listening as beliefs, feelings, and ideas are shared openly. Putting one's self aside to genuinely listen is a skill that shows concern and respect for another person and fosters stronger personal relationships. Fully paying attention to another person, particularly during sensitive or difficult conversations, can be a deciding factor in whether the dialogue is helpful or is simply conversation.

Materials/Set-Up

- Chart paper or document camera to display the guiding principles for intentional dialogue and the related scenarios (to be created and put on display before the lesson)

Instructional Steps

- Introduce the concept of intentional dialogue by asking educators to silently consider the following questions about engaging in conversations that are very personal:
    - Do you think about assorted things while the other person speaks?
    - Do you hurry the conversation with your verbal cues or body language?
    - Do you quickly share your views or experience?
- Solicit from educators other actions or thoughts that can interfere with being fully engaged in conversations.

- Inform educators that, as they discuss the need for intentional dialogue with students and adults from diverse cultures and experiences, the guiding questions below offer a solid reference point:
    - *What is the purpose of the dialogue, and what do I want to accomplish?*
      Sometimes, taking a moment to consider what the goal is, along with a possible outcome, provides one with the opportunity to reflect on word choices and possible solutions and outcomes.
    - *Will I have this conversation one-on-one, with just the person involved, or as part of a whole-group discussion to use as a teachable moment for all?*
      Depending on the topic of the conversation, many students may feel embarrassed or threatened by engaging in intentional dialogue in front of their peers. Consider how the environment can critically influence the outcome.
    - *What will I need to remember and reflect on later? What information might I need to pass along to others?*
      Key information might come up and need to be addressed at a later date. Being prepared to pass along or record information may contribute to a more effective follow-up conversation.
- In preparation for role-playing with intentional dialogue scenarios, explain to educators that they will pair up and assume the role of a student or an educator in the scenarios. One person will be the student or educator making an inappropriate statement, and the other person will be the educator who responds.
- Provide the following instructions: "Based on the given scenario, role-play how you would engage in intentional dialogue and provide a safe space for your students and colleagues."
- Read the scenarios one at a time to the group, post them on chart paper for viewing, or display them via a projector. Allow about three minutes for each ensuing dialogue.

Scenario 1:

- *Statement by student: "She must be mentally ill. She can't do anything right."*
- *Educator: How do you respond to the student within the classroom or learning community?*

Scenario 2:

- *Educator 1: "These kids on free/reduced lunch are always late to school. I can't do anything about them and their situation. They're all like this."*
- *Educator 2: How would you address this statement about children living in poverty?*

Scenario 3:

- *Educator 1, who has had a difficult teaching day: "He doesn't care about his grades! Have you seen his parents? He will probably just end up in jail."*
- *Educator 2: How do you respond to individuals who stereotype students?*

Scenario 4:

- *Educator 1, overhearing students using inappropriate names with one another: "Oh, they are just kids being kids."*
- *Educator 2, also overhearing the students: How do you respond to both the educator and the students?*

- Halfway through the activity, switch roles so that the responding educator becomes the student/educator making the inappropriate statement and vice versa.
- After completing all of the scenarios, ask volunteers to share out some of their responses to the given scenarios.
- If time allows, provide educators with an opportunity to share out other common situations with their sites or district and how they have handled the intentional dialogue when it occurs.

Extension

- To extend the learning:
  - Consider having educators work collaboratively to create scenarios that they have encountered, which may be prevalent in their learning community, and bring them to a follow-up session.
  - Have educators review the Using "I" Messages resource, which is available for download through the *AVID Culturally Relevant Teaching* webpage on MyAVID, before completing a reflection. Ask them to think about a time when they were engaged in a conversation with someone, and the individual used a "you" message. What was their reaction? How might the response have been different with the use of an "I" message?
- To modify the activity, ask educators to work within their individual professional learning communities or grade levels to discuss common situations that require intentional dialogue and how these situations have been addressed.
- To integrate technology, introduce the concept of intentional dialogue or research more scenarios online to share with your staff. Rita Pierson and Ruby Payne have several videos with vignettes of student/teacher conversations.

Culture and Community

People recognize those cultural differences that are obvious and clearly visible, such as foods, heroes, holidays, arts, and clothing. These make up what is known as surface culture. Less visible are the different ways in which culture influences our understanding of the world and how we interact with others—or the deep culture. These more nuanced differences might include how we understand and define important concepts, like family, responsibility, education, and success. These hidden aspects of culture can cause misunderstandings and cross-group conflicts, which can impact teacher–student, student–student, and school–community relationships. By clearly defining and understanding culture and community, teachers begin the open dialogue of respect and understanding with their students and the larger community.

Section Outline

- 3.9: The Role of Culture and Community

3.9 The Role of Culture and Community

Educator Objective

Educators will understand the influence that cultural differences can have on community involvement and develop strategies to ensure that community involvement incorporates and includes the diverse cultures represented within the school community.

Overview

Understanding and recognizing differences between cultures is key to creating community. This activity allows educators to explore the concepts of surface culture and deep culture, as they develop ideas for building community within their school, which invariably includes a great variety of cultures.

Materials/Set-Up

- Prepared word bank (see Instructional Steps for a list of words)
- Chart paper
- Sticky notes

Instructional Steps

- Introduce educators to the terms surface culture and deep culture.
- Provide one word bank that includes the following terms in a random order:
    - For *surface culture:* food, dress, games, holidays, arts, folklore, history, language, religion
    - For *deep culture:* ethics, family ties, ceremony, courtship and marriage, esthetics, health and medicine, gestures, kinesics, gender roles
- Ask table groups to group the terms into two categories: surface culture and deep culture.
- Direct individual educators to participate in a two-minute quickwrite by responding to the following prompt: "List some of the characteristics of your culture."
- Educators should pair up and share their lists. After sharing, encourage everyone to high-five their partner and say: "I respect and celebrate your culture!"
- Tell educators, "Understanding and recognizing differences between cultures is key to creating community. There are many different communities to which one can belong. Brainstorm the various communities to which you belong."
- Have table groups share their brainstorming.
- Explain that each person in the room belongs to a classroom community and a school community. Within those communities, many cultures are represented. Have table groups discuss the following: "How can developing a deeper understanding of culture result in the development of strong classroom and school communities?"

- Direct educators to participate in a silent brainstorming activity by asking them to think about ways of creating opportunities to build community—including all represented cultures—into regular school events. Have educators write each idea on a separate sticky note.
- Distribute chart paper to each table group. Ask educators to share their ideas silently by sticking their ideas on the chart. The group will then look at all of the ideas and silently begin to group like ideas in order to create categories.
- Once ideas are grouped, table groups may now talk about how and why they grouped the ideas and discuss the value and possibilities associated with the ideas.

Possible ideas might include the following:
Provide multiple opportunities for students to share their cultures.
Schedule opportunities for community involvement on a regular basis, not just on a designated month or holiday.
Form a committee to intentionally and purposefully create opportunities to involve and include all cultures in existing family events.
Host potluck dinners where families can share their favorite dishes.
Host guest speakers, with community members presenting on their culture or community offerings.
Design activities and/or presentations specific to students' needs and interests.
Include student and family performances before school events, as "openers."
Design multicultural nights, where families are provided with pre-made "passports" to visit different tables or classrooms and learn about different cultures. This may include food, dress, dance, student-created projects, etc.

- Direct individuals to complete the following sentence starters:
    - "To build community in my classroom, I will…."
    - "To build community in my school, I will…."

Extension

- To increase rigor, allow time for educators to develop a detailed plan for an event that will build community at their site.

CHAPTER FOUR

Empowering Student Voice

Empowering Students

Visit the *AVID Culturally Relevant Teaching* webpage

on MYAVID for additional materials and resources.

Mindset

A major goal of culturally relevant teaching is to create students who are independent learners. Becoming an independent learner involves metacognition, or thinking about one's own thinking. One aspect of helping students understand how they think and learn is for them to learn about the concept of mindsets. Educators must begin by developing and modeling their own growth-mindset thinking. Educators with growth mindsets can then begin the process of fostering growth mindsets within their students. Teaching students about how the brain works, the differences between fixed and growth mindsets, use of growth-mindset language, and how to learn from failure are some ways to begin developing growth-mindset thinking within students.

Section Outline

- 4.1: My Mindset
    - 4.1a: Growth Mindset: What Can I Say to Myself? Example
    - 4.1b: My Brain
    - 4.1c: Mindset Scenarios
    - 4.1d: Growth Mindset: What Can I Say to Myself?
    - 4.1e: Growth Mindset: Frayer Model

4.1 My Mindset

Student Objective

Students will develop an understanding of the concepts of fixed and growth mindsets and begin to focus on developing growth-mindset thinking.

Overview

In her book, *Mindset: The New Psychology of Success,* Carol Dweck's (2006) research showed that intelligence is malleable, and teaching students about how the brain works, along with the concepts of fixed and growth mindsets, is the first step toward developing their own growth mindset. This activity involves three class periods, but educators may choose to complete it in two sessions.

Materials/Set-Up

- Educator Resource:
    - 4.1a: Growth Mindset: What Can I Say to Myself? Example
- Student Handouts:
    - 4.1b: My Brain
    - 4.1c: Mindset Scenarios
    - 4.1d: Growth Mindset: What Can I Say to Myself?
    - 4.1e: Growth Mindset: Frayer Model
- 5x7" index cards, with either *Agree* or *Disagree* written on them (one pair for each student)

Instructional Steps

Day 1:

- Conduct a pre-assessment to see what students already know about their brain and how it works. Distribute the My Brain handout on page 121 and direct students to draw a picture within the outline of the head, showing what they think their brains might look like. At the bottom of the page, students should write down all of the information that they already know about their brain.
- Collect and review the student responses in order to give feedback the following day.
- Tell students that you are going to read three sentences (from a Carol Dweck workshop on www.mindsetworks.com), and they should show if they agree or disagree with each of them. Students can use agree and disagree cards, raise or lower hands, or signal thumbs-up or thumbs-down to show their responses. This provides the educator with additional information about the current beliefs of their students.
    - Everyone can learn new things. (Growth-mindset belief)
    - Some kids are born smarter than others. (Fixed-mindset belief)
    - We can change how smart we are. (Growth-mindset belief)

Day 2:

- Give students feedback on the pre-assessments by sharing common themes that resulted.
- Utilizing the research and work of Dweck (2006), introduce the concept of mindset and explain to students, with the following talking points, that there are two types of mindsets: fixed and growth.
    - A mindset is comprised of “beliefs about yourself and your most basic qualities.”
    - “In a fixed mindset, people believe that their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort.” Dweck’s research suggests that students who have adopted a fixed mindset have the belief that they are either “smart” or “dumb,” and there is no way to change this.
    - “In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.” Dweck’s research suggests that students who embrace growth mindsets have the belief that they can learn more or become smarter if they work hard and persevere.
- Distribute the Mindset Scenarios handout and ask students to work in pairs to categorize the scenarios into either fixed- or growth-mindset thinking. Students may cut the scenarios apart and group them or write them in a two-column chart—use whatever process works best.
- Debrief by having students share their justifications for how they grouped their words.

Day 3:

- Explain to students that in this classroom, they are going to work on developing growth mindsets.
- Distribute the Growth Mindset: What Can I Say to Myself? handout and explain that the sentences on the left are examples of things that a person with a fixed mindset might say.
- Utilizing the Growth Mindset: What Can I Say to Myself? Example resource, model with students how to change the first sentence on the left (the fixed-mindset thinking) into a sentence that shows growth-mindset thinking and write it on the right. Ask students to share other ways that they might change it and why their changes are examples of growth-mindset thinking. Explain that there are many ways—not just one right answer—to change the original thinking into a growth-mindset statement.

- Direct students to pair up and work to complete the rest of the sentences together.
    - Students may put more than one response in the right-hand column.
- After completing the right-hand column, have pairs group with another pair to form a quad. Within the quad, students should share their responses.
- Add student responses and the growth-mindset scenarios to a Growth Mindset Wall.
    - Creating a space that displays words, phrases, quotes, visuals, and scenarios that relate to growth-mindset thinking provides a visual reminder for both the students and educator to think with a growth mindset.
- Have students keep their completed handouts in their notebooks as a reminder and reference for using growth-mindset thinking.
- As a summative activity, have students complete the Growth Mindset: Frayer Model handout by developing their own definition of growth mindset, creating a visual representation for growth mindset, and sharing examples and non-examples of growth-mindset actions or thinking.

Extension

- To increase rigor, spend extended time teaching students about the brain and how it works. Advocates of fostering growth-mindset thinking, such as Carol Dweck, Zaretta Hammond, and Mary Cay Ricci, promote teaching students about the brain as a critical step in developing growth mindsets, as students must learn that their brain is malleable and can change and grow. The following resource list offers ideas to engage younger students in activities for learning about the brain:
    - The Learning Brain [How Does My Brain Work? (https://www.youtube.com/watch?v=cgLYkV689s4)]
    - The Learning Brain: Neuroscience [series of online videos about the brain (http://www.bioedonline.org/lessons-and-more/resource-collections/the-learning-brain-neuroscience)]
    - Neuroscience for Kids (http://faculty.washington.edu/chudler/interr.html)
    - Brain Jump (http://www.kizoomlabs.com/products/brain-jump)
    - *Your Fantastic Elastic Brain: Stretch It, Shape It,* by JoAnn Deak, Ph.D. (http://www.deakgroup.com/our-educators/joann-deak-phd/your-fantastic-elastic-brain).

Growth Mindset: What Can I Say to Myself? Example

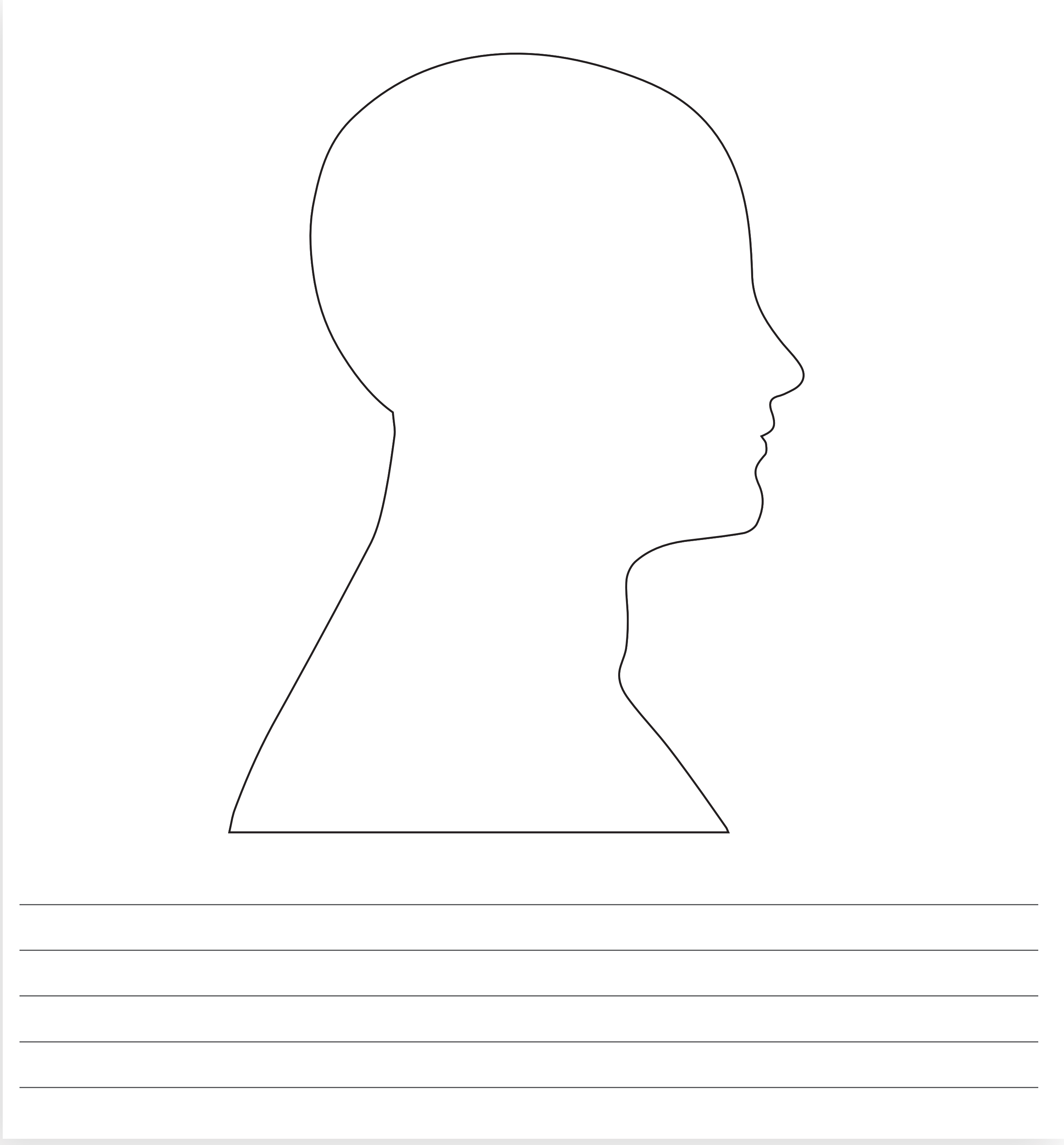
Instead of...	Try Thinking...
I'm not good at this.	I'm not good at this yet, but I'll be much better with practice.
I'm awesome at this.	I'm on the right track.
I give up.	I'll use some of the strategies that we've learned.
This is too hard.	This may take some time and effort.
I can't make this any better.	I can always improve, so I'll keep on trying.
I just can't do math.	I'm going to train my brain in math.
I made a mistake.	Mistakes help me learn better.
She's so smart; I'll never be that smart.	I'm going to figure out how she does it, so I can try it.
Plan A didn't work.	Good thing the alphabet has 25 more letters.
It's good enough.	Is it really my best work?

Template: © Dallas Thompson. Used with permission.

My Brain

Name: ______________________________ **Date:** ______________

Draw a picture of how you envision your brain appearing inside of your head. At the bottom of the page, write down all of the information that you already know about your brain.



Mindset Scenarios

Read each scenario and think about whether it is most connected to growth-mindset or fixed-mindset thinking. Be able to justify your decisions.

James' teacher knows that he likes history, so she asks him to design a project to enter in the district's History Fair. James can't wait to get started because he likes a challenge.	Janelle has always struggled with math. When her teacher starts to introduce a new concept involving geometry, Janelle doesn't listen because she knows that she will never get it. She thinks, *"Why listen, I am no good in math."*
Jose wants to make the basketball team. He has spent 15 hours each week this summer practicing free throws and playing in pick-up games in his neighborhood. When school starts, the coach allows him to try out, and then tells him that he didn't make the team. Jose is very disappointed and tells his family, "I'm no good at basketball. No matter how hard I work, I will never make the team." His father responds, "I was never any good at it either; it must be genetic."	Tyrone likes to write and has just received peer feedback about his latest story from his writing group. They like his story, but are confused about the ending—some things just didn't make sense. Tyrone asks them a few questions to get more information, and then develops a plan to revise his story to make it better.
Jordan plays the saxophone in the school band. He has always liked music and wants to earn first chair. He comes close, but never seems to make it. He knows that he will need to keep practicing and talks to his music teacher for some tips so that he can improve.	Sheena studied hard for her biology exam and was shocked to learn that her grade was much lower than she expected. Her best friend didn't study at all and got an A. Sheena is angry with her teacher and thinks that the teacher doesn't like her.
Ling enjoys her ballet class, but lately, she has been making lots of mistakes. She doesn't like to mess up in front of others and is afraid that they will think she is clumsy. She tells her mom that she wants to quit ballet.	Mrs. Jackson is monitoring her students during silent reading. She sees that Nathan has stopped reading and has his head on his desk. When Mrs. Jackson asks Nathan to sit up and keep reading, he slams his hand on the book and says, "I hate reading. I am too slow and will never be able to read all of this."

Growth Mindset: What Can I Say to Myself?

Name: ______________________________ **Date:** ______________

Instead of...	Try Thinking...
I'm not good at this.	
I'm awesome at this.	
I give up.	
This is too hard.	
I can't make this any better.	
I just can't do math.	
I made a mistake.	
She's so smart; I'll never be that smart.	
Plan A didn't work.	
It's good enough.	

Template: © Dallas Thompson. Used with permission.

Growth Mindset: Frayer Model

Name: ______________________________ **Date:** ______________

Definition:	Visual Representation:
Growth Mindset	
Examples:	Non-examples:

Perspective

For success in school, as well as in life, it is important for students to be able to see things from another person's perspective. Perspective refers to a person's outlook or way of viewing something and evolves from a person's schema—one's background knowledge and experiences. What a person knows impacts how they will act or respond to a circumstance or topic. Understanding perspective requires acknowledging that each person comes with knowledge and experience that may lead to assumptions about others. Assumptions can cause thinking that results in stereotyping. Exposure to different ideas and perspectives, especially those that confirm or challenge students' own perspectives, enables them to shape and refine their perspectives and understand assumptions that may result from them.

Section Outline

- 4.2: Framing Student Perspectives
    - 4.2a: Creating My Frame
- 4.3: Perspective: Musical Instruments
    - 4.3a: Musical Instrument Cards
- 4.4: Recognizing Stereotypes and Bias

4.2 Framing Student Perspectives

Student Objective

Students will use self-reflection to "frame" their perspective and recognize diversity of belief and background.

Overview

This activity provides students with an understanding of how their background knowledge and experiences impact their perspective as they "frame" themselves to include the things that make up who they are—the unique qualities, similarities, and differences they have with other people. Teachers should use the frames created by students as a reference point and reminder of perspective in future lessons.

Materials/Set-Up

- Student Handout
    - 4.2a: Creating My Frame
- Paper
- Scissors

Instructional Steps

- To focus student thinking, have the class participate in a one-minute quickwrite on the following prompt: "What does perspective mean to you?"
- Have students save their quickwrites, as they will return to them at the end of the activity.
- Explain to students that they will be "framing" themselves today by creating a frame, which includes all of the things that make them who they are.
- Guide students in a discussion around the purpose of the frame. Include the following talking points:
    - "Each of us sees the world through a unique lens, which gives us each a unique perspective—how we view the world and other people."
    - "All of the things that make us who we are and impact how we view situations can be referred to as our 'frame,' which is made up of values that we hold, our culture and background, and our life experiences—things that we choose to do, as well as things that we have no choice about or control over."
    - "Individual experiences cause each person to view the world in a different light—we don't always see things the same way. Most human conflict comes from a failure to understand the perspective of those with whom we interact. We interpret their actions through the lens of our own perspective (i.e., frame), not theirs. As a result, we may misunderstand their intentions, conclude that they are being unreasonable, and enter into conflict with them."
    - "The solution to this sort of conflict is to first take the time to understand and respect the other person's frame—learn to recognize and appreciate what they consider to be important. This doesn't mean that we have to agree with their perspective, just that we understand where they are coming from and what they value."
    - "We also must understand that, sometimes, our perspectives (i.e., frames) can cause us to make assumptions that lead us to make judgments or have feelings of uneasiness and mistrust toward others."
    - "Today, we will examine your frame, so we can talk about assumptions, fears, and biases that can come from our experiences."

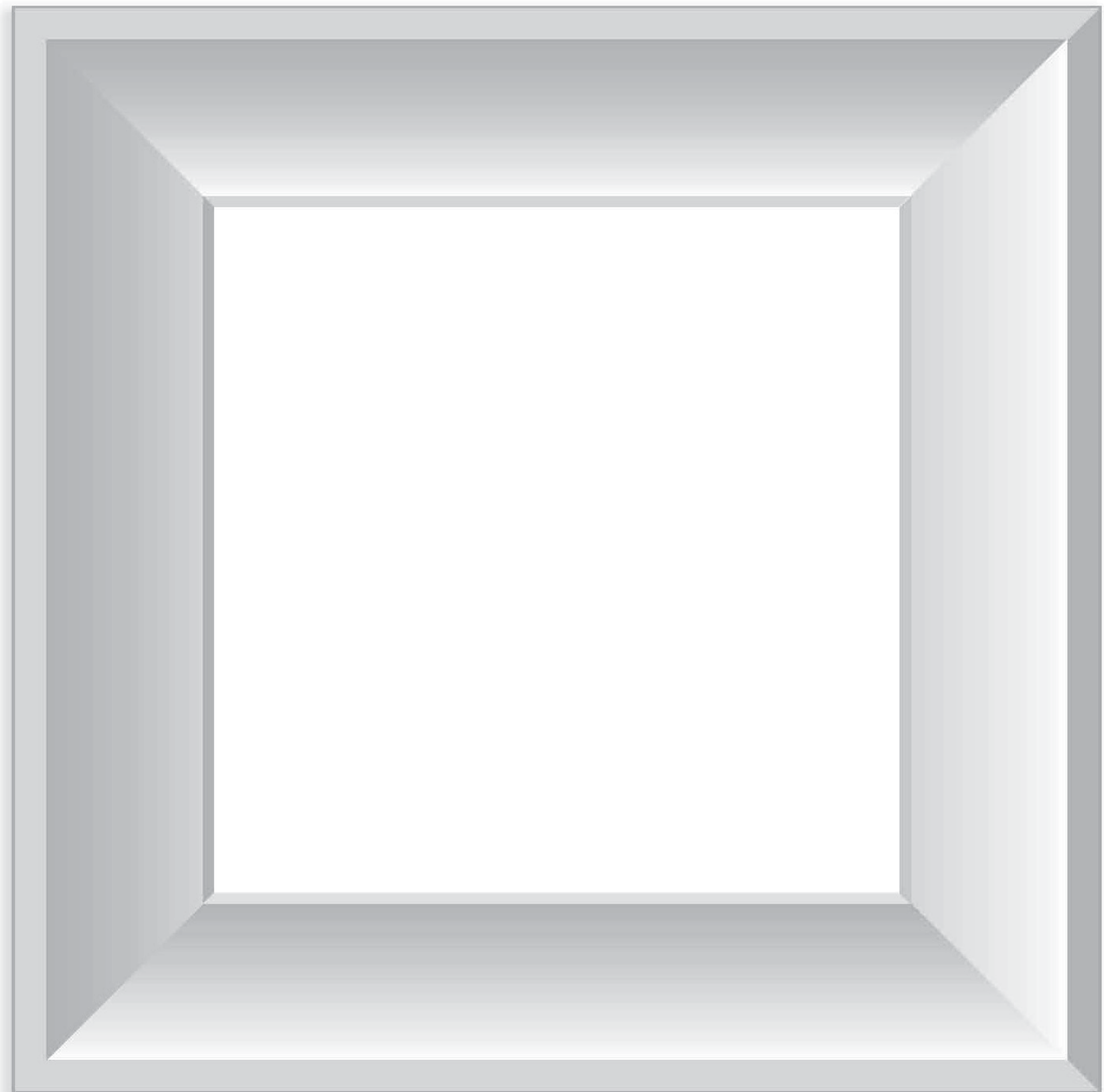
- Distribute the Creating My Frame handout.
- Tell students that they will use the four sides of the frame graphic to create their frame—the things that make up who they are, the unique qualities, values, and experiences that influence the way that they see the world. Students should list one thing on each side of the frame.
- Brainstorm with students possible things that could be a part of their frame, such as the following:
    - History/ancestral heritage
    - Family
    - Neighborhood in which they grew up
    - Neighborhood in which they currently live
    - Religion
    - Physical abilities
    - Education
    - Sexual orientation
    - Ethnic/cultural traditions
    - Economic class
    - Nation/region
    - Language
- Assemble students into small groups and have them share their frames.
- Ask for volunteers to share their frame with the larger group.
- Direct students back to their original quickwrite and have them add to it with responses to the following reflections:
    - Read what you wrote on your quickwrite about perspective. How has your understanding of perspective changed as a result of this activity?
    - How can you use what you know about your personal perspective to help you keep an open mind when learning about or meeting people from different cultures?
- Ask students to keep their frame handy as a reminder about perspective and keeping an open mind.

Extension

- To increase scaffolding, record words from the brainstorming session to create a word bank that can be used as students create their frames.

Creating My Frame

Name: ______________________________ Date: ______________



4.3 Perspective: Musical Instruments

Student Objective

Students will complete an activity that highlights what it feels like to be excluded, engage in a discussion about how stereotyping can lead to exclusion and cause emotional pain, and learn to identify commonalities in instances where they may not have initially perceived them.

Overview

Participation in this activity empowers students to become culturally conscious and view situations from multiple perspectives while thinking critically about the causes and effects involving themselves and those around them. Please note that this activity should only be done once relationships between students, and with the teacher, have been established, and students feel that they are in a safe, non-threatening environment.

Materials/Set-Up

- Educator Resource:
    - 4.3a: Musical Instrument Cards (one for display and one copied and cut so that there are ten guitars, eight flutes, six trombones, four trumpets, two drums, and one harp, for a total of 31 cards)

Instructional Steps

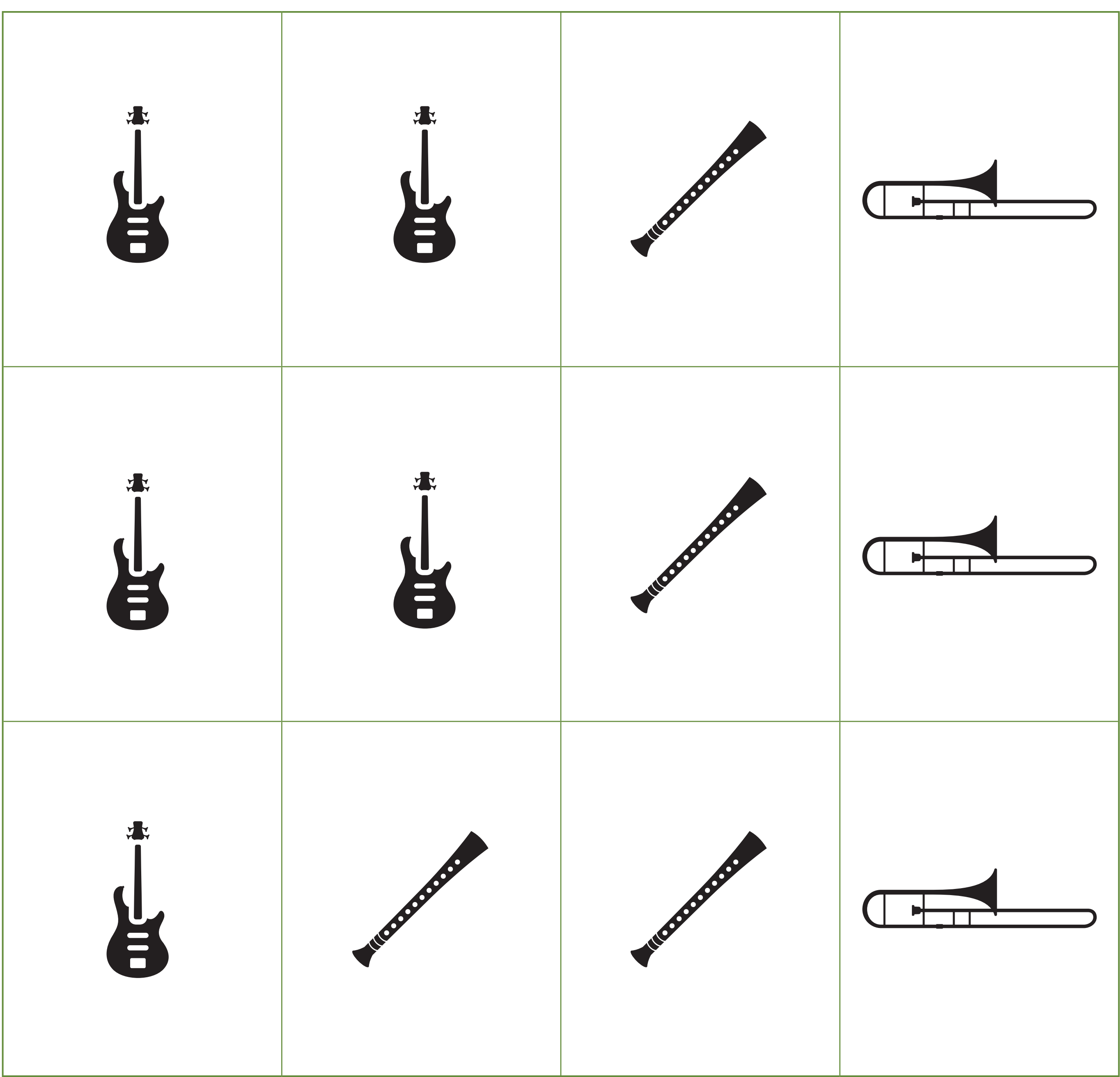
- Direct students to stand in a circle.
- Tell them that today, they will be participating in an activity that will use some musical instruments. Display a picture of each instrument and ask students if they know what each instrument is called. Model the playing of each instrument and the sound that might be heard when the instrument is played, or alternatively, ask student volunteers to model for the rest of the class.
- Explain that you are going to hand each of them a card with a musical instrument on it. Ask them to keep their card hidden—no one should know what instrument they received.
- Pass out 10 guitars, eight flutes, six trombones, four trumpets, two drums, and one harp, for a total of 31 cards. If you have more or less students, adjust the numbers of guitar, flute, trombone, or trumpet cards, but never pass out more than one harp card and two drum cards.
    - Be sure to hand out the one harp to a student who you are confident will feel comfortable being singled out for the activity.
- Ask the students to pretend that they are playing the instrument and to make the sound of their instrument. They should then walk around, continue representing their instrument, find students who are playing like instruments, and link arms.

- When all of the students are grouped with their like instruments, ask them to discuss their experience being that particular instrument. Start with the largest group.
    - What was it like when you found out that there were a lot of guitars?
    - What was it like when you found out that there were a lot of trombones?
    - How did you feel when you found your first flute?
    - How did you feel when you found your first trumpet?
    - How did you feel when you found your first drum?
    - What was it like when you realized that there was only one harp? How did it make you feel?
- Consider connecting their experience with the activities of students during lunch: Are certain groups larger? Are students left out? Can something be done to ensure that everyone is included?
- Thank students for sharing their experiences. Talk about the pain of being left out, excluded, or hurt by other people's stereotypes, mistrust, or unfounded beliefs. Ask students what they might do when they see that another student is being excluded.
- Have students return to their seats and reflect on the activity using the DLIQ process:
    - What was something that I **D**id?
    - What was something that I **L**earned?
    - What was something that I found **I**nteresting?
    - What is a **Q**uestion that I have?
- Be sure to address questions that students ask through this reflection process.

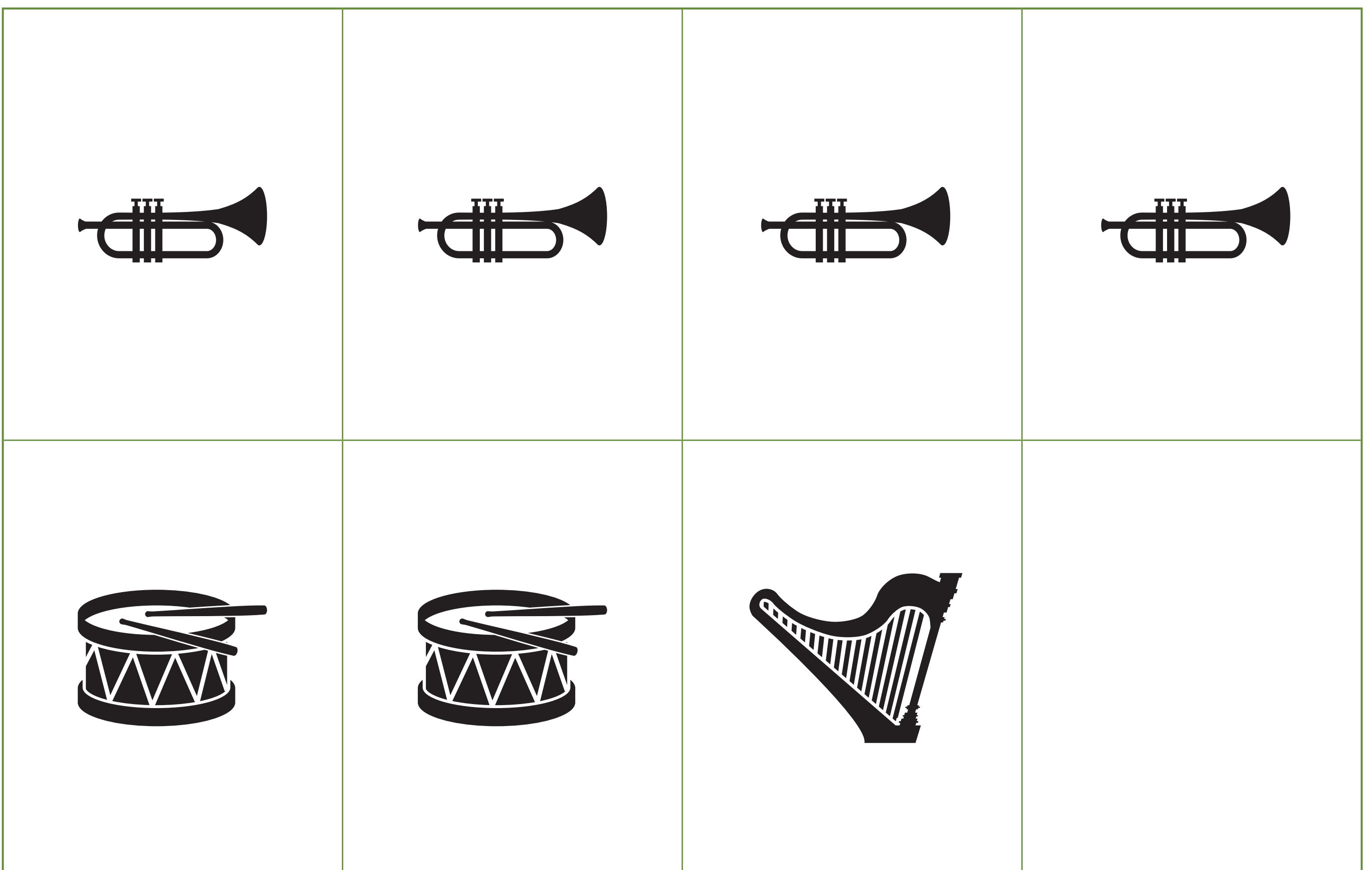
Extension

- To increase scaffolding, add words to the pictures of the musical instruments to increase understanding of the vocabulary.

Musical Instrument Cards



Musical Instrument Cards



4.4 Recognizing Stereotypes and Bias

Student Objective

Students will work collaboratively to identify stereotypes placed upon different groups of people and discuss how they affect the relationships that we have with others.

Overview

Many stereotypes and sources of conflict are based on subtle biases and misinformation. It is by confronting these biases directly that the justifications for prejudicial opinions and actions are undermined. Learning what people believe about persons of other races and ethnic groups—stereotyping—and being prepared to correct these misconceptions is the responsibility of anyone who seeks to work to improve relations. This activity will use the culture of school groups and examine how those groups are represented in society.

Materials/Set-Up

- Review of classroom norms
- Chart Paper
- Dry erase markers
- Search for various images of “cliques” that are dominant in your community and can be displayed

Instructional Steps

- Review classroom norms and advise students that they are about to engage in an activity that will discuss stereotyping. The goal of this activity is to break down stereotypes and assumptions, not to speak of a particular person.
- Display a few general images portraying various “cliques” known in the school site or surrounding community, and have students take a few minutes to write a “story” about each image.
- Post seven pieces of chart paper around the room. Have the class come up with seven “cliques” of people at your school.
- Label each paper with one of the cliques. Then, divide the class into seven groups of three to five students.
- Give each group two minutes at each poster to write down what they would say—or have heard others say—about that group.
- Once all groups have visited each poster, have groups choose a spokesperson. The spokesperson will read the name of the clique and the things that were said. With each clique, ask the class for opinions on whether the perception of that clique is positive or negative.
- After each poster has been discussed, ask the students to move to the poster that they most identify with.
- Give the students two minutes to discuss the things written on their poster. Once the time is up, allow those students to cross out three of the items and replace them with a word that they feel more accurately describes the group.

- Have students return to their seats and point out that many noted items would likely not have been written if the writers were asked to express the points openly to the class.
- Begin a discussion about the power of stereotypes.
- Have students discuss responses to the following questions among their groups:
    - How did you feel when you originally read what was written about your group?
    - What attributes were added by students who identify the groups, and how do they differ from the stereotypes?
    - How is the reality of the group different than its perception?
- As closure to the discussion, ask the whole group to consider the following questions:
    - What do you think are the best ways for students to overcome stereotypes and prejudices?
    - Is someone less human than you because they dress differently or their skin is a different color?
    - Do they deserve to be treated as less human than you?
    - How do stereotypes impact your views on society and other people?
- End the activity by asking volunteers to share their "stories" about the images that were posted at the beginning of the activity. Discuss with the whole group: "How are they similar? How are they different? Why did you think this?"
- Ask them to complete a DLIQ learning log:
    - What was something that I **D**id?
    - What was something that I **L**earned?
    - What was something that I found **I**nteresting?
    - What is a **Q**uestion that I have?

Extension

- To increase rigor, have students research other images that might create stereotypes and write about their "story." Students can trade their images and stories with a partner to see if they see a story that is different or the same and write about it. Partners can analyze their findings and share with the whole group.
- To increase scaffolding, research children's literature that depicts themes of stereotyping to read with elementary students. For secondary and higher education, have students read novels or articles that reiterate the effects of stereotyping and prejudice and how it connects to the activity.

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Language Registers and Academic Language

Many students' background experiences include limited or no exposure to situations and contexts that are more formal, so students may be unaccustomed to certain knowledge and behaviors required by these situations. For many students, using academic English seems to negate not only their own language, but their culture, as well. Some students may think that they are being untrue to who they are—not being genuine—if they speak academic or formal English, but in reality, this is the language style that is used by the business and education worlds. Typically, the use of formal and consultative language is a necessity for success in careers. Knowledge of language registers helps students view language as something that can and should be adapted to be situation- and audience-appropriate. Educators need to send the message that all language is correct, but each has an appropriate place depending on the situation and/or audience being addressed.

Section Outline

- 4.5: Language Registers: Formal and Informal
    - 4.5a: Language Registers Skits
    - 4.5b: "If You Ask Me: Ain't Misbehavin'"
    - 4.5c: "If You Ask Me: Ain't Misbehavin'" Quickwrite
    - 4.5d: Language Registers Pyramid
- 4.6: Ready to Respond
    - 4.6a: Ready to Respond Activity

4.5 Language Registers: Formal and Informal

Student Objective

Students will have a clear understanding of *registers,* or styles, of language, distinguish between different registers, and utilize these registers for more effective communication that is situation- and audience-appropriate.

Overview

Students from diverse populations bring different experiences with language registers to the classroom. Through this activity, educators can work with students to develop an understanding of the different language registers and the importance of utilizing the appropriate register depending on the audience and situation. Opportunities for students to practice and observe the use of the different registers provide valuable application within real-world contexts. Educators should keep in mind that content instruction is usually provided in the formal register, but explanations and applications in the casual register provide scaffolding that is helpful to students as they develop more proficiency with other registers.

Materials/Set-Up

- Educator Resource:
    - 4.5a: Language Registers Skits
- Student Handouts:
    - 4.5b: "If You Ask Me: Ain't Misbehavin'"
    - 4.5c: "If You Ask Me: Ain't Misbehavin'" Quickwrite
    - 4.5d: Language Registers Pyramid

Instructional Steps

- Begin by discussing the Language Registers Pyramid and providing students with examples of each register. There are five language registers:
    - Frozen: static, rituals, ceremonial
    - Formal: business, education, laws, contracts
    - Consultative: semi-formal, mix of formal and casual register
    - Casual: informal, conversational
    - Intimate: private language between individuals
- Discuss with students that in general, situations require language registers that are closely related to each other (i.e., not skipping levels in conversation). For example, if a person is speaking in a formal register, but begins to substitute words from the casual or intimate registers, it becomes inappropriate for the audience.

- As students write and speak, they should consider the following:
    - What is the situation?
    - Who is the audience?
    - Where is the location?
    - What is the purpose, and what are you doing?
- Ask volunteers to provide examples using personally relevant events, the type of clothes worn, and to which register it would best match.
- Have students popcorn read the article by Bebe Moore Campbell, "If You Ask Me: Ain't Misbehavin'," as a class.
    - As students are reading, encourage them to express their words in the Southern dialect from the story.
- Have students independently respond to the Essential Question on the "If You Ask Me: Ain't Misbehavin'" Quickwrite handout.
- Conduct a classroom discussion over their responses.
- Ask students to form groups of two and role-play skit scenarios, as assigned, from the Language Registers Skits resource.

Extension

- To increase rigor:
    - Have secondary students compare and contrast the language of characters in novels [e.g., Mr. Finch and Mr. Ewell in To Kill a Mockingbird, Beneatha and Ruth in A Raisin in the Sun (secondary school only), other appropriate novels and/or expository texts.] Students can also review the language of speeches and other formal texts.
    - Have students experiment with language by writing poetry or music lyrics in casual and formal registers. Students should also be given the opportunity to translate poetry and music from casual registers to other registers and note what is "appropriate" for the given topic and what might not be as useful. Take time for students to elaborate and explain why the situation and audience can have an effect on the type of registers used.
- To integrate technology, have students look up the lyrics for their favorite song—specifying that clean and appropriate lyrical versions must be used—to work with the casual language of current music. Once they have chosen their song, they must reinterpret the lyrics in "academic language," while sharing with classmates how the words carry different meanings, tones, etc.

Language Registers Skits

What: Job interview
Who: Employer and applicant
Where: Fast food restaurant

What: Announcement over school P.A. system: Homecoming game and dance
Who: ASB president and vice president
Where: School

What: School awards assembly/attendance awards
Who: School principal to assembly of students
Where: School

What: Discussion about both the merits and negative aspects of school
Who: Two friends
Where: School, during lunch

What: Phone conversation to acquire four airline tickets to Los Angeles, California
Who: Travel agent and client
Where: Travel agency and home

What: Sportscasters announcing a game between two opposing teams
Who: Two sportscasters
Where: [Any sport you select and any sports channel]

“If You Ask Me: Ain’t Misbehavin’”

Bebe Moore Campbell, excerpted from p. B5 of the July 16, 1980, issue of the San Diego Union–Tribune

I likes to slip out of the standard English like I slips out of stiff, starchy business suits, crisp with ambition and high-colored superiority. Likes to kick off proper sounding enunciation like I kicks off corn creating, socially acceptable high heel shoes, that be rubbing my 6 ½ B’s every which away.

Likes to get rid of grammatical rules and regulations like I takes off a one piece lycra prison that be conforming my body to presentable, unshakable proportions, while squeezing me to death, robbing me of all my hip expressions. When I slips into something comfortable, I ease myself into loose fittin’ language, words that let me move around a little.

