



Welcome!

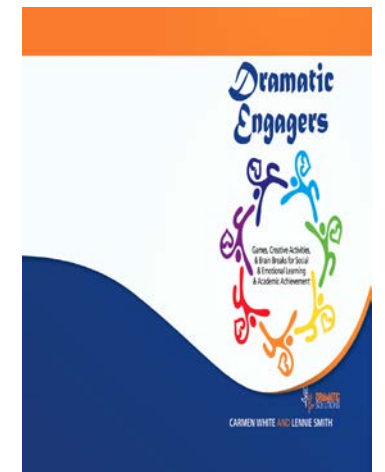
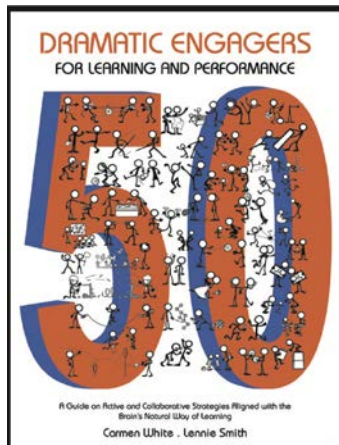
Community Schools Community of Practice

Culturally Responsive Practices in Schools

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Session Objectives

- Define the components of SEL
- Define the components of culture
- Understand what is and is not cultural responsiveness
- Learn strategies for creating and/or supporting a culturally responsive classroom or school environment
- Share and learn from others

Why Is This Important?

“The prevailing question, ***‘How do I motivate them?’ implies that ‘they’ are somehow dependent, incapable of self-motivation***, and in need of help from a more powerful 'other.' In this sense, the 'at-risk' label acts to heighten our perception of students as motivationally dysfunctional and increases our tendency not to trust their perspective. ***The fact that an inordinately high number of 'at-risk' students are poor and people of color should cause us to reflect on how well we understand motivation.***”

—From "A Framework for Culturally Responsive Teaching" in *Educational Leadership*



CASEL's SEL

Definition from the
**Collaborative for
Academic,
Social, and
Emotional
Learning**

Social and Emotional Learning (SEL) is the process through which children and adults

- (1) understand and manage emotions,
- (2) set and achieve positive goals,
- (3) feel and show empathy for others,
- (4) establish and maintain positive relationships,
- (5) and make responsible decisions.

What is SEL?

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

RELATIONSHIP SKILLS

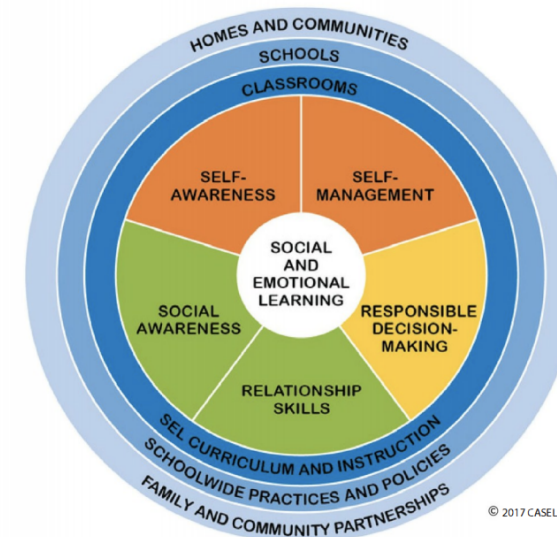
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

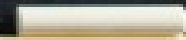
RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY



Name one activity where you integrate any of the SEL Competencies.



