Turning It Around: Strategies for Working with Culturally Diverse Students

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Learning Objectives

- Define Culturally Responsive Practice
- Understand Journey toward Cultural Responsivity
  - Cultural Competence
    - Cultural Patterns of Behavior
  - Effective Practices
    - Instructional Strategies
    - Positive Learning Environments
What is Culturally Responsive Practice?

- Culturally responsive practices are specific educational practices, instructional strategies, team processes, and curricula content which have been established by research to increase the achievement of culturally diverse students.

- We are culturally responsive when we adjust how we teach to the needs and experiences of our students.

- Align with research on effective instructional practices.
Journey Towards Cultural Responsivity

Cultural Competence

Cultural Responsivity

Effective Practices
Cultural Competence is Developmental

How does one respond to cultural difference?

- Denial
- Polarization
- Minimization
- Acceptance
- Adaptation

Bennett’s Intercultural Developmental Inventory (IDI)
Instructional Practices of Culturally Responsive Educators

- Build connections between academic learning and student’s backgrounds
- Students feel empowered
- High expectations set
- Activities for higher order thinking
- Cooperative and collaborative learning activities
- Authoritative classroom management style
Becoming a Culturally Responsive Educator

- Understand the Impact of Culture on Learning
  - How does behavior vary across cultures?
- Increase toolbox of culturally connected instructional strategies
- Develop positive relationships with students
Cultural Patterns of Behavior

- How does behavior vary across cultures?
- What are culturally specific traits that one might use as a guideline for observation and understanding?
  - Consider:
    - Communication Style
    - Response Style
    - Processing Style
    - Social Interaction Style
Examples of Cultural Patterns of Behavior

- Communication Style
  - Frankness of manner
  - Expressive
- Response Style
  - Back channeling
  - Eye contact
- Processing Style
  - Personal cues
  - Top Down
- Social Interaction Style
  - Cooperative
  - Social distance
Culturally Connected Instructional Strategies

- Call and response
- Cooperative Learning
- Differentiated Instruction
- Cognitively Guided Instruction
Call-and-Response

- Call-and-response is a type of interaction between speaker and listener(s) in which the statements ("calls") are emphasized by expressions ("responses") from the listener(s), in which responses can be solicited or spontaneous.

Foster(2002).
Cooperative Learning (CL) is a learner-centered instructional process in which small intentionally selected teams work together on a well-defined learning task for the primary purpose of increasing mastery of course content.

Algozzine et. al(2009).
1. Clear set of specific student learning outcome objectives
2. Clear and complete set of task-completion directions or instructions
3. Heterogeneous groups
4. Equal opportunity for success
### Examples of Cooperative Learning

<table>
<thead>
<tr>
<th><strong>Example</strong></th>
<th><strong>Description</strong></th>
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<tbody>
<tr>
<td>Think-Pair-Share</td>
<td>Students each think of their answers, then discuss them with partners, and share their combined responses with the class.</td>
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<td>Roundtable</td>
<td>A single piece of paper is systematically passed around a small group on which each student responds to a question.</td>
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<tr>
<td>Corners</td>
<td>Different aspects of a topic are posted in each corner of the room. The students move to the corner that represents their feelings on the topic and discuss their options with others. Finally, each group reports their responses to the class.</td>
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<tr>
<td>Graffiti</td>
<td>Each small group is given a large piece of paper and a marker, and they respond to a question or topic by writing words and phrases on the paper.</td>
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<td>Learning Together</td>
<td>Students paired in small groups and assigned individual roles. The group works together to prepare one product.</td>
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<td>Jigsaw</td>
<td>Members of a small group each become “experts” on a different aspect of a topic and then teach one another in the group.</td>
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<tr>
<td>Group Investigation</td>
<td>Students plan and carry out a project or plan of study within a small group. The group decides what to investigate, what role each member will play, and how to communicate information to the entire class.</td>
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Differentiated Instruction

- Differentiated instruction is a teaching approach in which teachers adapt their instruction to student differences.
- Teachers modify their instruction to meet individual student’s readiness levels, preferences, and interests.
Essentials of Differentiation

- **Content**: What the student needs to learn.
- **Process**: Activities in which the student engages to make sense of or master the content.
- **Products**: The culminating projects that ask students to apply and extend what they have learned.
- **Learning Environment**: The way the classroom works and feels.

From C. Tomlinson (1998). The Differentiated Classroom: Responding to the Needs of All Learners
Cognitively Guided Instruction

- Cognitively Guided Instruction emphasizes learning strategies that enhance a student’s meta-cognitive development.
- Focuses on the DIRECT teaching and modeling of cognitive learning strategies.
- Students learn how to monitor their own learning (comprehension).
Structuring Positive Learning Environments

- Relationships PRECEDE Learning.
- When teachers establish a trusting relationship, a sense of community is developed and students become motivated to achieve.

- Assess current levels of performance
  - Are classrooms currently positive, motivating learning environments?
    - Don’t assume, collect data
Building Relationships

As educators, there are several areas that we must reflect on as we seek to cultivate relationships with our students.

1. To what extent do you make your students feel welcome in your classroom? In what ways do you greet students?

2. How do you facilitate mutual sharing opportunities that promote relationship building?

3. In what ways do you think your body language impacts teacher-student relationships?

4. What strategies might you use to strengthen your relationship with your students and incorporate that knowledge into instruction?
Principles for Building a Learning Community

- Teachers and classrooms are inviting
- Students reinforced for academic development
- Classroom Management is firm and consistent
- Instruction is accommodating to student’s cultures
- Interactions focus on collaboration vs. individualism