In my house the crispness leaves my voice, one word slurs lovingly into the next. I put a hand on my hip to improve my accent and my vocal rhythms match tunes played on black radio stations. Come relaxing time, I believes in double emphasis, a helping to be push a verb along, cuss words that don’t need to be said but once, cause they done been said right, idioms that request casual pronunciation. It ain’t that I don’t know better. I done made a conscious choice.

I learned to choose my words to fit the occasion, way back, when I was coming up. My mother, God bless her upwardly mobile soul, believed that speaking “incorrect English” would land a colored girl right on her ashy knees, scrub brush and bucket in hand, “Yes Ma’am” coming out her mouth double time. The nonstandard speech that floated round my black neighborhood never got through my front door.

“Never say, ‘I ain’t hardly got none,’” my mother would warn. And I’d parrot, “I hardly have any” for as long as that heavy handed mama stood there.

“Do you want to live in this neighborhood forever? Don’t you want to get anywhere in life? You must learn to speak so that everyone will understand you.”

I acquiesced to my mother’s redundant corrections and began speaking her brand of English. From my pre-adolescent perspective, seemed like Dr. Bernstein, the pharmacist, got my prescription faster when I said, “How are you today?” Instead of “How you doin’?”

When I answered the butcher’s perfunctory question about my mother’s health with “She’s fine. How are you?” instead of “She fine. How you?” he wanted to start a conversation about what I was doing in school.

“She’s a smart girl,” the sales lady would comment to my mother, after I’d made my grammatically correct request. My black and white teachers called on me as soon as I raised my hand. Mommy and her friends beamed whenever I opened my mouth. The A’s I earned in school led to presents, trips to the movies, compliments from grown-ups. Didn’t take me long to figure out that in some situations, it was to my benefit to speak properly.

During school hours, in front of Mom and her upward-bound friends, anytime I wore patent leather shoes, I'd follow the rules of English grammar to a tee. I didn't know if I was getting anywhere in life, but I was getting over.

Proper English met my outside world needs, but a few "Whatcha talkin' bouts" from my neighborhood buddies let me know that kind of language wasn't all that socially acceptable, far as they was concerned. Wasn't that they didn't understand my good grammar; they just didn't want to hear it. Found out right quick that never speaking anything but good English could get a chile misunderstood.

After I came from school or the store, after I changed from patent leather to canvas, all them good grammar words didn't do nothing but handicap my expression. Couldn't cap on nobody with them proper words and sentences. Cussing didn't sound right. Couldn't tell no good stories, or even describe anybody. My friends could understand me if I told them a boy was wild and crazy, but it wasn't until I added, "Fool ain't never had no sense" that they truly felt what I meant.

I didn't feel like speaking proper all the time. Wasn't trying to get no good grades for fast service from my friends. With them I wanted to follow the rules of jacks and giant steps, not no rules of grammar.

I double-talked my way through childhood. Things haven't changed a bit since I've grown up. The world is still going around the same way and there are plenty of people who roll their eyes heavenward when they come across language that doesn't sound educated enough for them. I don't have time to hold a demonstration from double negatives. It's easier to put on patent leather shoes when I go out.

Away from home, I speak with perfect pronunciation, precise enunciation, enough good grammar to fill an English manual. My tone is as crisp as a New England winter wind, my words stand at attention, my hands rest serenely next to me and I exchange FM rhythms for dentist waiting-room music.

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"If You Ask Me: Ain't Misbehavin'" Quickwrite

Name: ______________________________ **Date:** ______________

CORNELL NOTES AVID® Proven Achievement. Lifelong Advantage.	**Topic/Objective:** *After reading the story and the Essential Question, jot down whatever comes to your mind.*	**Name:** **Class/Period** **Date:**
Essential Question: To what extent are language and culture incorporated into school programming and significantly related to students' academic success?		
1. To what degree do you "code switch"?		
2. What does it look like?		
3. What does it sound like?		
4. Why do you think this is popular among students?		

Language Registers Pyramid

Frozen
Ceremony, ritual, never changes

Formal
Law, contracts, politics, business

Consultative
Daily, education, semi-formal situations

Casual
Conversation, informal situations

Intimate
Close friends, significant other, inside jokes

4.6 Ready to Respond

Student Objective

Students will become aware of situation- and audience-appropriate responses.

Overview

Many students are limited in their exposure to situations that are more formal than their background experiences and may require knowledge and behavior to which they are unaccustomed. Students recognize those cultural differences that are obvious, such as foods, heroes, holidays, arts, and clothing—differences that, much like the tip of an iceberg, are clearly visible above the surface. Less visible are the different ways in which cultures influence our understanding of the world and how we interact with others. The activities in this lesson can be used to create awareness of situationally appropriate clothing and etiquette. Throughout the activities, students should be reassured that their current physical circumstances of life are not being depreciated or devalued.

Materials/Set-Up

- Student Handout:
    - 4.6a: Ready to Respond Activity
- Enough space to create a comfortable environment for collaborative grouping and role-play

Instructional Steps

- Have students form groups of three or four.
- Distribute the Ready to Respond Activity handout.

Activity 1:

- Have students briefly discuss the types of clothing apparel listed on the handout, looking for which situations would be appropriate for each type of apparel.
- Ask students to choose the item(s) from the Situations Word List that would be most appropriate for the apparel listed, and then write the situation names in the right-hand column, adjacent to the corresponding apparel. The items may be used more than once.
- Have student groups discuss the following question and report out to the whole group as instructed: “What conclusions can you make from matching situations and apparel?”

Activity 2:

- Instruct groups to research rules of etiquette and present this information to the class using the correct language registers. This activity may need to stretch over several days to allow students an appropriate amount of time to conduct their research. When initially assigning the activity, designate each group a number, from 1 to 3, with the following instructions:
    - **1's:** Using the Internet, students research etiquette (e.g., table manners, table settings) and report out on what they discover.
    - **2's:** Using the Internet, students research introductions of individuals to each other (e.g., formal introductions with proper titles, handshake, eye contact) and prepare to demonstrate to the class during a subsequent class period.
    - **3's:** Using the Internet, students read appropriate etiquette columnists (e.g., Miss Manners), as well as relevant newspaper articles, and report on situations mentioned for appropriate behaviors.
- As a summation activity, ask students to establish "accountability partners" to monitor each other's progress on a periodic basis in using academic language and appropriate dress at school and during school events. Remind them that this can be viewed as preparation for college and their career.

Extension

- To increase rigor, have students browse through family, sports, and teen magazines to cut out clothing worn by models and paste to file folders or poster boards, indicating what might be the appropriate place or situation to wear each item. These can be exhibited throughout the room, and students can present their work to their group and/or class. Some students may want to draw the apparel to match the situation.
- To increase scaffolding, students can work with situations from the Language Registers Skits handout. Students may play-act the situations: job interviews, conversations with parents, teachers, employers, etc. For secondary and higher education, have students create their own skits for each register.

Ready to Respond Activity

Name: ______________________________ **Date:** ______________

Activity 1:

Choose the item(s) from the Situations Word List that would be most appropriate for the apparel listed. Write the situation names in the right-hand column, adjacent to the corresponding apparel. The items may be used more than once.

Apparel	Situations
Formal attire: tuxedo, formal dress, military dress apparel	
Swimwear	
Casual shirt or sweater, slacks or skirt	
Business suit	
Jeans and untucked T-shirt	
Jogging suit or other sportswear	
Semi-formal: button-up shirt, tie, and jacket or dress/skirt and top or sweater	
Tennis shoes with slacks or jeans and sweater	
Sagging jeans or shorts with t-shirt	
Khaki pants with dress shirt and tie, leather dress shoes	

Situations Word List		
Beach Party	Prom	Job Interview
Movies	Theater/Opera	Football Game
Funeral	School Assembly	Religious Service

Culture and Community

Students recognize the obvious cultural differences that can be seen by the human eye (i.e., surface culture), but seldom understand or learn about the culture within (i.e., deep culture). Many students are unable to accurately define culture and community, and little conversation is raised in a structured environment where students can learn this without bias. In order for educators to be culturally relevant, they must help their students develop an understanding of what culture is, so those same students may begin to share theirs with others. Students need to also develop an understanding of the communities to which they belong and the importance of participating in, as well as giving back to, their communities.

Section Outline

- 4.7: Where I'm From
    - 4.7a: "Where I'm From" Poem Examples
- 4.8: Creating Superhero Students
    - 4.8a: Super Student
- 4.9: Songs for Empowerment
    - 4.9a: Song Analysis
- 4.10: Culture and Community: Cloze Notes
    - 4.10a: Culture and Community Script
    - 4.10b: What Is Culture?
    - 4.10c: What Is Community?
- 4.11: Creating a Blueprint for Service Learning
    - 4.11a: Service Learning Rubric

4.7 Where I'm From

Student Objective

Students will reflect, draw on their own past experiences, and have those experiences take shape in the form of a creative writing piece and community quilt.

Overview

"Who am I?" is a question on the mind of many students. "Where I'm From" poems get beyond aspects of identity that are often more obvious and familiar (e.g., ethnicity, gender, age), by focusing on other unique factors that shape our identities, such as experiences, relationships, hopes, and interests. Writing "Where I'm From" poems helps students clarify important elements of their identity. When these poems are shared, they can help build peer relationships and foster a cohesive classroom community. These poems can also provide a creative way for students to demonstrate what they know about historical or literary figures. The quilt squares can guide the teacher toward finding curriculum topics that would interest their students, thereby making the lessons more culturally relevant.

For this activity, take great care in ensuring that a classroom environment where students feel safe to share and contribute has been previously built. Additionally, provide students with the ability to opt out of the activity due to the activity's personal nature.

Materials/Set-Up

- Student Handout:
    - 4.7a: "Where I'm From" Poem Examples
- Tape or string

Instructional Steps

- As students enter, have the following prompting cues for "Where I'm From" poems posted on chart paper for them to view:
    - Items found around your home
    - Items found outside or in your yard
    - Items from your neighborhood
    - Names of your friends and family
    - Sayings that you've been told (e.g., "If I told you once…")
    - Food that you grew up with
    - Specific names of places important to you
    - Languages spoken

- Discuss the meaning of identity with students. Remind them that even people who share an ethnic identity can be of different nationalities. Turkish citizens of Turkey and Turkish citizens in Germany share an ethnic identity, but are of different nationalities.
- The goal for this activity is for them to write about the important aspects of their personal identity.
- Refer to the "Where I'm From" Poem Examples. Read them aloud to the class, or share your own example to further build trust.
- Using a piece of Cornell notepaper, have each student generate a list of significant images and metaphors that reflect their homes and families. Students can include items found in their home, other sensory images, family sayings or phrases, the tastes and smells of important foods, names of relatives, etc.
- Students then create images from that list and convey them on a piece of blank white paper. In the center, it should read: "[Student's first name] is from…." This piece of paper will ultimately serve as one square comprising the larger class "quilt."
- After students have completed this, have them share their quilt squares at their tables.
- Finally, link the quilt squares together, with either tape or string, identifying commonalities when possible. The end result will be a group quilt, and tape can be used to secure the grid onto the wall.

Extension

- To increase rigor, assign students historical figures or characters from a book and task them with creating a "Where I'm From" poem for that individual based off of what they have learned in class and research that they can find.
- To increase scaffolding, provide students with sentence frames for each line or allow them to work on the activity at home with family.
- To integrate technology, have students post their "Where I'm From" poems on a class blog or website.

"Where I'm From" Poem Examples

Where I'm From

By Heather Ahrenkiel

I am from sand and sea...that place where water meets land-where dreams are dreamed and hopes are dashed.

I am from buttery grits and Chesapeake blue crabs— A Yankee's favorite foods from my mother's southern side.

I am from horses, dogs and deer-a backyard of nature's wonders where one can just be-just be with God and His creation...to dream good dreams and pray not all hope will be dashed.

I am from faith, forgiveness and freedom.

My life is who I am-where I've been, where I am and where I will be.

I am content and grateful.

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Where I'm From

By Michael Giles

I'm from Roy T and Gertrude, Sunny Boy and Mame Kate!

I'm from waking up to fish and grits, sausage and eggs each morning.

In the evening, chicken, greens, smothered pork chops, butter beans and rice put us to bed.

Born in the city that never sleeps,

Where the music reflects the mood.

A sense of PRIDE in our stride the walk the talk,

The Big Apple, "We Love New York!"

I'm from hard work, no handouts and no shorts,

Real life lessons on life are taught on asphalt courts.

I'm from Ajax and bleach, tight creases and no wrinkles,

You could bounce a quarter off my bed!

I'm from "Get that piece of paper and don't ever look back."

And don't you ever let anyone ever tell you what you can't do!

I'm from home for the summer, out all night 'til the crack of dawn,

To I don't care what you did last night, your butt is going to church in the morn…

I'm from the Great Migration and 20 years of service!

I'm the product of sacrifice and determination…….a better way of life!

And I'm thankful!

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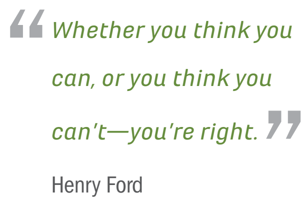
4.8 Creating Superhero Students

Student Objective

Students will recognize the power that they each possess, similar to superheroes.

Overview



“Whether you think you can, or you think you can’t—you’re right.”

Henry Ford

When we think of superheroes, what often comes to mind are fictional characters with capes, who, under the cover of night, find ways to save the world. As we know, this is not reality. Real superheroes are ordinary people, who move through society often unnoticed. They do not wear a costume, but instead, they quietly act on the behalf of others—oftentimes, without receiving a simple, “Thank you.” Real superheroes serve in various everyday roles. This activity is designed to empower students, with a focus on cultural relevance.

Materials/Set-Up

- Student Handout:
    - 4.8a: Super Student
- Chart paper
- Markers

Instructional Steps

- Ask students to individually identify five famous people from several of the following categories or other appropriate categories:
    - Five superheroes
    - Five individuals from each of one or two races (e.g., Hispanic and Latino, Asian American and Asian, African American and African, Caucasian)
    - Five individuals from each of one or two cultural groups (e.g., Native Hawaiian and Pacific Islander, American Indian and Alaska Native)
    - Five individuals who have a disability
    - Five individuals who identify as LGBTQ
- Have students discuss, as a class, if they were able to name five people in each category and why it was difficult to identify individuals for some of the categories.
- Continue the class discussion using the following prompts.
    - Identify the professions of the people that you named and compare the professions across the groups.
    - Why did you list the people that were identified in the categories? *(Listen for certain characteristics, such as leadership, accomplishment, and impact on society.)*

- Guide the discussion to an awareness that these "superheroes" were ordinary people who made a difference in the world. Continue the discussion to focus on the students themselves: their personal empowerment to impact their own lives, as well as that of their families, communities, and beyond.
- Provide the class with a dictionary definition of *empower,* such as the following:
  "To give authority or power to do something; to enable."
- Ask the class, "What does empowerment look like? Sound like? Feel like? What impact does empowerment have on the individual? People around them? Society?" Allow time for students to discuss with their table or shoulder partners.
- Solicit a few volunteers to share their responses with the larger group.
- Prompt students with the following: "Think about yourself through the eyes of others. How are you a superhero? What are you empowered with daily? What are your superpowers? How can you be a hero for others?"
- Have students create a visual representation of an empowered Super Student. Give students the superhero graphic outline on the Super Student handout to use as a model.
- Students then label their hero outline with five skills/tools that they possess which empower them. Encourage students to color and decorate their hero in any way that they choose. Their hero should be an expression of who they are on the inside, not just on the outside. Remind them that superpowers are often invisible from the outside.
- Have students share their Super Student outlines with the class. Display all of the completed graphic outlines in the classroom.
- Celebrate with an **AVID clap**!

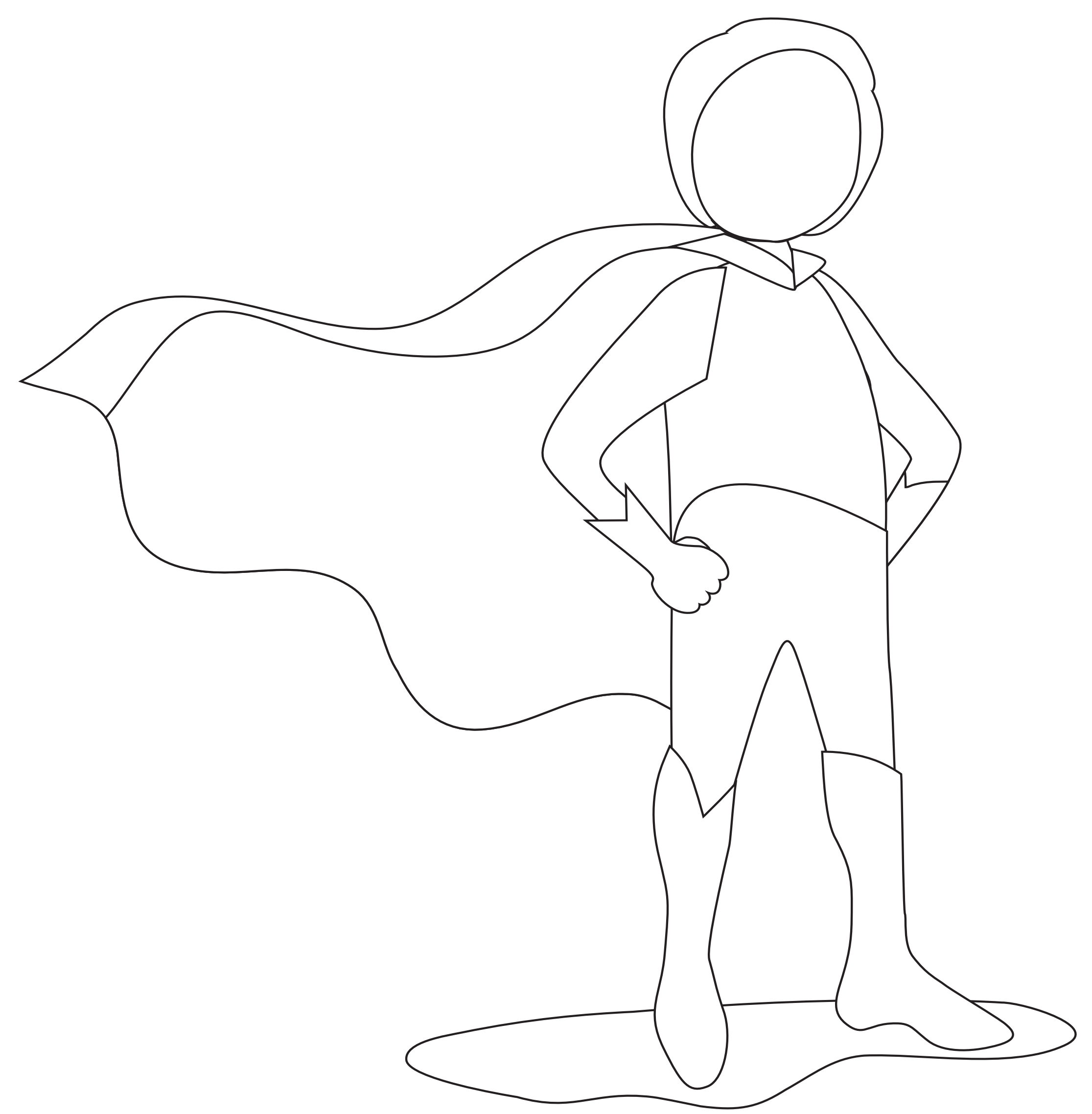
An **AVID clap** is a fun, engaging recognition tool to acknowledge a task well done.

Extension

- To increase rigor, have students create a comic strip, children's book, or written essay about how their empowered Super Student is a "hero" for equal rights and other important issues in their school, community, or global society.
- To increase scaffolding, create a word bank of characteristics that describe the list of famous people who they originally listed. Students can then use this word bank to help create their own hero. For elementary students, consider picture books of superheroes or make relevant connections to cartoons or popular characters relevant to their age group.
- To integrate technology, consider using other videos of heroes within the community who have made a difference, or alternatively, search YouTube for videos focused on self-empowerment, leadership, or gender empowerment. Be sure to preview the videos for appropriate content before showing them to students.

Super Student

Name: ______________________________ **Date:** ______________



4.9 Songs for Empowerment

Student Objective

Students will identify issues that are important to them, choose a song, and then rewrite the words to fit the music's rhythm.

Overview

Using music and song in the classroom is affective, cognitive, social, cultural, linguistic, and pedagogic. Music is an input, like stories and pictures, which helps students learn by appealing to their emotions and social experiences. Songs and music are a versatile material that can bring students together and create a strong classroom learning community. Songs have been described colloquially as a "repository of culture"—the place where the spirit of people is described, preserved, and shared. Think of national anthems, folksongs, and nursery rhymes; they all contain the core of a culture. Songs are a way to enter into the culture of a community and experience the values, ideals, history and nature of the culture. The purpose of this activity is to empower students through the use of music and historical references. Please note that this activity involves two class periods.

Materials/Set-Up

- Student Handout:
    - 4.9a: Song Analysis

Instructional Steps

Day 1:

- Ask students to share out their thoughts on the following questions:
    - What is music?
    - Is music meant purely for our enjoyment?
    - What messages can music communicate?
    - Are some lyrics meant to protest wrongdoing?
    - What are the various genres of music?
    - What emotions do various songs elicit?
- Introduce the lesson to students by sharing that songs and their lyrics offer an excellent example of how humans use language to tell about their lived experiences and share their thoughts and feelings about the world. Music is cultural. Songs of protest can serve as a tool to empower students of diverse backgrounds.
- Ask students to make a prediction of what the song, "Waiting on the World to Change" by John Mayer, is about, based on the title.
- Have a few students share their predictions out loud with the class.
- Provide the following instructions to students to complete as homework:
    - "Carefully listen to all of the lyrics of the song, 'Waiting on the World to Change,' as we'll be discussing it in greater detail tomorrow."

    - “Additionally, select one of the following songs, carefully listen to it, and come prepared to discuss the content tomorrow:
        - ‘We Shall Overcome’ by Joan Baez
        - ‘The Times They Are a Changin’ by Bob Dylan
        - ‘The Rising’ by Bruce Springsteen
        - ‘Where Is the Love?’ by the Black Eyed Peas
        - ‘What’s Going On?’ by Marvin Gaye
        - ‘Imagine’ by John Lennon”
    - At your discretion, feel free to pick different, appropriate songs that will resonate with your students (see the note at the end of Day 2’s Instructional Steps).

Day 2:

- Place students into small groups based upon which song lyrics they chose to review in greater detail.
- First, have them discuss the following questions about “Waiting on the World to Change.”
    - What do you think that the message of the song is?
    - Some people think that Mayer is saying that it’s okay to wait in taking action, while others think that he is trying to incite his generation to act. Which statement do you agree with, and why?
    - In what way(s) does he express hope for the future?
    - If you could change one thing about the world, what would it be and why?
- After concluding the discussion, switch students’ focus to the songs that they selected from the previous day. Allow students to quietly listen to their songs on any available technology that they have in the classroom, as their group discusses the message and intent of the song and completes the Song Analysis handout.
- Each small group will then share out the message and intent of their song with the larger group.
- Lead a whole-class discussion on the similarities and differences between the songs. Pose the following question: “What conclusions can be made about the power of music in creating change or teaching society about important issues?”
- Now, returning to their small groups, have students brainstorm a list of current events or issues that they would like to protest, support, teach about, or address. Each group will ultimately decide on one topic for presentation. Using the melody of a children’s song (or a personally created melody), student groups will write a stanza or entire song about the topic that they have chosen. Their song should include a message or specific viewpoint that inspires others to act, change, or learn.

- Show an example/model for students:

  Row, row, row your boat, gently down the stream.
  Merrily, merrily, merrily, merrily, life is but a dream.
  Take, take, take the trash out to the curb.
  Recycle, recycle, recycle, recycle, in your neighborhood.
- Allow students time to choose a melody and write their lyrics. Encourage everyone to have a copy of the lyrics and practice the song a few times before presenting to the class.
- Students perform their song for the class. Challenge the audience to identify the song's message, viewpoint, and intent after each group's presentation.
- Celebrate with an AVID clap.

Note: *Experiencing music in the classroom is important, but it is even more important that students connect to a song. Students are more likely to participate in class if they can relate to the subject matter. For an educator, this may mean working with contemporary music or illuminating the circumstances in which an old song was originally sung.*

Extension

- To increase rigor, research songs that were written during periods of unrest in American history, such as the Civil Rights Movement, the Vietnam War, the Iraq War, etc. Then, create a timeline of influential songs. Students may also want to choose songs with strong messages from another country.
- A song that students may want to explore is "Lift Every Voice and Sing." Written in 1899, this song was used throughout the 20th century with various protest groups and is often referred to as the Black American National Anthem. A near-verbatim recitation of the song's third stanza was used during the inauguration ceremony for President Barack Obama.
- To increase scaffolding, conduct a debate about whether it is the responsibility of songwriters to inspire or motivate those who listen to their music to act, change, or learn. Provide students with an opportunity to discuss their talking points with classmates who share the same view before engaging in the debate. Also, provide academic language scripts, as needed.
- To integrate technology, encourage students to create a classroom-appropriate music video for their song.

Song Analysis

Name: ______________________________ **Date:** ______________

Choose a song and read the lyrics. If possible, listen to a recording of the song. Afterwards, answer the questions below, with the aid of the Internet.

What is the title of the song?	
What do you think the song is about?	
What emotional response does the song evoke?	
Write a paragraph or a few sentences that describe the message, viewpoint, or lesson that the songwriter was trying to convey. Share examples from the song, with your own explanation.	
Conduct research to learn the actual message of the song. Summarize what you learn.	
Do you believe that the message of the song is relevant today? If so, is it relevant in your school, your community, the nation, the world, or all of them? If not, why not?	
What might be an alternate title for the song?	
Summarize your biggest takeaways from this activity.	

4.10 Culture and Community: Cloze Notes

Student Objective

Students will understand the definitions of culture and community and be able to identify both in the media and their own lives.

Overview

This activity will help students define culture and community, as well as gain a better understanding of one's self and classmates, while building a bond within the learning community.

Materials/Set-Up

- Educator Resource:
  - 4.10a: Culture and Community Script
- Student Handouts:
  - 4.10b: What Is Culture?
  - 4.10c: What Is Community?

Instructional Steps

- Describe the **Cloze notes** that students will take as they learn about culture and community.
- Read the "Culture" section from the Culture and Community Script aloud. Ask students to complete their What Is Culture? notes page as you read aloud, pausing briefly after each "chunk" of notes to allow students to ask questions or share their notes with an elbow partner.
- After the Cloze notes are completed, have students answer the two review questions independently, share their responses with partners, and write a three- to five-sentence summary of their notes.
- Repeat the above steps for the "Community" section of the resource and have students complete their What Is Community? Cloze notes.
- Conduct a follow-up discussion, as desired.
- At the completion of the note-taking and discussion, ask students to high-five their partners and say, "I respect and celebrate your culture and community."

Cloze notes require that students supply words or phrases that have been systematically deleted from a text or presentation notes. They can also be used as an exercise in using context clues to determine the missing terms or phrases.

Extension

- To increase scaffolding, have students visualize their understanding of community and culture by creating a nonlinguistic representation of culture and community to model their thinking. This can take many forms: concept maps, idea webs, dramatizations, illustrations, and other types of nonlinguistic representation. Students can also work with their families to create a visual of their family's community and culture.
- To increase rigor, students may create a role-play version to share with the class, instead of a nonlinguistic representation (see above). When students then explain their models, they are putting their thinking into words. This may lead to new questions and discussions, which will in turn promote deeper thinking and better understanding.
- To integrate technology, have students work collaboratively to create an electronic presentation of images that represent their learning community's cultures and/or their own individual one. Computer simulations also encourage exploration and experimentation by allowing learners to manipulate their learning experience and visualize results.

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Culture and Community Script

Read the notes to students, pausing after each section so that students have an opportunity to process the information.

CULTURE

Culture is…

- People's way of being, knowing, and doing
- Learned and shared, often unconsciously
- A dynamic and constantly changing process which is shaped by political, social, and economic conditions
- Abstract
- A system of designs for living and not the people who accomplish that living

Culture provides ways of acting:

- How we greet friends and new acquaintances
- How we dress for different occasions
- How we view time
- How we treat the earth and how we handle conflicts

Understanding culture:

- Interacting with diverse groups prepares us to better listen to, speak with, respect, and celebrate those who initially seem different.
- Respecting culture offers us the opportunity to promote peace and justice for all groups.

COMMUNITY

Community is…

- A group of people who live in the same place or share something in common
- Organized around a place—such as neighborhoods, cities, states, and countries—and also includes places of work, places of worship, and schools
- Viewed in many different forms, including family and friendships, and can be centered around different interests, such as music, sports, art, the sciences, and drama
- Organized around issues of identity: religion, ethnic groups, sexual orientation, etc.

What is Culture?

CORNELL NOTES AVID Proven Achievement. Lifelong Advantage.	Topic/Objective:	Name: Class/Period Date:
Essential Question: If you had to explain culture in your own words to your friends, how would you describe it?		
Culture is:	• People's way of being, ______________, and doing • Learned and ______________, often unconsciously • A dynamic and constantly __________________________________ which is shaped by political, social, and economic conditions • ______________ • A system of designs for ______________ and not the people who ______________ that living	
Culture provides ways of acting.	• How we greet ______________ and new acquaintances • How we ______________ for different occasions • How we view ______________ • How we treat the ______________ and how we handle ______________	
Understanding culture:	• Interacting with diverse groups prepares us to better listen to, speak with, ______________, and celebrate those who initially seem ______________. • Respecting culture offers us the ______________ to promote peace and ______________ for all groups.	
1. What are some of the different categories of culture?		
2. List some of the characteristics of your culture.		
Summary:		

What is Community?

CORNELL NOTES	Topic/Objective:	Name: Class/Period Date:
Essential Question: If you had to explain community in your own words to your friends, how would you describe it?		
Community is:	• A group of people who ______________ in the same place or share something in ______________ • Organized around a ______________—such as neighborhoods, cities, ______________, and countries—and also includes places of work, places of worship, and ______________ • Viewed in many different forms, including ______________ and ______________, and can be centered around different interests, such as music, ______________, art, ___________________________, and drama • Organized around issues of ______________: religion, ______________ groups, sexual orientation, etc.	
1. Brainstorm various communities to which you belong. *(They can be general, like family, or specific, like Drama Club.)*		
2. Which communities overlap? **3. Which are separate?**		
4. Which do you share with a friend? **5. Which are different?**		
Summary:		

4.11 Creating a Blueprint for Service Learning

Student Objective

Students will work collaboratively to design a community service learning project.

Overview

Many middle and high schools already require service learning hours for students in order to graduate. Service learning gives young people invaluable experience and provides an opportunity to give back to the community in which they were raised. In this activity, resources are provided to initiate student involvement in the surrounding community.

Materials/Set-Up

- Educator Resource:
    - 4.11a: Service Learning Rubric
- Research any requirements, restrictions, or district initiatives for service learning
- Chart paper (made into T-charts, with the left side being used to note community concerns and the right side being used to note solutions)
- Markers
- Computers and Internet access for research
- Some possible websites to begin with include:
    - http://www.volunteermatch.org/
    - http://www.dosomething.org/
    - http://www.oceanconservancy.org/
    - http://independentsector.org/
    - http://www.specialolympics.org/program_locator.aspx
    - http://www.operationgratitude.com/
    - http://www.troopsupportusa.com/

Instructional Steps

- Prior to the activity, survey students' interests and use the responses to group them for the project.
    - To effectively manage the design and implementation of the project, form larger groups (e.g., three groups of six to eight, four groups of five to seven).
- Using the chart paper, have student groups with similar interests brainstorm community (school and neighborhood) concerns. This should be noted on the left-hand side of the chart. Allow about five to eight minutes for brainstorming.

- After students have come up with a list of community concerns, ask them to now brainstorm possible solutions for the concerns that they listed. This should be noted on the right-hand side. Students may need more time than above depending on the size of the group and the ensuing discussion.
- After a list of possible solutions has been created, ask students to determine their top three most realistic and attainable solutions. Things to consider might be the amount of time that they have to complete this project (e.g., entire school year, semester, quarter), how much time would need to be dedicated, and whether any monetary expenditure would be attached.
- Have each group present their ideas to the whole group for questions, concerns, and feedback.
- Allow students class time to research their ideas and solutions in order to see whether there are already organizations in place working on solutions for their concerns.
- After students have completed their service learning hours, have them create a scrapbook one-pager, which provides an overview of their efforts and may include related pictures. Individuals will present these one-pagers during their presentations to the rest of the class. Once all presentations are complete, compile all of the one-pagers into a class scrapbook to commemorate the service learning efforts.
- Have students then complete a reflection about their endeavor. Students should include at least three ways that the project has benefitted the community and a detailed explanation of what was learned from participating in the project.
- The Service Learning Rubric can be used to assess students' level of project participation.

Extension

- To increase rigor, have students create a service learning committee at school that will allow for students to continue their work or encourage other grade levels to get involved or follow up with their work.
- To increase scaffolding, create smaller groups and allow students the option of choosing from a list of service learning projects already compiled.
- To integrate technology, have students create a visual representation of their work and the outcome. This can be done through a school website, blog, social media, Prezi, PowerPoint® presentation, etc.

Service Learning Rubric

	4	3	2	1
Effort	Student participated in all of the activities and contributed to each step of the process: brainstorming, organizing, and implementing.	Student participated in most of the activities and was active throughout most of the steps in the process.	Student participated in at least half of the activities and contributed to at least two steps of the process.	Student participated in less than half of the activities and contributed to at least one step of the process.
Cooperation	Student worked with the class and teammates effectively. Student had no behavioral problems with peers and was encouraging to classmates.	Student worked with the class and teammates effectively. Student had no more than 3 behavioral problems and was not discouraging to classmates.	Student worked with the class and teammates, but with some difficulty. Student had no more than 5 behavioral problems and was not encouraging to classmates.	Student ineffectively worked with the class and teammates. Student had more than 5 behavioral problems and was discouraging to others.
Scrapbook One-Pager and Presentation	Caption and reflection are appropriate and accurate, with correct conventions. Page is aesthetically pleasing.	Caption is appropriate and accurate, with no more than 2 mistakes to conventions. Page is aesthetically pleasing.	Caption is accurate. Reflection is present. No more than 5 mistakes to conventions. Page is decorated.	Caption is present. Page has some decoration.
Reflection	Student has written, in detail, at least three ways that the project benefits the community. Student has also addressed what he/she learned from the project about working together and doing things for others.	Student has written, in detail, at least two ways that the project benefits the community. Student has also addressed what he/she learned from the project.	Student has completed the reflection and has mentioned one way that the project benefits the community and if he/she learned anything.	Student has completed the reflection and has mentioned if he/she learned anything.

L.E.A.R.N. for Unit 2: Empowering Student Voice

Essential Question: How can educators help students develop and strengthen their voice and self-advocacy in personal, academic, and career endeavors?

Learned What is one thing that was learned from this unit?	
Empowered How will this one thing empower students?	
Applied How will what was learned be applied?	
Review What was a review?	
Now what? What will be the next step?	

UNIT 3:

Holding High Expectations

Holding High Expectations

> *Education is not the piling on of learning, information, data, facts, skills, or abilities—that's training or instruction—but is rather making visible what is hidden as a seed.*
>
> Thomas Moore

One consistent finding of academic research is that high expectations are the most reliable driver of high student achievement, even in students who do not have a history of successful achievement (Gay, 2010; Ladson-Billings, 1994; Noguera, 2008). One constant among successful teachers is their vigilance in maintaining the expectation that it is unacceptable to not try. Everybody learns in a high-performing classroom, and expectations are high for all students—even those who don't yet have high expectations for themselves. High expectations must be communicated to students through consistent messaging that they will succeed and that there is genuine respect for, and belief in, their capabilities.

It is a disservice to students when educators don't allow them to be challenged. Experiencing struggle allows students to develop stamina and learn the strategies that they need to deal with difficult problems. Having high expectations for students does not mean that students are not allowed to fail; it does mean, however, that when students fail, they are expected to recover from it, with guidance and support that teaches them about the importance of effort and practice. According to Wormeli (2010), in part one of his video series Redos, Retakes, and Do-Overs, experiencing consistent success does not teach as much as experiencing failure and recovering from it. An opportunity to recover is critical; if students experience failure and there is no chance to recover from it, the teacher is implying one of three things to students:

1. "It's okay to skip this," which sends the message that it had no educational value to begin with and was probably just busy work.
2. "It's okay that you didn't do the work. Take the '0.' You don't have to do it," which sends the message that there are no consequences or accountability to doing the work, when the consequence for not doing the work should be *doing the work*.
3. "It's okay that you didn't learn this," which sends the message that the teacher has decided what students don't need to learn and will be simply documenting deficiencies.

In her book *Culturally Responsive Teaching,* Geneva Gay (2010) states, "The fundamental aim of culturally responsive pedagogy is to empower ethnically diverse students through academic success, cultural affiliation, and personal efficacy. Knowledge in the form of curriculum content is central to this empowerment. To be effective, this knowledge must be accessible to students and connected to their lives and experiences outside of school." In order for educators to design successful instructional activities for diverse students, scaffolding and differentiation must be built in before, during, and after a lesson in order to build upon the levels of understanding for each student. It is also important to connect students with their background knowledge, which helps provide a link to metacognition, deepens critical thinking, and increases intrinsic motivation.

Careful attention to planning and holding high expectations for all students leads to creation of an academic mindset in students. They understand that in their classroom, differences in abilities are understood, failure is accepted, effective effort is expected, and excuses aren't allowed. Learning becomes a partnership between the teacher and each student.

By the end of this chapter, the reader will be able to:

- Implement strategies and structures that promote high expectations and rigorous learning opportunities for all students.
- Understand how utilizing scaffolding and differentiation strategies provides equity and academic success for students.
- Foster growth of an academic mindset and learning partnership with students.
- Reflect upon the opportunity for students to enroll and be successful in advanced academic courses.

CHAPTER FIVE

Holding High Expectations

Transforming Educators

Visit the *AVID Culturally Relevant Teaching* webpage

on MYAVID for additional materials and resources.

Academic Expectations and Support

Culturally relevant teaching practices view instruction through a cultural lens, which recognizes that, although learning structures differ across cultures, expectations should not be lowered. Having high expectations for all students, while providing support through effective instruction, maximizes student learning by making relevant connections between the studied content and students' lives. The following pages will explore the concepts of rigor and high expectations, along with the need to provide support through scaffolding and differentiation for all students based on individual differences.

Section Outline

- 5.1: Rigor and Culturally Relevant Teaching
    - 5.1a: AVID's Definition of Rigor
    - 5.1b: Ready for Rigor: A Framework for Culturally Responsive Teaching
    - 5.1c: Ready for Rigor: Classroom Connections
- 5.2: The Pygmalion Effect
    - 5.2a: Making Connections to *My Fair Lady*
    - 5.2b: Pygmalion Effect Graphics
- 5.3: Using Scaffolding Strategies
    - 5.3a: Scaffolding and Differentiation
    - 5.3b: Strategies for Scaffolding
- 5.4: Advanced Academics: Access and Support
    - 5.4a: Advanced Academics Data
    - 5.4b: Advanced Academics Checklist

5.1 Rigor and Culturally Relevant Teaching

Educator Objective

Educators will develop an understanding of the concept of rigor and its role in culturally relevant teaching.

Overview

> *"Education is the most powerful weapon which you can use to change the world."*
>
> Nelson Mandela

One of the core beliefs of the AVID College Readiness System is that if schools hold students accountable to rigorous coursework and provide the needed support, they can and will succeed. Zaretta Hammond, author of *Culturally Responsive Teaching and the Brain* (2015), has developed *Ready for Rigor: A Framework for Culturally Responsive Teaching*, which is designed to help educators deepen their understanding of what is needed to move the basics of culturally responsive pedagogy into culturally responsive teaching practices. The framework outlines what educators need to have in place in order to set the stage for all students to be ready for rigor and independent learning. The framework contains the four practice areas of culturally responsive teaching—awareness, learning partnerships, information processing, and community building—that are interdependent. When these practice areas are used in unison, they create the social, emotional, and cognitive conditions that allow students to become actively engaged with rigorous content and instruction. This activity allows educators time to explore the framework and reflect on the level of rigor in their classrooms.

Materials/Set-Up

- Educator Resources:
  - 5.1a: AVID's Definition of Rigor
  - 5.1b: Ready for Rigor: A Framework for Culturally Responsive Teaching
  - 5.1c: Ready for Rigor: Classroom Connections

Instructional Steps

- Direct educators to participate in a Think–Pair–Share about the following question: "What is rigor?" Allow think time, and then have educators pair up and share their thoughts. Direct each pair to develop a definition of rigor.
- Share AVID's Definition of Rigor, either as a handout or by using a document camera.
- Direct each pair to compare their definition with AVID's, looking for similarities and differences.
- Distribute the Ready for Rigor: A Framework for Culturally Responsive Teaching resource to introduce educators to Hammond's framework.

- Explain and discuss the four interdependent practices of culturally responsive teaching outlined in the framework, using the following talking points:
  1. **Awareness:** This is the "inside-out" work for educators, as they examine their own sociopolitical lens and an understanding of all three levels of culture (*surface* – artifacts; *shallow* – values and behavior; *deep* – assumptions and beliefs) and how their interpretation and evaluation of students is impacted.
  2. **Learning Partnerships:** Creating learning partnerships is all about building trust with students by reducing stress from possible stereotype threats and helping create a positive sense of self. The human brain is wired for connection and gives educators an advantage in establishing social-emotional partnerships for deeper learning.
  3. **Information Processing:** This practice focuses on building instruction and delivering content in a manner congruent with how the brain learns and with the cultural models that students bring with them, so students can engage in deeper, more complex learning.
  4. **Community Building:** Establishing a safe, scholarly environment that builds a learning community where students feel supported by one another creates students who are ready to engage and learn.
- Point out the conventions at the core of the framework that should be ongoing and interwoven throughout instruction:
  - **Affirmation** is the educator's ability to support and encourage students in all aspects of their identity—to create positive identity development.
  - **Validation** means that educators should recognize and understand the sociopolitical context that students bring with them into the classroom, and should validate the cultural heritages that affect students' dispositions, attitudes, and approaches to learning.
  - **Wise feedback** should be relevant and timely, helping students think about their learning and how they can grow as a learner.
  - **Instructional conversations** should allow time for students to talk about, and further reflect on, their learning. Educators need to plan for instructional conversations and give students the language that they need to talk about their own learning and thinking processes. These interactions should contain depth and focus on moving the learning to the next level through such protocols as Helping Trios, Think–Pair–Share, or World Café. (For further information about these activities, please see the AVID Critical Thinking and Engagement webpage on MyAVID.) Allowing students time to talk about their learning provides opportunities to make connections that allow actual learning to occur.

- Once educators are comfortable with and understand the framework, direct them to form groups of four to six, based on either content or grade level taught, to further explore the framework and make connections to their classrooms.
- Distribute the Ready for Rigor: Classroom Connections resource.
- Direct groups to put their content or grade level in the circle and use the Ready for Rigor: A Framework for Culturally Responsive Teaching resource to list and make connections in each of the four practice areas. In learning partnerships, one connection might be to teach students about the concept of growth mindsets and foster the use of growth mindset language in the classroom. An example for Community of Learners and Learning Environment could be the establishment of a social norms contract that all students help create and agree to honor.
- Encourage each educator to complete their own list based on the group brainstorming session.
- Allow time for each group to share one or two connections.
- Ask each educator to select one connection that will be their next step by highlighting it on their resource and writing it on a sticky note that will serve as their exit slip.

Extension

- To extend the learning, pair educators up with a "rigor buddy." Partners should meet regularly to review their list of classroom connections, discuss progress made in each of the four key areas, and set goals for future growth. If possible, schedule professional learning time for these interactions to occur.

AVID's Definition of Rigor

AVID defines rigor as using inquiry-based, collaborative strategies to challenge and engage students in content, resulting in increasingly complex levels of understanding.

In AVID's definition, rigor is a method to be applied, rather than a set of specific coursework materials; it is how students learn—not just what they learn—that is emphasized. Rigor is directly related to what the student is doing and the amount and level of thinking required. As such, rigor can and should be applied universally to all students in all subjects, regardless of background or ability.

Ready for Rigor: A Framework for Culturally Responsive Teaching

AWARENESS

- Understand the three levels of culture.
- Recognize cultural archetypes of individualism and collectivism.
- Understand how the brain learns.
- Acknowledge the sociopolitical context around race and language.
- Know and own your cultural lens.
- Recognize your brain's triggers around race and culture.
- Broaden your interpretation of culturally and linguistically diverse students' learning behaviors.

LEARNING PARTNERSHIPS

- Reimagine the student–teacher relationship as a partnership.
- Take responsibility to reduce students' social-emotional stress from stereotype threat and microaggressions.
- Balance giving students both care and push.
- Help students cultivate a positive mindset and sense of self-efficacy.
- Support each student to take greater ownership for his learning.
- Give students language to talk about their learning moves.

Affirmation

Instructional Conversation

Validation

Wise Feedback

Students are Ready for Rigor and Independent Learning

INFORMATION PROCESSING

- Provide appropriate challenge in order to stimulate brain growth to increase intellective capacity.
- Help students process new content using methods from oral traditions.
- Connect new content to culturally relevant examples and metaphors from students' community and everyday lives.
- Provide students authentic opportunities to process content.
- Teach students cognitive routines using the brain's natural learning systems.
- Use formative assessments and feedback to increase intellective capacity.

COMMUNITY OF LEARNERS AND LEARNING ENVIRONMENT

- Create an environment that is intellectually and socially safe for learning.
- Make space for student voice and agency.
- Build classroom culture and learning around communal (sociocultural) talk and task structures.
- Use classroom rituals and routines to support a culture of learning.
- Use principles of restorative justice to manage conflicts and redirect negative behavior.

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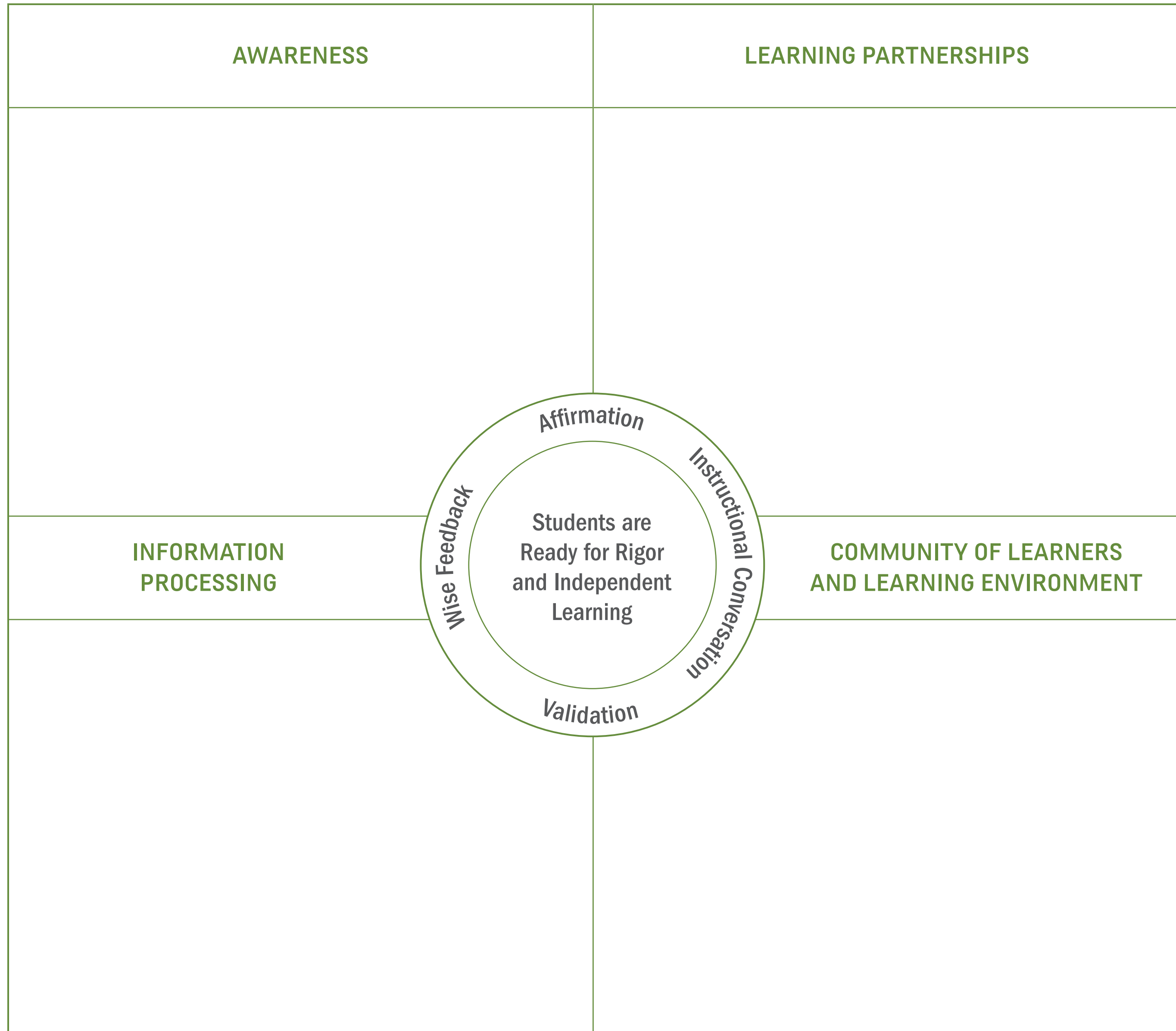
Ready for Rigor: Classroom Connections



5.2 The Pygmalion Effect

Educator Objective

Educators will understand how their expectations influence student performance.

Overview

> *"When we expect certain behaviors of others, we are likely to act in ways that make the expected behavior more likely to occur."*
>
> Robert Rosenthal and Elisha Babad

The work of Rosenthal and Babad (1985) illustrated what is known as the "Pygmalion Effect," a form of self-fulfilling prophecy. Their work has shown that the expectations educators have for their students directly influence student performance. Educators often convey messages of high or low expectations to students through various verbal and non-verbal cues. When educators have pre-conceived expectations for students—developed from internal beliefs or external sources—students pick up on those expectations and will meet them, whether the result is success or failure. This activity allows time for educators to think and talk about the Pygmalion Effect and how it can impact student success or failure, and guide them to become more cognizant of expectations that they have—not just for their students, but for themselves as educators.

Materials/Set-Up

- Educator Resources:
    - 5.2a: Making Connections to My Fair Lady
    - 5.2b: Pygmalion Effect Graphics

Instructional Steps

- Ask educators to think about students with whom they currently work, and have them list their two top-performing students and their two lowest-performing students. Have them think about the reasons why they put each student on this list.
- Discuss with educators the objectives for the day around the concepts of high expectations and the Pygmalion Effect, and point out that they should keep the students on their list in mind throughout this activity.
- Then, discuss with educators the following background information on the Pygmalion Effect:
    - Pygmalion in Ovid's *Metamorphoses* (Book X) was a sculptor, who fell desperately in love with a statue that he made of Galatea, the ideal woman. He begged the gods to give him a wife in the likeness of the statue, and his request was granted, with the couple living happily ever after. George Bernard Shaw's play, "Pygmalion," is about Professor Henry Higgins, whose sense of self-efficacy is grandiose as he works to transform Eliza Doolittle. ("You see this creature with her curbstone English…in three months, I could pass that girl off as a duchess at an ambassador's garden party.") Pygmalion and Higgins both believed in their abilities, went after what they wanted, and achieved their goals through their high expectations.
- Direct educators to read the Making Connections to *My Fair Lady* resource.

- Before reading, point out that, as educators, we all say that we have high expectations for our students. The aim of today's activity is to make connections about high expectations and the story *My Fair Lady*, but the story is not the focus. The focus is to have educators shift their thinking from having high expectations of their students to having high expectations of themselves as educators for all children. As educators read, have them highlight things the author says that stand out to them and write in the margins why this peaked their interest or raised a question in their mind.
- Conduct a table talk about the article using the following questions. Display one question at a time and have each table share a highlight of the discussion with the larger group.
    - In what ways did Professor Higgins' high expectations contribute to Eliza's success? Were his high expectations focused on his abilities or Eliza's?
    - What happens when educators make excuses for students when they fail?
    - Talk about the following statement: "Expectation is the confidence that something will happen."
    - What role do you think relational capacity plays in terms of the Pygmalion Effect?
- Distribute the Pygmalion Effect Graphics resource and direct table groups to discuss the recursive cycle of the self-fulfilling prophecies. In addition to the questions on the graphics, have table groups explore the following questions to develop deeper discussion:
    - What elements of the cycle did you observe in Making Connections to My Fair Lady ?
    - How does this cycle play out in the classroom if an educator has high expectations? …Low expectations?
    - What do your students' actions and performance say about your expectations of them?
- Debrief by having table groups share the gist of their conversations with the larger group.
- Have educators reflect on today's activity by returning to the list of top-performing and lowest-performing students that they created at the beginning of this activity. Have them do a written reflection on the following: "Think about why you chose these students and where you put them on your list. Did your perceptions or beliefs about them influence their success? What type of relationship do you have with each of these students? What expectations do you have about your ability to teach students who don't get it?" Emphasize that this writing exercise is for personal reflection and will not be shared with others.
- Conclude by asking educators to create an exit slip by recording their biggest takeaway from today's activity.

Extension

- To extend the learning, utilize a Socratic Seminar discussion format instead of a table talk. Have educators develop questions related to Making Connections to *My Fair Lady* to bring to the Socratic discussion. Be sure to debrief following the discussion.

Making Connections to *My Fair Lady*

My Fair Lady is the story of a man wanting to change a woman, but being changed himself in the process. He learns that all things are possible when you have high expectations of yourself and you accept no excuses for failure.

Professor Henry Higgins is a great professor of the English language. He can tell the street on which you grew up just by listening to you speak. He is very good at what he does. A friend, Colonel Pickering, bets him that he cannot teach proper English to everyone. He goes on to say that Henry has been very successful because he teaches the elite at the university. Professor Higgins tells his friend that he is so good that he could teach anyone to speak proper English. To try to win the bet, Pickering finds the person who speaks English the very worst in all of London. He finds a homeless woman sleeping in the gutter. Her English is hardly recognizable. In fact to hear Eliza Doolittle, you'd think she was speaking another language. Pickering brings Eliza to Higgins. He says, "Professor Higgins, I'll bet you that you cannot teach this horrid, repulsive homeless woman to speak proper English." Higgins takes the bet and not only says that he can teach her proper English, but that he can teach her to pass as a princess in front of the Queen of England at the Queen's annual ball. Through the course of the story, Higgins does just that. Through hard work and no excuses for failure, Higgins teaches Eliza Doolittle proper English and passes her off as a princess in front of the Queen of England. It was not easy work, but she did pass as a princess. The hard work paid off for both of them.

When Higgins first met Eliza—homeless and disheveled, speaking like a "gutter snipe"—did he have high expectations for her? *No!* He had very high expectations of *himself* as a teacher. He took the bet that his friend offered because he knew that he had the knowledge and skills to teach her. He could have said, "Well, she is this, and she is that, so she can't..." He took the bet not because he had high expectation of Eliza; he had high expectations of himself. He accepted no excuses and did what he needed to do to support Eliza on her journey.

When Eliza was not successful at first, did he give her an "F" and say, "Oh well, she is this and she is that"? *No!* He did not accept her failure. He actually saw her failure as his failure and challenged himself to do what it took to make sure that his student was successful. He did the work to reach her where she was in order to take her to where he wanted her to be.

In schools, teachers say, "I have high expectations for my students." What does that mean? What happens when the students don't

meet those expectations? In many cases, students fail and teachers justify it to themselves as rigor or high expectations. What it really boils down to is the teacher may not have high expectations for *all* students. He/she may have different perceptions about some students and is not willing to take the responsibility to make sure that they reach the expectations. Teachers often assign blame to the students, rather than re-evaluating their own instruction. Teachers expect kids to pass, or "get it," and those who don't will fail. These "failures" are actually meeting the expectations that they perceive their teachers have of them. When I was a student, I could walk into a teacher's room, and I knew on the first day of school what grade I was going to make in their class. I knew that they made assumptions about me, and so we both had expectations of each other (based on perceptions). The students who did not meet the teacher's expectations failed. They actually met his/her expectations—they met the expectations that they perceived their teacher had of them. The teacher accepted this failure and pointed to all of their deficits (he won't, he can't, he doesn't, etc.). Deficits are reasons we give to ourselves to justify why we will not or do not teach and reach all students. I could say all day that a student failed because he is lazy, he does not do his homework, he comes from a single-parent home, his mother does not care, he is late to class, he never has a pen, he beats on his desk, he doesn't pay attention—*all* are reasons and excuses that the teacher is giving to say, "I did what I needed to do, and they did not do what they needed to do." All are reasons why the teacher accepts and justifies failure.

Professor Higgins was successful because he did not spend all day focusing on Eliza's deficits (she had many). Instead, he focused on what she brought to the table (assets) and how he could use them to move her from where she was to where he wanted her to be. Although Professor Higgins had confidence in his ability to successfully teach Eliza, his perception of her unfortunately didn't change, as evidenced in her comment to Higgins' friend, Colonel Pickering: "The difference between a lady and a flower girl is not how she behaves, but how she's treated. I shall always be a flower girl to Professor Higgins because he always treats me as a flower girl, and always will, but I know I can be a lady to you because you always treat me as a lady, and always will." Eliza learned grammar and pronunciation from Professor Higgins, but Colonel Pickering taught her about self-respect.

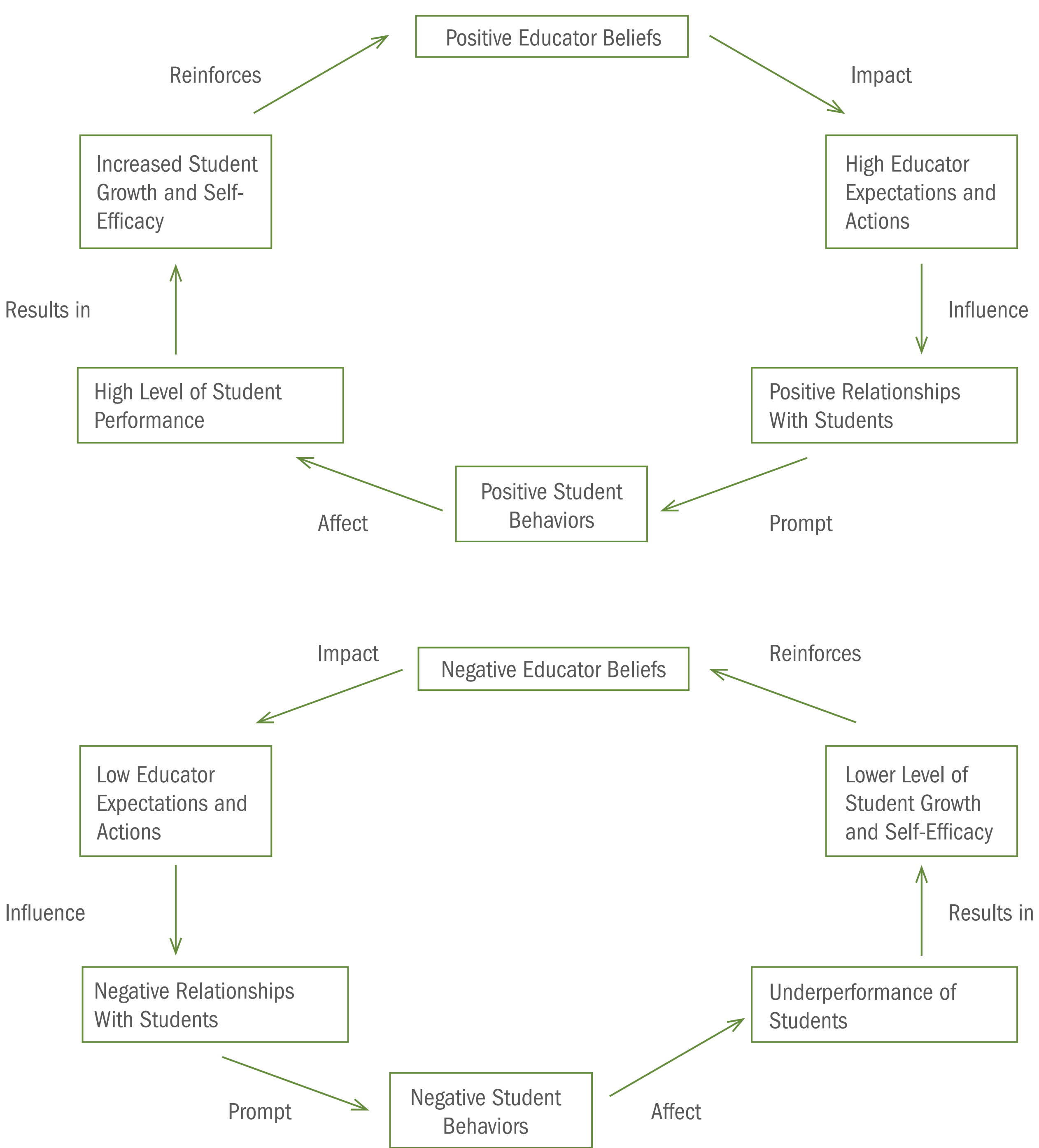
As educators, we must not only have high expectations in our ability to teach, but must also be mindful of our perceptions of our students and what we convey to them. Do we see them as the flower girl or the lady?

By Patrick Briggs,
AVID Center Texas State Director

Shaw, B. G. (1964). *Pygmalion*. Edinburgh, London: Longmans, Green and Co.
Briggs, P. (2010). Rewrite CRT version – Pygmalion (My Fair Lady). AVID Center.
Used with permission.

Pygmalion Effect Graphics

Rosenthal and Babad's (1985) work on the Pygmalion Effect, a form of self-fulfilling prophecy, suggests a recursive cycle that can be applied to the classroom. As you explore the graphic, determine the outcome for student growth and self-efficacy if the educator has high expectations versus low expectations for each student. Will student growth and self-efficacy be positive or negative? For the most part, do students strive to meet educator expectations, whether high or low?



5.3 Using Scaffolding Strategies

Educator Objective

Educators will understand and use scaffolding strategies to provide academic support for students.

Overview

In order for students to rise to high expectations, educators must communicate those expectations to students, while at the same time sending the message that they will be given support structures to succeed. Scaffolding provides support by breaking up learning into chunks, and then providing a tool, or structure, for students to tackle each chunk. Scaffolding empowers students by giving them the tools to be successful, and then as the scaffolds are gradually removed, students become more competent and take ownership of their learning. The following activity may be used as a training exercise for educators and an opportunity for professional discussion or as an independent activity and reflection for educators. As a follow-up, the Setting High Expectations to Support Success activity in the Empowering Students chapter of this unit may also be utilized for educator training purposes, as well as with students.

Materials/Set-Up

- Educator Resources:
    - 5.3a: Scaffolding and Differentiation
    - 5.3b: Strategies for Scaffolding
- Handout of scenario provided below or document camera to display scenario (if used in a training session)

Instructional Steps

- Review the scenario below by providing educators with a handout of the scenario, or if used in a training session, display via a document camera.
    - Educator: "Analyze the given Civil War cartoon on the following criteria from the points of view of Southern politicians and Northern opponents of the war: purpose, credibility, weight of evidence, and bias. Be prepared to share and justify your conclusions with the class."
    - Student (silently to self): *"Do what?! I didn't understand this topic when we went over it yesterday. I don't even understand what I'm being asked to do now or what questions to ask. I am lost."*
- Share the following talking points: "In this scenario, the student is asked to complete multiple steps independently, is obviously unprepared, and lacks the confidence in his or her ability to succeed with this task. The student is being set up for failure. In a culturally relevant classroom, the educator would be focused on setting students up for success by providing scaffolding where needed."

- Review the resources for this activity, Scaffolding and Differentiation and Strategies for Scaffolding, to ensure that educators have a clear understanding of what scaffolding is and how it can most effectively be used with students.
- Direct participants to respond to the questions below using the structure that best meets educators' needs, such as: an individual written reflection, a discussion at their tables, Team Huddle, or Think–Pair–Share.
    - How would you scaffold the task presented in the scenario that we discussed earlier?
    - What scaffolding strategies have you used in your classroom?
    - How do you determine when students may need scaffolding?
    - How do you know when to begin to remove the scaffolding?
    - How does the use of scaffolding support the creation of a culturally relevant learning environment?

Extension

- To increase rigor, when possible, host a follow-up session in which educators bring examples of scaffolding strategies that they have used with students since the initial discussion.
- To increase scaffolding, begin this activity by having educators participate in the Setting High Expectations to Support Success activity in the Empowering Students chapter of this unit.

Scaffolding and Differentiation

In order to meet the needs of the diverse learners in each classroom, educators must incorporate strategies for both scaffolding and differentiation. It is through these strategies, and by knowing each student, meeting them where they are, and providing them with the instruction to move them forward from that point, that educators provide students with an equitable education. It is important for educators to know the difference between scaffolding and differentiation and when to use each with students.

Scaffolding is about adding *support* when needed. “Scaffolding is actually a bridge used to build upon what students already know to arrive at something they do not know. If scaffolding is properly administered, it will act as an enabler, not as a disabler” (Benson, 1997). As the student gains proficiency, the teacher begins to withdraw support.

Differentiation is about providing equity and excellence by *changing* the content, process, product, or environment based on students’ varying background knowledge and experiences, readiness, language, culture, learning styles, and interests. Educators must continually assess to determine what students know and be intentional in planning for differentiation to ensure students take the path that they need to achieve understanding. Pre-assessment, flexible grouping arrangements, and a classroom environment that promotes a community of learners are all key for differentiation to work. Differentiation is not about *what* educators teach; it is about how educators teach.

Successful scaffolding and differentiation both rely on meeting students where they are. Knowing the zone of proximal development (ZPD) of your learners is essential. Introduced by Vygotsky (1978), the idea of ZPD is still valid today and can be described as the area between what a learner can do by himself/herself and that which can be attained with the assistance of a teacher or peer. The ZPD is always changing as the student expands and gains knowledge, so scaffolded and differentiated instruction must constantly be monitored to address the changing ZPD of each student. It is important to remember that what worked in one situation may not work in another; therefore, it is important to have a toolbox of strategies to use for successful scaffolding and differentiation.

Scaffolding = Support

Differentiation = Change

Strategies for Scaffolding

The following strategies are some of the most widely used when providing scaffolding for students; however, this list is not all inclusive. There are many other strategies that can be used to provide support for success. Be sure to add your own ideas to the list.

1. **Show and Tell:** Model exactly what you expect students to do. Some methods include the following:
   a. **Fish Bowl:** Students in the center of the circle model how something is done, while those in the outer circle observe.
   b. **Think Aloud:** Model your thought process as you read a text, solve a problem, or design a project. Share the critical thinking processes going on in your head with students.
   c. **Show the Outcome:** Provide a model of the outcome, along with a rubric or checklist outlining the criteria before students begin the task.
2. **Connecting to Prior Knowledge:** Provide time for students to share what they know about a topic through such structures as quickwrites, Think–Pair–Share, or KWL.
3. **Talk Time:** Structured talk times, such as Think–Pair–Share, Turn and Talk, or Triads, give students time to process new ideas and articulate their learning with peers engaged in the same experience.
4. **Frontloading Vocabulary:** Don't start with a long list of words and the dictionary. Introduce words in the context of what students already know. Use pictures, symbols, graphic organizers, and discussion time for students to develop their own meanings, which can then be compared to the dictionary definition.
5. **Visual Aids:** Graphic organizers help guide and shape thinking into an organized format. Pictures and charts are tools that help students visualize what they are learning.
6. **Think Time:** Have students read a portion of text, and then pause and think about what they read. Next, ask a question that is carefully crafted ahead of time, give time for processing, and then allow students to answer the question. If students are not able to answer the question, allow time for them to discuss it with another student.
7. **Chunking:** Some students need work broken into smaller steps, or chunks, with directions for each step. This can be accomplished by assigning small parts of the task, one at a time, or by providing a step-by-step process that lays out each step for the student. Chunking can also be applied to lengthy reading selections to help students stay connected to the text. They can read it in smaller chunks and gradually build an understanding of what they are reading.

5.4 Advanced Academics: Access and Support

Educator Objective

Educators will evaluate student access to, and support in, rigorous academic courses at their campuses.

Overview

All students should have the opportunity to be prepared for college and career success, even if they ultimately choose a different path to follow. The preparation for this success must occur in every grade level and course prior to high school graduation. The foundational aspects of strong relational capacity and student support promote the academic behaviors, cognitive structures, and content knowledge that are necessary for student success in rigorous academic courses, such as Advanced Placement® (AP®), International Baccalaureate® (IB®), Cambridge, or Pre-AP/Honors courses.

In *Rigor is NOT a Four-Letter Word*, Barbara Blackburn (2008) defines rigor as creating an environment in which each student: is expected to learn at high levels, is supported so that he or she can learn at high levels, and demonstrates learning at high levels. With this environment in place, students can thrive in challenging learning situations that require critical thinking, problem solving, and application of skills and content knowledge. Adelman's (2006) research supports the conclusion that "the academic intensity of the student's high school curriculum counts more than anything else in pre-collegiate history in providing momentum toward completing a bachelor's degree."

Materials/Set-Up

- Educator Resources:
    - 5.4a: Advanced Academics Data
    - 5.4b: Advanced Academics Checklist
- Chart paper or whiteboard

Instructional Steps

- Introduce this activity with information on the concept of rigor being centered around student thinking and learning at high levels, rather than simply doing more work. Also emphasize the importance of *all* students having the opportunity to participate in rigorous coursework that prepares them for college and career success.
- Display Blackburn's definition of rigor and the following three questions on chart paper or a whiteboard:
    - What are the characteristics of learning at a high level?
    - How can you support all students so they can learn at high levels?
    - How can students demonstrate learning at high levels?
- Explain to educators that they will do a "brain dump" (i.e., rapidly write their thoughts) to each of the questions. Suggest that they use only phrases or terms, rather than full sentences.

- Conduct a whole-group review of the questions by soliciting educator responses to the questions.
- As a follow-up, ask the educators to briefly discuss the following questions in small groups:
    - What courses on your campus are considered rigorous?
    - Do they fit the definition of rigor?
    - Why is it important that all students have access to these courses?
- Briefly discuss the advanced academics courses, such as Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or Pre-AP/Honors, that are often the most rigorous courses that campuses offer. Include the following points:
    - The curricula and exams of AP, IB, and Cambridge set internationally recognized standards for student learning and achievement.
    - A large proportion of colleges and universities grant higher education credit to students for qualifying exam scores and/or view enrollment in these courses as favorable factors in students' high school résumés.
    - Middle school and junior high campuses often offer Pre-AP or Honors courses, which are considered to be their most rigorous courses.
- Ask educators to review the Advanced Academics Data resource and note directly on the page one observation of the data and one question that arises for them from the data.
- Provide educators with a few minutes to share observations and questions as a large group.
- Distribute the Advanced Academics Checklist and request that everyone individually evaluate their campus or district on each of the statements.
- To debrief the activity, ask individuals or groups to complete a 3–2–1 Reflection summary that drafts a general plan of action for presentation to their department, campus, or learning community:
    - 3 substantive points ("why" statements) for presentation of a campus issue or concern
    - 2 possible ways to address the issue
    - 1 step that can be implemented immediately

Extension

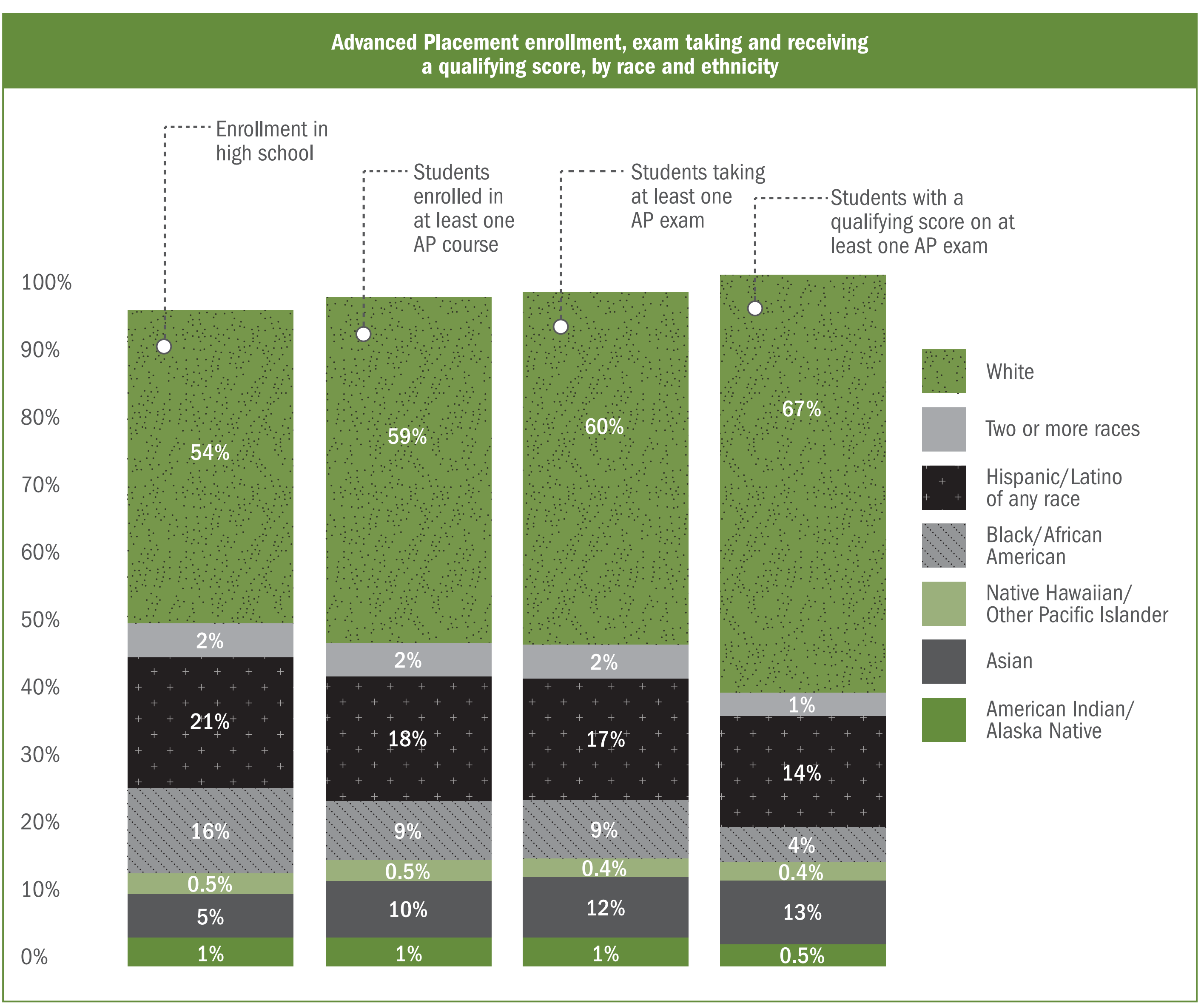
- To extend the learning, and specifically to learn more about AP and IB course information and data, review the College Board (AP) website (www.collegeboard.org) or the International Baccalaureate (IB) website (www.ibo.org). Additionally, the website for the U.S. Department of Education Office of Civil Rights contains data on aspects of access to, and performance of, various student populations in key courses (e.g., math and science) and other rigorous courses for schools across the nation (http://ocrdata.ed.gov/Downloads/CRDC-College-and-Career-Readiness-Snapshot.pdf).

Advanced Academics Data

The following data for 2013 was collected by the U.S. Department of Education's Office for Civil Rights.

Advanced Placement enrollment and success, by race/ethnicity

Black and Latino students combined represent 37% of hight school enrollment, but 27% of students taking AP courses, 26% of students taking AP exams, and 18% of students receiving a qualifying score of 3 or above on one or more AP exams.



Note: Detail may not sum to 100% due to rounding. Data in this chart represents 98.9% of high schools in the CRDC universe. Overall high school enrollment is 16 million students, enrolled in at least one AP course is 2.5 million students, taking at least one AP exam is 1.75 million students, and with a qualifying score on at least one AP exam is 980,000 students.
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12.

Advanced Academics Checklist

Check the category that indicates the degree to which your campus is in line with the given statement.

	Yes	Sometimes	No
Campus staff members believe that all students should have access to rigorous courses.			
The diversity of the advanced courses at my campus mirrors the diversity of the entire campus.			
Parent information events are held to provide information about advanced courses.			
Students who are typically underrepresented in advanced courses are recruited for the courses.			
Staff members make direct contact with on-level students to identify potential students for AP or Pre-AP.			
There is a specific campus plan for supporting students in rigorous courses.			
Campus policies or practices are barriers to rigorous course enrollment for some groups of students.			
There is a formal exit policy for AP/IB or Pre-AP/Honors courses.			
Staff mentors are available for students who struggle in advanced courses.			
Pre-assessments given at the beginning of the school year are used to "weed out" students deemed unready for advanced courses.			
Staff members recognize that rigor is about student thinking, not large amounts of schoolwork.			
Content study groups (AVID tutorial model) are conducted during and outside of class.			
High School Only:			
My campus uses AP Potential® to identify students who have been identified from PSAT results as having potential to succeed in AP courses.			
Departments/learning communities review student data for advanced courses and state exam data to inform plans on increasing enrollment in the courses.			
Summer reading assignments or projects deter some students from enrolling in advanced courses.			

Classroom Strategies

Strategies within the AVID framework are based on best practices that provide rigor and high engagement for all students. Effective teaching practices in a culturally relevant classroom build upon these best practices and address the need for educators to utilize flexible grouping strategies and provide numerous opportunities for collaboration. This section looks at ways to incorporate flexible grouping and collaboration into the classroom, along with utilizing the strategies of note-taking, inquiry and critical thinking, reading and writing, academic discussion, and processing.

Section Outline

- 5.5: Best Practices for CRT: World Café
    - 5.5a: Note-Taking Strategies
    - 5.5b: Inquiry and Critical Thinking
    - 5.5c: Reading and Writing
    - 5.5d: Academic Discussion
    - 5.5e: Processing Strategies
    - 5.5f: Grouping Students for Collaborative Activities
    - 5.5g: Collaborative Structures

5.5 Best Practices for CRT: World Café

Educator Objective

Educators will explore best practices to incorporate within a culturally relevant classroom.

Overview

Educators should have high expectations for all students, especially in a culturally relevant classroom. It is easy to simply say, "I have high expectations for all of my students." It is more challenging to really consider how instruction plays out in the classroom and whether it reflects high expectations. What strategies are used? How are students challenged beyond the surface level? What messages are sent to students when they fail? Are students' academic needs met through the use of scaffolding and differentiation? Are students developing an academic mindset? In this activity, educators will participate in a World Café discussion to deepen their understanding of the best practices needed to meet the needs of all learners. The World Café format is designed to encourage safe, collaborative participation and conversation. It is a way to share ideas, ponder questions, and make connections.

Materials/Set-Up

- Educator Resources:
    - 5.5a: Note-Taking Strategies
    - 5.5b: Inquiry and Critical Thinking
    - 5.5c: Reading and Writing
    - 5.5d: Academic Discussion
    - 5.5e: Processing Strategies
    - 5.5f: Grouping Students for Collaborative Activities
    - 5.5g: Collaborative Structures
- Chart paper (four pieces, with one of the World Café questions written on each)
- Markers (four different colors)

Instructional Steps

- To set the stage and ensure a rich discussion, educators should be assigned to read the related educator resources prior to participating in the World Café discussion. It is recommended that they use the critical reading strategy, Writing in the Margins, to record their thoughts and questions as they read. (A related handout, Writing in the Margins: Six Strategies at a Glance, is available for download through the *AVID Culturally Relevant Teaching* webpage on MyAVID.)
- Explain that, "Culturally relevant teaching (CRT) is a process. As such, it is impacted by many things, such as relationships, mindsets, expectations, and instruction. Today, we are going to examine the CRT process by making connections and deepening our understanding of best practices as we dialogue with other professionals through a World Café discussion."

- Choose four of the seven topics (Note-Taking Strategies, Inquiry and Critical Thinking, Reading and Writing, Academic Discussion, Processing Strategies, Grouping Students for Collaborative Activities, or Collaborative Structures) that would benefit the school site.
- Divide educators into four groups of four to six members each. If there are a large number of people, expand the number of strategies used or conduct two World Café discussions simultaneously. Try to have three to six educators in each group. Having too few or too many group members does not facilitate deep, focused discussion.
- Each group will have a piece of chart paper labeled with one of the following questions. (Be sure that the questions align with the four topics chosen earlier, and with the resources that educators read as pre-work.)

    1. What are the benefits for students when they learn and use a note-taking system?
    2. In what ways can educators and students use inquiry to move thinking beyond the surface level?
    3. In what ways can educators ensure that students can read and write using academic language?
    4. How can academic discussions within the classroom support the learning of all students?
    5. How do processing strategies help students organize their thinking? What are some examples of processing strategies that you have used, or could use, with students?
    6. How can educators use grouping strategies to support student learning and ensure that they are being appropriately challenged?
    7. Why is the use of collaborative structures so important for diverse learners?

- Explain that each group has five to seven minutes to discuss the question at their table, focusing on the impact within a classroom of culturally and linguistically diverse learners. *Be sure to emphasize that the questions should be viewed through the lens of a culturally relevant educator.*
    - Assign a colored marker to each group and have each group identify a recorder to capture their thoughts on the chart paper. Notes do not have to be linear; they may be random or graffiti style.
    - After five to seven minutes, each group is to identify a spokesperson (e.g., the person with a birthday closest to today), who will take their group's poster to the next group (1 to 2, 2 to 3, etc.).
    - The spokesperson will explain the gist of the conversation and notes for 30–45 seconds, and then return to their original group, leaving the poster that they brought.
    - A new spokesperson will need to be identified for each round. You can identify that person using a variety of characteristics (e.g., next closest birthday, longest hair, years of teaching experience).
    - Each group continues discussing and adding notes (in their assigned color) as outlined above until they end up with their original question.
- Allow one minute for each group to share the overall gist of their chart.
- Allow time for reflection, so educators can make direct connections to the classroom by completing a 3–2–1 Reflection:
    - What are three ideas that I will take away from today's World Café experience?
    - What are two things that I will do differently with students?
    - What is my first step?

Extension

- To extend the learning, when possible, schedule a follow-up session in which educators bring student work from a strategy or process that they used with students, along with questions that they may have.

Note-Taking Strategies

The ability to take notes is a skill usually associated with successful study in college, but too often, students are not formally introduced to this skill in their elementary and secondary education. Note-taking that is modeled, taught, and used in a systematic way can effectively contribute to student success in learning experiences in all levels of education.

To retain information and organize thinking from a lecture, video, reading selection, or discussion, students need to efficiently record and interact with the ideas presented. Too often, students record random ideas, and then let these notes languish in the bottom of their backpacks, or they attempt to record everything presented, making no distinction between major and unimportant ideas. Students need to learn methods for discerning and efficiently recording important ideas as they are presented, as well as learn methods for interacting with their notes once they have recorded them. AVID Elementary's STAR note-taking process, using two- and three-column notes, and the CORNELL WAY—AVID's focused note-taking system used at the secondary and higher education levels—accomplish both. Additionally, for the English language learner, the micro-skills required to take and use notes effectively support and promote language practice, especially when the note-taking process is used as a tool to engage students in dialogue around their notes.

The STAR Strategy: Students in elementary utilize the STAR strategy when taking notes with either a two- or three-column format. At the elementary level, note-taking instruction is focused on the process more so than the format, which is guided by the content. STAR provides students with a systematic approach to taking and interacting with notes. The S guides students to Set up their paper with a heading. The T is the actual Taking of notes. The A and R allow students to interact with their notes by Adding to notes and Reviewing notes. Based on content, students may use two- or three-column notes. Two-column notes provide a simpler format for introducing students to note-taking, while three-column notes provide an additional column for questions, diagrams, native language cues, math answers, etc. Students who favor visuals, students with special needs, and students learning English as a second language often prefer the three-column format. In this third column, consider encouraging students to use nonlinguistic representations, or for ELL students, to record information in a native language.

The CORNELL WAY: The CORNELL WAY is a focused note-taking system that provides a framework for effectively taking and interacting with notes. It includes a sequence of tasks encompassed within 10 steps that require students to use the Cornell note format to collect, process, and apply information presented to them. The 10 steps are divided across four stages: note-taking, note-making, note-interacting, and note-reflecting. Note-taking is only one stage of the process. It is how and when students interact with the notes after taking them that leads to effective retention and application of learning. Brain research suggests that this interaction helps move information into long-term memory. Educators need to model, show examples, and provide time for each stage of the process. Think-alouds, with teachers sharing their own notes, provide an effective way to scaffold learning for students.

Inquiry and Critical Thinking

One of the foundations of AVID's philosophy is that inquiry is as fundamental to rigorous teaching and higher level learning as reading and writing. The outcome of inquiry is often referred to as critical thinking. Inquiry, simply put, is about questioning.

One aspect of inquiry in the classroom is teacher driven. Educators pose interesting, open-ended questions to draw students into the content and follow up with probing questions to guide students to deeper levels of thought. The "how" and "why" questions that educators model will push students to think more analytically. As they ask questions of the class, educators should respect students by directing higher-level questions to all of them. This avoids the perception of lower expectations for individual students and allows all students the opportunity to think deeply about a subject. When posing more thought-provoking questions, consider giving students the chance to dialogue with other students to collectively formulate thoughts. Using open-ended questioning is key to authentic inquiry, as it models the value of considering multiple perspectives and answers. If the only questions asked are those with just one right answer, the spirit of inquiry is lost, with students simply playing a guessing game to figure out what the educator wants them to say. Sentence/question stems that educators can use for classroom instruction and assessment can be accessed through the *AVID Culturally Relevant Teaching* webpage on MyAVID.

The other aspect of inquiry in the classroom is student driven. Students must learn to think about what they observe or experience in order to create thought-provoking questions about content. These are the questions that lead students to Socratic discussions, as they probe the various meanings of a text in order to reach a deeper level of understanding and interpretation. Inquiry is also directly related to the note-taking process, as students are guided to ask questions about information that they do not understand or questions that lead them to wonder beyond the given content.

AVID endorses Arthur Costa's Levels of Thinking as a framework for driving inquiry. Costa's three levels present a concise, direct, and accessible approach. Writing higher-level or critical thinking questions based on content material must be deliberately and strategically taught to students, in incremental steps, so they become aware of their own cognitive processing and can monitor their own critical thinking. Students need opportunities to participate in many activities that require them to practice developing questions at all three levels.

- Level 1: Gathering Information (introduction of knowledge)
- Level 2: Processing Information (practice with knowledge learned)
- Level 3: Applying Information (mastery of knowledge learned)

Questioning vocabulary from each level plays an important role in students' understanding of what a question is asking them to do. It is important for educators to ensure that students understand the vocabulary related to developing questions, while also keeping in mind that the question word does not determine the level of the question. Students must always be aware of the level of thinking required to answer the question. (Are they being asked to gather and recall information, make sense of information, or apply and evaluate information?)

Reading and Writing

Literacy is defined as the "ability and the willingness to use reading and writing to construct meaning from printed text, in ways which meet the requirements of a particular social context" (Au, 1993).

Within the WICOR framework, reading is described as strategically gaining meaning, understanding, and knowledge from print and other media through purpose-driven interactions with text. Students who read must learn to understand text structures; apply prior knowledge and make connections to other texts, themselves, and the world; make predictions and ask questions; and create visual images as they read. The AVID curriculum supports reading through the use of deep reading strategies, note-taking, graphic organizers, vocabulary building, summarizing, and reciprocal teaching.

Writing, another component of the WICOR framework, is used as a learning tool that creates a record of thinking, which leads to effective personal and public communication.

Students who write must learn to consider audience and purpose, engage in various writing processes to address specific situations, support their thinking, and demonstrate understanding. The AVID curriculum provides experiences in writing through the use of note-taking, learning logs, quickwrites, reflections, process writing, peer evaluation, and authentic writing.

According to Callins (2006), literacy development within a culturally responsive classroom should consider the following:

- An equal emphasis should be given to reading and writing, using instruction in one to strengthen the learning of the other. That instruction should give attention to the strengths that students bring from their home language as a basis for becoming more proficient in reading and writing.
- Reading and writing are used to construct meaning through interactions among the reader, the text, and the social context. Educators need to assess and consider the reader's background knowledge, which strongly influences interpretations of text due to prior experiences or cultural schemata that students bring to the reading task.
- Although the printed text is important, educators should also provide literacy learning through the reading aloud of literature and opportunities for collaborative writing.
- Because students of diverse backgrounds often experience literacy in social contexts that differ from those typically found in schools, educators must modify the social context of instruction so that lessons are more effective, and students experience success in the mainstream social contexts, as well as in the contexts of their home and environment.

Callins (2006) further elaborates that integrating diverse cultural literature across the reading and writing curriculum helps students discover the intricacies of language, as well as the histories and cultures of various ethnic groups.

Adapted from Callins, T. (2006). Culturally responsive literacy instruction. [Practitioner Brief]. NCCREST. http://www.equityallianceatasu.org/
Used with permission.

Academic Discussion

Part of creating a scholarly environment with high expectations involves opportunities for students to participate in academic discussion. Guiding and preparing students to actively participate in academic discussions deepens understanding and comprehension of content, develops reasoning skills, and helps see multiple perspectives. Many students take a passive approach during classroom discussions and participate as "spectators," while others tend to dominate discussions. One reason that many students do not participate meaningfully in discussions is lack of confidence in their level of language acquisition and a fear of saying or doing something that is perceived as incorrect or nonsensical. According to the Education Alliance at Brown University (2008), "Children who experience discontinuity in the use of language at home and at school are often misunderstood in classrooms. For example, rules for turn-taking at home may encourage multiple, simultaneous speakers, as opposed to the one-speaker-at-a-time rule in school."

Knight (2014) supports the notion that for culturally and linguistically diverse students, participation in academic discussion is critical to language and content development because it provides:

- Opportunities to hear authentic language modeled in varied academic contexts, which gives exposure to a range of discipline-specific language
- Opportunities to produce purposeful language while practicing form (i.e., grammar, vocabulary) and function (i.e., clarify, explain, argue, justify) to communicate and shape ideas
- Benefits of redundancy of ideas and related vocabulary, and hearing new concepts and content explained, analyzed, and interpreted repeatedly

To support the development of academic discourse within the classroom, provide students with sentence frames to engage in the discussion and provide practice with using academic language. In addition, choose topics that engage a variety of cultures, backgrounds, and points of view.

In order to fully engage students from diverse cultural and linguistic backgrounds in academic discussion, educators must do more than just provide the "opportunity" (Knight, 2014). Scaffolding supports and structures may need to be provided, so students can be better prepared and benefit from the discussion. Consider the following to guide and prepare students:

- Allow time for paired conversations through Think –Pair–Share or Turn–and–Talk prior to larger group discussion in order to give time for rehearsal of ideas.
- Set protocols that allow for equitable participation, such as using talking chips or cards that require every student to talk.
- Provide language support through use of academic language scripts for discussion, but gradually remove this scaffolding structure as students become more independent at accessing and using language supports when needed.
- Expect and require extended responses by providing wait time, encouragement, and probing with follow-up questions.

Adapted from "Why Are Academic Discussions So Important for Our ELLs?" by Nicole Knight.
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AVID and Academic Discussions

Within the AVID WICOR framework, academic discussions take place through Socratic Seminar, Philosophical Chairs, and World Café discussion formats. It is important that educators ensure that students understand the difference between dialogue and debate, so they can focus on the purpose of discussion, which is to seek understanding by deepening thinking and continuing to question. Following is a brief description of each discussion format. For additional information and resources for each, visit MyAVID.

Socratic Seminar: The goal of a Socratic Seminar is for students to work collaboratively to understand the ideas, issues, and values reflected in a specific text. Students facilitate a discussion around ideas in the text to work toward a shared understanding rather than trying to prove a particular argument. This strengthens the ability of creating a culturally relevant classroom because it allows students to open their minds to different points of view and opinions while maintaining a clear sense of collegiality. A Socratic Seminar is not used for the purpose of debate. An effective Socratic Seminar consists of four interdependent elements:

1. The text, which is chosen for its richness in ideas, issues, and values, and ability to stimulate extended, thoughtful dialogue
    a. Consider topics that would engage students from a wide variety of backgrounds.
2. The opening question, which has no right answer, reflects a genuine curiosity on the part of the questioner, leads participants back to the text, and generates new questions
3. The seminar leader, who keeps the discussion focused, asks follow-up questions, seeks clarification when needed, and involves all participants
4. The participants, who come prepared, listen actively, share their ideas and questions, and provide text-based evidence to support their ideas

Spending reflection time after the seminar to critique, debrief, and evaluate the process is critical to achieve quality seminars and high levels of thinking.

Philosophical Chairs: This discussion format is a form of structured discussion in which students develop a deeper understanding of a text or subject. While the format is similar to a debate, Philosophical Chairs emphasizes dialogue, rather than competition. This strategy offers a process that gives students opportunities to improve verbal capability and fluency, as well as develop skills in the precise use of academic language, as they engage in constructive dialogue with one another. Philosophical Chairs differs from Socratic Seminar in that it is not dependent on a text (although the reading of some text before engaging in the activity enhances the process). Philosophical Chairs focuses on a central statement or topic that is controversial and should be relevant to both your students' lives and grade levels. Students decide if they agree or disagree with the statement and sit or stand accordingly. The discussion begins with someone from the side that agrees stating the argument in favor of the position. Discussion continues with alternating sides presenting their arguments. Students may move and change sides if their thinking changes. The discussion ends with closing arguments from each side, followed by a written reflections and evaluation of the process. Providing students with the opportunity to disagree on a topic and discuss it rationally supports their ability to then avoid allowing future disagreements on an idea from escalating into conflict. Debriefing the process is critical and should not be omitted.

World Café: The World Café strategy uses collaborative groups to investigate a large case or issue and work toward solutions. Participants are asked to analyze, synthesize, and evaluate the effectiveness of solutions and respond to group decisions. Designed and outlined by Juanita Brown and David Isaacs (2005), World Café is a powerful strategy to approach critical problems and global issues. The strategy engages students in deep analysis, rotates them through collaborative structures where expertise can be shared, and encourages cooperative problem solving. Presentation and discussion skills are developed and refined as each group leader must concisely present issues and facilitate the discussion between group members.

Processing Strategies

Just as educators develop and implement procedures and routines for classroom management, they must do the same to help students organize and cement their thinking and learning. Providing students with strategies and tools to process what they are learning leads to greater engagement in the learning process and more effective retention of information.

The following tools can be used with all levels and in all content areas to help students organize and show their thinking.

One-Pager: The one-pager allows students to creatively express their knowledge and understanding of a topic or text on a single sheet of paper through their own written and graphic interpretation, reactions, and connections. Information may be very literal, based on the facts or information in the piece, or it may be abstract, with a symbolic representation of their thinking. The one-pager helps students to visualize and express what they have read and works well as a culminating performance assessment. It easily allows for differentiation, as the required components for a one-pager can change based on the text, content, level, and depth of comprehension desired, and student ability.

Graphic Organizers: Graphic organizers provide educators with a multitude of developmentally appropriate tools to meet the learning needs of all students. They are especially powerful learning tools for English language learners. Graphic organizers allow for:

- Processing of information in a low-risk environment
- Constructing meaning
- Chunking information
- Visualizing how ideas fit together
- Structuring writing projects, problem solving, decision-making, or research planning
- Brainstorming
- Making connections and determining relationships between facts, terms, or ideas

Use of graphic organizers with students makes content easier to understand and learn, reduces information processing demands, and helps students become more strategic learners. Graphic organizers are much more than just filling in the boxes. They require students to engage in information processing and higher order thinking skills, such as summarizing, decision-making, or identifying main ideas and details. Students must also determine how to structure information to effectively communicate their thinking. Once the graphic organizer is complete, the learning does not stop, as students can now use their graphic organizers to make inferences, draw conclusions, participate in academic discourse, elaborate on ideas, or carry out a plan for writing, research, or problem solving.

Grouping Students for Collaborative Activities

Flexible collaborative grouping in culturally relevant classrooms is a positive academic tool for students, as it increases engagement in learning, facilitates social and work interaction, increases motivation to learn, and teaches them how to learn in a variety of ways. Grouping also grants the classroom educator the ability to increase the level of rigor for a task, while lowering the “risk” for students, since they share ideas and increase understanding as they work collaboratively.

Students can be grouped by interests, abilities, or learning styles. Students can also be assigned to groups based on their need for additional help, time, or practice in order to master the content and skills covered in a particular unit or lesson that the teacher has already taught to the class. Using varying configurations of instructional groups enables the classroom educator to assign different types of learning tasks and evaluate student performance in different ways. Random grouping of students also provides a quick method for getting students ready for collaborative activities. It is important to vary the type of grouping within the class, so students have the opportunity to work with a wide variety of their peers.

Student grouping should be preplanned to create the most beneficial learning experiences for students. Some elements to consider are:

- Establishing group norms for collaboration
- Content to be learned or problems to be solved
- Structure of the task
- Awareness of students’ knowledge and skills
- Type of group—based on interests, abilities, learning styles, socialization
- Size of group—usually three to six students, depending on the task
- Ensuring equal participation among group members
- Assessment of the learning task

The following grouping strategies can be used to promote high engagement and allow students opportunities to work within various groupings.

- **Clock Partners:** This strategy allows students to have some control over choosing partners, but they won’t always work with the same person. Have students complete the Clock Partners: Hourly handout (available for download through the *AVID Culturally Relevant Teaching* webpage on MyAVID) by filling in the name of a classmate for each hour on the clock. Ensure that students write each other’s name down for the same hour. When teachers are ready to pair students up, ask students to get out their completed Clock Partners handout and find, for example, their three-o’clock partner. Choose different hours for different activities, so students have a chance to work with a variety of people. Have students create a new clock for each grading period to allow opportunities to eventually work with all of the students in the class.

For Elementary (K–2) students, utilize the Clock Partners: Quarterly handout (available for download through the *AVID Culturally Relevant Teaching* webpage on MyAVID), with four total partners.

- **Playing Cards or Uno Cards:** Pass out cards as students enter the classroom. Group students based on the number, color, suit, shape, etc. Manipulate the decks as needed to create partners, triads, or quads.
- **CRT Flags:** To form partners, create copies of flags (two copies each) from various countries. Use flags that represent students in the school or district, not just in a single classroom. As students enter the room, pass out the flags. Students then find their flag partner, introduce themselves, and identify the flag that they have. CRT flags may initially be used as an icebreaker, with partners discussing places in which they have lived, traveled, or would like to travel. Then, flags may continue to be used for grouping during the year. Images of flags may be found at the CIA World Factbook website: https://www.cia.gov/library/publications/the-world-factbook/fields/2081.html.
- **Vocabulary Match:** To create partners, pass out cards with vocabulary words and corresponding key words, symbols, or pictures that relate to the word. Students must "match up" to find their partner.
- **Birthdays:** Use the students' birth months to group them for an activity.
- **Sole Mates:** Group students for activities by the type of shoes that they are wearing (e.g., tennis shoes, boots, pumps, sandals).
- **Color of Shirt:** Group students for activities by the color of the shirt that they are wearing.
- **Similar Clothing:** Group students for activities by similar types of clothing that they are wearing (e.g., sweatshirts, button-ups, polo shirts, blouses).
- **Postcard Match:** Obtain postcards from a variety of different destinations. Have multiple copies based on the number needed for each group. Groups then find their destination match and discuss what they might do if they visited this destination.
- **Act It Out:** Pass out index cards showing different animals, objects, or a diverse group of famous people. Be sure to have two of each card for partner grouping, three of each for triads, four of each for quads, etc. Without talking, students must act like the animal, object, or person and try to find others in the room who are acting similarly to form their group.
- **Grouping by Interests:** When working with content topics or a variety of resources or texts, ask students to rank which topic, resource, or text they would most like to study. For example, if studying the larger topic of rainforests, students may rank their specific interests, from most to least interested, as: animals, plants, indigenous people, layers, economy. Try to honor students' first or second choice. Grouping by interests allows students choice and honors their interests, leading to increased engagement.
- **Grouping by Learning Styles:** When students are participating in a group project, allow them to choose or place them in a group based on their learning style. For example, allow them to choose if they want to write about the topic, make a movie about it, dance or sing about it, draw it, etc.

Add your own ideas to the aforementioned grouping strategies. The important thing is to ensure that students have continuous opportunities to work and collaborate with their fellow students in many different settings. This allows the classroom to become a community of learners who recognize and respect each other's differences, similarities, and strengths.

Collaborative Structures

Collaborative structures are foundational to instruction in the AVID classroom and are essential for college readiness and 21st century skills, as students develop the ability to work productively in a group toward a common goal. With intentional planning and implementation, these structures explicitly teach students how to focus on a task, how to have authentic conversations with active listening and turn-taking, how to reach consensus, and how to take responsibility for their own work, as well as for the learning of classmates. Effective collaborative learning structures can be used in all content areas and at all levels, from kindergarten to higher education. An overview of recommended structures for collaboration is provided below and descriptions of these are can be accessed through the AVID Culturally Relevant Teaching webpage on MyAVID.

Carousel Brainstorming
Is used to elicit and build background knowledge, review recently studied information, or gather opinions. Allows students to build on one another's ideas in a structured manner.

Brainstorming
Is used to give individual students or larger groups an opportunity to generate a variety of ideas in a short period of time, without criticism or judgment.

Popcorn
Is used to generate a large number of ideas in a short period of time.

Fishbowl
Is used as a structure for modeling a process or concept for others, either in groups or for the whole class.

Four Corners
Is used as a tool for students to evaluate both ideas and products, check for comprehension, build expressive capacity and accountability, and build cohesion and community among classmates.

Give One–Get One
Is used to foster critical thinking and collaboration by reviewing content, eliciting background knowledge, or processing newly taught information.

Inside/Outside Circles and Parallel Lineups ("Conga Line")
Are used to review key concepts and construct academic discussions.

Jigsaw—Home Group/Expert Group
Is used when discussion of new information is desired, but time is limited or the target text/content material is especially dense. Jigsaw provides scaffolded inquiry with accountability.

Jigsaw Sequencing Groups
Is used to structure a group for negotiation and problem solving.

KWL
When done collaboratively, is used to elicit collective background knowledge, build purpose for a learning task, and chronicle learning. Allows students to build on each other's learning.

Novel Ideas Only
Is used for eliciting collective background information, reviewing recently taught information, and practicing academic discussions, careful listening, and public speaking.

Numbered Heads Together
Is used for quick, collaborative discussion with group and individual accountability.

Note-Checking Pairs
Is used to provide support as students learn and utilize note-taking strategies (e.g., two- and three-column notes, Cornell notes, 10–2–2 model).

Take Five
Is used to gain consensus with decision-making. It is an effective way to assess group needs and gather information for problem solving.

Talking Chips
Is used for accountable and equitable talk in small-group discussions and promotes academic discussion.

Think–Pair–Share and Think–Pair–Share Squared
Are used as quick processing activities and/or checks for understanding. The “Think” (i.e., brainstorming) step is crucial for giving students time to process their understanding in preparation for sharing.

Whip Around
Is used for quick processing and checks for comprehension.

Helping Trios
Is used to provide students with the opportunity to develop speaking and listening skills, while simultaneously learning how to provide and receive feedback.

Zap the Problem
Is used to address students’ problem solving skills in a safe environment, with a flexible structure for sharing thoughts and investigating solutions.

Group Poster Board Presentation
Is used to develop a multitude of skills: written communication, active listening, critical thinking, verbal communication, collaboration and teamwork, and visual aid development. In addition, it serves as a catalyst for reflection on presentation skills with deliberate examination of the ability to create a visual presentation from an assignment.

World Café
Is used to investigate and approach critical problems and global issues through synthesis and evaluation of ideas.

Coffee Chat and Quick Chat
Are used to allow time for a quick talk about a topic, without involving a whole-group discussion.

Dyads, Triads, and Quadratics
Are used to allow one communicator time to speak without interruption, while another group member(s) listen actively and then respond in a given amount of time.

Round Robin
Is used to allow each student a chance to speak about a topic in order to break the ice before the discussion begins.

Study Buddies
Is used to pair students to serve as “coaches,” who provide support, encouragement, and constructive criticism to one another.

Buzz Groups
Is used to allow 10 minutes of unstructured time for groups to talk about the topic and for the teacher to get an immediate feel for the understanding and temperament of the group.

Culturally Relevant Lessons

To meet the needs of students from diverse backgrounds, educators must take the time to plan for relevant, effective instruction, which begins by reflecting on current classroom practices and viewing them through the lens of culturally relevant pedagogy. To develop learning tasks that are meaningful to the student, educators should strive to reach students in a variety of culturally appropriate ways. This is accomplished in part by having knowledge about the background and culture of their students and a clear understanding of the roles that language and culture play in each student's identity. Cultural sensitivity requires that teachers build relationships while interpreting their students' behaviors within the cultural context of the student. Delivery of instruction should involve classroom strategies that accomplish the following:

- Promote the acquisition of increasingly complex knowledge and skills with high standards and outcomes for all students.
- Foster collaboration and positive interactions among students.
- Utilize content and materials that are culturally and linguistically responsive.
- Focus on student-centered, active learning with high engagement.
- Are relevant to students' lives and provide opportunities for real-world application.
- Create independent learners.

This section explores how to plan instruction that incorporates WICOR strategies and recognizes the interaction between context, content, and culture.

Section Outline

- 5.6: Planning Culturally Relevant Lessons
    - 5.6a: Lesson Planning Guidelines
    - 5.6b: Infusing Culture Across Content Areas
    - 5.6c: Differentiation and CRT
- 5.7: WICOR Through the Lens of CRT
    - 5.7a: Weaving WICOR Into Culturally Relevant Classrooms
    - 5.7b: WICOR Through the Lens of CRT: Graphic Organizer

5.6 Planning Culturally Relevant Lessons

Educator Objective

Educators will consider the elements of culturally relevant lessons for students.

Overview

Culturally responsive pedagogy is described by Geneva Gay and Gloria Ladson-Billings as encompassing the social-emotional, relational, and cognitive aspects of teaching culturally and linguistically diverse students. (See Culturally Responsive Pedagogy and the Brain on page xxviii in the introductory material to this book.)

> *"A good teacher, like a good entertainer, first must hold his audience's attention, then he can teach his lesson."*
>
> John Henrik Clarke

Before learning can take place, the brain must pay attention to it; thus, learning must not be passive, but should focus on active engagement (limbic system) and conscious processing (neocortex). Culturally relevant classrooms motivate students to learn academic content by creating positive relationships, incorporating common cultural learning aides, and providing stimulating ways to engage in and retain the content.

Materials/Set-Up

- Educator Resources:
  - 5.3b: Strategies for Scaffolding
  - 5.6a: Lesson Planning Guidelines
  - 5.6b: Infusing Culture Across Content Areas
  - 5.6c: Differentiation and CRT
- Sample Culturally Relevant Lessons Plans (available for download through the *AVID Culturally Relevant Teaching* webpage on MyAVID)
- Notepaper
- Document camera (optional)

Instructional Steps

- Ask educators to silently think of the approach that they use as they design academic lessons and record their thoughts as words or phrases. (Some educational organizations may dictate specific curriculum formats and lessons.)
- Ask educators to then record how they scaffold and differentiate for the diverse student populations that they serve.
- Allow a brief time for trios to share their information and have a few volunteers share out the ideas presented in their trio groups.
- Discuss the importance of establishing a "why" for learning the topic (making it relevant) in order to engage students in the content before providing the "how" and "what."
- Refer the group to the Infusing Culture Across Content Areas resource for ideas on adding cultural relevance to their lessons.

- Refer the group to the Differentiation and CRT resource for information on differentiation within their lessons. The Strategies for Scaffolding resource should also be used to provide ideas for scaffolding.
- Have educators who teach the same subject or grade level, either with partners or in small groups, choose a content topic on which they can brainstorm lesson ideas using the Lesson Planning Guidelines resource. Explain that the questions are guidelines for planning their lessons, not a specific lesson plan format. Allow sufficient time for educators to complete the form.
- To debrief this activity, have educators write a reflection on the process of brainstorming about the "why" and "how" of the lesson in preference to the "what" of the lesson.
- Refer educators to Sample Culturally Relevant Lesson Plans, available on the *AVID Culturally Relevant Teaching* webpage on MyAVID.

Extension

- To extend the learning, encourage educators to meet with a group of cross-functional teachers in order to share lesson plans and discuss ideas that can be infused to increase rigor, engagement, and cultural relevancy.

Lesson Planning Guidelines

Class: ________________________ **Content/Topic:** ________________________

1. What is the diversity of students in the class (e.g., ELL, Special Education, Gifted/Talented, ethnic or racial diversity)?

2. What is the clear goal of the lesson (written as an Essential Question)?

3. How will you teach the key vocabulary that is necessary for understanding the lesson's content?

4. How will you hook students into the content topic (e.g., demonstration, music, video)?

5. How will you assess or activate prior knowledge of the topic (e.g., artifacts, video, photos, oral sharing, survey)?

6. How will you make connections to cultural contexts (e.g., current events, music, books by culturally diverse authors, artifacts, storytelling)?

7. How will you teach the material (e.g., collaborative groups, lecture, interaction with video)?

8. How will you provide scaffolding and differentiation in multiple ways?

9. How will you use WICOR strategies to support student understanding of the content?

10. What differentiated opportunities will you provide for demonstrating understanding of the content (e.g., role-playing, poems, graphic representations, reciprocal teaching)?

Infusing Culture Across Content Areas

MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS/ READING
• What data about your students could you collect and graph (e.g., languages spoken, birthplaces, holidays celebrated)? • How can you work in the ability for students to choose from an option of work (e.g., Menu Math)? • How can word problems be used to reflect information that is relevant to students?	• How can course content highlight a diverse variety of scientists and their contributions? • Consider discussing how science potentially impacts culture (e.g., habitat, climate). • How can you draw connections of simple machines and their impact on different countries? • Consider how genetics can be tied into cultural dynamics.	• How are various cultures similar/ different as compared to American culture? • How can students research about other countries/cultures as a part of the course content? • What various cultural aspects should be included in the curriculum to provide students with a wider perspective about history and how all cultures have impacted historical events? • How have major historical events both positively and negatively shaped cultures (e.g., Civil Rights Movement, 19th Amendment, Triangle Trade, Holocaust)?	• How can you increase the reading of literature written by diverse authors? • What thematic units can be included to infuse culture into the curriculum? • How can you demonstrate language registers and code-switching and their impact on literature? • How can students create poems, stories, or essays on their personal cultures?

Differentiation and CRT

Classrooms today consist of both culturally and academically diverse populations of students. Culturally relevant teaching practices focus on recognizing, understanding, and utilizing the cultural differences that students bring to the classroom, as evidenced in Geneva Gay's (2010) definition: "Culturally responsive teaching is using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective. It teaches to the strengths of the students."

Practices for differentiation focus on knowing and meeting students where they are academically and moving them ahead from that point so that students of all abilities are learning something new. Carol Ann Tomlinson (2005) describes differentiation as a systematic approach to planning curriculum and instruction for academically diverse learners that provides students of different abilities, interests, or learning needs with appropriate ways to learn.

Providing differentiation within a classroom that is culturally relevant means educators should meet academic needs through the lens of cultural relevance by tapping into students' cultural knowledge, experiences, learning styles and tools. For example, many cultures have strong oral traditions and use stories to teach lessons about survival, manners, morality, and relationships. Using storytelling as a structure when planning for differentiation takes into account cultural tools while meeting differing needs.

Successful differentiation is rooted in intentional planning and relies on the following critical components, many of which are also crucial for creating a culturally relevant environment:

- Fostering a growth mindset in both students and educators
- Building a safe learning community
- Continual assessment to inform planning and feedback
- Knowing students' readiness levels, interests, and learning styles
- Flexible grouping
- Curriculum that is meaningful, relevant, engaging, and challenging

It is important to remember that differentiation is not "a strategy." It is way of thinking about what students need, how they learn, and how educators teach, and then using many strategies that allow for differentiation of the content, process, product, or environment. Differentiation is for all students—from the struggling student to the accelerated student. It is about removing the learning ceiling so that each student receives the instruction they need to learn something new each day that moves them beyond where they were when they entered a classroom.

5.7 WICOR Through the Lens of CRT

Educator Objective

Educators will identify WICOR strategies incorporated into professional learning activities and in lessons used with students.

Overview

WICOR (writing, inquiry, collaboration, organization, reading) forms the foundation for the AVID curriculum. These areas are also essential to effective instruction within a culturally relevant classroom. The areas that WICOR focuses on—high expectations, critical thinking and questioning, academic reading and writing, and the ability to organize thinking, time, and materials—lead to academic success with the goal of closing the achievement gap. This activity allows educators the opportunity to see how WICOR strategies can be infused in their personal learning and in the learning opportunities that they provide for their students.

Materials/Set-Up

- Educator Resources:
    - 5.7a: Weaving WICOR Into Culturally Relevant Classrooms
    - 5.7b: WICOR Through the Lens of CRT: Graphic Organizer
- Chart paper (one piece for each component of WICOR)
- Markers
- Lesson plans brought by educators

Instructional Steps

- Review the components of WICOR with educators.
- Allow participants time to participate in a table talk on the following question: In what ways do the components of WICOR promote culturally relevant instruction?
- Conduct a Carousel Brainstorm by dividing participants into five groups. Groups will rotate to charts labeled with each component of WICOR and list concrete classroom examples of each component through the lens of CRT. For example, what might writing look like in a culturally relevant classroom?
- Distribute the Weaving WICOR Into Culturally Relevant Classrooms resource, and ask participants to compare the items on the resource with the brainstorming charts, adding additional information to the resource.
- Distribute WICOR Through the Lens of CRT: Graphic Organizer, and have participants reflect on the activities today (e.g., table talk, Carousel Brainstorm) and make connections to WICOR components.
- Direct educators to use the WICOR Through the Lens of CRT: Graphic Organizer to determine the WICOR components present in the lesson plans that they brought. Are there lessons into which they could incorporate, or further incorporate, WICOR strategies?

Extension

- To extend the learning, challenge participants to use the graphic organizer when planning lessons in order to assist with incorporating WICOR into their instruction.

Weaving WICOR Into Culturally Relevant Classrooms

WRITING

- Allow students choice when selecting their writing format (e.g., poems, essays, songs).
- Have students write to a variety of audiences. Use writing prompts that explore race, class, gender, and religion.
- Have students write about traditions in their families. As the educator, share your family traditions.
- Ask students to reflect on diverse pieces of literature.
- Give students examples of authors who write about culture [e.g., Khaled Hosseini *(The Kite Runner)*, Arthur Dorros *(Abuela)*].

INQUIRY

- Explore your own beliefs and practices.
- Let students ask questions about your culture in addition to learning about theirs.
- Promote an inclusive culture in your classroom by allowing all students to share.
- Attend community events where your students live.
- Have students interview family and community members. Invite community and family members to the classroom to share.
- Teach students to question and challenge their own beliefs and actions.
- Feature different cultures when teaching historical events.

READING

- Have a variety of choices in books and authors, and tailor your choices to your student population. Make sure that gender, ethnicity, religion, and class are taken into consideration when choosing readings and texts for your classroom—students should see themselves in what they read.
- Encourage book clubs.
- Teach students to recognize characteristics of different cultures through reading.
- Use resources beyond the textbook.
- Encourage students to dig deeper into the central theme or main events of the story using multiple perspectives: How might the story have changed had the main character been a boy/girl? How might the story have changed if the main character spoke a language different than the other characters?

COLLABORATION

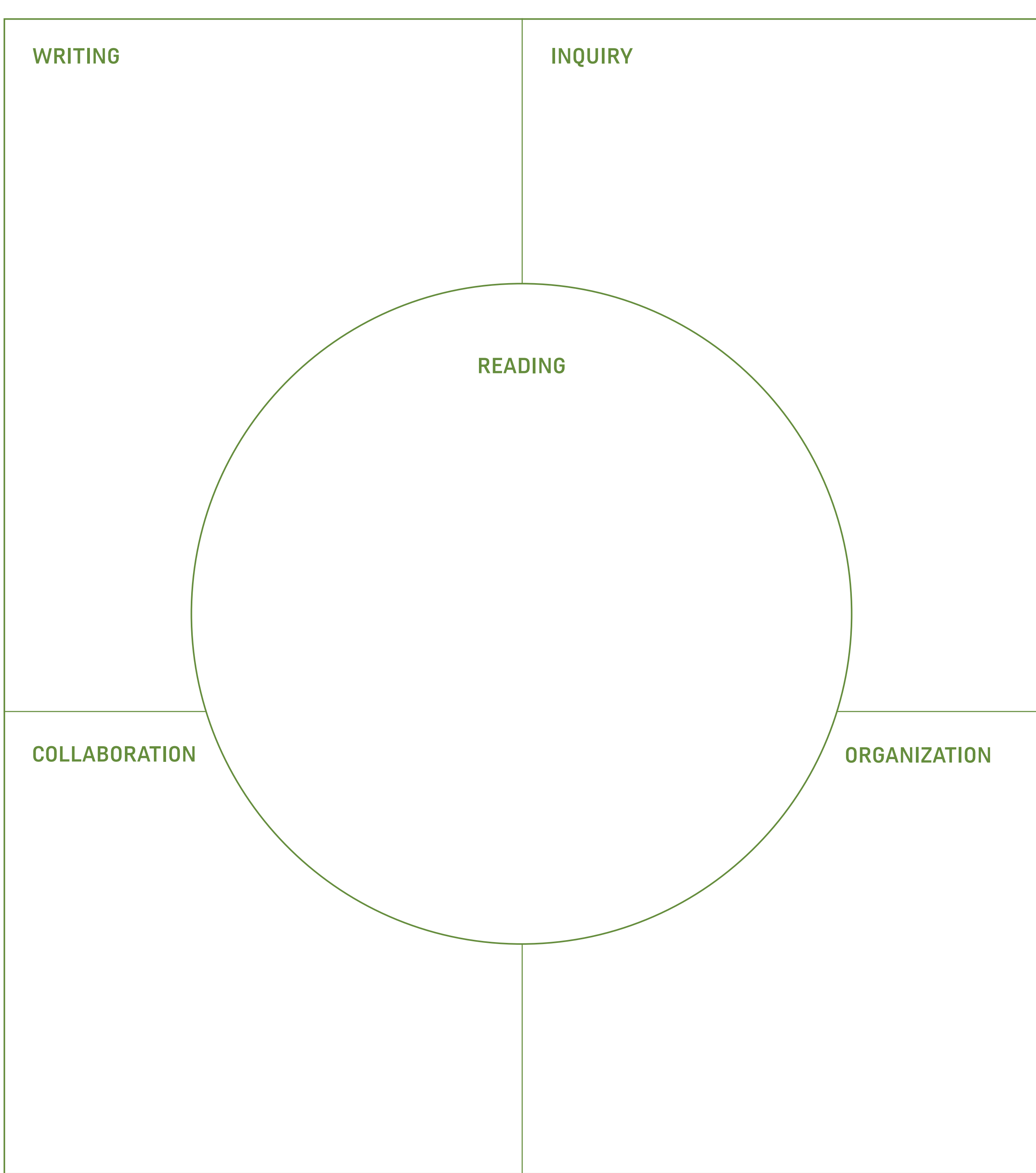
- Use role-playing in the classroom.
- Have students create a culture task force for the school that works to educate everyone. Assign research projects that involve the community or culture of students.
- Choose Socratic Seminar topics that reflect student community or culture.
- Incorporate kinesthetic/movement activities within the lesson—less "sit-and-get."

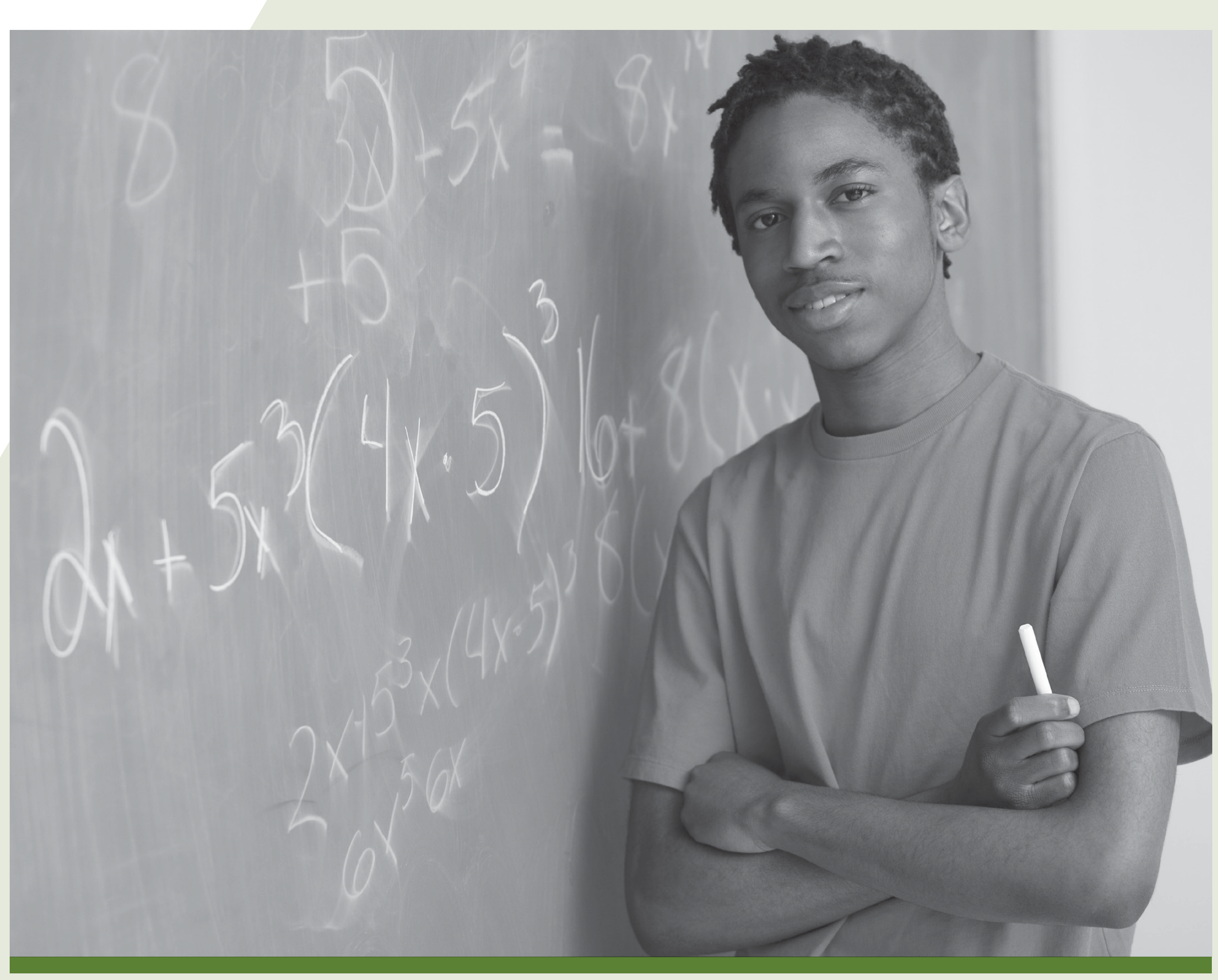
ORGANIZATION

- Teach students to self-advocate. Use graphic organizers to teach new concepts.
- Have students use agendas to document activities that focus on culture and diversity in the class.
- Prioritize cultural relevancy in your class.
- Encourage students to study in diverse groups.
- Have students set class goals for incorporating cultural relevance into their work.

WICOR Through the Lens of CRT: Graphic Organizer

Use this graphic organizer to list WICOR strategies incorporated into lessons or professional development.





CHAPTER SIX

Holding High Expectations

Empowering Students

Visit the *AVID Culturally Relevant Teaching* webpage

on MYAVID for additional materials and resources.

Academic Expectations and Support

Students typically rise to the expectations that are set for them; therefore, it is imperative that educators communicate clear messages to students, in which they convey their belief in students' capabilities and challenge them to higher levels of academic achievement. This section provides activities that promote vocabulary building, scaffolding, goal-setting, and academic self-advocacy for students as they deepen their critical thinking processes and further raise their personal expectations of academic success.

Section Outline

- 6.1: Setting High Expectations to Support Success
    - 6.1a: TAHOTAHONTANEKENTSERATKERONTAKWENHAKIE
    - 6.1b: TAHOTAHONTANEKENTSERATKERONTAKWENHAKIE Word Cards
- 6.2: Vocabulary Predictor
    - 6.2a: Vocabulary Predictor Recording Sheet
- 6.3: Word Splash
    - 6.3a: Word Splash Examples
- 6.4: Denotation and Connotation
    - 6.4a: What's in a Word?
- 6.5: Writing Poetry: "The Race…Human"
    - 6.5a: "The Race…Human" Recording Sheet
    - 6.5b: "The Race…Human"
- 6.6: Self-Advocating for Advanced Coursework
    - 6.6a: Student Self-Advocacy Mini Lessons
    - 6.6b: Self-Advocacy Journal
    - 6.6c: Goal-Setting: Backwards Mapping

6.1 Setting High Expectations to Support Success

Student Objective

Students will become aware of the high expectations that will be set, as well as scaffolding practices that will be utilized, to ensure that students are successful.

Overview

This activity uses a Native American name (from a Native American story) to communicate high expectations to students and reassure them that they will not be left on their own in confusion and bewilderment.

Materials/Set-Up

- 6.1a: TAHOTAHONTANEKENTSERATKERONTAKWENHAKIE
- 6.1b: TAHOTAHONTANEKENTSERATKERONTAKWENHAKIE Word Cards
    - Cut the individual cards out prior to the activity.

Instructional Steps

- Explain to students that through this activity, they are going to learn something difficult by breaking the learning into separate pieces.
- After cutting out the 15 cards from the TAHOTAHONTANEKENTSERATKERONTAKWENHAKIE Word Cards resource, pass the individual cards out around the room. Cards should each be numbered and contain pieces of the longer "TAHO" name.
- Conduct the activity using the following steps:
    - Ask, "Who has Card #1? Please come up and show your card to the class." [Student shows card to the class.] "What does your card say?" [Student: "TA."] "Can everyone say this with me?" (Class, together: "TA.")
    - Student with the "TA" card remains standing at the front of the room.
    - Repeat the process using Card #2 (HO).
    - Then, ask the class, "Can we say these two cards together?" [Class, together: "TAHO.")
    - Repeat this process for all 15 cards, adding the additional piece and reciting the entire word on display after each card is presented.
- After all cards are lined up at the front of the room, ask the entire class to say the complete name. [Class, together: "TAHOTAHONTANEKENTSERATKERONTAKWENHAKIE."] Repeat the process of saying the full word until it is said smoothly.

- Once the class says the entire name smoothly, conduct a brief discussion with the following questions:
    - If I had given you this word first thing today and asked you to say it, would you have been able to do so?
    - What did we do to help ensure that we could read this word?
    - How can you use this process the next time that you come across another challenging word?
- Explain to the class that you had high expectations that they would be able to successfully read this difficult Native American name, but you also knew that they would need some help through collaboration and breaking it into smaller parts. Explain that you may ask them to do things that at first seem impossible or very difficult, and they may feel like they have no idea how to do it...but you will model the process or "scaffold" it for them.
- Ask students if they know what a "scaffold" is. Explain that a scaffold provides support until it is no longer needed, and that you will provide the support they need to be successful and remove the support when you know that they can do it on their your own. Also explain that sometimes a scaffold fails, which is okay, as long as they can figure out why it failed and then try again.
- Ask students to think about things that make them nervous about their schoolwork—things that they may struggle with, things that they may not have the confidence to tackle, or times when they were initially unsuccessful and gave up. Then, ask them to think about how you, as the educator, could help them in these situations. Remind them that you—the educator—are their partner in learning.
- Have students quickwrite on the following writing prompt as an exit ticket:
    - "When I am learning something new that is hard for me, I wish that my teacher would...."

Extension

- To increase rigor, introduce the story TAHOTAHONTANEKENTSERATKERONTAKWENHAKIE. The Native American story is from Salli Benedict, a Mohawk writer of Akwesasne's Cornwall Island, who has written many short stories, Iroquoian legends, and one play. The story can be displayed for students to "popcorn" read aloud, while using the scaffolding process in the activity to pronounce any difficult words.
- To increase scaffolding, follow up with students by having conferences with them about their exit tickets and assuring them that it's okay to struggle and even fail, as power comes from overcoming that struggle or failure.

TAHOTAHONTANEKENTSERATKERONTAKWENHAKIE

By Salli Benedict

© Salli Benedict

Deep in the woods, there lived a man and his wife, and their newborn baby boy. The baby was so young that his parents had not yet given him a name. Hunting was very bad that winter and they had very little to eat. They were very poor.

One day around suppertime, a little old man came to their door. He was selling rabbits.

“Do you wish to buy a rabbit for your supper?” he asked.

The woman who met him at the door replied that they were very poor and had no money to buy anything.

It was growing dark and the man looked very tired. The woman knew that he had travelled very far just to see if they would buy a rabbit from him. She invited him to stay for supper and share what little they had to eat.

“What is your name?” the husband asked as he got up to meet the old man.

“I have no name,” the little man replied. “My parents were lost before they could name me. People just call me Tahotahontanekentseratkerontakwenhakie which means,

‘He came and sold rabbits.’”

The husband laughed. “My son has not been named yet either. We just call him The Baby.”

The old man said, “You should name him so that he will know who he is. There is great importance in a name.” The old man continued, “I will give you this last rabbit of mine for a good supper, so that we may feast in honor of the birth of your new son.”

In the morning, the old man left. The parents of the baby still pondered over a name for the baby.

“We shall name the baby after the generous old man who gave him a feast in honor of his birth. But he has no name,” the mother said.

“Still, we must honor his gift to our son,” the husband replied. “We will name our son after what people call the old man, Tahotahontanekentseratkerontakwenhakie which means, ‘He came and sold rabbits.’”

“What a long name that is,” the mother said. “Still, we must honor the old man’s wish for a name for our son and his feast for our son.”

So the baby's name became Tahotahontanekentseratkerontakwenhakie which means, "He came and sold rabbits," in honor of the old man.

The baby boy grew older and became very smart. He had to be, to be able to remember his own name. Like all other children he was always trying to avoid work. He discovered that by the time his mother had finished calling his name for chores, he could be far, far away.

Sometimes his mother would begin telling him something to do,

"Tahotahontanekentseratkerontakwenhakie….hmmmmm…" She would forget what she wanted to have him do, so she would smile and tell him to go and play.

Having such a long important name had its disadvantages too. When his family travelled to other settlements to visit friends and other children, the other children would leave him out of games. They would not call him to play or catch ball. They said that it took more energy to say his name than it did to play the games.

News of this long, strange name travelled to the ears of the old man, Tahotahontanekentseratkerontakwenhakie. "What a burden this name must be for a child," the old man thought. "This name came in gratitude for my feast for the birth of the boy. I must return to visit them."

The old man travelled far to the family of his namesake, Tahotahontanekentseratkerontakwenhakie. The parents met the old man at the door and invited him in. He brought with him food for another fine meal.

"You are very gracious to honor me with this namesake," he said. "But we should not have two people wandering this world, at the same time, with the same name. People will get us confused, and it may spoil my business. Let us call your son Oiasosonaion which means, 'He has another name.' If people wish to know his other name, then he can tell them."

Oiasosonaion smiled and said, "I will now have to call you

Tahotahontanekentseratkerontakwenhakie tanon Oiasahosonnon which means, 'He came and sold rabbits and gave the boy another name.'"

Everyone laughed.

Excerpt from: Beaty, J., & Hunter, J. P. (1994). *New Worlds of Literature: Writings from America's Many Cultures.* New York: Norton. Used with permission.

TAHOTAHONTANEKENTSERATKERONTAKWENHAKIE Word Cards

TA 1	**HO** 2	**TA** 3	**HON** 4
TA 5	**NE** 6	**KENT** 7	**SER** 8
AT 9	**KER** 10	**ON** 11	**TAK** 12
WEN 13	**HA** 14	**KIE** 15	

6.2 Vocabulary Predictor

Student Objective

Students will utilize a three-column note format and work collaboratively to develop a deeper understanding of content vocabulary.

Overview

When students work collaboratively to predict the meanings of vocabulary words prior to reading, it helps them focus on the vocabulary and become more skilled in identifying the words when they encounter them in their reading. This strategy also allows the teacher to gain information about students' prior experiences and knowledge of word parts and usage.

Materials/Set-Up

- Student Handout:
  - 6.2a: Vocabulary Predictor Recording Sheet (optional: print on 11x17" paper and laminate)
- Teacher-selected text
- Targeted vocabulary words corresponding to the selected text

Instructional Steps

- Group students in pairs or triads.
- Give each group a Vocabulary Predictor Recording Sheet in three-column format. (Note: Vocabulary Predictor Recording Sheets may be produced on large paper and laminated so that students in the group can record their thoughts with wet-erase overhead pens. Alternatively, students may use paper to create their own recording sheets.)
- Provide the list of vocabulary words to the students. (Note: The number of words will depend on the grade level, ability level, and content. It is okay to differentiate and give student groups different words based on skill levels. No more than five words at a time are recommended so that students have time to focus on each word.)
- Ask student groups to write each word in the first column of the chart.
- Instruct students to discuss each word with their group, and in the second column, write what they think the word means at this point, prior to reading the selection. They should also try to write what part of speech they think the word is and any other information that they can think of related to each word. Students may also choose to draw a picture to help show what they are thinking.
- Monitor to ensure that all students are contributing to the chart and to gage the amount of background knowledge in the room based on the list of words given.

- Direct students to independently read the selection. As they read, they should add notes to the second column about the meanings of the words, as used in the selection (in context).
- Bring groups back together to share their notes and refine their predictions in order to develop a definition of the word, as used in context within the selection.
- Debrief with students by discussing the following questions:
    - Were you on target with your prediction? How did you have to modify it to develop the final definition?
    - Did anyone have words that maybe have more than one meaning? Does that mean your prediction was incorrect? (Note: Try to get students to see that context is key to understanding words with more than one meaning. Although their prediction may have been one meaning of a word, it may not be the way that the word was used in the text.)
    - How did this activity help you develop a better understanding of the vocabulary?

Extension

- To increase rigor, give different sets of words to each group and challenge them to teach their words to the rest of the class once they complete the activity.
- To increase scaffolding, students may be grouped by skill level, different words may be assigned to each group, or a different amount of words may be assigned to each group based on their abilities and the material that they are reading.
- To increase technology, a template can be created for groups to type in their predictions and final meanings. They could also use Twitter to share their final definitions by typing "#[vocabulary word]."

Vocabulary Predictor Recording Sheet

Name: ______________________________ **Date:** ______________

WORD	MEANING BEFORE READING	MEANING AFTER READING

6.3 Word Splash

Student Objective

Students will make connections among vocabulary words and use those connections to make predictions about content or a specific text.

Overview

A word splash is a vocabulary tool that helps students connect to a text by giving them a purpose for reading. It's created by collecting terms that relate to a specific concept, character, or theme from an upcoming text or unit of study. Words and terms are "splashed" onto a page, graffiti style, rather than in a straight-line list, with the main topic in the center. Students interact with the word splash by making connections among words and then predicting how those words might relate to the topic. This activity helps build vocabulary for students with limited English and helps reluctant readers connect to and engage with the text.

Materials/Set-Up

- Educator Resource:
    - 6.3a: Word Splash Examples
        - Prior to the activity, review the examples.
- Teacher-created word splash
- Teacher-selected text
- Projection device
- Student learning log or journal

Instructional Steps

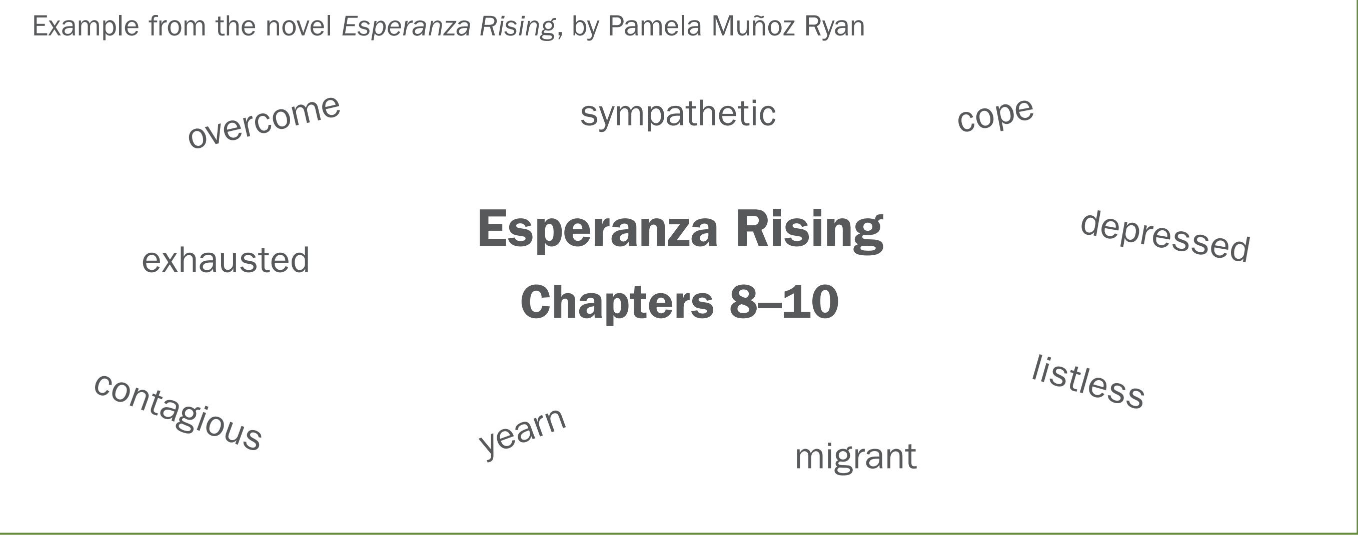
- Group students into pairs.
- Display the teacher-created word splash and explain that this group of words relates to the concept in the center, and the concept is related to the text that they are about to read.
- Direct students to work together to connect two or more words or phrases and write a statement explaining the connection. Students should try to make as many connections as they can, thereby using as many words in the word splash as possible.
- Group pairs into quads and have them share their findings. Allow several groups to share with the larger group.
- Direct students' attention back to the displayed word splash and ask them to first determine how the words and phrases are connected in the text, and then compare their findings with their own predictions.

- Students should evaluate their predictions in their learning logs or journals. Providing sentence starters helps scaffold the writing for students:
  - My prediction about _________ was ____________.
  - I think my predictions were _________________.

Extension

- To increase rigor:
  - Have students create their own word splashes by providing the concept and allowing students time to brainstorm words associated with the concept and to make predictions about the text based on their word splash. When students create their own word splash prior to reading, the teacher can see what background knowledge students possess prior to the reading.
  - Instruct students to create their own word splash as a post-reading activity. It should include words that they deem to be important for capturing the main ideas presented in the text. They should be able to justify the presence of each word.
- To increase technology, have students use Wordle (http://www.wordle.net) or the WordArt tool in Microsoft Word to produce eye-catching word splashes.

Word Splash Examples



Example from a unit on the Civil Rights Movement

marching
freedom rides
integrate
boycotts
Civil Rights
racism
rioting
sit-ins
lawsuits
segregate

6.4 Denotation and Connotation

Student Objective

Students will distinguish between the positive and negative connotations of words.

Overview

Words are not limited to one single meaning. Most words have a denotation and connotation. Denotation is the literal, dictionary definition of the word. Connotation is an idea suggested by or associated with a word, and often represents various cultural implications or emotional meanings, which can be positive or negative. For example, the words "skinny," "scrawny," and "slim" all have a denotation of thin, but have different connotative meanings depending on the context. Language expression comes from connotation and determines most word use in spoken language. Recognizing that everyone has a unique connection to words is important for understanding others and their cultures. This activity recognizes and celebrates the personal connection that each student has with words.

Materials/Set-Up

- Student Handout:
    - 6.4a: What's in a Word?

Instructional Steps

- Display the words "smart" and "shrewd."
- Ask students to stand if they think that the two words have similar meanings and stay seated if they think that they are different. Have several students share their thoughts.
- Explain that there are many words that have a similar dictionary meaning, which is their denotation, but sometimes, the words can have a positive or negative connotation depending on the context in which they are used.
- Ask students the following questions:
    - "How would you categorize smart and shrewd? Why?"
    - "Could these words be used interchangeably in conversation or writing?"
    - "Can anyone give an example of how they might use each word?"

- Explain to students how the connotation of words can affect their word choice in speaking and writing depending on the context of the situation in which the word will be used. For example, an individual may not want a shrewd doctor, but perhaps would want a shrewd lawyer, based on their connotation of the word "shrewd."
- Distribute the What's in a Word? handout. Direct students to work in pairs to determine the positive and negative connotations of each pair of words by following the directions on the handout.
- Direct student pairs to group with another pair to form a quad and share their findings.

Extension

- To increase rigor, have students brainstorm additional word pairs that could have a positive or negative connotation and use each word in a sentence.
- To increase scaffolding, provide a word bank that categorizes words into positive and negative connotations.

What's in a Word?

Names: ______________________________ , ______________________________ **Date:** ______________________

Two words can often have similar meanings, but one word may have a positive connotation and the other a negative one. Study each pair of words and work with your partner to determine whether each word has a positive or negative connotation. Choose the word in each pair that you might like to use to describe yourself or a close friend and explain why.

1. odd/curious

2. firm/stubborn

3. sloppy/casual

4. economical/miserly

5. hard-working/workaholic

6. immature/youthful

6.5 Writing Poetry: "The Race...Human"

Student Objective

Students will understand the importance of the author's message and will work collaboratively to express their own message in the form of a creative writing piece.

Overview

Studying poetry can aid in enhancing the development of reading and analytical skills. Understanding poetry demands close attention to text, which strengthens reading comprehension skills. Moving from reading and recognition of ideas to expressing one's own thoughts is a process that enriches students' cultural experiences. This activity works with a poem in which the author's message points to the fact that, "We as a people, group, state, country, etcetera, tend to concentrate and focus so hard on the competitiveness of living, when in reality, we should focus more on the time that we are given on this earth and how we might celebrate our differences while embracing the fact that we are simply one united race [of humans]. We're humans, and that title should identify us before any other categorization." It is the author's belief that only when we accept, respect, and celebrate this simple concept, can we truly say that we live in a time of peace.

Materials/Set-Up

- Student Handouts:
  - 6.5a: "The Race…Human" Recording Sheet
  - 6.5b: "The Race…Human"

Instructional Steps

- Direct students to read the "The Race…Human" Recording Sheet.
- Students should notice that there are only two lines of a poem on the page: the first line and last line. Pose the following question, "What do you think could be in the middle of these two lines?"
- Divide students into small groups of four or five and direct them to work collaboratively to create the missing eight lines of the poem.
- Give students about 10–15 minutes to discuss and write the missing lines.
- Have each group share out their poems with the larger group.
- Celebrate each group's poem with an AVID clap or silent cheer.
- Distribute copies of "The Race…Human" poem, by Mervin Jenkins. Read the entire poem aloud while students follow along and listen for similarities and differences to what they wrote.

- Allow about 10 minutes for small groups to discuss the following: “How are your words and the poet’s similar or different? What do you think the poet’s message is? Are your messages the same or different? How so?”
- Bring students back to a whole-group discussion. Debrief with concluding comments on how similar or different their poems were to Mervin Jenkins’ poem. Reiterate the poet’s message that, while we might celebrate our differences, we need to embrace the fact that we are all part of one race…the *human* race.

Extension

- To increase rigor, this activity can be adapted to work with any poem. Provide students with the first and last line of the poem, leaving the remainder blank. Students then use what they know based on the current unit of study and the lines that they are given to “fill in” the center lines of the poem, making it their own original expression. Teachers can then share the original poem, and students can compare/contrast their original work to that of the poet.
- To increase scaffolding, provide a word bank for students to use as they create their poem.

"The Race...Human" Recording Sheet

Cut from the same cloth stewed in the same broth / this melting pot of people, / east, south, west, north / we gather amongst our equal.

1.

2.

3.

4.

5.

6.

7.

8.

Embrace the race / human, embrace the race, / embrace the race, / Our race... HUMAN.

"The Race...Human"

"The Race...Human"

By Mervin Jenkins

Cut from the same cloth stewed
in the same broth
this melting pot of people,
east, south, west, north
we gather amongst our equal.

Some of us driven by passion
simply referred to as dreams,
connecting the dates by dashes
we're dealt what's in between.

Our uniforms the skin we wear
Our shapes like clouds up high,
a trait embraced by some
by others demoralized.

Continents compete
both large and small in size,
different are the lands they say
as they that dwell inside.

There's over seven billion of us
a feat within itself,
allied in a race for time
some simply try to help.

Differentiated distances
unknown but yet we run,
what we stumble upon along the way,
foretells what we become.

Uphills are most difficult
the pain the greed the hate,
yet a shift in the wind and strength
from within
the race takes change of pace.

Happiness and love
becomes the driving force,
the rules of the race I heard someplace
was merely to stay the course.

Our dialect our culture
the various shades of our skin,
all point back to a starting point
this race that we're all in.

Embrace the race
human, embrace the race,
embrace the race,
Our race… HUMAN.

Used with permission.

6.6 Self-Advocating for Advanced Coursework

Student Objective

Students will learn to self-advocate for their academic needs in order to create a more successful school experience.

Overview

Schools with an effective culturally relevant philosophy have open access for all students to all coursework. However, in many schools, intentional or unintentional barriers that hinder access to academically rigorous learning opportunities are in place. Often, parents or guardians of culturally or linguistically diverse students do not know how to negotiate and advocate for their children within the school system. While it is important to educate parents in these areas, it is equally important that students learn to advocate for themselves. Learning effective communication and negotiation skills—conveying their own interests, goals, needs, and rights—helps create students who are independent learners and thinkers. This activity provides several mini lessons that educators can use to help students understand and practice self-advocacy, so they can ensure that they are academically challenged and on track for continued academic success. Although this activity is designed for middle and high school students, it can be adapted for both elementary and college students with the provided activity extensions.

Materials/Set-Up

- Educator Resource:
    - 6.6a: Student Self-Advocacy Mini Lessons
- Student Handouts:
    - 6.6b: Self-Advocacy Journal
    - 6.6c: Goal-Setting: Backwards Mapping
- Chart paper
- Campus academic handbook or other document with course descriptions
- School or district mission statement as a model

Instructional Steps

- Direct students to respond to the following statement through a two- or three- minute quickwrite in their Self-Advocacy Journal : "I have the right to an appropriate education that will prepare me for continuing my learning beyond high school."
- Ask students to share their quickwrites with partners and then with the class.
- Ask students the following questions:
  - "Do you know what steps you need to take between now and graduation from high school so that you are prepared for college?"
  - "What can you do if you are denied access to coursework that you may need?"
  - "What can you do to ensure that you get the most effective education?"
- Tell students that they will be exploring the answers to all these questions as they go on a journey to learn how to self-advocate.
- Have students do a quick Think–Pair–Share about the following question: "What does it mean to self-advocate?"
- Have students share out their thoughts and record responses on chart paper.
- Inform students that over the next several days (or another specified period of time), they will begin the journey to self-advocacy for advanced coursework by exploring their rights, responsibilities, options, resources, and goals.
- **Note:** The Student Self-Advocacy Mini Lessons on the following pages address each of the questions above. The lessons may be done over the course of several days or weeks, as is convenient for your schedule. Plan to use them in the way that best meets the needs of your students while prompting deep discussions and reflections.

Extension

- To increase scaffolding, include parents in the process by providing opportunities for them to explore areas from the mini lessons and become informed about the value of self-advocacy for their children.
- To increase scaffolding, specifically for adaptations with elementary students, change the initial quickwrite statement to, "I should be challenged to learn something new every day." The Student Self-Advocacy Mini Lessons—with the exception of "What are my academic options?"—can be used for elementary students, with age-specific modifications to examples and types of processing activities used.
- To increase rigor, specifically for adaptations with college students, change the initial quickwrite statement to, "Now that I am in college, I must learn to advocate for what I need to be successful in college and careers." Responses will determine how much students know about the need to self-advocate and how to put it into action. Based on responses, use the actions that would be most helpful for the students. Be sure to stress that as college students, they need to use effective measures to provide direction for their own futures. Simply "showing up to college" is not enough.

Student Self-Advocacy Mini Lessons

1. **Who am I as a learner?**
   - For students to learn to self-advocate, they must know who they are as a learner.
   - If the My Mindset activity (on page 117) on growth and fixed mindsets has not already been used with students, it may be utilized at this point. Alternatively, you may prefer to use a shortened version of the activity that includes the elements below:
     - Introduction to growth and fixed mindsets, with examples from the accompanying Mindset Scenarios handout (page 122)
     - Student completion of the Growth Mindset: What Can I Say to Myself? handout (page 123)
     - Summative activity on mindset, such as creation of a growth mindset wall or completion of the Growth Mindset: Frayer Model handout (page 124)

2. **What are my rights?**
   - Students need to believe that they deserve a meaningful education that will foster success.
   - Share the campus and/or district mission statements with students and discuss the meaning of these mission statements. Do they contain inclusive terminology, such as “all students”? Do students believe the mission statements are put into practice? Why or why not?
   - Share or have students explore the requirements to enroll in advanced level, STEM, college prep, or technical classes that may exist at the campus. Are there barriers that may affect any of your students? Do these barriers conflict with the mission statement(s)? Do students believe that the barriers are necessary or can be overcome?
   - Have students review their quickwrites (from the initial self-advocacy discussion), as well as the mission statements for their campus and/or district, and develop their own personal mission statement.
   - As the educator, prepare a personal mission statement as a model for students.
   - Allow time for students to share their mission statements.

3. **What are my responsibilities?**
   - Explain to students that before they can begin to self-advocate, they must look within themselves. What responsibilities do they have in the process?
   - Display the following words and terms, and then have students record them in their journals as they think about their responsibilities in terms of self-advocating for rigorous academic courses: respect, effective effort, time management, organization, hard work, persistence, communication, and individual determination.
   - Conduct a large group share-out of students’ thoughts.
   - Develop a list of responsibilities that the class agrees are necessary for developing self-advocacy. Encourage students to add any new items to their lists during the discussion.

4. **What are my academic options?**
    - Provide students with course handbooks or other documents that show campus offerings.
    - Conduct a review of the course offerings and extracurricular activities that includes all disciplines and points out prerequisites for courses (e.g., Advanced Placement (AP), International Baccalaureate (IB), Cambridge, Pre-AP, honors, dual credit, mentorships, internships, independent study, online courses, summer offerings, academic clubs, tutorial or study group options, STEM, career-tech).
    - Ask students to make lists of course options that are of interest and are available to them for college or career.
5. **Who are my resources?**
    - Explain to students that although self-advocacy requires independence, they are not alone. Part of the process is knowing who their resources are—the people who will support them along the way.
    - Ask students to create a list of individuals who they can use as resources and a support system as they learn to self-advocate. They can use the following questions to guide their thoughts on people who can be resources for them:
        - Who are your most supportive teachers?
        - Do you know your guidance counselor and do they know you?
        - How can your parents/guardians or other family members help?
        - How can you help your parents/guardians learn more about how to help you?
        - Who are the peers who will support your educational goals?
        - What other relationships do you have with people who have your best interests at heart?
6. **What are my goals?**
    - Discuss with students the importance of knowing what they want before they can advocate for it, and that this happens through goal-setting.
    - Explain the difference between long-term and short-term goals. A long-term goal is reflective of where you want to ultimately be after reaching your target. Short-term goals are all of the steps along the way that will help achieve the long-term goal.
    - Explain the process of backwards mapping, which starts with the "end in mind" (the long-term goal) and then works backwards to determine all of the incremental, or short-term, goals that must be in place to achieve the long-term goal.
    - Ask students to brainstorm their academic goals. Where do they see themselves in two years, four years, six years, etc.? What are their career aspirations?
    - Ask students to develop a long-term goal, and then use the Goal-Setting: Backwards Mapping handout to determine the path to achieving that goal.
    - You should prepare and share backwards mapping for a personal goal as a model for students.
    - Have students form **Helping Trios** to dialogue about their goals and to question and assist one another about possible barriers and/or responsibilities in obtaining them.
    - Debrief with students about the process and their goal-setting.

Helping Trios is a collaborative strategy in which students work in a small group with two of their peers in order to learn how to provide and receive feedback on a challenge or problem.

7. **How do I self-advocate?**

- Ask students to brainstorm what they think are the effective communication components and skills that they will need for self-advocacy, and to record their responses on chart paper.
- Introduce three common styles of communication and provide an illustration of each type:
    - **Nonassertive:** Passive communication that usually does not convey the intended message and results in the speaker's needs not being heard. People communicating in a nonassertive manner tend not to use a clear, positive tone nor make eye contact with their listeners.
    - **Aggressive:** The opposite of nonassertive. Aggressive communicators are often seen as loud, pushy, and hostile.
    - **Assertive:** Self-assured communicators speak clearly, look people in the eye, and are good listeners. They know how to get their point across because they are confident, prepared, and successful negotiators.
- Consider role-playing a few situations between students and parents in which students model a passive, aggressive, and assertive response. An example situation might be students asking their parents about an extended curfew, more online time, going on an overnight field trip, or going away to college.
- Have students provide feedback to their partners.
- Allow additional opportunities for role-playing, using scenarios such as the following related to academics. Remember to maximize the effect of the role-playing by debriefing on ways to refine and improve.
    - You want to meet with your counselor, whom you've never met, to discuss your academic plan.
    - You signed up for an honors-level course, but when you get your schedule, you are in the regular-level course. You know that you can be successful in the advanced class.
    - You want your family to be more involved in the application process as you prepare for college and would like to visit a college in which you are particularly interested.
    - You missed getting into 8th grade algebra by just a few points on the required assessment. You really weren't feeling well the day of the test, and you know that you can handle it. You need this class so that you can get into all of the higher math courses in high school.
    - You received a failing grade on a project in which you invested a lot of time and thought. No feedback was given other than the grade. You want to talk to the teacher in order to understand why you received a failing grade.
- To conclude the selected mini lesson, ask students to think about and record in their Self-Advocacy Journal at least one situation where they can use an assertive communication style to self-advocate.
- For additional activities on practicing and maintaining self-advocacy, refer to the Leadership Development chapter in *AVID Critical Thinking and Engagement: A Schoolwide Approach.*

Self-Advocacy Journal

Use this journal to record steps in your personal self-advocacy journey toward advanced academics coursework.

<table>
<tr><td colspan="3">Quickwrite:
“I have the right to an appropriate education that will prepare me for continuing my learning beyond high school.”</td></tr>
<tr><td colspan="3">Personal mission statement for advanced academics self-advocacy:</td></tr>
<tr><td colspan="3">My responsibilities in self-advocacy:</td></tr>
<tr><td>Courses in which I’m interested:</td><td>Grade level:</td><td>Course prerequisites:</td></tr>
<tr><td colspan="3">My resource list:</td></tr>
<tr><td colspan="3">Situations and ideas for using an assertive communication style to self-advocate:</td></tr>
</table>

Goal-Setting: Backwards Mapping

Determine your long-term academic goal and an estimated completion date.

My long-term goal is:

I would like to accomplish this goal by:

Brainstorm all of the things that it will take to achieve this goal by the anticipated date.

Brainstorming:

Organize your brainstorming into a timeline of short-term goals (actions) that need to occur to achieve your long-term goal. If necessary, continue on the back of the page or use a separate piece of paper.

Classroom Strategies

AVID's WICOR (writing, inquiry, collaboration, organization, reading) strategies collectively provide a solid foundation for student learning at deep levels. The activities in this section offer educators opportunities to provide students with highly engaging, collaborative instruction and help students construct meaning from their academic courses. These activities are designed to deliver critical thinking and learning skills that can be utilized across all content areas and, eventually, become internalized as tools for students' successful learning in school and life.

Section Outline

- 6.7: Learning Logs
    - 6.7a: Characteristics of Learning Logs
    - 6.7b: Student Learning Log
    - 6.7c: Learning Log Variations
- 6.8: Creating a One-Pager
    - 6.8a: One-Pager
- 6.9: 10–2–2 Note-Taking
    - 6.9a: 10–2–2 Note-Taking Strategy
- 6.10: Using Three-Column Notes for Learning Vocabulary
    - 6.10a: Vocabulary Notes Example
- 6.11: Inquiry
- 6.12: The "So What?" of Reading
    - 6.12a: Making Connections to the Text: So What?
- 6.13: Conducting Socratic Seminars
- 6.14: Conducting Philosophical Chairs

6.7 Learning Logs

Student Objective

Students will reflect on what and how they learn, and then synthesize their thoughts in writing.

Overview

The learning log is a written reflection tool that students use to record their perceptions of what is being learned and how they are learning. Learning logs provide students with an opportunity to synthesize their knowledge and ask unanswered questions. The learning log also provides teachers with insight into their students' perceptions about, and struggles with, class content.

Materials/Set-Up

- Educator Resource:
    - 6.7a: Characteristics of Learning Logs
- Student Handouts:
    - 6.7b: Student Learning Log
    - 6.7c: Learning Log Variations

Instructional Steps

- Determine a format that students will use for their learning logs. The Student Learning Log handout contains a common format.
- Using information from the Characteristics of Learning Logs resource, define learning logs for students. Stress that this is informal, open-ended writing.
- Explain to students the expectations for completing learning logs. This is an important step to address with students. They need to feel free to record their thoughts in a quick, fluent manner. For this reason, learning logs typically receive points for participation or completion, rather than content-based grades.
- Assign learning logs daily or at frequent intervals.
- Throughout the process, share samples of learning logs by duplicating or reading aloud anonymous learning logs, so students can see the variety of ways that others are responding to the questions and prompts. Stress that there is not a fixed "correct" response to a learning log. Students may not write much at first, but fluency will increase as they see and hear many examples.

- Encourage students to make connections between the learning log and their own personal experiences and backgrounds. These personal connections will allow students to better relate to new information.
- Collect learning logs on a regular basis. Initially, respond to the logs in order to provide feedback. Ask genuine questions about what students have to say. This will encourage them to write more and to write with honesty.
- Provide time occasionally for students to share selected learning log entries.

Extension

- To increase rigor, challenge students to make more complex connections to their learning by selecting a format from the Learning Log Variations handout.
- To increase scaffolding:
    - Start with 3x5" index cards, which may be used as exit cards. The smaller space is less threatening to students who may initially struggle with writing detailed responses.
    - Begin with short, accessible topics, and gradually move to prompts requiring higher levels of thinking.
    - Allow students to work in small groups and respond to prompts that have been posted on chart paper.
- To integrate technology, have students complete learning logs using Twitter, with a specific hashtag for the class, or set up a class blog.

Characteristics of Learning Logs

CHARACTERISTIC	EXPLANATION
Regular and Frequent	Allow 3–7 minutes at the beginning, in the middle, or at the end of a lesson. Learning logs are effective at the beginning of the class as students are settling in or as exit slips to wrap up the learning during the class.
Short	Short, timed writing sessions work best. It is better to leave a few students wanting to express more than to have most of the class struggling with nothing more to say. Build confidence by beginning with short increments of time that can be increased as students become more proficient and comfortable with the reflective process.
Minimally Structured	Encourage students to write what they really think, not what they think the teacher wants them to say.
Academic	Students should focus on an academic challenge or issue.
Uncorrected	To encourage honest responses and reduce apprehension, do not “correct” the writing in a learning log. Instead, write comments and genuine questions in a conversational manner.
Credited	Students receive credit for each completed learning log. Set the standards at the start: a certain amount of writing and thought is expected as a minimum. The general expectations, the class environment, and the reinforcement of the importance of the time spent on learning logs should help reduce the tendency for some students to waste the time.
Shared and Responded	To learn the most from their writing, students need both an audience and appropriate models. Sharing learning logs provide both, allowing students to see and discuss a variety of responses as well as reinforcing the lesson’s concepts. Responses to entries may involve oral sharing in pairs, small groups, or a large group, as well as direct comments from the teacher. It is important that teachers inform students prior to writing whether the learning logs will be shared and how that sharing will occur. Spending time in class on learning logs emphasizes the importance of writing, validates the students’ reaction to the lessons, and provides an opportunity for students to reflect on their own learning and thinking.
Managing the Paper Load	Learning logs take time: time to think, time to write, and time to share. Another concern for teachers is the time it takes to read and respond to the writing. Do not read everything students write. • Ask students to star entries for the teacher to read. • Skim entries until there is something to respond to, and then comment or question briefly. • Have students share logs in pairs or small groups and then lead the class in a discussion of the ideas expressed. The time spent sharing and responding becomes even more valuable than a written response because the dialogue helps to clarify ideas. • Have students keep their learning logs in the classroom for easy review. This allows for learning logs to be used as a measure of student progress and growth.

Student Learning Log

Directions: Fill out this learning log based on what you learned in class today.

What I did	How I worked and How I learned	What I learned

Learning Log Variations

A learning log is related to the subject materials in class. In a learning log, you are asked either to talk about what you have been learning in class or reflect on it in some way, or to relate something out of class to what you have been learning in class. By making personal connections with the subject matter, meaningful learning will occur. Learning logs can be used in conjunction with note-taking.

Basic Learning Logs Questions	What did you do in class today? What did you learn? What did you find interesting? What questions do you have about what you learned?
Analyzing a New Idea	What were the main ideas? What did you understand best? What questions do you still have about this information? How will you find more information? How does this idea relate to what you have already learned in class?
Quickwrites	Write non-stop for 2–5 minutes on a specific topic that you are studying. The purpose of focused writing is for you to find out what you know about a topic, to explore new ideas, and to find out what you need to learn about a topic.
Writing About the News	Part of what makes one literate is being aware of what is happening in the world. Choose an event that is unfolding in the media and is related to what is being studied in class. **1)** Describe the event in detail. **2)** What classroom topic does the event relate to and why? **3)** What are your personal feelings about the event? **4)** Why does this event interest you? **5)** What do you predict will be the outcome of this event? Why?
Life Application	Apply the concepts you learned in class today to your life. How do they affect your everyday being? What would happen if they suddenly changed or ceased to exist?
Creative Solutions	You can be creative. Take a real-world problem that relates to what is being studied in class (e.g., air pollution, global warming, trash) and come up with creative solutions for this problem. Allow your solutions to be outlandish and unrealistic. Real solutions have often arisen from activities similar to this one.

6.8 Creating a One-Pager

Student Objective

Students will be able to express comprehension of, reactions to, and connections with a specific topic or piece of text.

Overview

Students learn and process information in various ways. Using a one-pager allows teachers to meet the diverse learning needs of students through this open-ended, highly engaging way for students to show what they have learned. One-pagers may be completed collaboratively in small groups or as an independent activity. Directions and components may be adapted based on the text, content, or level and depth of comprehension desired.

Materials/Set-Up

- Student Handout:
  - 6.8a: One-Pager
- Teacher-selected topic or text
- Blank paper or chart paper
- Markers

Instructional Steps

- Review the One-Pager handout to determine if all or only some of the components of the one-pager will be required for the assignment.
- Select an appropriate text or topic.
- Allow time for each student to read and mark the text, which is completed by numbering the paragraphs; circling key terms, cited authors, and other essential words or numbers; and underlining the author's claims and other information relevant to the reading purpose.
- Ask students to ponder the topic being considered or the author's purpose for writing the text. Direct students to select one word, phrase, and sentence directly from the topic or text that best capture the overall message.
- Assign students to small groups and instruct each student to share their word, phrase, and sentence. In so doing, they should discuss what they think best represents the common theme or message that the author was communicating.
- Explain to students that they will design, individually or in groups, a one-pager on blank paper or chart paper that contains their word, phrase, and sentence, along with a graphic representation of the message.

- Instruct students to incorporate their personal thoughts, feelings, and opinions into the one-pager. This will allow them to take personal ownership of their work and create a greater degree of student buy-in within the classroom.
- Display the completed one-pagers for a gallery walk so that students may share their work with their peers.
- Debrief by having students write a reflection about their group's message and how it compared to the message of the other groups.

Extension

- To increase rigor, use the concept of a one-pager as a post-assessment for a unit of study. In addition to the word, phrase, and sentence, including additional components may be required, such as: key vocabulary, supporting statements for opinions and visuals, or connections to other content areas or personal life.
- To increase scaffolding, break directions into small chunks for each step of the process and model the creation of a one-pager using a different piece of text.

One-Pager

A one-pager is a creative response to a learning experience. It allows you to respond creatively while being brief and concise in making connections between words and images.

You learn best when thinking about and interacting with the learning experience. With a one-pager, your thinking should be understood by the individual viewing the finished document.

Follow this format for your one-pager:

- ☐ Use unlined white paper.
- ☐ Select an appropriate title that reflects the content.
- ☐ Use colored pens, pencils, or markers. The more visually appealing that it is, the more that your peers will learn.
- ☐ Write your name on the front or back, as directed by your instructor.
- ☐ Fill the entire page.
- ☐ Put a symbolic colored border around the edges of the page.
- ☐ Be purposeful about the arrangement of your one-pager. For example, have a focused reason for using a certain color or for placing an object in a certain place.
- ☐ Write two quotations from the reading or activity, using the proper grammatical format.
- ☐ Use three visual images, either drawn or cut out from magazines, to create a central focus to your page. If you use a computer image, personalize it to make it your own.
- ☐ Place five essential vocabulary words or phrases around the images. These words or phrases should express the main ideas and your impressions, feelings, or thoughts about what you have seen or read.
- ☐ Write the main idea of the reading or topic.
- ☐ Write two Costa's Level 2 or 3 questions and answer them.

6.9 10–2–2 Note-Taking

4-6

Student Objective

Students will use the 10–2–2 note-taking strategy to organize and talk about their thinking as they interact with a text or listen to a lecture.

Overview

In helping learners make sense of new concepts and ideas, culturally relevant teachers create learning opportunities for each student's voice to emerge and for knowledge and meaning to be constructed from the students' perspectives (Irvine, 2009). Developing note-taking skills using the 10–2–2 note-taking strategy allows educators to build in note-making and note-interacting throughout a lesson by providing time for students to periodically stop and process information and concepts presented in whole- group instruction or for students to interact and connect with difficult texts. Breaking the material into small chunks allows for time to process information, greater retention of information, and improvement in quality of notes, questions, and summaries.

Materials/Set-Up

- Educator Resource:
    - 6.9a: 10–2–2 Note-Taking Strategy
- Online podcast or YouTube video about history, science, math, current events, etc.

Instructional Steps

- Select a podcast or YouTube video on a topic that incorporates aspects of cultural relevancy for students. Be sure to thoroughly review the podcast or video beforehand for appropriateness.
- Introduce the process and purpose of 10–2–2 note-taking to students, using the information in the 10–2–2 Note-Taking Strategy resource. Explain that this strategy breaks up large amounts of information into more manageable chunks to aid in better comprehension. It incorporates the note-making and note-interacting segments of the CORNELL WAY, AVID's focused note-taking system.
    - For 10 minutes, as you listen to the podcast or video, take notes on the right side of Cornell notes.
    - For 2 minutes, discuss your notes with a partner, making any necessary additions or changes on the left side by asking questions, making connections, creating visuals, noting vocabulary, explaining concepts, etc.
    - For 2 minutes, independently interact with the prepared section of the notes by writing a one-sentence summary.

- Repeat the process outlined above until the podcast/video is complete.
- During the two-minute partner discussions, be sure to vary the partners to encourage students to collaborate with a wider variety of their peers. This ensures that they will be exposed to a greater diversity of perspectives, and creates a classroom culture where all students are connected.
- Have students write a summary for the entire podcast by combining the individual summaries that they wrote during the note-making process.
- Debrief the process with students.

Extension

- To increase scaffolding, model using a document camera to show students a desired note-taking method.

10-2-2 Note-Taking Strategy

10-2-2 **Structure & Rationale**	• The structure involves the following: **10 minutes:** receiving information/taking notes **2 minutes:** processing information **2 minutes:** summarizing information • It allows students the necessary time to process information and concepts presented in whole group instruction or from reading text. • The structure allows for: Greater retention of information Improvement in the quality of notes, question and summaries
10 Minutes: **Whole Group Instruction or Reading Text Selection**	• The student receives information from a lecture/presentation, audiovisual source or from reading a text for **ten minutes** and takes Cornell notes. • Encourage students to use abbreviations and shortcuts while taking notes.
2 Minutes: **Partners/Small Groups Processing**	• "Input" pauses for **two minutes** while the students take time to process the information by working collaboratively in partners/small groups to do the following: Share notes Revise/refine notes Fill in gaps in notes Clarify information/concepts presented Create questions on the left side • During this time, students are not allowed to ask the teacher questions; students should rely on the support of peers to assist them in processing the information.
2 Minutes: **Independent Summarizing**	• Students then take **two minutes** silently to individually process the information and create a one-sentence summary to be placed across the page just below the chunk of notes. • The teacher may choose to have students share out their sentence summary as a way to check for understanding.
Repeat the Process	• Repeat the process until all information is presented or read.
Last 5 Minutes of Class: **Whole Group**	• Reserve the last 5 minutes of the period for the students to interact with the teacher. • Students can ask questions to: Resolve unanswered questions in their notes Get clarification about information presented Sort out misconceptions/gaps

6.10 Using Three-Column Notes for Learning Vocabulary

Student Objective

Students will use the three-column note-taking format as a way to organize their thinking when encountering new vocabulary words.

Overview

The three-column note-taking format is particularly effective for helping students learn new vocabulary. While there are many strategies for teaching and learning new vocabulary, the following activity will help students pull together many of those strategies into one optimal format.

Materials/Set-Up

- Student Handout:
  - 6.10a: Vocabulary Notes Example
- Notebook paper (set up in a three-column format)
- Teacher-selected text
- Teacher-generated list of targeted vocabulary

Instructional Steps

- Instruct students to list the targeted vocabulary words in the left column. Students may refer to the Vocabulary Notes Example handout at any time for reference.
- In the middle column, have students write the sentence or phrase in which the word is found (e.g., a sentence from their textbook or story). It helps to provide students with the page and/or paragraph number where the word can be found.
- Circle the targeted vocabulary word in the sentence.
- Now that they have seen the word used in context, students can identify the part of speech. Have students add the part of speech underneath the word in the left column.
- Students may notice that the targeted vocabulary word contains word parts that they have been studying. Have them draw a box around the word part(s), as this may help them determine the meaning of the word.
- In the sentence(s) in the middle column, have students underline the context clue(s) that will help determine word meaning.
- Have students write down a “best-guess” definition of the word, based on what they know from the word part(s), context clues, and other background knowledge. Students will record this in the middle column under the sentence.

- Repeat the steps above—having students write the sentences or phrases in which the targeted vocabulary words are found—until all of the words from the vocabulary list are examined.
- Pair students together to share their best-guess definitions with each other and make any necessary additions or modifications to their existing definitions.
- As a whole group, discuss the actual definitions and make sure that all students have a good understanding of each word. Have each student write down a "class definition" for each word in the middle column, under their best-guess definition. If their initial definitions were incorrect, have them cross those out with a single line to remind them which definition is most accurate.
- If students still have questions about how the class definitions apply to the word in the sentence, they can write a question in the left column, leaving space for the answer.
- For English language learners, ask students to identify any words that may sound/look like a word in their first language. Place that word or cognate in the far-right column. If there is not a word, students should translate the word to the best of their ability.
- In pairs, students are to create pictures/icons representing each word and put those in the right column.
- Next, ask students to create original sentences using the new vocabulary word. Those sentences go in the right column of their notes.
- Students can easily use this as a study guide for vocabulary quizzes or as a reference when seeking to use these words in their writing.

Extension

- To increase rigor, allow students to self-select vocabulary words as they read and utilize the three-column format to examine the use of the words in context.
- To increase scaffolding, provide written directions for students, chunking multiple steps into manageable parts, and model several words with students using a document camera or chart to show the columns and responses. Have samples of completed words for students to use as a model.

Vocabulary Notes Example

Examine the following vocabulary notes for words from an essay by Richard Rodriguez entitled, *"Aria: A Memoir of a Bilingual Childhood."*

Vocabulary Notes

Essential Question: How does learning vocabulary help me understand what I am reading?

stray (adj.) *Why are the words lost?* *I don't get it.*	"I remember…when I first entered a classroom— able to understand about fifty stray English words." **My best-guess definition:** ~~words I don't understand~~ **Our class definition:** something that has lost its way or that is disconnected or unrelated	**perdida** When I found a stray dog in our neighborhood, I put a leash on him and then knocked on doors to look for his owner.
scheme (noun) *Is a scheme a good thing or a bad thing?*	"Now, many years later, I hear of something called "bilingual education" —a scheme proposed in the late 1960s by Hispanic-American social activists…" **My best-guess definition:** a program to improve social conditions **Our class definition:** a plan or a plot; a visionary program	**plan, proyecto, idea** GARAGE SALE Our scheme to make more money was to sell our old toys we didn't play with anymore.
effusive (adj.) *Are you always happy and friendly if you are effusive?*	"…my father was not shy whenever I'd watch him speaking Spanish with relatives. Using Spanish, he was quickly effusive." **My best-guess definition:** very friendly **Our class definition:** pouring out, overly expressive	**efusivo** My friend's effusive greeting made everyone feel very welcome in her home.
Summary	I will be able to use the words stray (lost) and effusive (expressive) to describe nouns. If my dog ever becomes stray and he finds us again, I am sure that he will be very effusive when he greets us. Scheme is a noun and I think I will be able to use it when I am describing a plan or project that needs to be completed. I am still not sure if schemes are good or bad things. I think if a money-making scheme cheats people, then it is bad, but if a scheme to make money works and doesn't hurt anyone else, then it is a positive thing.	

6.11 Inquiry

Student Objective

Students will use effective questioning techniques to promote and apply critical thinking skills.

Overview

Inquiry is about thinking—thinking that is revealed in questioning, analyzing, and constructing knowledge and understanding. Students use questioning processes to probe the meaning of texts, solve problems, or design investigations. Inquiry puts students at the center of an active learning process that engages them with their own thinking processes (i.e., metacognition).

> *"Wisdom begins in wonder."*
>
> Socrates

Students of all ages are naturally curious about their environments and cultures. Using these as references can serve to prompt authentic questioning and thinking processes that they can apply in their academic classrooms and beyond. The activity outlined below offers a straightforward manner in which to introduce the inquiry process and Costa's Levels of Thinking.

Materials/Set-Up

- Items for observation: artifacts, photographs, poems, political cartoons, graphs, etc.
    - Sources for the items: newspapers, historical photographs, song lyrics, various websites such as the U.S. Census Bureau (e.g., statistics about demographics, populations, races and ethnicities, economics, jobs, and education, as well as infographics)

Instructional Steps

- Using a sample item for observation, model for students how to make careful observations—both those that are obvious and those that are inferences ("reading between the lines"). As observations are made, model the questioning process that might accompany the observations.
    - Be sure that the selected sample items for observation represent a wide diversity of perspectives and points of view.
- Have students set up a note page with two columns for taking notes.
- Provide a simple item that would be of interest to students for observation (e.g., artifacts, photographs, poems, political cartoons, demonstrations). The same item or several items can be used for a classroom of students.
- Ask students to make and record as many observations of the item as they can and record any questions—or things that they wonder about—that pop into their minds about the item.
- Have partners that observed the same item share their observations and questions, and add any missing items to their individual lists.

- Introduce students to Costa's Levels of Thinking and explain the type of thinking that accompanies each level. The verbs for each level represent the thinking processes that individuals use, rather than the words that must be used in the questions for each level.
- Have volunteer students share their questions from the observations one at a time with the class, and then call for a class vote on which level of thinking is represented by each of the questions from the observations.
- As closure to the activity, ask students to write a summary of what they learned about asking effective questions to discover a desired answer or solution.

Extension

- To increase rigor:
    - Include content-specific samples for observation and question-writing.
    - Extend the questioning discussion by asking students to identify the level of thinking for teacher and student questions during class discussion.
    - As students become accustomed to the challenge of thinking versus recalling or memorizing information, include higher level questioning in appropriate degrees on assignments, quizzes, and tests.
- To increase scaffolding:
    - Choose a text or a non-text work/artifact about which students can write questions.
    - Distribute to students one of the additional resources related to this activity, which are available for download via the *AVID Culturally Relevant Teaching* webpage on MyAVID. For younger students, provide the Costa's Levels of Thinking handout, and for older students, distribute the Costa's and Bloom's Levels of Thinking: Comparison Chart.

6.12 The "So What?" of Reading

4-6

Student Objective

Students will make connections to a text and extend their thinking to achieve a deeper, more relevant understanding of what they are reading.

Overview

Instructional practices that address issues of culture and language hold the greatest promise for helping culturally and linguistically diverse learners become successful readers (Beaulieu, 2002). Reading is often the obstacle for student success, especially in advanced-level classes, such as honors or Advanced Placement. In order for students to become good readers, they must go beyond superficial readings of a text. They must be taught strategies that empower them to become effective readers. This activity from Cris Tovani, author of *Do I Really Have to Teach Reading?*, helps students develop strategies that keep them connected to the text as they read by exploring the "so what" of their connections.

Materials/Set-Up

- Student Handouts:
    - 6.12a: Making Connections to the Text: So What?
- Obtain a copy of the story "Salvador Late or Early," from *Woman Hollering Creek and Other Stories* by Sandra Cisneros, and print out as a handout for students. Note: Tovani shares an example of a student in her class making a personal connection from this work, but any piece of text may be used (content-based text from science, math, social studies, etc.; different levels of text for elementary or college students, fiction or non-fiction).

Instructional Steps

- Direct students to number the paragraphs, and then read the story "Salvador Late or Early." As they read, instruct them to make two or three different connections by writing in the margins or using sticky notes. At this introductory point, most students will make superficial connections.
- Display the following (on chart paper or using a document camera or projector) and ask students to share their connections as you record:

Quote or Paragraph Number from Text	Connection
#2	I have a baby brother, too.
#1	I also drink out of a tin cup when I go camping.

- Ask students, “So what? Why did you write this connection? What does it mean? What is your thinking?”
- Direct students to reread their connections and the related text, but as they read this time, ask themselves, “So what?” and record that thinking on the Making Connections to the Text: So What? handout.
- As students work, circulate around the room, taking note of what students are writing. Ask probing questions of individual students that will deepen their thinking.
- Group students into pairs and have them share their connections and “So what?” thoughts.
- Allow time for students to reflect on this strategy by responding to the following questions:
    - How did the use of the “So what?” strategy help improve my understanding of what I was reading?
    - What is my plan for using the “So what?” strategy with other texts, and in other classes?

Extension

- To increase rigor, teach students more strategies that help them stay engaged with a text as they read. AVID’s critical reading strategies include additional ways to write in the margins, such as visualizing, summarizing, clarifying, responding, and questioning. See the Writing in the Margins: Six Strategies at a Glance handout, which is available for download through the *AVID Culturally Relevant Teaching* webpage on MyAVID. For further information on AVID’s critical reading strategies, refer to AVID’s *Critical Reading: Deep Reading Strategies for Expository Texts Teacher Guide*.

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Making Connections to the Text: So What?

Write the connections that you made to the text in the left column. Think about each connection. Then, ask yourself, "So what? Why did I write this? How does this connection bring meaning to what I am reading?" and write your responses in the right column.

Connections to the Text	So What?

6.13 Conducting Socratic Seminars

Student Objective

Students will participate in an academic discussion that involves critical reading and development of higher level questions.

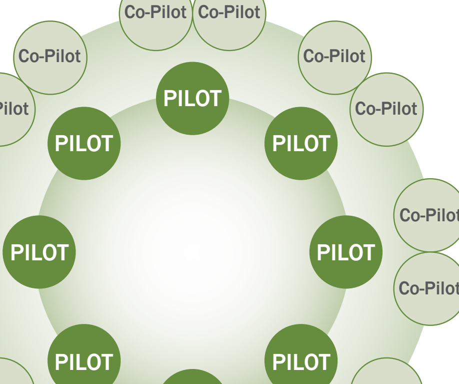
Overview

A culturally relevant classroom should be language-rich, with opportunities for students to practice academic language. A Socratic Seminar provides one avenue for students to participate in a formal discussion, requiring that they listen, reference text, think critically, respond appropriately, and question intelligently. Through this collaborative, inquiry-based discussion strategy, students come to understand the ideas, issues, multiple meanings, and values reflected in a text through close analysis of it, and through academic dialogue, reflection, and connecting to personal beliefs. The activity procedure outlined here provides the general steps to be used in conducting a Socratic Seminar. These steps may be used in any grade level or content area with an appropriate text.

Materials/Set-Up

- Teacher- or student-selected text
- Paper for note-taking
- Space to form a large circle, with classroom chairs or desks arranged to facilitate a triad seminar

TRIAD SEMINARS



Instructional Steps

- Develop an Essential Question related to a piece of text. Elfie Israel (2002) recommends starting and ending with questions that relate more directly to students' lives, so the entire conversation is rooted in the context of their real experiences.
    - Examples specifically related to CRT topics might include:
        - What would you do differently if you knew no one would judge you? (Use with an article about stereotyping or bias.)
        - What does it mean to be colorblind? (Use with an article about racial bias.)
    - Examples that would be highly motivating to students might include:
        - How important is the use of social media in your life? (Use with an article about the effects or use of social media.)
        - If you became a famous musician today, what genre would you choose and what message would your songs convey? (Use with an article related to empowerment through songs or how fame can affect messages that are conveyed.)
- Have students read the text, using critical reading strategies to mark the text as they read.
- Guide students in the development of at least two questions that would generate higher level thinking during the discussion. Modeling this for students provides a scaffold as they begin this process.

- Review the expectations and responsibilities for each member of the Socratic Seminar.
- Engage students in the Socratic Seminar using the triad formation. In this formation (see the diagram on the previous page), the Pilots participate in the discussion directly, and the Co-Pilots participate indirectly, by providing questions and comments to the Pilots for them to voice.
- Throughout the discussion, pose questions for the triads to discuss. This will encourage other students to engage in the discussion, especially if those students have personalities less likely to convey their ideas to the entire class or come from a cultural background that leads to them being more reserved and contemplative.
- Debrief the Socratic Seminar. This step is critical. It helps students make personal connections based on the insights gained during the Socratic Seminar and apply these connections to their own lives, perhaps through journal writing or another authentic follow-up project, such as writing a letter to a state senator or an editorial for the local newspaper. It is also an opportunity for students to reflect on the Socratic Seminar process. Sample questions for debriefing the process might include:
    - What do you think was the single most important idea that was discussed? Why?
    - What do you feel should have been discussed, but was not?
    - What could have been done to improve the Socratic experience for participants?
    - What is something that you wish you had said during the discussion?
- For detailed information about Socratic Seminars, refer to the Inquiry chapter in *AVID Critical Thinking and Engagement*.
- **Note:** Select texts that are relevant to students and lend themselves to multiple interpretations and deep discussion. Texts may include newspaper stories on current events, journal articles, magazine features, AVID Weekly articles, literary texts, song lyrics, editorials, political cartoons, policies, essays, photographs, artworks, or video clips. For younger students, consider texts or scenarios related to making decisions, such as: What should you do if you find $5.00 on the playground? Is it okay to tattle on friends? If I see a classmate getting picked on, what should I do?

Extension

- To increase scaffolding:
    - Direct students to the Academic Language Scripts for Socratic Seminars handout, which can be downloaded from the *AVID Culturally Relevant Teaching* webpage on MyAVID.
    - The following pre-seminar strategies will help students make personal connections, activate prior knowledge, increase interest and motivation, and strengthen knowledge about the topic. Strategies to consider are quickwrites to organize thinking or activate background knowledge, use of a graphic organizer to brainstorm ideas related to the topic, Think–Pair–Share time about the topic to introduce material, and personal or group research to add to the knowledge base.

6.14 Conducting Philosophical Chairs

Student Objective

Students will discuss different sides of a controversy in a manner that emphasizes appropriate language in order to demonstrate higher level thinking and dialogue.

Overview

The use of Philosophical Chairs in a culturally relevant classroom is a strategy for providing students with another opportunity to practice academic language. While focusing on inquiry, Philosophical Chairs is a collaborative activity that requires students to read, make notes, and organize their thoughts and arguments. It is a form of structured dialogue in which students develop a deeper understanding of a text or topic. While the format is similar to a debate, Philosophical Chairs emphasizes dialogue, rather than competition. This strategy offers a process that gives students opportunities to improve verbal capability and fluency, and develop skills in the precise use of academic language, as well as providing a chance to voice and defend their opinions.

Materials/Set-Up

- Teacher- or student-selected text
- Space for students to form a line, or to set up a line of chairs, on both sides of the room, as well as space in the middle for undecided students to stand or sit

Instructional Steps

- Develop a controversial statement related to the objectives of a text or unit of study. These should generally be simple "agree or disagree" scenarios. The statement must be divisive in nature and will often utilize language that we typically try to avoid (e.g., all, never, every). An example statement would be: "All forms of censorship are wrong."
- Allow students time to process the statement individually and to determine whether or not they disagree and why they think as they do (personal experience, knowledge that they have from history, current events, etc.). Students should capture their thinking through a quickwrite. If this will be a text-based conversation, have students select quotations and/or paragraph and page numbers to highlight evidence that supports their positions.
- Review the guidelines for participating in Philosophical Chairs, stressing to students that the dialogue is about the content and ideas, not the person speaking.
- Ask students who agree with the statement to sit or stand on one side of the room and those who disagree to sit or stand on the other side. If you allow a "middle ground," ask students who are undecided to sit or stand in the middle.
- Encourage students to keep open minds and be willing to be swayed by a good argument.
- Have the students discuss the merit of the statement in a structured manner. To begin the activity, the facilitator recognizes someone from the side of the classroom who agrees with the central statement. That person states the argument in favor of the stated position. Discussion continues back and forth with each side getting a chance to speak. Limit student sidebar comments or conversations for maximum effect.

- Pause the activity at strategic points, especially after many points have been aired and considered, and ask students to consider where they are now in their thinking. Do they still agree or disagree or have they changed their position? Invite students to move and change sides if they are so compelled.
  - **Note:** Many students do not want to be the first person to show that they have changed their minds by moving across the room. If they seem reluctant to move, ask all students to reconvene in the middle, and then prompt them back to a side. This way, everyone moves. Typically, once movement has begun, students feel more at ease with showing that they have changed their minds.
- Have the two groups each form a team huddle and decide on a closing argument as time draws to a close. One student from each side will be chosen to deliver the closing argument. Final movement should be encouraged at this time.
  - **Note:** Philosophical Chairs is an open-ended activity and will often not have a "conclusion." The purpose of this debate is to evoke thought on controversial issues, not to establish a "winner."
- Debrief the experience to allow students to reflect on and evaluate the process. The evaluation and reflection are critically important steps in this strategy. Be sure to allow enough time for it. Students should not leave the activity without spending some time debriefing the content and process. Debriefing may include the following:
  - Completing a written reflection
  - Extending time for writing that makes deliberate connections to the text and the discussion
  - Goal-setting to improve discussion and debate skills
  - Responding to questions, such as:
    - What was the most frustrating part of today's activity?
    - What was the most successful part of today's activity?
    - What statements led you to change your position or remain with your original position?
    - What conclusions can you draw about how you formed your beliefs based on today's activity?
    - What would you change about your participation in today's activity? Do you wish that you had said something which you did not? Did you think about changing seats, but didn't? Explain.
  - Connect the discussion to how students could have calm disagreements with their peers outside of the classroom, without those disagreements turning into arguments.
- For detailed information about Philosophical Chairs, refer to the Inquiry chapter in *AVID Critical Thinking and Engagement*.

Extension

- To increase rigor, have students argue the statement from a different point of view, such as an expert, author, or character.
- To increase scaffolding, choose topics that are relevant and of high interest to students. For example, provide a text related to warning labels on music CDs and provide the statement, "Music that may be considered offensive should contain warning labels."
- To integrate technology, consider using video-conferencing capabilities to conduct the discussion with classes in another geographic location in order to add a different perspective to the discussion.

L.E.A.R.N. for Unit 3: Holding High Expectations

Essential Question: How can educators communicate consistent messages of high expectations to students, as well as a belief in their capabilities?

Learned What is one thing that was learned from this unit?	
Empowered How will this one thing empower students?	
Applied How will what was learned be applied?	
Review What was a review?	
Now what? What will be the next step?	

UNIT 4:

Respecting Experiences

Respecting Experiences

According to Oran (2009), "Effective teachers strive to acknowledge the kaleidoscope of background experiences students bring to the classroom and to ensure the materials and methods are representative of this ever-growing diversity. They aim to provide students with opportunities to connect their learning experiences to their own lives." When educators are responsive to the diversity that students bring to the learning community, learning incorporates students' knowledge of their cultures and prior experiences, as well as their learning styles, to make learning more engaging, appropriate, and inclusive. Ladson-Billings (1994) further communicated the importance of recognizing the presence of culture in the classroom, stating, "Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures."

This unit focuses on opportunities for educators to respect students' experiences and build on the strengths that they already possess to empower them within the classroom community. The need for teachers to accomplish this is vital; as Weinstein (2003) conveyed, "Unless teachers have the knowledge, skills, and disposition to effectively guide diverse groups of children, they are likely to face classes characterized by disrespect and alienation, name-calling and bullying, disorder and chaos."

"I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated, and a child humanized or dehumanized."

Haim Ginott

The sections of this chapter will allow educators to reflect on the following:

- **Cultural Referents:** How do I use referents that relate to students' interests and everyday life experiences in order to keep them engaged?
- **Physical Environment:** What does a culturally relevant and responsive classroom look, sound, and feel like?
- **Educator and Leadership Assessments:** What are my areas of strength, and where could I grow in being more culturally responsive?
- **Equity Versus Equality:** How do equitable educators use scaffolding within lesson plans to meet the needs of all learners?
- **Lesson Planning:** How do I plan daily lessons that will enable each student to relate course content to their cultural context?

Resources for personal reflection and staff development are provided to allow educators to build an environment that is inclusive for all students.

By the end of this unit, the reader will be able to:

- Recognize the diversity of each learner and what they bring to the classroom.
- Utilize instructional strategies that support and honor student differences and enhance the learning community.
- Create a learning environment that meets the physical, mental, and emotional needs of all students.

CHAPTER SEVEN

Respecting Experiences

Transforming Educators

Visit the *AVID Culturally Relevant Teaching* webpage

on MYAVID for additional materials and resources.

Creating a Culturally Relevant Classroom

As an educator, it is imperative to frequently ask yourself what the walls of your learning community are saying. Creating a learning community that is inviting and welcoming is an essential component of the methodologies of culturally relevant teaching. The physical environment needs to be intentionally and purposefully designed for inclusion and representation of all cultures and to celebrate and acknowledge students' strengths. According to the Metropolitan Center for Urban Education (2008), a culturally relevant classroom should be developed through the lens of cultural diversity by determining how the environment "can be used to communicate respect for diversity, to reaffirm connectedness and community, and to avoid marginalizing and disparaging students." The following activities allow educators time to explore the components of a culturally relevant classroom environment and to assess their current classroom environment to determine how to better meet the needs of a diverse student population.

Section Outline

- 7.1: CSI: Culture Scene Investigation
  - 7.1a: What You Can Do to Create a Culturally Relevant Classroom
  - 7.1b: Principles for Building a Learning Community
- 7.2: Educator Self-Assessment
  - 7.2a: Self-Audit of Your Culturally Relevant Classroom

7.1 CSI: Culture Scene Investigation

Educator Objective

Educators will identify what a culturally relevant classroom looks, sounds, and feels like.

Overview

The physical layout and academic focus of the classroom are essential in creating a learning community that welcomes all students. Through videos and group discussions, educators will analyze what is needed to create an environment that will empower students while providing an optimal learning experience.

Materials/Set-Up

- Educator Resources:
    - 7.1a: What You Can Do to Create a Culturally Relevant Classroom
    - 7.1b: Principles for Building a Learning Community
- CSI Chart (a three-column chart with the labels: See, Hear, Feel)
- Pictures or videos of culturally relevant or responsive teaching and learning

Instructional Steps

- Ask educators to take a few minutes to work collaboratively in their table groups to identify things that they see, hear, and feel in a culturally relevant classroom, and then list them in the appropriate column on the pre-made CSI Chart (with the See, Hear, and Feel columns). Encourage them to include things that they are already doing in their own classrooms or sites.
- Remind educators that culturally relevant teaching includes the skills, attitudes, awareness, and mindset of the teacher, as well as the physical environment. Our focus is to reflect on the environment with various examples of what this may look, sound, and feel like within classrooms and around school sites.
- Play the first video or show the first picture, then ask partner groups to review their charts and see if there is anything that they might add.
- Solicit a few volunteers to share out any items that they added.
- Show the remaining video examples or display the remaining pictures, each time having educators complete the scribing and share-out steps.
- Distribute the What You Can Do to Create a Culturally Relevant Classroom resource, and have educators highlight any ideas that they plan to integrate into their classroom.

- Debrief the activity with the whole group using the following questions to reflect:
    - What should you see in a culturally relevant classroom?
    - What should you hear in a culturally relevant classroom?
    - How should *students* feel in a culturally relevant classroom?
    - Are you aware of the individual needs of your students (e.g., learning styles, disabilities, English language learners)?
- Review the Principles for Building a Learning Community with educators and how they connect to the physical environment and culture of a classroom.

Extension

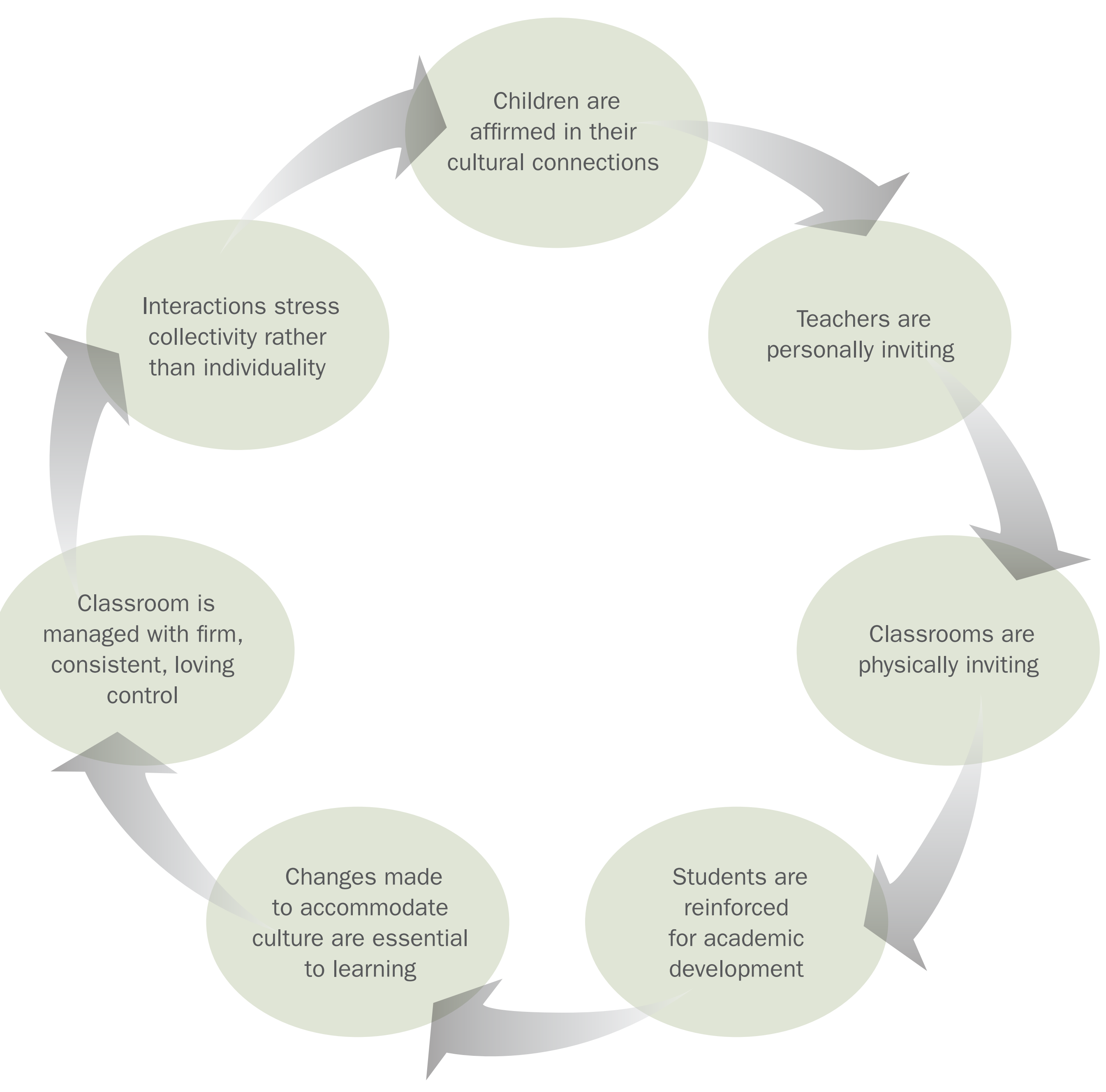
- To extend the learning:
    - Go online to review and select videos for both elementary and secondary students that you can share with educators as examples. A video by Genevieve Erker, "Culturally Responsive Teaching and Learning" (https://www.youtube.com/watch?v=_uOncGZWxDc&feature=youtu.be), provides one such example of a culturally relevant elementary classroom.
    - In activity groups, have educators use chart paper to collaboratively illustrate an ideal classroom that is culturally relevant and responsive to all students. Have each group share their posters through a presentation or as a gallery walk.
    - Ask educators to work collaboratively during their professional learning community, grade level, department, or specialized meetings (e.g., the arts, language, technology) to reflect and share ideas on how their classes are culturally relevant.

What You Can Do to Create a Culturally Relevant Classroom

1. Greet students at the door at the beginning and end of each day.
2. As you are initially greeting students at the door, engage them in conversation about where they are from, and later, about issues important to them. Use these cultural referents throughout your daily lessons. Use students' names and avoid creating nicknames if you are unable to initially pronounce their name.
3. Have students identify themselves each time that they speak.
4. Encourage students to look at peers in the room while speaking, as opposed to just the teacher.
5. Avoid hidden agendas. Share your truth.
6. Use inquiry effectively to gather more information about the needs of your students so you can accurately meet their needs.
7. Recognize that you might carry stereotypes and preconceived notions about students based on their perceived identity.
8. Guide students to reflect upon and question situations using multiple lenses/perspectives rather than relying on a single story.
9. Do not assume that your references will be understood by everyone (e.g., saying, 'The igneous rock in question was bigger than a tennis ball' assumes that everyone knows how big a tennis ball is, when that may not be the case).
10. Use storytelling to illustrate your point.
11. Reference texts by a variety of authors (e.g., different ethnicities, genders).
12. Use call and response to get the attention of the class.
13. Avoid sarcasm, as it will offend some.
14. Do not make generalizations about a group (by race, gender, religion, etc.). Avoid comments like, "All men…," "All women…," or "We all…."
15. Share your story in order to build relational capacity.
16. Build community through collaborative work.
17. Use movement throughout activities—it helps cement memory.
18. Include choral chants to help lock information in memory.
19. Know that biology, family, community, culture, and generation all contribute to a person's tapestry.
20. Create a safe learning environment (by doing all of the items above).

Remember: You cannot *not* communicate. Every behavior is a kind of communication.

Principles for Building a Learning Community



Shade, B. J., Kelly, C., & Oberg, M. (1997). *Creating culturally responsive classrooms.* Washington, DC: American Psychological Association. Used with permission.

7.2 Educator Self-Assessment

Educator Objective

Educators will use the self-assessment survey to reflect on various aspects of their learning community.

Overview

This survey focuses on various components of the classroom that are inclusive of environment, interaction, instructional strategies for cognitive style, instructional strategies for cognitive responsiveness, and assessment. It is designed to have educators self-reflect on their learning environment and help them set goals to create a more culturally relevant and responsive classroom.

Materials/Set-Up

- Educator Resource:
    - 7.2a: Self-Audit of Your Culturally Relevant Classroom

Instructional Steps

- Distribute the Self-Audit of Your Culturally Relevant Classroom resource to educators and have them complete it individually.
- Have educators discuss and share their thoughts about areas of focus.
- Encourage educators to reflect on a personal goal based on the survey results.
- Educators should then consider the aspects of the survey that could be a focus campus-wide.

Extension

- To extend the learning, instruct educators to use this assessment survey to create individual professional growth plans. Encourage educators to re-assess themselves mid-year and end-of-year in order to evaluate their growth and their plan for the upcoming school year.
- To modify the activity, educators may consider using a particular section to focus on as a whole team, grade level, department, or site. A prompting question for this activity is: How can the site support educators in their efforts to be more culturally relevant in this given area?

Self-Audit of Your Culturally Relevant Classroom

For each question, place a checkmark in the continuum box to represent the degree to which you consider yourself to be either implementing or refining.

	1 (Implementing)	2	3	4	5 (Refining)
Environment					
Do you have learning centers that focus on a variety of learning modalities?					
Are there established routines to support daily instruction?					
Do you have a strong sense of family and community among students in your class?					
Do you have visual representation in the room of all cultural groups that are represented within your school?					
Student Interactions					
Do you greet students at the door and have a room that invites the learner into the space?					
Are you aware of the diversity of students within your class (e.g., ELL, special education, gifted/talented, race, ethnicity)?					
Do you create various groupings to ensure that all students are able to work with a wide variety of partners?					
Do you use a variety of high-engagement strategies to vary your instruction style?					
Are there multiple entry points for a student to process content and clarify misconceptions?					
Do students have the encouragement and support to succeed in class, even if they initially fail?					

For each question, place a checkmark in the continuum box to represent the degree to which you consider yourself to be either implementing or refining.

	1 (Implementing)	2	3	4	5 (Refining)
Do you encourage students to work collaboratively in the majority of class activities?					
Have you spent instructional time creating a safe learning environment?					
Instruction					
Do you begin class instruction with an Essential Question and overview of the day's learning?					
Are you a facilitator of learning, rather than a presenter?					
Do you use multiple ways of teaching classroom content?					
Do you incorporate multidisciplinary concepts (e.g., the arts, music, literature, physical movement, diverse cultures) into your instructional plans?					
Do you provide multiple ways for students to demonstrate understanding of concepts?					
Do you allow your students to regularly discuss with other students about class topics and clarifying understanding?					
Do you have each day planned to ensure that you are meeting the diverse needs of the students within your class?					
Do you regularly reflect on your own assumptions about students, their capabilities, and how you can better support their learning?					

Shade, B. J., Kelly, C., & Oberg, M. (1997). *Creating culturally responsive classrooms.* Washington, DC: American Psychological Association. Adapted with permission. Shade, B. J., Kelly, C., & Oberg, M. (1997). Creating culturally responsive classrooms. Washington, DC: American Psychological Association. Used with permission.

Equity

The term "equal education" is often used to explain our educational system, but what students really need in order to be successful is an "equitable education." When students receive an "equal education," it means that all students receive the same lessons and material—whether or not they are ready for them or have already received them. When educators provide students with an "equitable education," each student receives what they need to move ahead and ensure that new learning takes place. Providing equity involves a commitment on the part of the educator to understand and consider the needs of each student through continual student assessment and reflection on teaching practices in order to create relevant and successful learning opportunities for each student. Having a growth mindset and believing that all students are capable of success play an important role in providing students with an equitable education. As educators work through the following activities, they will explore the concept of equity and the connection that colorblindness and privilege have in developing a deeper understanding of equity in the classroom.

Section Outline

- 7.3: Equity Is Not Equal
    - 7.3a: Desert Island Story
    - 7.3b: Equity Is…
- 7.4: Equitable Educator
    - 7.4a: 20 Things That I Can Do to Be a More Equitable Educator
- 7.5: Colorblindness
    - 7.5a: "Colorblindness: The New Racism?"
- 7.6: Privilege Walk
    - 7.6a: Privilege Walk Activity Statements
    - 7.6b: Privilege Walk Debrief

7.3 Equity Is Not Equal

Educator Objective

Educators will listen to a story that will help them better understand the difference between equity and equality.

Overview

In order to reach all of our students, we must learn about each of their individual needs as learners. The story uses an analogy to show the differences of being equitable versus being equal. This short lecture is intended for use with faculty to discuss equity versus equality during a professional learning day.

Materials/Set-Up

- Educator Resources:
    - 7.3a: Desert Island Story
    - 7.3b: Equity Is…
- 3 volunteers
- 3 glasses or bottles of water

Instructional Steps

- Read the Desert Island Story to educators or extemporaneously recite it via role-play, using three volunteer educators and water.
- Debrief and make connections to how this story applies to the students at your site.
- Display the Equity Is… resource for educators to view. Then, have them complete a quickwrite to the following prompt: "What changes can be made to our instructional practices in order to make our school a more equitable learning environment?"

Extension

- To modify the activity, pose the following question to encourage educators to consider how this conversation might continue with students: "Why is the discussion of equity important to have with your students?" (See the Equity Versus Equality activity in Chapter 8 on page 352 for a lesson that educators can complete with students.)

Desert Island Story

Suppose I am on a desert island. With me on this island are two other people, a two-year-old boy and a 90-year-old woman. All three of us have been dropped off on this desert island and been given the task of surviving for 10 days, until the ship returns. We have been asked to all get to a "common place," which is surviving until the ship returns. Even though all three of us come from different stages and places in life, we have all been given the same task. Before the ship leaves, each of us have been given an equal amount of water in equal-sized bottles. At this point, we have been treated equally. Let's see how that works out for all three of us over the next 10 days.

On Day 1, the two-year-old boy drinks all of his water and plays in the sand chasing crabs. The 90- year-old lady and I do not open our water bottles, as we have prior knowledge and life experience. We both know that we can survive for three days without water, so she and I sit under a shady coconut tree. We do not move, and we do not drink water. We do watch the two-year-old drink his water and play with crabs. She and I have a brief conversation about the boy, but feel confident that he received what we received, and it is not our place to intervene in his poor decision-making. She says, "Oh well, he did get the same bottle of water that we got. I fear he may be in trouble later in the week." I agree, and we both take naps. We do not say it, but we both predict that the little boy will not make it to Day 10. We can actually predict this for him on Day 1, with nine more days to go. We figure that he was treated equally, and we then tell him that he might want to sit with us, but he does not choose to do so. We feel that we have done our part, and we settle in for the night.

On Day 2, the boy has been out of water for one day. The lady and I still have full, unopened bottles. We again think that his poor decision-making skills will get the best of him, but agree that he did receive the same thing we received, and his choice is his choice. We also did try to work with him yesterday, and he did not listen. We want him to survive, but our expectations are not high. We are still predicting that he will not be with us on Day 10.

It's Day 3 now, and the boy has been out of water for two days. The lady has taken two sips of her water. I have not opened mine. I'm healthy and in good shape. She is in her nineties and did not feel well last night, so she took the two sips.

Truth be told, at this point, I am predicting that both the little boy and the lady will not be with me on Day 10.

On Day 4, the boy has been out of water for three days. I take one sip, and the lady is down to three-quarters of a bottle.

On Day 5, the boy has been out of water for four days. I take two sips, and the lady is down to half a bottle.

On Day 6, the boy has been out of water for five days. I'm down to three-quarters of a bottle, and the lady is down to one-fourth of a bottle.

On Day 7, the boy has been out of water for six days. I'm down to half a bottle, and the lady is out of water now, too.

On Day 8, the boy has been out of water for seven days. I'm down to one-fourth of a bottle, and the lady has been out of water for one day.

On Day 9, the boy has been out of water for eight days. I am down to one-eighth of a bottle, and the lady has been out of water for two days.

On Day 10, I see the ship and yell, "The ship is here! The ship is here!"

The ship is here—for me…and two dead folks. *But,* we were treated equally, so it is acceptable because it was sort of expected. It was predictable that some of us would not make it.

The same thing happens in schools. Teachers can predict before the first day of school who will be suspended first, who will be referred to special education first, who will be sent to the alternative school first, and what racial student group will do the worst on the state test this year—*and all of this before even one day of instruction!* Since we feel that we treat all students equally, we are okay with certain kids doing well and others not doing well—possibly not okay with it, but also not willing to go any further to make sure that *all* are very successful. We justify it with deficits. Like on the island, I predicted that the boy and the lady would not make it. When the ship came back, the captain said, "We did not think that they were going to make it, and we were right." I then said to the captain, "Yes, he was too young and did not have the background or experience to be successful. She was old and had a lot of things going against her." Neither one of us are horrified that they are both dead because we expected it—just like a lot of educators are not horrified that some students do well and others do not. If you are not mad, then you are like the captain and me. Ron Edmonds, educator and author, claims that how you feel about certain students not doing well determines what you will do about it. You know that it will happen and you expect it, to an extent.

Equity is moving people from different places to common places. Sometimes, you have to get mad or to move to equity. Equity is a struggle. Frederick Douglass said that power has never conceded anything without a struggle. All three of us on the island were coming from three different places—stages of life, backgrounds, experiences, assets—and the *goal* was to survive for 10 days to get back on the ship, a common place. We were asked to come from different places and get to a common place. The island was not equitable. We were not given what we needed to get to that common place, but because of predictability, it was okay that

two of them did not make it. The same thing happens in schools. We pass out water bottles on Day 1 of school to everyone and say, “Survive until the state test.” The state test comes, and we have those who pass, along with a bunch of “dead” kids. We then say, “Well, they always underscore,” “Their parents are not involved,” “Their father is in jail,” or “He is always a discipline problem”—all reasons why we knew they would fail and why we are okay with them failing.

When we expect failure and can make excuses for it—excuses that don’t involve us—we feel that it is justified. Truth be told, there are some students who could come to school for zero days and still pass the state test—and they get the same water bottle on Day 1. *Being equitable means that you will not allow student deficits to be excuses. You see students’ assets and allow those to be the reasons why you will succeed. You will start where they are and build upon what they bring to get them where you want them to be and where they need to be in order to be successful.*

On the island, we were treated as equals; we were treated equally. I saw the deficits of the boy and old lady and allowed those to be excuses for why they were dead on Day 10. If I were equitable, I would have taken the boy’s water on Day 1, when I saw him drinking it, and explained the situation to him and why I was taking it. I would also have told him that I was there to support, mentor, and *teach* him how to survive and give him the knowledge and skills necessary to do so. I would have let him know that he could have some of my water if we all run out, but that we were going to ration and stand still. I would have built relationships with them and let them know that their success was my goal. I would have given the lady the same speech. The three of us would have worked together for *our* success. I would have talked with the boy about the crabs and let him know why we could not chase them. I would have worked with the lady when she was having a bad night. Sure, I could have said that it was not my problem and that they had been treated equally. I could have gone on to say that they had problems that I could not fix, so I expect them to fail. In the equitable scenario—where I’m teaching and mentoring—I am taking responsibility for the success of everyone. I am expecting them to *succeed.* I am using my skills as a teacher to make it happen. I am not accepting their deficits. I am taking their assets and building upon what they do have and what they do bring to the table. I’m having high expectations of *myself* to be able to do the job that needs to be done.

If I had done that over the course of the 10 days, sure, I would have been exhausted, and I would have had to do a lot of work. *But,* all three of us would have walked onto that ship on Day 10. Like all teachers, I would have had to take care of myself so that I could take care of my students. I needed to give everyone what they needed in order to get them from different places—backgrounds, experiences, prior knowledge, abilities, skills—to the common place, which is success for *all.*

I hope that you enjoyed this story, and I would like to point out that storytelling such as this is a part of being very culturally relevant.

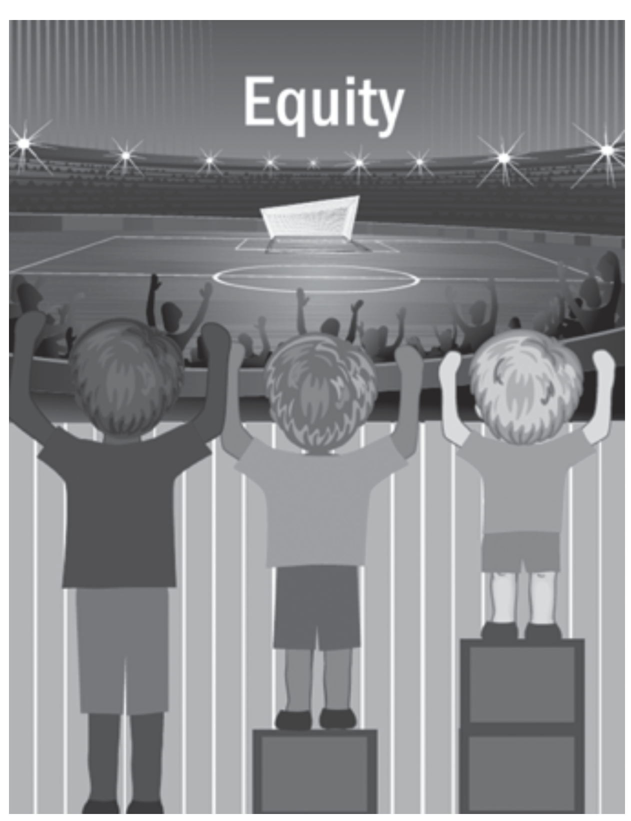
Used with permission from Robin Withers, Ed. S., AVID Project Manager, Professional Learning, at AVID Center.

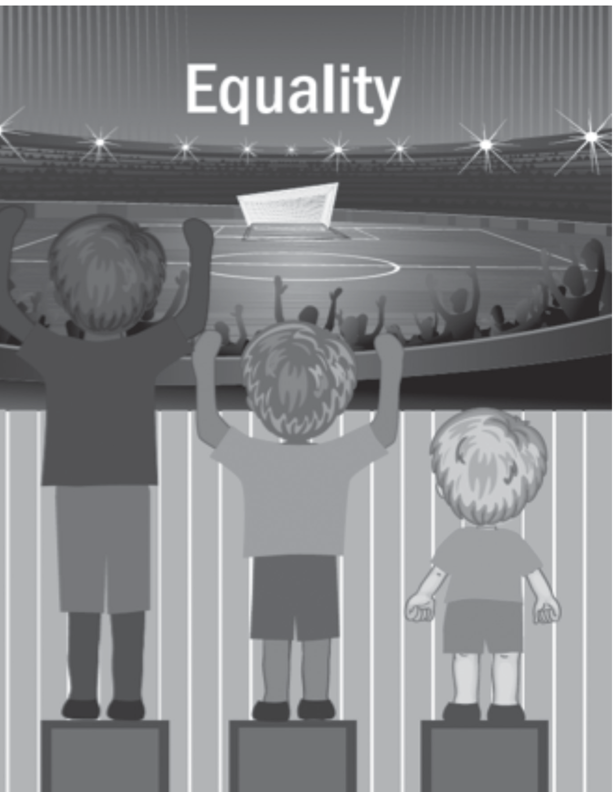
Equity Is...

Equity is moving students

from different places

to common places.





7.4 Equitable Educator

Educator Objective

Educators will read the article and write a reflection that includes a starting point for considering equity and supporting diversity within the classroom.

Overview

Equity in the classroom can be defined as giving students what they need. When teachers truly listen to students, and respect in the classroom is mutual between teacher and student, a productive classroom can be formed. Teachers feel good about the lessons that they teach, and students are engaged in learning. The list within this article provides the educator with an opportunity to take what is currently being done within their learning community and create a personal goal to work on for the school year.

Materials/Set-Up

- Educator Resource:
    - 7.4a: 20 Things That I Can Do to Be a More Equitable Educator

Instructional Steps

- Provide educators with a copy of the 20 Things That I Can Do to Be a More Equitable Educator resource.
- Create groups of five or more, and ask them to take turns around their tables reading the 20 items from the article.
- Discuss with educators that they must be willing to do the following:
    - Understand and consider the needs of individual students, as well as the whole class.
    - Create appropriate opportunities for each student to learn.
    - Value student feedback on assignments and classroom activities.
    - Support student ideas to help design or create lessons and assessments.
- Ask each person to share within their groups one thing on the list that they already do well, thereby creating opportunities for affirmation.
- Ask them to take about five minutes to individually reflect on what they read and pick one of the items as a personal goal. Seek out volunteers to share which goal they selected and why.

Extension

- To extend the learning, encourage educators to discuss these goals and how they can be reflected in the individual, grade level, and site team plan and priorities.
- To modify the activity, provide the resource for educators to read on their own time and subsequently use it for goal-setting with individual professional development plans, pre-/post-conference meetings, etc.

20 Things That I Can Do to Be a More Equitable Educator

1. I will learn to pronounce every student's full given name correctly. No student should feel the need to shorten or change their name to make it easier for me or their classmates to pronounce. I will practice and learn every name, regardless of how difficult it feels or how time consuming it becomes. That is the first step in being inclusive.
2. I will sacrifice the safety of my comfort zone by building a process for continually assessing, understanding, and challenging my biases and prejudices and how they impact my expectations for, and relationships with, all students, parents, and colleagues.
3. I will center student voices, interests, and experiences in and out of my classroom. Even while I talk passionately about being inclusive and student-centered in the classroom, I rarely include or center students in conversations about school reform. I must face this contradiction and rededicate to sharing power with my students.
4. I will engage in a self-reflection process to explore how my identity development impacts the way that I see and experience different people.
5. I will invite critique from colleagues and accept it openly. I usually do well accepting feedback—until someone decides to offer me feedback. Though it's easy to become defensive in the face of critique, I will thank the person for their time and courage (knowing that it's not easy to critique a colleague). The worst possible scenario is for people to stop providing me with feedback, whether positive or negative.
6. I will never stop being a student. If I do not grow, learn, and change at the same rate that the world around me is changing, then I inescapably lose touch with the lives and contexts of my students. I must continue to educate myself—to learn from the experiences of my students and their families, to study current events and their relationship to what I am teaching, and to be challenged by a diversity of perspectives.
7. I will understand the relationship between *intent* and *impact.* Often, and particularly when I am in a situation in which I experience some level of privilege, I have the luxury of referring and responding only to what I intended, no matter the impact that I've had on somebody. I must take responsibility for, and learn from, my impact because individual-level oppression is unintentional. However, unintentional oppression hurts just as much as intentional oppression.
8. I will reject the myth of colorblindness. As painful as it may be to admit, I know that I react differently when I'm in a room full of people who share my dimensions of my identity than when I'm in a room full of people who are very different from me. I must be open and honest about that because these shifts inevitably inform the experiences of people in my classes. In addition, colorblindness denies people validation of their whole person.

9. I will recognize my own social identity group memberships and how they may affect my students' experiences and learning processes. People do not always experience me the way in which I intended, even if I am an active advocate for all my students. A student's initial reaction to me may be based on a lifetime of experiences, so I must try not to take such reactions personally.

10. I will build coalitions with teachers who are different from me (in terms of race, ethnicity, sexual orientation, gender, religion, first languages, disability, and other identities). These can be valuable relationships of trust and ones that offer honest critique. At the same time, I must not rely on other people to identify my weaknesses. In particular, in the areas of my identity that I experience privilege, I must not rely on people from historically underprivileged groups to teach me how to improve myself (which is, in and of itself, a practice of privilege).

11. I will improve my skills as a facilitator, so that when issues of diversity and equity do arise in the classroom, I can take advantage of the resulting educational opportunities. Too often, I allow these moments to slip away, either because I am uncomfortable with the topic or because I feel unprepared to effectively facilitate my students through it. (I often try to make myself feel better by suggesting that the students "aren't ready" to talk about racism, sexism, or whatever the topic might be, when it's more honest to say that I do not feel ready.) I will hone these skills so that I do not cheat my students out of important conversations and learning opportunities.

12. I will invite critique from my students, and when I do, I will dedicate myself to listening actively and modeling a willingness to be changed by their presence to the same extent that they are changed by mine.

13. I will think critically about how my preferred learning styles impact my teaching style. I am usually thoughtful about diversifying my teaching style to address the needs of students with a variety of learning styles. Still, I tend to fall back on my most comfortable teaching style most often. I will fight this temptation and work harder to engage all of my students.

14. I will affirm and model an appreciation for *all* forms of intelligence and the wide variety of ways that students illustrate their mastery of skills and knowledge.

15. I will reflect on my own experiences as a student and how they inform my teaching. Research indicates that my teaching is most closely informed by my experiences as a student (even more so than my previous training). The practice of drawing on these experiences—positive and negative—provides important insights regarding my teaching practice.

16. I will encourage my students to think at high levels and ask critical questions about all information that they receive, including that which they receive from me.

17. I will challenge myself to take personal responsibility before looking for fault elsewhere. For example, if I have one student who is falling behind or being disruptive, I will consider what I am doing or not doing that may be contributing to their disengagement before problematizing their behavior or effort.

18. I will acknowledge my role as a social activist. My work changes lives, conferring upon me both tremendous power and tremendous responsibility. Even though I may not identify myself as a social activist, I know that the depth of my impact on society is profound, if only by the sheer number of lives that I touch. I must acknowledge and draw on that power and responsibility as a frame for guiding my efforts toward equity and social justice in my work.

19. I will fight for equity for *all* underrepresented or disenfranchised students. Equity is not a game of choice—if I am to advocate education equity, I do not have the luxury of choosing who does or does not have access to it. For example, I cannot effectively fight for racial equity while I fail to confront gender inequity, and I can never be a real advocate for gender equity if I choose to duck the responsibility for ensuring equity for lesbian, gay, bisexual, transgendered, and questioning students. When I find myself justifying my inattention to any group of disenfranchised students due to the worldview or value system into which I was socialized, I know that it is time to reevaluate that worldview or value system.

20. I will celebrate myself as an educator and total person. I can, and should, also celebrate every moment that I spend in self-critique—however difficult and painful—because it will make me a better educator. And that is something to celebrate!

Adapted from: ©EdChange. http://www.edchange.org

Gorski, P. C. (2010). Beyond celebrating diversity: Twenty things I can do to be a better multicultural educator. St. Paul, MN: EdChange.
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7.5 Colorblindness

Educator Objective

Educators will engage in critical conversations about racial colorblindness to gain a deeper understanding of the concept.

Overview

"Colorblindness creates a society that denies their [minorities'] negative racial experiences, rejects their cultural heritage, and invalidates their unique perspectives."

Monnica T. Williams

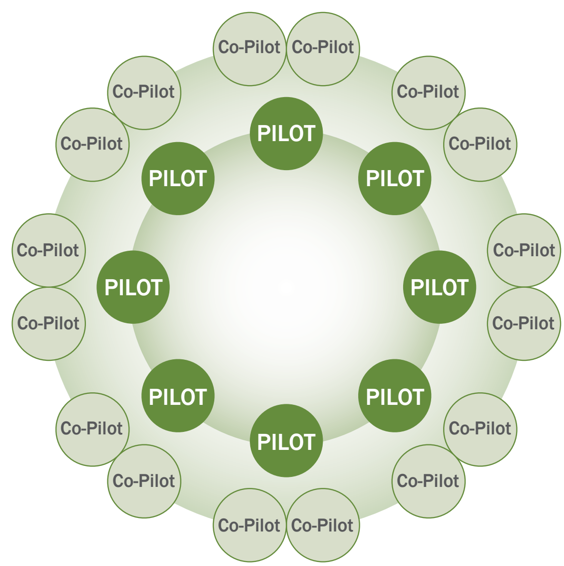
The article in this activity brings awareness to the importance of acknowledging the cultural differences of students within the learning environment and using that to build upon their assets. In her article, Afi-Odelia E. Scruggs (2009) asserts, "Failure to see and acknowledge racial differences makes it difficult to recognize the unconscious biases everyone has. Those biases can taint a teacher's expectations of a student's ability and negatively influence a student's performance. Study after study has shown that low teacher expectations are harmful to students from socially stigmatized groups."

Materials/Set-Up

- Educator Resource:
    - 7.5a: "Colorblindness: The New Racism?"
- Sticky notes
- If possible, prior to the activity:
    - The room should already be set up for a pilot/co-pilot Socratic Seminar.
    - Article should be provided to educators in order to allow time for reading, marking the text, and creating questions for Socratic discussion.

Instructional Steps

- Prior to this activity, ask educators to read "Colorblindness: The New Racism?" and prepare two questions—on two separate sticky notes—for a Socratic Seminar discussion.
- Explain to educators that they will be engaging in a Socratic Seminar on the "Colorblindness" article using the pilot/co-pilot strategy. Ask them to have the following resources readily available, as they move into the Socratic Seminar formation: the article, sticky notes with two questions from the article, something to write with, and a chair.
- Once participants are arranged and seated, explain how the pilot/co-pilot arrangement works.
    - For three minutes, triads (one pilot and two co-pilots) share their questions.
    - The pilot will face the center of the discussion group and participate in the discussion.
    - The co-pilots listen and take notes, but cannot comment or speak out at this time. They should record any comments that they find interesting or questions that they want to ask.
    - The pilot–co-pilot triad will periodically discuss the questions and comments in preparation for another round of group discussion.



- Remind educators to focus on the text during the discussion and refer to it whenever possible.
- Begin the Socratic Seminar by asking for a volunteer pilot to read one question aloud to the group. Then, ask each pilot in the inner circle to read a question.
- Conduct the Socratic Seminar, stopping periodically to allow pilots and co-pilots to discuss questions and comments in triads.
- At points during the discussion, have pilots and co-pilots switch seats, or have co-pilots provide notes to the pilots.
- The Socratic Seminar can be debriefed on the *process* if the educator participants are new to this discussion strategy, and/or on the "Colorblindness" article.
    - To debrief the process:
        - Ask the pilots and co-pilots to share their observations on the process.
        - Solicit thoughts from the participants about using the pilot/ co-pilot arrangement in a classroom Socratic Seminar.
        - Ask participants what could have been done to improve the Socratic Seminar experience.
    - To debrief the article, the following questions can be discussed in small groups or in a large-group setting:
        - What do you think was the single most important idea that was discussed? Why?
        - What do you feel should have been discussed, but was not included?
        - Complete an individual DLIQ summary: What did I *Do*? What did I *Learn*? What was *Interesting* to me? What *Questions* do I have?

Extension

- To extend the learning, have teachers reflect on the article individually in professional development portfolios, or with a partner, and respond to the following questions: What does it mean to be "colorblind"? How is this pertinent to creating a culturally relevant classroom or learning environment?

"Colorblindness: The New Racism?"

Afi-Odelia E. Scruggs, *Teaching Tolerance*, Number 36: Fall 2009.

Kawania Wooten's voice tightens when she describes the struggle she's having at the school her son attends. When his class created a timeline of civilization, Wooten saw the Greeks, the Romans, and the Incas. But nothing was said about Africa, even though the class has several African American students.

Wooten, who is black, spoke to the school's director, a white woman—who insisted that the omission wasn't racially biased.

"Her first comment was, 'You know, we've just been following the curriculum. We're not talking about whether people are white or black,'" recalls Wooten, who lives in Bowie, Md. "I said that the children have eyes and they can see. And I'd like them to see that our culture was a strong, viable culture."

That kind of story brings a groan from Mark Benn, a psychologist and adjunct professor at Colorado State University. He hears similar tales whenever he delivers lectures about race relations.

Such incidents are examples of racial "colorblindness"—the idea that ignoring or overlooking racial and ethnic differences promotes racial harmony.

Trainers and facilitators say colorblindness does just the opposite: folks who enjoy racial privilege are closing their eyes to the experiences of others.

"It benefits me not to pay attention," says Benn, who is white. "I never have to question whether or not my race is being held in question when I apply for a job. It benefits me not to question that (because) it makes it look like I got here on my own."

Paying attention to the cultural experience of students is becoming increasingly important, given the differences between the demographics of American students and their teachers.

According to reports from the National Center for Education Statistics, roughly 80 percent of American teachers are white, while children of color make up more than 40 percent of the student body.

As the nation's demographics shift, the sight of a white teacher leaning over the desk of a brown or black student is likely [to] become more and more common. In order to be effective, teachers will have to learn about the cultural experiences of their students, while using these experiences as a foundation for teaching. The approach is called culturally relevant pedagogy.

But that is hard to do if a teacher doesn't see differences as valuable. That means the blinders have to come off, says Randy Ross, a senior equity specialist at the New England Equity Assistance Center, a program of Brown University's Education Alliance. Ross facilitates workshops on racism and culturally responsive teaching.

And in her experience, white people have the hardest time opening their eyes.

"I have never heard a teacher of color say 'I don't see color,'" Ross says. "There may be issues of cultural competence [among teachers of color], but colorblindness is not one of them. The core of 'I don't see color,' is 'I don't see my own color, I don't see difference because my race and culture is the center of the universe.'"

Such tunnel vision is the reason a teacher can omit Africa from a timeline of world civilizations, Ross says. Still, she cautions, the flaws of the colorblind approach run deeper than curriculum.

Failure to see and acknowledge racial differences makes it difficult to recognize the unconscious biases everyone has. Those biases can taint a teacher's expectations of a student's ability and negatively influence a student's performance. Study after study has shown that low teacher expectations are harmful to students from socially stigmatized groups.

In her article "Culturally Responsive Pedagogy for the Nineties and Beyond," Ana Maria Villegas pointed out that ignorance of cultural differences could lead teachers to "underestimate the true academic potential" of minority students.

"Teachers' judgments on students' potential have profound and long-lasting effects on students' lives," Villegas wrote. "For minority children in particular, such judgments or misjudgments may prove costly…

"The evidence is overwhelming. When compared to their 'high-ability' peers, 'low-ability' students are called on less often in class, given less time to respond, praised less frequently...and prompted less often in the case of incorrect responses."

Ross says a teacher who professes to be "colorblind" is not going to understand how unconscious biases can influence expectations, actions, and even the way a teacher addresses students of color.

After talking to her son's teacher, Kawania Wooten wondered whether her son was being harmed in just that way.

She'd asked for advice on helping the youngster complete a difficult project. Instead, the teacher immediately offered to give him easier work. Just as quickly, Wooten refused. Then she explained the racial subtext of the exchange: the white teacher doubted the intelligence of an African American child.

"I heard that expectations of my son were low," Wooten says.

Such misunderstandings could be avoided, she believes, if the teacher learned some things about African American culture.

Society's persistent segregation doesn't make these interactions any easier, says Brown University's Randy Ross.

"You don't get comfortable talking about race by talking to people who look like yourself," Ross notes.

The fear of appearing racist also throws up roadblocks. Ross recalled a workshop

participant who said she'd been taught to ignore race when she'd gone to college in the 1950s. Now, the woman lamented, she was being urged to practice behavior she considered bigoted.

But claims of colorblindness really are modern-day bigotry, according to Eduardo Bonilla-Silva, a sociology professor at Duke University. In his book White Supremacy and Racism in the Post-Civil Rights Era, Bonilla-Silva argues that racism has become more subtle since the end of segregation. He considers colorblindness the common manifestation of the "new racism."

"Whites believed that the Sixties was the end of racism," says Bonilla-Silva, who is a Puerto Rican of African descent. "In truth, we have to admit that struggles of the Sixties and Seventies produced an alteration of the order."

That alteration upended the rhetoric of the civil rights struggle, Bonilla-Silva said, so that historically oppressed groups would seem to be the perpetrators of discrimination, not its victims. As an example, he points to the way affirmative action foes buttressed their position with the Rev. Martin Luther King, Jr.'s quote from the 1963 March on Washington.

"They say 'like Martin Luther King, I believe that people should be judged by the content of their character.' People eliminate the history and contemporary practice of discrimination and play the morality tale," Bonilla-Silva says.

Building a bridge to another culture can be difficult, but rewarding, as Aileen Moffitt has seen during her 20 years at Prescott Elementary School in Oakland, Calif. The 300-student population of the school is overwhelmingly black, but Latinos, Asian Americans, whites, and Native Americans also attend.

Moffitt never claimed to be colorblind. Before becoming a teacher, she had quite a bit of interaction with African American youngsters because she worked in the city's parks and recreation department. She was surprised, then, when she had trouble reaching her students.

"I started as a well-intentioned white woman who was not awake," she says with a deep laugh.

Moffitt found mentors in other veteran teachers who were African American. The women led the way when it came to integrating cultural references from their students' backgrounds across the curriculum.

"My point is that it behooves us as educators to utilize the strengths that our children bring to the classroom — a rich language, a strong culture, a remarkable history. We do not need to be afraid of these strengths," she wrote. "The children I teach are more likely to be productive members of society if they have a strong sense of self to accompany their mastery of the curriculum."

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7.6 Privilege Walk

Educator Objective

Educators will become aware of the concepts of unconscious privilege and opportunities, as well as the effects that they have on their lives and the lives of their students.

Overview

Privilege Walk is a very powerful activity connected to privilege and the advantages and opportunities that it offers to individuals, races, or cultural groups. McIntosh (1989) first developed the activity, and it has been widely used and modified in the quarter-century since. During this activity, forward and backward movements will represent advantage (i.e., privilege) or disadvantage, as connections are made with education and opportunity. However, it is important that the educators draw connections beyond their own experiences—connecting the different experiences in the room with the different experiences that their students have before coming into their classrooms. This activity is not designed to judge, place blame, or even look at our own experiences as one of power or privilege; rather, it's intended to foster a recognition that regardless of what experiences we have all had in life, all of our students are just as capable of achieving success. The debriefing of this activity, as outlined, will be key to its success.

Note: The Privilege Walk activity should always be preceded by building trust among the group members and creating a safe environment. The activity can trigger challenging questions and emotions, so it should be conducted by a facilitator who feels comfortable handling sensitive issues that might arise during the discussion or debrief. It is not advised to conduct this activity with students; however, there are suggested adaptations included within the extensions.

Materials/Set-Up

- Educator Resources:
    - 7.6a: Privilege Walk Activity Statements
    - 7.6b: Privilege Walk Debrief
- A large, open room or area (e.g., gymnasium, outside covered pavilion, open field)
- Microphone or sound amplifying device (if necessary)

Instructional Steps

- Ask educators to think about their own personal definition of privilege by posing the following question: "What does it mean to be privileged?" Seek out volunteers to share their responses.

- Before heading to the activity area:
    - Remind educators that they will step out of their comfort zones to get a visual perspective of the background and experiences of each other (and their students), and that regardless of their own experiences, their job as educators is to bring all of their students to a place of success.
    - Ask group members to pair up with a "debrief buddy." On the way to the Privilege Walk area, the debrief buddies should discuss their favorite childhood game(s). This builds rapport between the buddies, as they will be the first ones to speak with each other after the Privilege Walk. It also supports the notion of commonalities and differences being present between individuals from diverse backgrounds. The buddies do not need to stand next to each other during the activity, as they will strictly be sharing partners for the debrief portion.
- At the activity area:
    - Ask educators to stand shoulder-to-shoulder in a straight line, in the middle of the gymasium, field, etc. without speaking.
    - Instruct educators to listen carefully to each sentence being read aloud and take the step required if the sentence applies to them.
        - You can also let the educators know that if they do not wish to share information on a given item, they can stay where they are, but encourage them to push outside of their comfort zone, if possible.
    - Read the Privilege Walk Activity Statements aloud, pausing after each sentence to allow educators the time to take steps as directed.
- Before returning to the training room, utilize the Privilege Walk Debrief resource to conduct Debrief, Part 1 of the essential debrief.
- Continue Debrief, Part 2: "Reverse the Walk" when educators have returned to the training room.
- Bring closure to the Privilege Walk, reminding educators of the following points:
    - "While you responded personally to the Privilege Walk statements that may have taken you back to a time when things were hard for you, you made it!"
    - "Most of your responses to the questions were out of your control. Where you were born, the environment into which you were born, and what others believed about you are beyond your ability to directly change. However, as educators, we have a unique ability to influence what types of expectations we set for our students, what we allow or don't allow to be said and done in our classroom, and whether students can come into our classes knowing they are safe, appreciated, and cared for."
    - "We, as educators, have to meet students where they are and show them the way to move forward. It's about our students."
- Share other types of "walks" in which educators could engage (e.g., "College Walk").

Extension

- To modify the activity for educators, prior to or after the Privilege Walk, show "The Miniature Earth" video (https://www.youtube.com/watch?v=i4639vev1Rw), which reveals an eye-opening set of statistics about the concept of privilege as it relates to people across the Earth.
- To modify the activity for use with students:
    - Intentionally create or use questions that you know will help your students understand they are not the only ones dealing with specific circumstances or sharing these experiences. It would be a way to create a visual "connection," so they know that they are not alone.
    - Consider using a different example of privilege that could be shared with your students, such as, "This Teacher Taught His Class A Powerful Lesson About Privilege" (http://www.buzzfeed.com/nathanwpyle/this-teacher-taught-his-class-a-powerful-lesson-about-privil#.rr24nk4L6L).
    - For lower grade levels, make statements about common interests, home life, and school. For example, "Do you have any pets? Do you walk to school? Do you have any siblings? Is art your favorite subject? Do you live with your grandparents?"
    - With secondary and higher education students, review the Privilege Walk Activity Statements and discern which questions may be appropriate for your specific class.

Privilege Walk Activity Statements

1. If your primary ethnic identity is American, take one step forward.
2. If you were ever called names because of your race, class, ethnicity, gender, or sexual orientation, take one step back.
3. If you were ever ashamed or embarrassed of your clothes, house, car, etc., take one step back.
4. If your ancestors came to the United States not by choice, take one step back.
5. If you were raised in an area where there was prostitution, drug activity, etc., take one step back.
6. If you ever tried to change your appearance, mannerisms, or behavior to avoid being judged or ridiculed, take one step back.
7. If you studied the culture of your ancestors in elementary school, take one step forward.
8. If your primary language was not English when you went to school, take one step back.
9. If you were encouraged in your home to read during your childhood, take one step forward.
10. If you ever had to skip a meal or were hungry because there was not enough money to buy food when you were growing up, take one step back.
11. If you were taken to social activities—including art galleries, operas, or plays—by your parents, take one step forward.
12. If one of your parents was unemployed or laid off, not by choice, take one step back.
13. If you attended private school or summer camp, take one step forward.
14. If your family ever had to move because they could not afford the rent, take one step back.
15. If you were told that you were beautiful, smart, and capable by your parents, take one step forward.
16. If you were ever discouraged from academics or jobs because of race, class, ethnicity, gender, or sexual orientation, take one step back.
17. If you were raised in a single-parent household, take one step back.
18. If your family owned the house where you grew up, take one step forward.
19. If you saw members of your race, ethnic group, gender, or sexual orientation portrayed on television in degrading roles, take one step back.
20. If you were ever offered a job because of your association with a friend or family member, take one step forward.
21. If you were ever denied an academic or work experience because of your race, ethnicity, gender, or sexual orientation, take one step back.
22. If you were paid less or treated unfairly because of race, ethnicity, gender, or sexual orientation, take one step back.

23. If you were ever accused of cheating or lying and believe it was due to your race, ethnicity, gender, or sexual orientation, take one step back.
24. If you ever inherited money or property, take one step forward.
25. If you had to rely primarily on the school bus for transportation, take one step back.
26. If you had to rely primarily on a teacher, coach, or friend's family member for a ride home after extracurricular activities, take one step back.
27. If you were ever stopped or questioned by the police and believe it was due to your race, ethnicity, gender, or sexual orientation, take one step back.
28. If you were ever afraid of violence because of your race, ethnicity, gender, or sexual orientation, take one step back.
29. If you were generally able to avoid places that were dangerous, take one step forward.
30. If you were ever uncomfortable about a joke related to your race, ethnicity, gender, or sexual orientation but felt unsafe to confront the situation, take one step back.
31. If you were ever the victim of violence related to your race, ethnicity, gender, or sexual orientation, take one step back.
32. If your parents grew up outside of the United States, take one step back.
33. If your parents grew up in a two-parent household, take one step forward.
34. If your parents told you that you could be anything you wanted to be, take one step forward.
35. If it was assumed from a young age that you would go to college, take one step forward.
36. If you have been followed in a store and believe it was because of your race, ethnicity, gender, or sexual orientation, take one step back.
37. If no one in your immediate family has ever been addicted to drugs or alcohol, take one step forward.
38. If you went on regular family vacations, take one step forward.
39. If you don't have to cope with frequent catcalls because of your gender, take one step forward.
40. If you were expected to graduate from a four-year college/university, take one step forward.
41. If at least one of your parents had college experience, take one step forward. If both of your parents had college experience, take two steps forward.
42. If at least one of your parents graduated from a four-year university, take one step forward. If both of your parents graduated from a four-year university, take two steps forward.
43. If there was someone with a master's degree in your home growing up, take one step forward.
44. If there was someone with a doctorate degree in your home growing up, take one step forward.

Privilege Walk Debrief

Once you have read through the last statement of the Privilege Walk and educators are standing in their final positions, guide them through the following debrief activity.

Debrief, Part 1

Say the following aloud:

- "Close your eyes and think about all of your experiences that have formed you into the well-educated person who you are today. Think about the educators and adults in your life that helped form you into the person who you are today."
- "Open your eyes and look around the room to see the role that a variety of experiences played in ultimately forming us all into well-educated adults."
- "Try to imagine what attributes the educators and adults had that surrounded and supported the others in the room to get them to where they are today."
- "When we start the school year, this is what our classrooms look like. Students come to us from all different experiences and backgrounds, but our mission needs to be to close the achievement and opportunity gap by preparing all students, no matter their experiences and backgrounds, for college readiness and success in a global society."
- "We know that all of the experiences read in the Privilege Walk will affect our students' chances of succeeding in education. For example, low-income students are statistically less likely to go to college, and in contrast, students whose parents have advanced degrees are more likely to go to college."
- "Imagine that you all are a group of our students coming into our school for the first time. If I had $10,000, stood in the front, and said, 'Whoever gets to me first gets the money,' what would happen?"
- "Someone in the front would get it. The ones in the middle might try, but they would have to really hustle and maneuver. And the people in the back, they won't even try. Why? Because they believe that they do not have a chance. There are too many obstacles, and they think, 'Why even try? There is no point.'"
- "Think again of our students in the classroom. The teacher has the knowledge, stands in front, and offers it to anyone who can come and get it, and then wonders why the kids in the back never try…never move."
- "The teacher has to meet the students where they are and bring them forward. [As you read the preceding sentence, walk toward the back of the room and bring an educator back toward the front.] The teacher has to build a relationship with the students, so they trust the teacher, and the teacher has to show them the way to overcome their obstacles. The teacher has to show the way because our students don't see it. We have to show them!"

Ask educators to pair with their "debrief buddy" from earlier and debrief the activity further, as they walk back to the room where the activity began. Have the buddy pairs discuss the following questions:

- "What did you think and feel as we went through this activity?"
- "How can you connect this experience with your students?"

Debrief, Part 2: "Reverse the Walk"

Once back in the training area, continue the debrief. Ask educators to extend their thinking from awareness of the issues raised by the Privilege Walk to what they can do as educators to help students rise above the differing levels of previous opportunities in their lives (to "reverse the walk"). Offer the following prompting questions as a guide for small-group discussions:

- How can you use this experience to better inform your work as an educator in the future?
- What were some of those attributes of caring/supportive adults that you imagined surrounding yourself and others in the room? Which of those attributes could you better incorporate into your interactions with students?
- What steps can you take or resources can you use in your classroom or school to address the disparity in opportunities or personal foundations for students?

Inclusive Campus Environment

As individuals, educators bring their own ethical and moral beliefs into the classroom environment. At times, educators' personal beliefs may conflict with the need to create an environment where all students feel socially, emotionally, and physically safe. It is the responsibility of educators to not only prepare students academically, but to also prepare and support them for success in their lives. The activities in this section can assist educators in creating an inclusive campus environment by providing information about how they can support students who are seen as different based on sexual orientation or gender identity, while also reviewing educator responsibilities related to laws regarding harassment and bullying.

Elementary educators may want to be especially sensitive to the needs and backgrounds of their developing students, as well as the norms for the school, district, or community in discussing the topics within the following activities. As desired, elementary educators may choose to search the Internet or their campus libraries for books specifically written for elementary students on LGBTQ topics.

Section Outline

- 7.7: Supporting LGBTQ Students
  - 7.7a: LGBTQ Youth Data
- 7.8: Gender Expectations
  - 7.8a: Body Outline
- 7.9: Inclusive Language
  - 7.9a: Inclusive Language for Sexual Orientation and Gender Identity/Expression
  - 7.9b: Inclusive Language Scenarios
- 7.10: What Educators Can Do
  - 7.10a: Title IX Federal Law and Sexual Harassment
  - 7.10b: What Educators Can Do
  - 7.10c: 3–2–1 Summary
  - 7.10d: Educator Self-Evaluation (LGBTQ)

7.7 Supporting LGBTQ Students

"We must take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented."

Elie Wiesel

Educator Objective

Educators will increase awareness of the issues facing LGBTQ students and evaluate their roles in creating a safe and inclusive environment for all students.

Overview

The climate and connectedness of a school have an effect on how students learn and interact with their peers. According to the Centers for Disease Control and Prevention (2009), school connectedness is the belief held by students that adults and peers at their school care not just about their learning, but also about them as individuals. Educators are responsible for students' education as well as their safety, and must ensure that all students have the opportunity to achieve and thrive.

Unfortunately, safety can be an issue for children and teens who are seen as different because of their perceived or actual sexual orientation, gender identity, or gender expression. The effects of bullying, harassment, and discrimination are clear. In researching the influence of such actions, the National Education Association (2012) found that students who are subjected to frequent harassment don't do as well academically and are much more likely to be truant or drop out of school, be depressed or suicidal, consume drugs or alcohol, or carry a weapon to school. **LGBTQ** (Lesbian, Gay, Bisexual, Transgender, Questioning) youth are also at increased risk for suicidal thoughts and behaviors, suicide attempts, and suicide. Increasing awareness of the issues that LGBTQ students face will help create a safe and inclusive environment for all students.

Commonly used variations of this acronym are LGB and LGBT. The LGBTQ designation is used most frequently within this resource.

This activity focuses on awareness of challenges that LGBTQ students may face on their campuses. It includes a video of Joel Burns, city councilmember of Fort Worth, Texas, making a poignant, public statement of his early struggles as a gay man and a resounding plea for acceptance and support for gay youth.

Materials/Set-Up

- Educator Resource:
    - 7.7a: LGBTQ Youth Data
- Video: Joel Burns' "A Message to Gay Teens: It Gets Better" (available as a TEDTalk through TED.com)
    - Review the video for familiarity and audience appropriateness prior to the activity.
    - Introduce the video with remarks about its setting and the sensitive nature of the topics, including suicide, which will be discussed.

Instructional Steps

- Show educators the “A Message to Gay Teens: It Gets Better” video.
- After watching the video, have educators respond individually to the following questions through a three-minute quickwrite: “What are your thoughts and feelings right now? When you witness sexual-orientation-based harassment or bullying in your school, how do you respond?”
    - The quickwrites will be debriefed collaboratively later in the lesson, so remind educators not to share out at this time.
- When facilitating the discussion that follows the quickwrite, make reference to the youth in the video who chose suicide as the best option to escape the harassment that they endured. Emphasize that educational institutions and individual educators can play a significant role in supporting the socioemotional and physical well-being of students so that they see healthy options for dealing with these difficult situations. Also, emphasize that it is the legal responsibility of educators to create safe learning environments for students. Note that the video is an example of “It gets better,” as described by Joel Burns.
- Ask educators to refer to the LGBTQ Youth Data resource and work in small groups to list their responses to the following question: “What are the roles of educators in providing safe, supportive environments for all students, and specifically LGBTQ students?”
- Have each group appoint a spokesperson to share one suggestion with the whole group. The responses can be charted for the whole group as they are shared.
- Have group members return to their quickwrites and include additional thoughts on the following questions: “Have your feelings changed after reviewing the data? Are there ideas that you want to add about how you would respond to the students’ bullying or harassment of other students?”

Extension

- To extend the learning, visit the Teaching Tolerance website (www.teachingtolerance.org) and type in “gender activities” to search for various activities that address gender equity at all grade levels.
- To modify the activity, specifically for secondary and higher education students, consider using the above activity to help them understand the effects of sexual-orientation discrimination. Connect current events at a local, state, national, or even global level that relate to the discrimination of various groups. Students can identify and list groups on their campuses who face discrimination and collaboratively brainstorm how they can bring awareness to the community to institute positive change.

LGBTQ Youth Data

Data on the challenges that LGBTQ youths face at schools and insights into other aspects of their school experiences have been collected by various researchers or groups; however, the data collected by the Centers for Disease Control and Prevention (CDC), a U.S. government entity, and the Gay, Lesbian and Straight Education Network (GLSEN) are among the most extensive. The GLSEN 2013 National School Climate Survey (Kosciw, Greytak, Palmer, & Boesen, 2014) was conducted through organizations in all 50 states that provide services to, or advocate on behalf of, LGBT students. The CDC (Kann, Olsen, McManus, Kinchen, Chyen, Harris, & Wechsler, 2011) information was collected through the Youth Risk Behavior Surveillance studies at selected large urban sites in nine states from 2001–2009.

Note: The GLSEN survey included information for students self-identifying as LGBT. The CDC surveys included information for students self-identifying as lesbian, gay, bisexual, or unsure.

- 55% of LGBT students felt unsafe while at school as a result of their sexual orientation, and 38% felt unsafe due to their gender expression. *(GLSEN)*
- The majority of students (66% LGBT and 61% because of gender expression) avoided school functions because they felt unsafe or uncomfortable. *(GLSEN)*
- LGBT students frequently heard terms, such as “gay,” used in a derogatory way at school and felt distressed because of this language. *(GLSEN)*
- 74% of LGBT students were verbally harassed in the past year because of their sexual orientation, and 55% were verbally harassed because of their gender expression. *(GLSEN)*
- Approximately half of LGBT students experienced cyberbullying, or electronic harassment, in the past year (e.g., text messages, posting on Facebook). *(GLSEN)*
- 51% of LGBT students heard homophobic remarks or remarks about their gender expression (56%) from their teachers or other school staff. *(GLSEN)*
- Of the LGBT students harassed or assaulted at school, close to 57% did not report the incident to school staff. The most common reason that the incident went unreported was that they doubted that effective intervention would occur, or the situation would become worse by reporting it. *(GLSEN)*
- LGB/unsure students were about three times more likely than heterosexual students to have missed at least one day of school in the prior 30 days because of safety concerns. *(GLSEN)*
- LGB/unsure students reported serious consideration of suicide at a rate two to three times greater than heterosexual students. *(GLSEN)*
- LGB/unsure students were almost three times more likely than heterosexual students to have been threatened or injured with a weapon at school in the past year. *(GLSEN)*
- Students who were questioning their sexual orientation reported more bullying, homophobic victimization, unexcused absences from school, drug use, feelings of depression, and suicidal behaviors than either heterosexual or LGB students. *(Russell, Ryan, Toomey, Diaz, & Sanchez, 2011)*

7.8 Gender Expectations

Educator Objective

Educators will become mindful of the expectations that they set and the language that they use when voicing student expectations.

Overview

This activity illustrates the unconscious stereotypes that individuals have for gender identity and how these types of gender expectations can easily be damaging to all students in the long term. It will provide educators with the opportunity to view, from more than one perspective, the commonly held views on gender characteristics. Although the activity is designed for educators, the perspectives of students should also be kept in mind.

Materials/Set-Up

- Educator Resource:
    - 7.8a: Body Outline
- Chart paper (if desired)

Instructional Steps

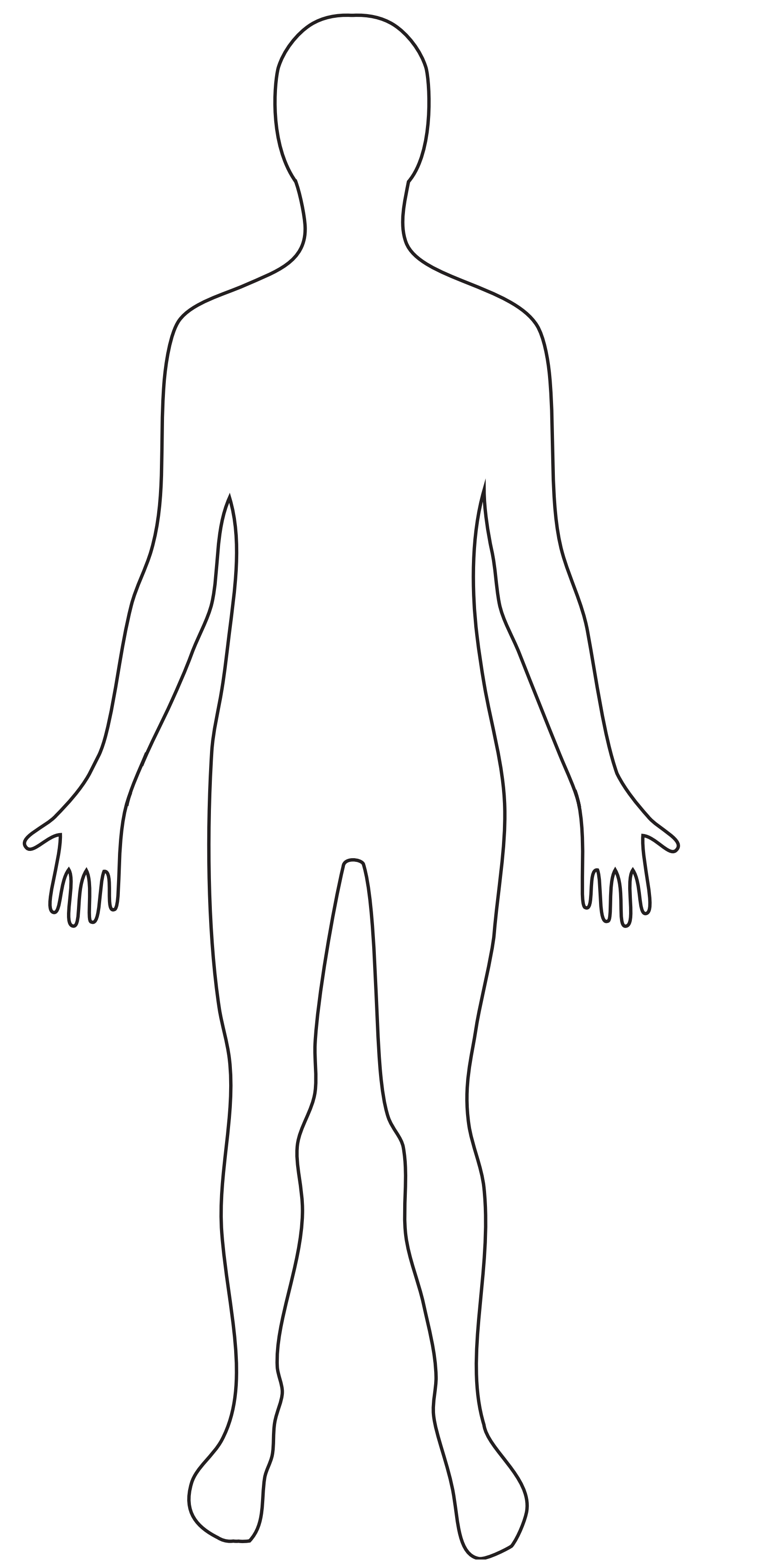
- Have educators form groups of five to seven.
- Assign each group the "boy" or "girl" designation and ask that they choose a scribe for the group.
- Have each group use one Body Outline or recreate the body outline on chart paper.
- Request that each group personalize their boy or girl outline by naming and dressing him/her.
- Direct the groups to discuss and write their responses to the questions below on the Body Outline or posters.
    - In what activities would your boy or girl stereotypically participate while in middle school/high school or at a university/college?
    - What are some material possessions that your boy or girl would stereotypically have?
    - What characteristic traits and/or behavior traits would your boy or girl be expected to exhibit?
- Ask one member (a "proud parent") from each group to share out their boy's or girl's name and one activity, characteristic, or possession that was used to describe the student. Alternate between boy/girl introductions.
- When all of the groups have shared out, have each table exchange their boy or girl with another table that has the opposite gender to their own.
- Request that at each table, one person read aloud the descriptions written on the outline to the other group members.

- Ask them to imagine that their original boy or girl now has the character traits of and/or behaves like the gender outline that is now in front of them and silently think about the following questions:
    - How would peers of the original boy or girl treat him/her?
    - What derogatory names might be used?
    - How would your original boy or girl feel at school? How might he or she react?
    - How would you as an educator provide support for the student?
- Have groups discuss the questions above.
- Ask for volunteers to share out some of the things that they discussed at their tables.
- As a debrief of the activity, ask educators to:
    - Think about what gender would most likely be assigned the following characteristics/traits:
        - Likes football
        - Sings in choir
        - Is always so quiet and polite
        - Plays too rough
        - Can't sit still
        - Is such a crybaby
    - Discuss the following questions at their tables:
        - How might saying some of the above affect an opposite gender trying to do something outside of their gender "norm"?
        - In what ways do we as educators reinforce the above stereotypes?
        - What types of long-term effects could reinforced stereotypes have on all students at your school?
    - Complete a quickwrite on the following topic: How could the language used in our school be adjusted to allow for all students to safely try activities or display characteristics outside of their gender expectations, without fear of being ridiculed, teased, or bullied?

Extension

- To modify the activity, for elementary students, review "Gender Doesn't Limit You!" (http://www.tolerance.org/sites/default/files/general/tt_gender_doesnt_limit-2.pdf). It provides gender-specific activities for grades Pre-K to 5. The activities use literature to challenge gender stereotypes, as well as a more experimental technique: teaching students catchphrases to interrupt gender bullying.

Body Outline



7.9 Inclusive Language

Educator Objective

Educators will become aware of, as well as promote the use of, gender identity and sexual orientation terms and phrases that consider the sensitivity and dignity of all individuals.

Overview

The language choices that students and adults make can be positive or harmful—or simply misinterpreted. Awareness of using language that is respectful, relevant, and intentional should guide word choice. The language should be inclusive and avoid generalities, stereotypes, or negativity. Terms and definitions related to gender identity and sexual orientation are especially sensitive areas for educators to consider. Promoting the use of inclusive language in the classroom and with other educators fosters a sense of safety on the campus and respect for students.

Materials/Set-Up

- Educator Resources:
  - 7.9a: Inclusive Language for Sexual Orientation and Gender Identity/Expression
  - 7.9b: Inclusive Language Scenarios

Instructional Steps

- Refer educators to the Inclusive Language for Sexual Orientation and Gender Identity/Expression resource.
- Ask educators to review the introductory information and chart for each topic.
- Have educators form small groups and ask them to discuss how the "terms to avoid" and "terms to use" differ.
- Select a few groups to share their observations and conduct a brief discussion on how the "terms to use" reflect greater sensitivity and less negativity for individuals.
- Display or distribute the Inclusive Language Scenarios resource and describe the discussion/role-play activity for the five-minute scenarios.
  - Educators form small groups of three.
  - Each group designates a "speaker," "questioner," and "observer."
    - The speaker reads and describes a scenario.
    - The questioner asks questions of the speaker to discern how the situation was handled.
    - The observer debriefs the discussion and the manner in which the situation was handled, being mindful of the use of inclusive language.
- Provide some discussion suggestions for the observer to consider during the debrief with the triad:
  - What worked well in the conversation? What was confusing?
  - How might the conversation have been different with elementary students, high school students, college students, parents, or colleagues?
- As time permits, ask the groups to discuss another scenario, with group members now having different roles.
- Debrief the activity by requesting that each person records at least two areas of awareness that they gained from the activity.

Extension

- To extend the learning, invite group members to write one or two new, authentic scenarios that they might use with their campus faculty in a similar activity.

Inclusive Language for Sexual Orientation and Gender Identity/Expression

Use terminology that respects the feelings of individuals. Hearing disrespectful/inconsiderate terminology (e.g., "that's gay," "I'm unsure, so I just say 'he–she'") being used by students offers educators "teachable moments" in which they can address the disrespect being given to other students and encourage appropriate respect for all students. Educators' silence speaks volumes. When educators ignore these statements or do not speak out, it sends a message that the classroom is not a safe place for *all* students.

As noted in *An AVID Guide to Inclusive Language*, it is important to demonstrate sensitivity, avoid generalities, and avert exclusion in choosing appropriate terminology to indicate gender identity and expression or to indicate sexual orientation. The following charts are guides to raise awareness and ensure protection of the dignity of all individuals.

Gender Identity and Expression

Gender is a cultural expression of oneself (American Psychological Association, 2009). Gender identity (one's internal sense of gender) and gender expression (how a person outwardly expresses their gender) are not the same. It is unique to the individual. It is important to demonstrate sensitivity. Avoid generalities and exclusion.

Terms to Use	Usage Examples	Terms to Avoid	Explanation
• Transition	"The transgender student is in transition."	• Sex change • Operation • Pre-op • Post-op	Sensitivity is paramount. A transition may or may not be from an operation.
• Transgender persons • Transsexual student • Female-to-male • Male-to-female • Cross-dresser • Gender identity • Gender expression	"There are female-to-male and male-to-female transsexuals (transgender persons)." "Regardless of gender identity or expression, fairness is paramount." "As a cross-dresser, a student who identifies himself as a boy prefers to dress as a girl."	• A transgender • Transgenders • Tranny • Transvestite • Sexual identity	Transsexuals are transgender persons. Transgender persons identify with the sex other than their birth sex. Due to possible gender ambiguity, it is best to avoid singular pronouns, such as he or she. Gender identity (one's internal sense of gender)and gender expression (how a person outwardly expresses their gender) are not the same. Transgender and transsexual can be used as adjectives to describe a person or people, but should not be used as nouns.

Sexual Orientation

The key is to convey awareness; sexual orientation varies. Be certain that the topic is relevant. Choose words that don't promote stereotypes and negativity.

Terms to Use	Usage Examples	Terms to Avoid	Explanation
• Sexual orientation • Orientation • Lesbians • Gay men • Bisexual men • Bisexual women • Gay • Bi (adj.) • Being gay • Straight	"Sexual orientation is irrelevant to this topic." "Bi and lesbians may consider themselves to be gay." "My class includes both gay and straight students."	• Sexual preference • Homosexual • Homosexuality	One's sexual orientation is not a choice. The term homosexual is derogatory as it reduces personal identity to a person's sexual behavior. The term homosexuality carries negative stereotypes. The descriptive term for someone who is "straight" is heterosexual. The term gay can be a derogatory term if its use implies or intends a negative connotation, such as, "Your shirt is so gay."
• Openly gay	"We have openly gay students."	• Admitted to be gay	Negative connotations are inappropriate regarding orientation. One admits to a wrong doing, not being gay.

Inclusive Language Scenarios

The scenarios below provide educators with the opportunity to become more aware of the sensitivity of word choice and the intentionality that must be displayed in conversations with students, as well as other educators.

Scenario 1
A student in the classroom loudly uses an inappropriate term, like "ghetto" or "that's so gay," to remark on another student's statement.

Scenario 2
In the course of discussing a topic with a small group, a student or adult reveals something personal about themselves, such as their sexual orientation or poverty background that was previously unknown.

Scenario 3
One of your students confides in you about the slurs and insults that are frequently directed toward her at school.

Scenario 4
An educator makes a comment about a specific male student acting and talking "like a girl" and that this is disrupting the classroom climate.

Scenario 5
If you have personally been involved in some uncomfortable situation in a classroom or other setting and have a unique scenario to share, introduce the scenario to a partner or small group.

7.10 What Educators Can Do

Educator Objective

Educators will become familiar with the law regarding harassment and bullying, as well as how educational institutions can proactively support LGBTQ students.

Overview

The climate of a school has a direct impact on how well students learn and how well they interact with their peers. Teachers and administrators work hard to make their learning community both safe and welcoming, one where all students feel included. However, despite these efforts, students who are—or who are perceived to be—lesbian, gay, bisexual, transgender, or questioning (LGBTQ) may continue to face situations that are highly uncomfortable or even harsh. In this activity, educators will explore the laws within their district, learning communities, and/or institutions and create personal goals to help support these students in an inclusive environment.

Materials/Set-Up

- Educator Resources:
    - 7.10a: Title IX Federal Law and Sexual Harassment
    - 7.10b: What Educators Can Do
    - 7.10c: 3–2–1 Summary
    - 7.10d: Educator Self-Evaluation (LGBTQ)
- Sticky notes
- Chart paper or an area for grouping sticky notes

Instructional Steps

- Display or distribute the Title IX Federal Law and Sexual Harassment resource and introduce it as an excerpt of a “Dear Colleague Letter” from Russlynn Ali, Assistant Secretary for Civil Rights, Office of Civil Rights, U.S. Department of Education. The document was an open letter to state departments of education and school districts to reiterate the legal principles covered by laws and regulations that protect against discrimination and bullying.
- Ask for a single volunteer to read the excerpt or a series of volunteers to each read a single sentence.
- Direct educators to have a Think–Pair–Share with a partner to identify and discuss at least one point from the federal law information that particularly resonated with them. Allow for whole-group sharing from a few partner groups.

- Form groups of five to six (perhaps by department or grade level). Have them individually brainstorm the following topics, writing one idea per sticky note:
    - Challenges that their campus faces in ensuring a safe, supportive environment for all students, and specifically for LGBTQ students
    - Actions that educators can take to address these issues
    - District, campus, or institutional policies and procedures that are in place (or that don't exist) to address discrimination toward LGBTQ students
- Have groups arrange their sticky notes into the three topics above and summarize the ideas on each topic beneath the written ideas that were presented.
- Direct educators to the What Educators Can Do resource and request that they highlight the actions that they personally, their site, or their learning community can take to promote understanding and acceptance of LGBTQ students. (This step also correlates well with the Supporting LGBTQ Students educator activity on page 305.)
- Ask educators to compare the What Educators Can Do resource with the information generated from their group discussion of the three topics.
- Ask groups to debrief this activity using the 3–2–1 Summary, which will help draft a general plan of action for presentation to their department, campus, or learning community:
    - 3 substantive points (i.e., "why" statements) for presentation of a campus issue or concern
    - 2 possible ways to address the issue
    - 1 step that can be implemented immediately
- As a conclusion to this activity, have educators silently complete the Educator Self-Evaluation (LGBTQ).

Extension

- To extend the learning, suggest that educators select accountability partners with whom they will check in on a periodic basis throughout the school year. The use of peer coaching during the check-in sessions can enhance the quality of awareness and action for each individual.

Title IX Federal Law and Sexual Harassment

Individual citizens have their own ethical and moral beliefs. At times, these personal beliefs may conflict with the mission and calling of educators; however, it is their lawful responsibility to establish a safe learning environment for all students.

The following statement is an excerpt of a "Dear Colleague Letter" from Russlynn Ali, Assistant Secretary for Civil Rights, Office of Civil Rights, U.S. Department of Education. The document was an open letter to state departments of education and school districts to reiterate the legal principles covered by laws and regulations that protect against discrimination and bullying.

Dear Colleague Letter
U.S. Department of Education
October 26, 2010

Federal law (Title IX of the Education Amendments of 1972) prohibits harassment of both male and female students regardless of the sex of the harasser—i.e., even if the harasser and target are members of the same sex. It also prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping. Thus, it can be sex discrimination if students are harassed either for exhibiting what is perceived as a stereotypical characteristic for their sex, or for failing to conform to stereotypical notions of masculinity and femininity. Title IX also prohibits sexual harassment and gender-based harassment of all students, regardless of the actual or perceived sexual orientation or gender identity of the harasser or target.

Source: http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html. This website contains additional information on the federal law regarding harassment and bullying.

What Educators Can Do

Campuses can implement clear policies, procedures, and activities designed to promote a healthy environment for all youth. To help specifically promote health and safety among LGBTQ youth, the list below may be used as a starting point for schools in implementing relevant policies and practices.

States, school districts, university systems, and individual campuses may have specific policies and practices in place for management of situations involving harassment and bullying of students. Before putting any of the following suggestions into place, the educational organization's policies and practices should be researched and the appropriate administrators should be consulted.

- Encourage respect for all students and prohibit bullying, harassment, and violence against all students.
- Address the negative impact of using derogatory names or phrases related to any part of a student's identify (e.g., race, ethnicity, sexual orientation, gender identity or expression, religion, socioeconomic status).
- Identify "safe spaces," such as counselors' offices, designated classrooms, or student organizations, where LGBTQ youth can receive support from administrators, teachers, or other school staff. These spaces can be designated with a symbol or sign that is representative of a "safe space."
- Encourage student-led and student-organized clubs at school that promote a safe, welcoming, and accepting educational environment (e.g., gay–straight alliances, which are school clubs open to youth of all sexual orientations).
- Provide professional learning to staff members on creating safe and supportive classroom and campus environments for all students, and especially for LGBTQ students.
- Promote the use of inclusive language.
- Immediately intervene each time that a negative incident occurs or discriminatory language is used in the classroom or on campus.
- Create classroom environments where all students feel accepted.
- Facilitate access to community-based providers that have experience in providing social and psychological services to LGBTQ youth.
- Consider working within your district or campus to add inclusive verbiage to the policies or practices in place on bullying and harassment to include the LGBTQ community.

Adapted from: Centers for Disease Control and Prevention. (2014). LGBT youth. Washington, D.C.: U.S. Department of Health and Human Services. http://www.cdc.gov/lgbthealth/youth.htm.

3–2–1 Summary

As a debrief to the What Educators Can Do activity, create a 3–2–1 Summary that drafts a general plan of action for presentation to your department, campus, or learning community.

3 substantive points (i.e., "why" statements) for presentation of a campus issue or concern

1. ______________________________

2. ______________________________

3. ______________________________

2 possible ways to address the Issue

1. ______________________________

2. ______________________________

1 step that can be taken immediately

1. ______________________________

Educator Self-Evaluation (LGBTQ)

Rate yourself on the following LGBTQ considerations and write personal goals based on your responses.

	Always	At Times	Never
I take the idea of equity for LGBTQ students seriously.			
I create classroom norms that proactively address respect for students of all races, ethnicities, backgrounds, religions, sexual orientations, and gender identities.			
I am aware that I hold personal biases that impact my perception of other people.			
I intentionally use inclusive, non-biased language when referring to LGBTQ students.			
I avoid stereotyping LGBTQ students.			
I address the use of any derogatory names and phrases directed toward LGBTQ students.			
I bring to the attention of my peers any comments or derogatory terms that are directed toward LGBTQ students.			
I create through my behavior a trusting and caring environment in my classroom that fosters open communication.			
Based on your responses to the statements, write personal goals on which to focus during the next school term or year.			

CHAPTER EIGHT

Respecting Experiences

Empowering Students

Visit the *AVID Culturally Relevant Teaching* webpage

on MYAVID for additional materials and resources.

Culturally Relevant Teaching Centers

Culturally Relevant Teaching Centers are engaging and can be tailored to specific age groups and student interests. CRT Centers incorporate kinesthetic learning (i.e., connecting a lesson with a physical activity), which is an effective way to comprehend new knowledge and retain it in long-term memory. They can be used in both core and elective classrooms to infuse high levels of student interaction and engagement. Put them on the wall or on a table, as each CRT Center creates an interactive environment that is less sit-and-get and more tactile learning. With CRT Centers, comprehension can increase, knowledge can be retained, learning can be connected to activities and interests, relational capacity can form, and instructors and students alike can have fun and feel a sense of accomplishment.

Usage and implementation steps for the following CRT Centers are explained in this unit. This list is by no means comprehensive, and educators should feel free to modify these CRT Centers to connect to their current content or grade level and to develop additional ones that provide relevance for students and celebrate their cultural differences.

Section Outline

- 8.1: Center: Celebrate Your History
- 8.2: Center: Collaborative Storytelling
- 8.3: Center: Physically Fit
- 8.4: Center: Notable Notes
- 8.5: Center: Conversation Corner
- 8.6: Center: What's Your Word?
- 8.7: Center: We Are Family
- 8.8: Center: KenKen®
- 8.9: Center: Flag Expedition
- 8.10: Center: The Leader Is Me!
- 8.11: Center: Cultural Mosaic
- 8.12: Center: Multicultural Word Problems in Math
- 8.13: Center: Culture Wheel
- 8.14: Center: Cultural Scene Investigation (CSI)
- 8.15: Center: Emotions

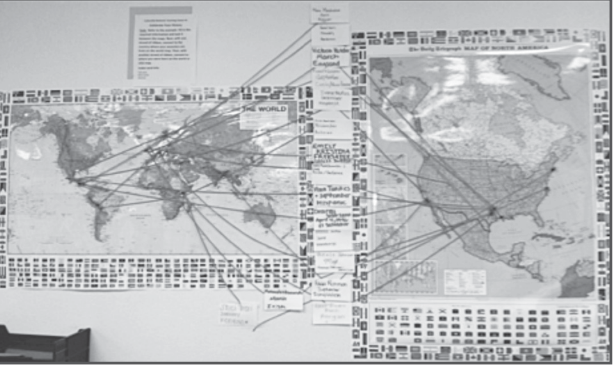
8.1 Center: Celebrate Your History

Student Objective

Students will write their personal information on index cards in order to celebrate their history with their classmates.

Overview

Culturally relevant classrooms embrace and celebrate the diversity of students within the class. This activity provides students with the opportunity to display their family history and learn about their classmates.



Materials/Set-Up

- U.S. map and world map
- String or ribbon
- 3x5" index cards
- Tape
- Markers or colored pencils

Instructional Steps

- Display one U.S. map and one world map next to each other on a wall.
- Create a work station to hold all of the materials needed to complete the activity.
- Have students cut one strand of ribbon long enough to connect the country where their ancestors were from on the world map to where they were born on the U.S. or world map, and then place small pieces of tape on both ends to secure.
- In the middle of the ribbon (ideally, between both maps), have students tape an index card with the following information:
    - Full name
    - Birth month
    - Ethnicity

Extension

- To increase rigor, ask students to research their family history by interviewing family members or searching online about the country of their national origin. Provide students with the opportunity to present this information in a project-based assignment.
- To increase scaffolding, consider displaying two world maps for ELL classrooms. Students can then locate the country where they were born and secure a string from there to an index card on the wall that lists their name, the language that they speak, and how long they have been in the United States. For classrooms that have students who are either unable to identify the ethnicity of their ancestors or roots outside of the United States, consider using only a world map and have students connect a string from a picture of them with a graduation cap to a college anywhere in the world that they would like to attend. Seniors can display the colleges that they have applied to or have been accepted to already!
- To integrate technology, students can use design software to create brochures that encourage their classmates to visit the country where their families are from originally.

8.2 Center: Collaborative Storytelling

Student Objective

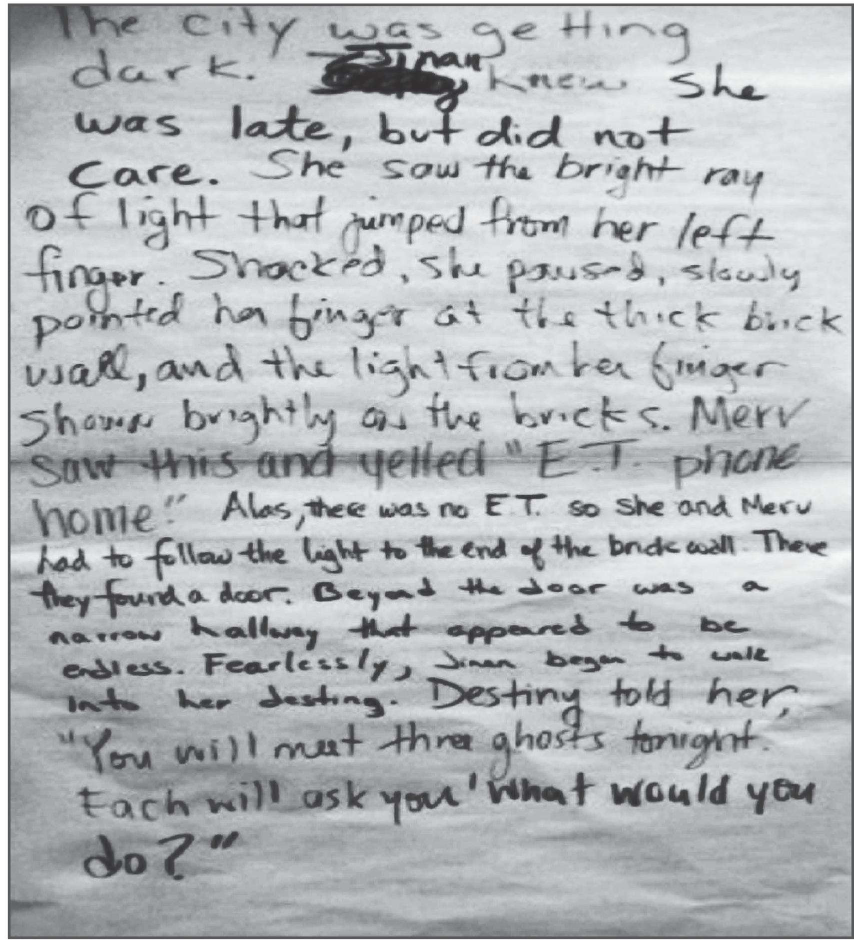
Students will work collaboratively to contribute to a story around a given topic or starter sentence.

Overview

Storytelling is rich throughout cultures and is also a way to build a community—through open-ended storytelling in one class or in collaboration with other classes, over the course of a week or all in one day. The activity can be used across the content areas as an introduction to find out what students know about an upcoming unit, as a way to reinforce learning, as a review before a test, or as an opportunity for creative writing. It can also be used in staff development and faculty meetings to review instructional practices or build on collegial relationships.

Materials/Set-Up

- Chart paper
- Markers or pens



The city was getting dark. Jinan knew she was late, but did not care. She saw the bright ray of light that jumped from her left finger. Shocked, she paused, slowly pointed her finger at the thick brick wall, and the light from her finger shown brightly on the bricks. Merv ~~saw this and yelled "E.T. phone~~ home!" Alas, there was no E.T. so she and Merv had to follow the light to the end of the brick wall. There they found a door. Beyond the door was a narrow hallway that appeared to be endless. Fearlessly, Jinan began to walk into her destiny. Destiny told her, "You will meet three ghosts tonight. Each will ask you 'What would you do?'"

Instructional Steps

- Display the chart paper in an area that is accessible to all students and has room for more than one poster, if needed.
- Write a sentence starter on the chart paper or have a student create and write one.
- Next, have a student use a different color of marker/pen to add one additional sentence to the story.
    - By alternating colors, everyone can see the diverse contributions of their classmates.
- This process continues until everyone has had an opportunity to contribute to the collaborative story.

Extension

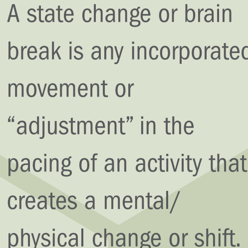
- To increase rigor, have students build a story around the material that they are currently learning, including relevant vocabulary.
- To increase scaffolding, instead of posting the storytelling chart on a wall for all to see, provide an area where students can sit and write their contributions independently in a spiral or composition notebook, as some students may not feel comfortable writing in front of others. Remind students that this is not a graded effort, but instead, a class contribution toward one piece of work.

8.3 Center: Physically Fit

Student Objective

Students will use physical movement to energize their bodies and minds.

Overview



A state change or brain break is any incorporated movement or "adjustment" in the pacing of an activity that creates a mental/physical change or shift.

Research says that the average attention span varies from children to adults, but on average, it is 10–15 minutes. This activity provides students with the opportunity to get out of their seats to stretch and move without disturbing others. As a **state change or brain break**, do this whole-group activity and encourage students who speak other languages to lead the group count in a language other than English.

Materials/Set-Up

- Poster that lists instructions and various stretches or exercises that can all be done in repetitions of five

Instructional Steps

- Set up the center in an area where students can move freely without disturbing others.
- Hang the pre-made poster, which displays instructions at the top and a list or set of visuals of exercise options below. You may use exercises from the list here or add appropriate new ones for variety. The following instructions and list of actions are examples of what might be included on the poster:
    - Stretch your muscles and move your body to get your heart pumping. Do five repetitions of the following exercises:
        - Hand lifts up to the sky
        - Knee bends
        - Toe touches
        - Side bends
        - Head rolls
        - Low leg kicks
        - Shoulder rotations

Extension

- To increase rigor, students can research various languages in which to count the five repetitions and post them on a chart next to the exercises. Additionally, each exercise can be researched to discover which muscles in your body are being used.
- To increase scaffolding, provide visuals of each exercise. Students who are unable to do the exercises listed can add exercises in which they may participate or help to create and revise the list frequently.
- To integrate technology, have students periodically research new exercises to add to the list.

8.4 Center: Notable Notes

4-6

Student Objective

Students will write a unique aspect of their culture and one that is common among their peers to share and learn about one another.

Overview

One way to build relationships in a learning community is by helping students find commonalities while at the same time helping them celebrate their own unique characteristics. This activity is designed to recognize similarities and celebrate the diverse cultures that make up their learning community.

Materials/Set-Up

- Index cards, construction paper, and/or cardstock
- Tape
- Markers, crayons, or colored pencils

Instructional Steps

- Set up the center at a spacious classroom table, utilizing a large piece of construction paper. Create a T-chart on the construction paper, with one side labeled *Common* and the other side labeled *Unique*.
- Direct students to brainstorm a unique aspect of their culture, along with a common characteristic among the class/school. These "notes" can be regional/geographic, as well as ethnic and cultural. Once they've had an opportunity to brainstorm, two options for activity completion are included below:
    - Have students write their two aspects/characteristics, one unique and one common, on separate index cards and tape them both to the appropriate column on the construction paper. Then, allow time for students to review the completed class chart, looking for commonalities and learning new cultural aspects.
    - Table "tents" can also be created with cardstock, by folding the cardstock lengthwise. Instruct students to write one aspect on each side, and then display the finished tent on their table for a gallery walk.

Extension

- To increase rigor, have students work collaboratively or independently to complete a graphic organizer that compares and contrasts additional aspects of cultures listed by others on the center. On the back of the graphic organizer, instruct students to write a reflection on what they have learned about the cultures that they chose.
- To increase scaffolding, have students work collaboratively or independently to illustrate aspects of their cultures or those listed by others.
- To integrate technology, students can research the cultures listed on the center and search online for images to go with what has been listed. Other cultures outside of the classroom with common aspects could be researched, as well.

8.5 Center: Conversation Corner

Student Objective

Students will respond to a given topic or statement in order to reflect on their understanding or experiences, share ideas, or voice an opinion.

Overview

Journal writing is beneficial for self-reflection, as well as expressing one's voice informally through writing. By setting up collaborative journals, students have a chance to discuss a topic of relevance to them in a continuing dialogue and, if used consistently over time, might see other perspectives. If used frequently—and updated with various content or text—students will gain comfort and confidence in sharing and responding to classmates.

Materials/Set-Up

- One spiral notebook or composition notebook per student, or one piece of chart paper per group
- Pencils, pens, or markers of various colors, so the flow of conversation can be visualized
- Optional: The classroom may be converted into multiple writing centers or areas for each group to sit independently, free from potential distraction.

Instructional Steps

- Have students form groups.
- Have students write the following rules at the beginning of their journals:
    - Be respectful.
    - Use school-appropriate language.
    - Value the opinions of others.
    - Spelling and grammar are not the focus.
    - Individuals do not have to sign their comments.
- Introduce a conversation topic that is relevant to a current unit of study, novel being read, political cartoon, current event, or other area of interest for your students.
- In their groups, give students time to formulate a written response in their journals. Then, after a few minutes (the time for each writing interval depends on the total time allotted for the activity and the number of students in each group), have them pass their journals to the person on their left.
- Upon being handed a journal, students must first read the previous comments, and then respond to them with their own thoughts and ideas before again passing to the person on their left. (This process will repeat until journals have gone all the way around the circle at least once. The goal is to create a written conversation in each journal).

- When students receive their journals back, they can take them back to their desks to work through independently and have the "last word" in the conversation.
    - Use various content and texts to stimulate the conversation, including the following:
        - Graphics or illustrations from AVID Weekly (www.avidweekly.org)
        - Online images, graphics, political cartoons, or pictures from current events
        - Questions, poetry, excerpts from novels, quotations, historical documents, intertextual connections, etc.
    - Be sure to let students know in advance that they will be passing their notebooks around, so they are aware of this prior to beginning their timed writing.
    - An alternative to the notebook could also be a "graffiti" wall, where the image or short text is posted, and students can respond around it.
- Alternatively, this center could be completed by starting with chart paper in groups. Students can respond to a given text in silence on their posters. It is important not to break the silence, so all rules and expectations must be clarified before starting. Questions, statements, or comments can be addressed only in writing on the paper. They may draw lines to connect questions, thoughts, or ideas, but must remain quiet throughout the activity. A whole-class discussion can form after everyone has concluded their thoughts or after allowing time for a gallery walk for feedback from the entire class, rather than just their group.

Extension

- To increase rigor, ask students to research current events that they are interested in learning more about and create a conversation around that topic or event. Encourage students to use evidence from the sources that they are pulling from to support their responses.
- To increase scaffolding, provide student with academic language scripts, sentence starters, or response frames to help them begin their writing.
- To integrate technology, create the conversation corner using an online blog that is accessible to all students through a class website or Edmodo.

8.6 Center: What's Your Word?

Student Objective

Students will write frequently used vocabulary words from their content-area classes to be translated from English into their native language.

Overview

This word wall will display frequently used vocabulary words from various subjects in languages other than English, allowing students to acknowledge and embrace the various languages that make up their learning community. By developing a growing core of words that become part of their everyday vocabulary, this activity also provides English language learners with a reference during reading and writing.

Materials/Set-Up

- Bulletin board or area to display a word wall
- Construction paper or index cards
- Markers or crayons
- Tape, stapler, or thumb tacks
- Native language dictionaries or online translator (if needed)

Instructional Steps

- Students will use a piece of construction paper or an index card to write and translate a frequently used vocabulary word from one of their subject-area classes. A native language dictionary or online resource can be used for the translation, if needed.
- Encourage students to write the English and native language word, so others who are not familiar with the language can learn the new word.
- An alternative to this activity for classrooms that do not have speakers of other languages is to have students research the origin of the posted English words: Latin, Greek, or Anglo-Saxon. One such resource to aid this research is *English from the Roots Up* by Joegil K. Lundquist.

Extension

- To increase rigor, have students create a visual map to help them remember connections between words and the characteristics that will help them form categories. Students can also copy words onto paper or whiteboards and sort the words into different categories, depending on the features that certain words share: begin with a certain sound, have a certain vowel sound, are synonyms, are antonyms, are proper nouns, or are similar parts of speech.
- To increase scaffolding, students who do not speak another language can research one that they would like to learn and use it to translate their vocabulary words.
- To integrate technology, have students use online resources for words not found in the provided native language dictionaries. Encourage students to write short stories combining their vocabulary words and post them to an online blog, such as Edmodo, for classmates as a reference for studying.

8.7 Center: We Are Family

Student Objective

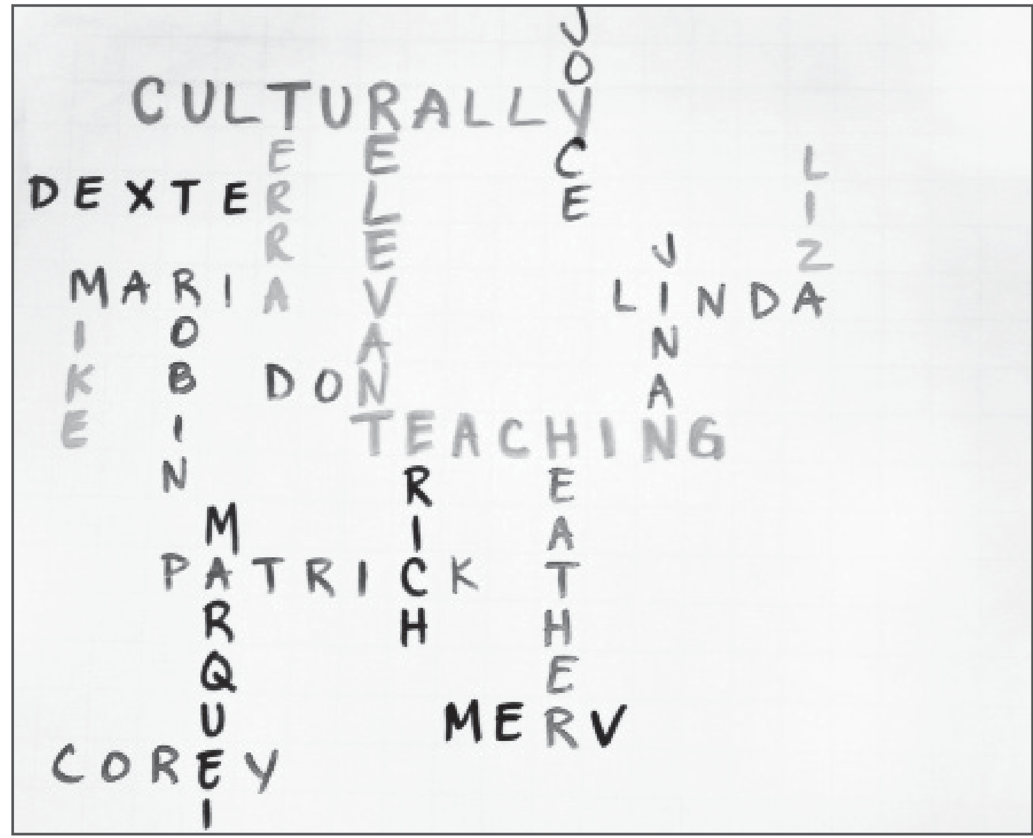
Students will create a class crossword puzzle with their names, such as using the words *Culturally Relevant Teaching.*

Overview

This class crossword puzzle will be a visual display of how the students' names can be connected through a few words. Use a teacher's name or take keywords/themes from your current unit of study and have students make connections between those words and other keywords and concepts from that unit. It can be used as an introduction, during a unit to reinforce learning and to check for understanding, or as a review before a unit test.

Materials/Set-Up

- Chart paper or whiteboard display
    - Graphed chart paper can also be used. If laminated, you can reuse it for various units of study or themes.
- Markers or colored pencils of various colors



Instructional Steps

- Write *Culturally Relevant Teaching* in large lettering on the chart paper.
- Have students select their favorite color of marker and locate a word that shares a letter in their name.
  - As an example, if a student's name is Chris, they could use the **C** in ***C**ulturally* or *Tea**c**hing* to add their name to the crossword puzzle. If a student's name contains only letters that do not appear in Culturally Relevant Teaching, they can link their name to another student's name already on the chart paper.

Extension

- To increase rigor, encourage students to take turns coming up with words to start the crossword. Without using notes from the unit of study, have students create a crossword on a given topic and time them to see how many words they can add to the crossword within a set time limit.
- To increase scaffolding, provide students with a word bank of options to add to the crossword or allow them to use their notes or textbooks to locate words for the search.

8.8 Center: KenKen®

4-6

Student Objective

Students will fill the grid with the appropriate digits to complete the KenKen® problem.

Overview

KenKen puzzles provide a creative way for students to have fun with math and use different parts of their brains to solve the puzzles. Completion of a puzzle requires basic computation skills, as well as logical problem-solving strategies. Additional free puzzles of varying degrees of difficulty can be found at http://www.kenkenpuzzle.com.

Materials/Set-Up

- Posted chart paper with pre-drawn grids and instructions (which should be written above each KenKen puzzle that is posted)
- Markers or pencils

Instructional Steps

- Create each KenKen puzzle on a piece of chart paper and write the instructions above the puzzle.
    - To complete a KenKen puzzle, you must fill in the whole grid with numbers, ensuring that no number is repeated in any row or column. The numbers that should be inserted depend on the size of the grid (i.e., if it's a 4x4 grid, the numbers will be 1–4; if it's a 5x5 grid, the numbers will be 1–5), and zero (0) cannot be used. The heavily-outlined areas are called "cages." The top-left corner of each cage has a "target number" and math operation (+, -, x, or ÷). The numbers that you enter into a cage must combine (in any order) to produce the target number using the math operation indicated. If a cage has only one square, the answer's easy: just fill in the number that's given.
- After preparing, hang the puzzle on a wall or whiteboard in the room for students to complete.
- Review instructions for solving the puzzle, as well as an example, with students.

Extension

- To increase rigor, search online at www.kenken.com for more complex puzzles.
- To increase scaffolding, allow students to work together and use calculators, if needed.

KenKen® is a registered trademark of Nextoy, LLC, ©2015, KenKen Puzzle LLC. All rights reserved. Used with permission. (KenKen puzzles of all sizes and difficulty levels can be played for free at www.KenKenPuzzle.com. Free app downloads of KenKen Classic can be found in the Apple App Store and Google Play Store.)

9x		3+	20x		2-
	4-		72x 2		
2-		2÷		1-	6+
	2-		15x 5		
60x 5		1-			5+
			3- 1		

1-	8x	2-	
		8+	
3-		2 2	
	3 3	2÷	

9+		2÷		1-
3-		15x		
3 3	10x		3-	
2÷		1-		1-
1-		6+		

8.9 Center: Flag Expedition

Student Objective

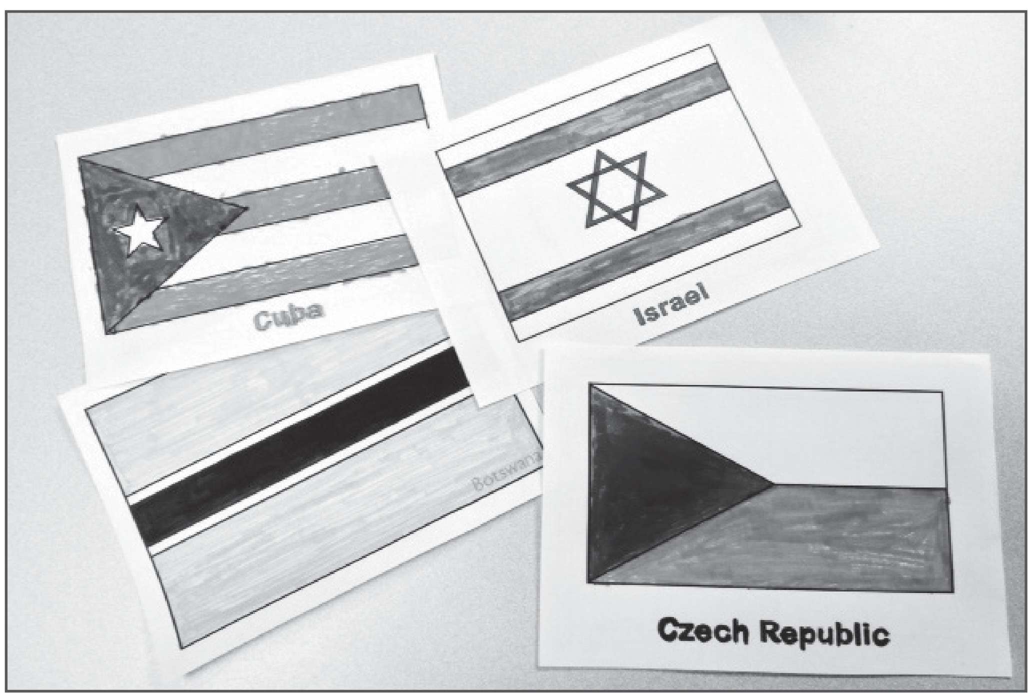
Students will choose one of the pre-printed copies of flags from around the world to research and write facts about, and then create a multicultural display of flags from around the world.

Overview

This center provides students with the opportunity to learn about various countries around the world. Students will explore the description of each country's flag, along with various facts and geographical information, in order to aid their preparation of a short report. The flags can be presented around the classroom to create a multicultural display with a global perspective.

Materials/Set-Up

- Pre-printed copies of flags; possible resources include:
    - www.crwflags.com/fotw/flags/cbk.html
    - www.coloringcastle.com/flag_coloring_pages.html
- Create a research center with computers or books to locate information about countries. Possible resources include:
    - Websites:
        - For images of flags, along with notable pages that display the flag, name, and various facts and information about the country: http://www.activityvillage.co.uk/flags.
        - For flag descriptions by country, geographical information, and facts about each country: www.cia.gov/library/publications/the-world-factbook/fields/2081.html.
- Markers, colored pencils, or crayons



Instructional Steps

- Students will choose a pre-printed flag and use available resources to research the colors needed to complete the flag and write interesting facts about their chosen country to accompany the flag.
- Completed flags with facts can be hung around the classroom to create a multicultural display.

Extension

- To increase rigor, have students choose the flag of the country where their ancestors are from, and then interview family members for facts about that country. They can then write and present an oral report to the class.
- To increase scaffolding, flags can be printed in color, and students can work collaboratively with a peer to locate the information about the flag and other facts about the country. Sentence frames can be provided to accommodate for learners at all levels.

8.10 Center: The Leader Is Me!

Student Objective

Students will reflect on their own personal characteristics and how they compare to a leader who has been inspirational in their lives.

Overview

Many who have achieved great accomplishments allude to having someone in their lives who encouraged, guided, trained, and coached them to become the best that they could be. Mentors and leaders are very instrumental in helping others reach their fullest potential. This activity provides students with the opportunity to reflect on their own characteristics, qualities, and behavior traits and how they are similar to someone who inspires them as a leader.

Materials/Set-Up

- Chart paper or bulletin board
- 5"x 8" index cards
- Markers or colored pencils

Materials/Set-Up

- Provide an area where work can be displayed, with the following title: The Leader Is Me!
- Create an instructions sheet that includes the following directions for students:
    - On a 5x8" index card, answer the following:
        - What is your name?
        - Who do you consider to be a leader?
        - What are three characteristics, qualities, or behavior traits that this leader possesses?
        - How does this leader connect to you?
    - Draw a visual representation of the leader and the characteristics that you share with this leader.
    - Display your card to share with others.
- Provide time on a daily or weekly basis to have students share who their leader is and explain their visual representations.

Extension

- To increase rigor, use this center as a starting point for a research paper on a leader.
- To increase scaffolding, provide sentence starters or frames to help build responses in complete sentences.
- To integrate technology, create a class blog where students can post reflections as homework assignments throughout the year to learn about their peers. Alternatively, Prezi or PowerPoint could be used to create a presentation about their leader.

4-6

8.11 Center: Cultural Mosaic

Student Objective

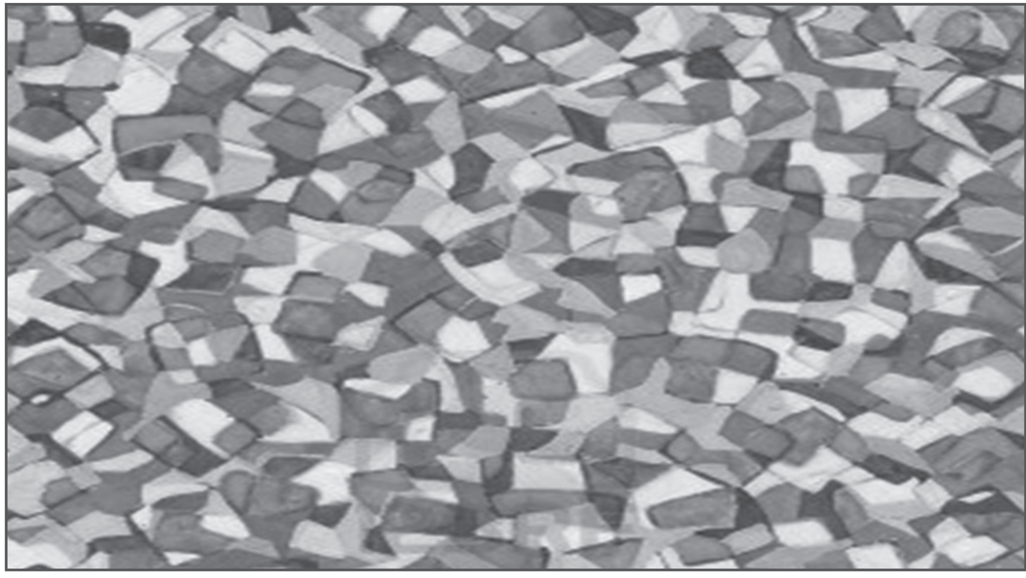
Students will write and display aspects of their culture and traditions of their families in order to share this information with their classmates, giving students an opportunity to learn about their similarities as well as their individuality and uniqueness.

Overview

Culture is defined in many different ways. It is not defined solely by one's language, ethnicity, religion, social habits, or tastes in food, music, and the arts. This center will provide students with the opportunity to learn about their peers and the various things that make up their culture.

Materials/Set-Up

- Multi-colored sticky notes of various sizes
- Colored pencils or pens
- Chart paper or an area in the classroom dedicated to the cultural mosaic—a place where students can list aspects of their culture and display artifacts to share with classmates



Instructional Steps

- Display chart paper with the following directions:
    - Use one sticky note to write a cultural aspect of your family (e.g., traditions, languages, ethnicities, races, celebrations, foods, music, clothing, holidays, sports) and stick it to the chart paper to create a mosaic. Use a different colored sticky note for each aspect.
- Following the directions, students will list the cultural aspects of their family.
    - The list of cultural aspects and artifacts can be continuously updated throughout the school year, as holidays and seasons pass.

Extension

- To increase rigor, have students collaborate with peers who have similar cultural aspects, and then present these parallels to the class or write a collaborative report to be displayed.
- To increase scaffolding, allow students to illustrate images that represent their cultures on each sticky note.
- To integrate technology, create an online blog where students can write about and upload images of their culture from the Internet or pictures of their family.

8.12 Center: Multicultural Word Problems in Math

Student Objective

Students will use the various language word banks to create and solve math word problems.

Overview

With this activity, students will learn to count from "1" to "10" and translate equations into word problems in different languages. Students will be given the opportunity to teach their classmates the languages that they speak and/or learn new languages while applying their current units of study from their math class.

Materials/Set-Up

- Chart paper, with columns of numbers—from 1 to 10—translated into word banks of different languages
- Word problems written in different languages
- Native language dictionaries or online translators

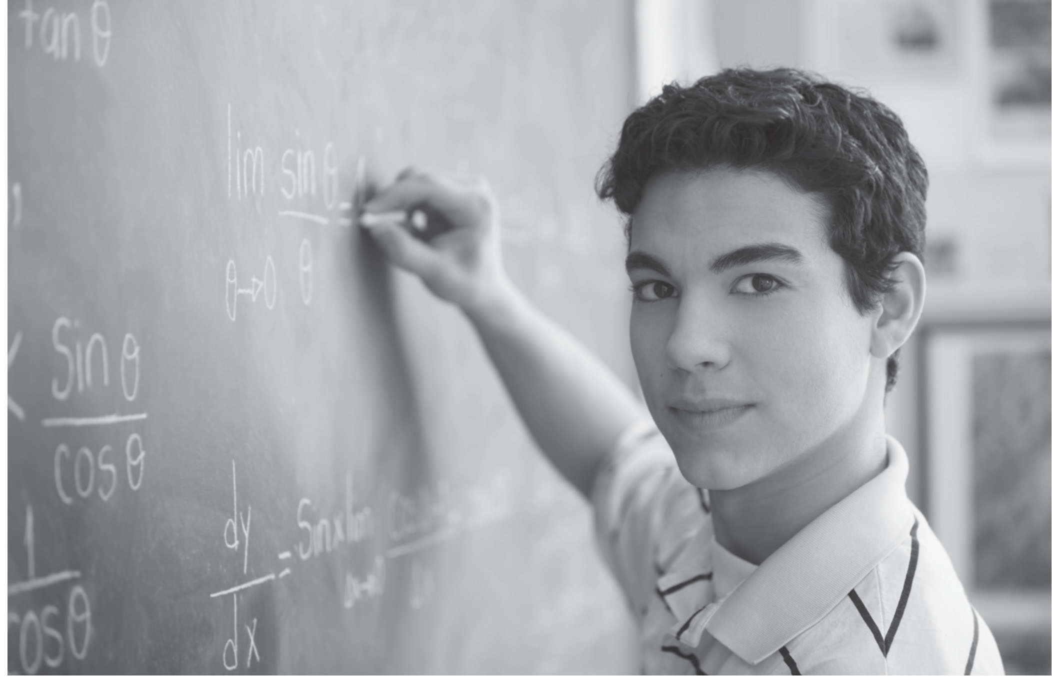
	Spanish	**Japanese**	**French**
1	uno	ichi 一	un
2	dos	ni 二	deux
3	tres	san 三	trois
4	cuarto	shi 四	quatre
5	cinco	go 五	cinq
6	seis	roku 六	six
7	siete	shichi 七	sept
8	ocho	hachi 八	huit
9	nueve	kyū 九	neuf
10	diez	jū 十	dix

Instructional Steps

- Teach students how to count from "1" to "10" in different languages.
- Display word banks, with several equations already provided, in an area that is large enough to add more chart paper, as students contribute more equations, languages, or word problems.
- Display the following directions for students:
    - Choose from one or more of the following activities:
        - Using the word bank, translate the equations provided into any of the given languages.
        - Create your own math word problems using one or more of the languages for classmates to translate and solve.
        - Write a math equation for classmates to translate into one of the given languages.
        - Add another language that you know to the chart.

Extension

- To increase rigor, encourage students to take concepts that they are learning in math and apply their learning using different languages (e.g., addition, multiplication, or division equations written in Spanish, geometry in French, algebra in Italian).
- To increase scaffolding, as a whole-group activity, use finger painting for teaching kids how to draw Chinese characters, and then have them write basic math equations.
- To integrate technology, students can search online for more languages that they want to learn and add them to the chart in order to create more choices.



8.13 Center: Culture Wheel

Student Objective

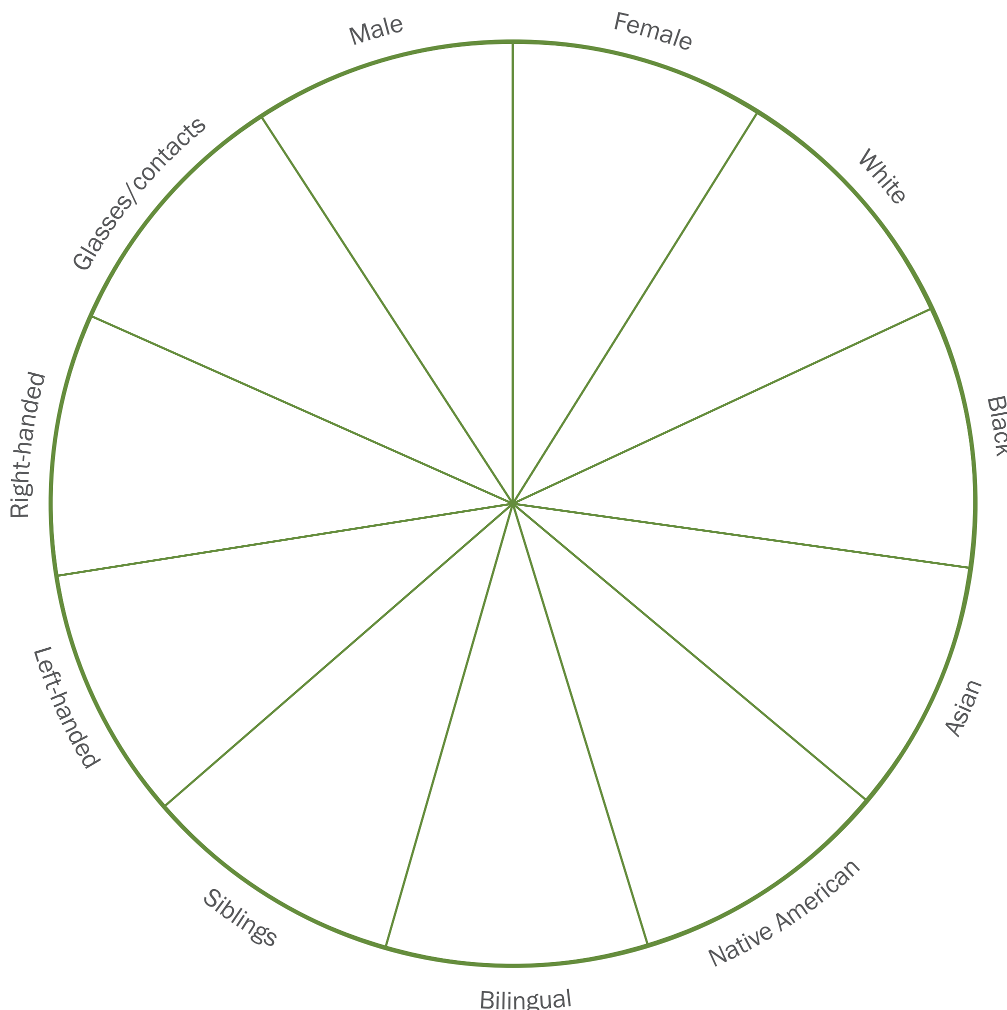
Students will identify themselves with relevant categories on a wheel in order to create a visual of the culture that makes up their learning community.

Overview

The culture wheel represents the areas of culture with which students most identify. More than one category can be selected, and selections may remain anonymous or students may put their initials on the sticky notes or tabs that they use to select their categories. You can use this information as you plan your lessons to incorporate cultural elements that meet the demographics of your students. It can also be used in staff development or faculty meetings to learn more about the culture, families, interests, instructional needs, colleges attended, or other relevant characteristics of your staff.

Materials/Set-Up

- Colored dots, small sticky notes (a variety of colors), or colored tabs
- Colored pencils or pens, to write initials on sticky notes



- In advance, create a large wheel that has several cultural categories that are relevant to your learning community.
    - If you are using the wheel for more than one class, be sure to create a circle with enough space for all classes to participate.
    - Display the wheel in an area that is prominent and visible (e.g., outside of the door, hallway entrance).
    - Change categories throughout the school year to reflect interests and other relevant ideas that arise.

Instructional Steps

- Display the following directions for students:
    - After reviewing the categories on the wheel, place a sticky note or tab on each category with which you identify best.
    - You may do this anonymously, or you may place your initials on the notes or tabs.

Extension

- To increase rigor, have students calculate percentages of each category for the whole learning population included on the wheel. To update the categories, allow students or classes to vote or select new categories.
- To increase scaffolding, for elementary grade levels, create visuals and include categories relevant to the class, such as pets, physical characteristics (e.g., hair color, eye color, hair length), siblings, ages, etc. For secondary grade levels, include categories relevant to the students, such as ages, races, ethnicities, sports/clubs/arts, favorite subjects, music, languages, foods, etc. Higher education courses might use similar categories as secondary or include current courses of study, career goals, study challenges, resources or services that are used for research, etc.
- To integrate technology, create an online poll on a class website or blog, where students can take the survey and add more categories.

8.14 Center: Cultural Scene Investigation (CSI)

Student Objective

Students will brainstorm and write a list of things within their community that they see, feel, and hear in order to share personal perspectives of their communities.

Overview

Many students identify themselves with their environment and surrounding community. Even though the communities are often very close to one another, the cultural perception may be viewed differently by others both in and outside of the community. Being observant of their surroundings and to various cultural details is key in fostering understanding and the feeling of community in the classroom.

Materials/Set-Up

- Chart paper, set up with three columns (We see…, We hear…, We feel…)
- Markers, colored pencils, or colored pens
- Tape, stapler, or tacks

We see…	We hear…	We feel…

Instructional Steps

- Display the pre-made three-column chart paper along with the following instructions:
  - In the appropriate column, write what you see, hear, and feel as you walk through your community.
  - Using the information that you have listed for your community, create a "Where I'm From" poem. (See the Where I'm From activity on page 147 and "Where I'm From" Poem Examples on page 149 for a refresher, and provide directions on what to include in the poem.)
- After all students have completed their poems, have them share their poems in small groups.
- Link the poems together by commonalities when possible and create a group "quilt" by securing the poems onto a wall with tape, a stapler, or tacks.

Extension

- To increase rigor, assign the activities in this center for homework, but have students create a journal of the things that they see over a specified period of time. Have them share these findings with a classmate to compare and contrast their communities. Possible questions for reflection include: "If you were to encourage others to move to your community, what would be your 'selling points'?" and "If you wanted to make improvements to your community, what would they be, and how would you describe them in a letter to your mayor?" Have students analyze their community with a partner. "What perceptions are the same? Which are different? Why do you think this is?"
- To increase scaffolding, for students in elementary grade levels or English language learners, create a visual next to each column: eyes next to see, ears next to hear, and a heart next to feel. Students can also illustrate what they see within their communities.
- To integrate technology, have students include their findings on an educational blog for classmates to learn about their surrounding communities and upload actual pictures taken by themselves and their peers.

8.15 Center: Emotions

Student Objective

Students will choose one or more of the emotions listed and write a sentence responding to the word(s) personally or using the word(s) in the proper context.

Overview

When students respond to any form of text, they are learning to construct their own meaning, which will not always be the same for others. It is evident that contributions are being valued when teachers provide opportunities for response, provide response models, and encouragingly receive responses from multiple perspectives. These responses then become culturally relevant as they connect to each student's personal emotions.

Materials/Set-Up

- Large chart paper or a bulletin board with enough space to display the "word cloud," directions, illustrations, and sentences from students
- Use the word cloud included here or create a word cloud online
- Markers or colored pencils

Instructional Steps

- Display the following instructions on chart paper or a bulletin board for students:
    - Select an emotion/mood word from the provided "word cloud." Using personal experience, write a one-sentence response to one of the emotions on the chart paper or a one-sentence response that correctly illustrates the emotion/mood word in context.
    - Draw a face next to your sentence on the wall that expresses the emotion/mood word that you selected.

Extension

- To increase rigor, the word cloud can be changed to include vocabulary from the current unit of study. The word cloud can also include an excerpt from a novel, short story, news article, or AVID Weekly article being read in class, to build emotional connections to what students are currently reading or studying.
- To increase scaffolding, provide sentence response frames or starters to help build student responses into complete sentences.
- To integrate technology:
    - Provide students with the opportunity to create word clouds for their classmates to complete this same activity using current events or topics of interest to them.
    - Instruct students to take a selfie with their smartphone that expresses the emotion/mood word that they selected. After obtaining student releases, these pictures can be posted on a classroom website, blog, or Twitter account.

Campus Learning Community

According to Leo Vygotsky (1978), “Children grow into the intellectual life around them.” The environment in which students learn can greatly impact their learning outcomes. A campus or classroom that is immersed in providing a culturally relevant environment that embraces all students, celebrates and recognizes differences, and provides a safe learning environment is one constructed to allow all students to grow into successful learners. It is important to remember that students are key stakeholders in the development of a learning community. Through the following activities, students will explore their perceptions of the campus culture, develop an understanding of equity versus equality, and connect with their own cultural references. Students can and should take an active role in contributing to, and improving the climate of, their learning community.

Section Outline

- 8.16: Culture on Campus
    - 8.16a: Elementary Student Survey
    - 8.16b: Secondary Student Survey
- 8.17: Equity Versus Equality
- 8.18: What Are My Cultural Referents?

8.16 Culture on Campus

Educator Objective

Students will complete a climate survey in order to assess their perceptions of the culture on their campus or in their learning community.

Overview

The student climate surveys are designed as assessments of students' perceptions of campus culture and how the school or classroom environment can be improved.

Materials/Set-Up

- Select the appropriate student climate survey:
    - 8.16a: Elementary Student Survey
    - 8.16b: Secondary Student Survey (may also be used for college students)

Instructional Steps

- Provide students with a copy of the survey that is most appropriate for them.
- Instruct students to complete the survey individually and turn it in when completed.
- Break survey results down into key components in order to guide discussions around areas of focus.
- Form committees to lead improvement in these areas.

Extension

- To increase rigor, have students address worries for the school climate by writing letters of concern or proposals for change to site administrators.
- To increase scaffolding, read the survey for students to answer.
- To integrate technology, place the survey online for students to complete during Centers, at home, or when they are done with their work.

Elementary Student Survey

Read and respond to the statements by marking the box that best represents your feelings about your school.

When I am at school:	Yes	No	Unsure
There are expectations for student behavior.			
I am respected by my teachers and peers.			
I belong and feel safe.			
I enjoy my classes and learning.			
I look forward to coming to school.			
When I do well, others notice and say I did well.			
The work in class is challenging.			
I believe that I am a good student.			
Others have high expectations of me.			
What I am learning now will help me when I'm older.			
I know how to get good grades and am encouraged to earn them.			
Other students respect me.			
I am often teased by other students.			
I am physically bullied by other students.			
My favorite thing about school is…			
If I could change one thing about school, it would it be…			

Secondary Student Survey

Read and respond to the statements by marking the box that best represents your feelings about your school.

When I am at school:	**Yes**	**No**	**Unsure**
I am respected by my teachers and peers.			
When I do well, others notice and say I did well.			
I believe that I am a good student.			
I know how to get good grades and am encouraged to earn them.			
What I am learning now will help me when I am in college or in a career.			
I belong and feel safe at my school.			
Most of my classes are interesting and enjoyable.			
I believe that most of my teachers care about me as an individual.			
There is at least one teacher I can talk to about personal concerns at my school.			
I feel that most of my teachers believe I can be a good student and succeed in college and careers.			
My classwork and homework are challenging.			
Getting a good education is important to me.			
My parents/guardians have high expectations of me.			
Most students of my race/culture feel accepted and safe at this school.			
Most of my teachers are willing to give extra help to students during and outside of class.			
Most of my friends support my efforts to get good grades.			
I plan to attend college or technical school.			
I feel that most of my teachers treat all students fairly.			
I am physically bullied by other students.			
My favorite thing about school is…			
If I could change one thing about school, it would it be…			

8.17 Equity Versus Equality

Student Objective

Students will work collaboratively in order to demonstrate their understanding of equity versus equality.

Overview

The purpose of this activity is to begin the discussion of equity and equality for students of all age levels. The extensions provide students with the opportunity to dig deeper into their understanding and reflect on personal experiences or historical figures and movements that represent these terms. Use specific scenarios from your learning communities to have a group discussion about the differences between the two terms and how this understanding could help build mutual trust and relationships.

Materials/Set-Up

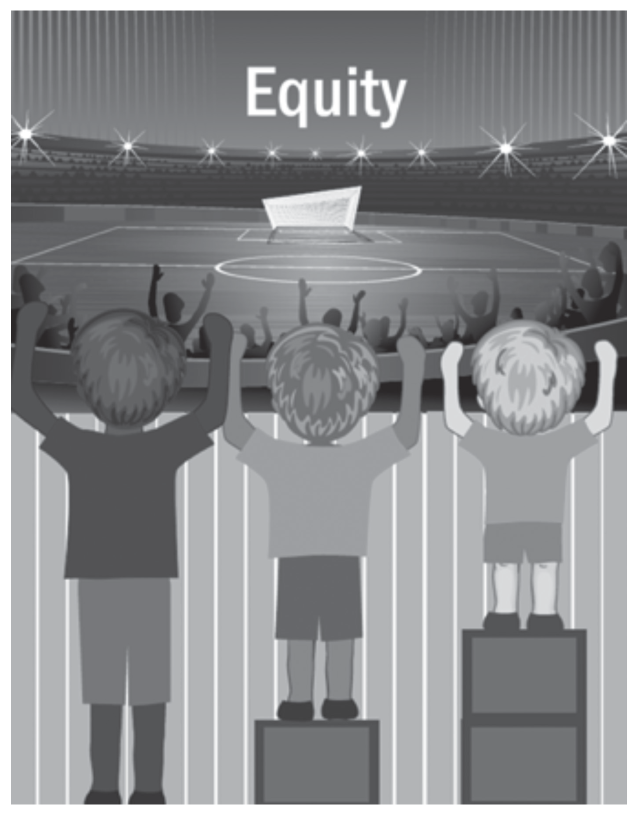
- Chart paper
- Markers or colored pencils
- Wall or bulletin board to display work
- Images of equity and equality (search online or use the provided images)

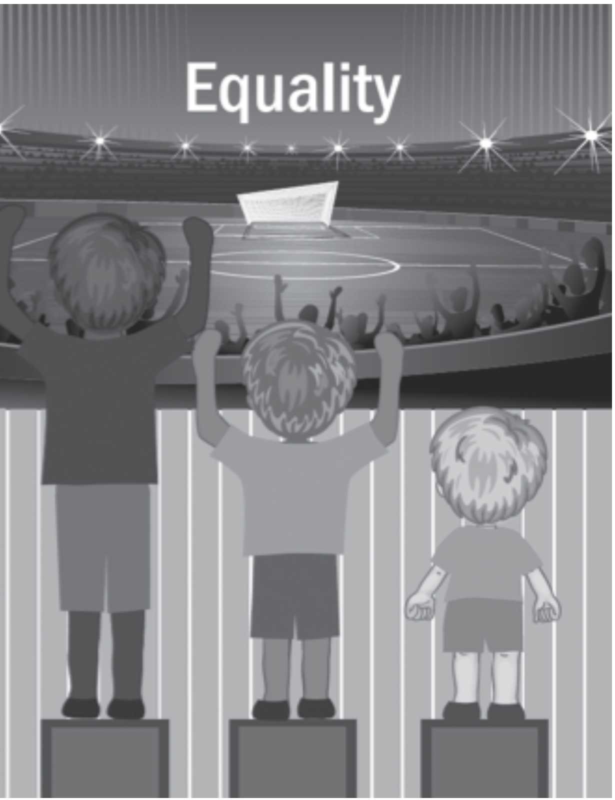
Instructional Steps

- Display the provided images or search online for graphics, cartoons, or symbols of equity and equality.
- Ask students to talk with a partner or in groups about what they see in the image(s): “What does the image communicate to you?”
    - If using the provided images: “What is the difference between equity and equality? How do these images help you to understand the difference?”
- Display the following directions for students:
    - As a table group, create a visual that you could use to explain equity to your students.
    - Make the process your own—there are no restrictions or wrong answers.
    - Be prepared to present your visual to the whole class.
- Have students present their graphics to the whole group.
- Conduct a whole-group debrief with your students.
    - “Why do you think it’s important for us to understand the difference between these two terms?”
    - “What examples of equity do you see on campus? In your community?”
    - “What examples of equality do you see on campus? In your community?”

Extension

- To increase rigor, have students write personal reflections on these terms that describe situations where they have either personally experienced or watched equity or equality in action. Ask them, "What did that experience teach you?" Students can then share out their stories, as classmates determine whether it is a situation that demonstrates equity or equality.
- To increase scaffolding, choose a grade-appropriate piece of literature or a novel that can be used before the activity to provide students with a deeper understanding of equity and equality, and then have them illustrate the events that best define these terms. Another option for scaffolding could be to teach each term separately—equity on the first day and equality on the second. Create "scenarios" and ask students to work with a partner to determine if each scenario is an example of equity or equality. (For 150 multicultural texts appropriate for grades K–12, visit: http://cell.msmc.edu/literature/. This website has a diverse selection of literature that provides educators with resources for literacy equity.)
- To integrate technology, have students research historical figures, political cartoons, or famous speeches that were influenced by historical movements for equality. Provide a rubric and guidelines for students to present this information to the class.





8.18 What Are My Cultural Referents?

Student Objective

Students will create a list of their cultural referents to be acknowledged and referenced within the learning community.

Overview

Effective comparisons can greatly enhance learning. If, however, students are not familiar with some of the things being compared—because they are not culturally relevant to them—the comparisons are not effective. Ladson-Billings (1994) explained that culturally responsive teachers develop intellectual, social, emotional, and political learning by "using cultural referents to impart knowledge, skills, and attitudes." Cultural referents (i.e., references) are things connected to a particular group, time period, age group, and/or culture. This activity provides students with the opportunity to create a list of cultural referents that best relate to themselves and their interests. These referents can then be used by teachers in connection to daily lessons and engaging students in conversations with their peers.

Materials/Set-Up

- Internet access, cell phone, or digital device with Internet, to look up information as a reference
- Prior to the activity, create a list of a few of your own cultural referents to share with your students.

Instructional Steps

- Begin the activity by asking students about their "favorite" things, using categories specific to their age group.
- Share your list of cultural referents (optional).
- Ask students to work individually to create a list of 10-20 referents that connect with them personally.
- Allow time for volunteers to share their lists with the whole group.
- Consider setting up a display for students to share the list they have created or list a few on sticky notes or chart paper.

Vision boards are collages with images and words representing individuals: who they are, their culture, their goals.

Extension

- To increase rigor, have students create a **vision board** that includes their cultural referents. The vision board can include illustrations, images, or graphics from online or magazines.
- To increase scaffolding, for elementary grades, create questions that ask students to list their "favorite" of various categories. Some examples for this age group could include: pets, TV shows, colors, toys, sports, music, and cartoon characters. For secondary and higher education, discuss possible categories with the whole group and brainstorm some examples, which may include: music, movies, social media, athletics, celebrities, careers, colleges, sports teams, and digital devices.
- To integrate technology, create a classroom blog where students can post their cultural referents.

L.E.A.R.N. for Unit 4: Respecting Experiences

Essential Question: How can educators honor student differences and create an environment that meets the physical, mental, and emotional needs of all students?

Learned What is one thing that was learned from this unit?	
Empowered How will this one thing empower students?	
Applied How will what was learned be applied?	
Review What was a review?	
Now what? What will be the next step?	

Resources

Visit the *AVID Culturally Relevant Teaching* webpage

on MYAVID for additional materials and resources.

Acknowledgments

The *AVID Culturally Relevant Teaching: A Schoolwide Approach* curriculum guide expresses the heart and soul of the many people who have been involved in its development. Mary Catherine Swanson, the founder of AVID, took the first steps when she dedicated herself to increasing educational opportunities and closing the achievement gap for all students. Some years later came the *Up Where We Belong* and *Juntos* conferences, which targeted the achievement gaps for African American and Latino students. The campus-based *African American Male Initiative* (AAMI) led to the creation of a Culturally Relevant Teaching (CRT) Summer Institute strand, which has since expanded to two strands (one for Transforming Educators and one for Empowering Students). From there, the first edition of the *Culturally Relevant Teaching* curriculum guide was developed, with elements of each of the aforementioned conferences and initiatives.

So many have played a role in the development of *AVID Culturally Relevant Teaching: A Schoolwide Approach*—AVID staff members, CRT staff developers, curriculum writing teams, conference presenters, AAMI sites—through their ideas, writing, piloting, and subsequent feedback. Their dedication to providing supportive, safe, respectful environments for *all* students is evident in each page of the guide.

We would like to especially acknowledge the following individuals for their contributions to the development of this curriculum resource:

Heather Ahrenkiel

Marqueia Davis

Dexter Floyd

Corey Gaither

Michael Giles

Tamara Gilliam

Rob Gira

Erich Gott

Joni Guerrero

Mervin Jenkins

Aliber Lozano

Billy Madigan

Donald Patton

Linda Powell-McMillan

Barbara Smith

Joyce Suber

Justin Wilkes

Robin Withers

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