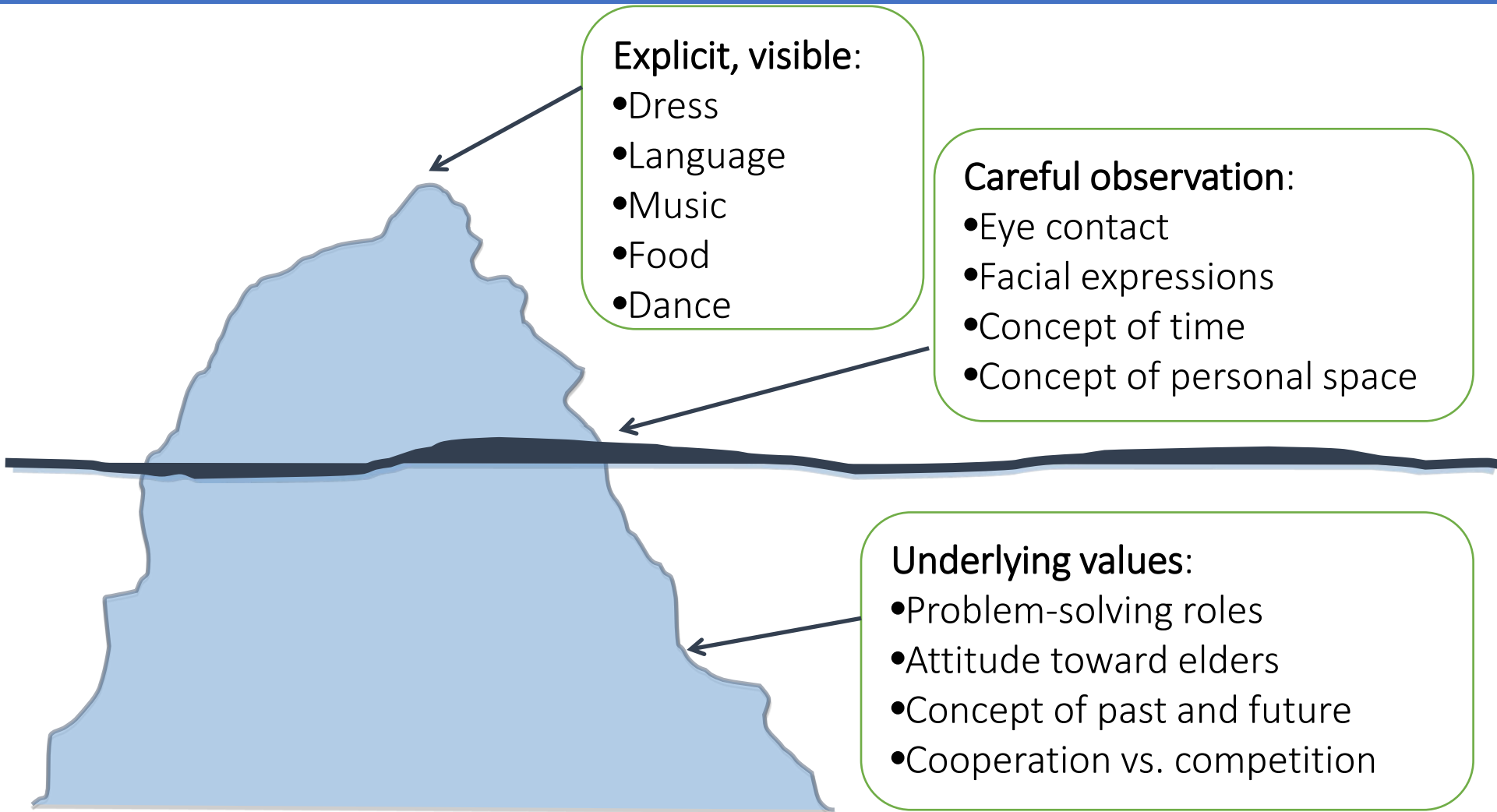
Equity- focused SEL



Equity Focused SEL

- *Access* to SEL refers to the imperative that **all students** have opportunities for SEL experiences and skill development as a part of a tiered system of supports;
- *Culturally proficient* SEL refers to the creation of learning experiences that are **bias-free** and **respectful** of students' diverse backgrounds, identities, strengths, and challenges; and
- *Culturally responsive and sustaining* SEL refers to practices that **actively draw upon** (responsive) **and explicitly support** (sustaining) students' diverse backgrounds, identities, strengths, and challenges as a strategy to **deepen learning**. These practices must be interwoven with efforts that seek to address systemic inequities and advance equity goals, including racial equity goals and more.

What Are the Components of Culture?



What Is It?

Culturally responsive teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning.

Culturally responsive pedagogy rests on three criteria:

1. Students must experience academic success
2. Students must develop and/or maintain cultural competence
3. Students must develop a critical consciousness through which they challenge the status quo of the current social order

What it is Not...

- You do not need to have the same cultural background as your students to be a culturally responsive teacher and create a culturally responsive classroom.
- You do not need to master the details of the cultures of every student in the classroom to be successful.
- Students of different races don't need to be taught differently.
- Don't try too hard (and appear fake).

Sources: <http://blog.curry.virginia.edu/2015/10/14/5-tips-for-creating-a-culturally-responsive-classroom/>;
<https://steinhardt.nyu.edu/scmsAdmin/uploads/004/913/PCRE.pdf>; <http://www.ascd.org/publications/books/111022/chapters/Culturally-Responsive-Instruction.aspx>

Strategies to Be Culturally Responsive

1. Have positive perspectives on parents and families
2. Communicate high expectations
3. Learn within the context of culture
4. Provide student-centered instruction
5. Provide culturally mediated instruction
6. Reshape the curriculum
7. Teach as a facilitator

3 tips to transform lesson

- Games
- Engagement
- Storytelling

GAMES



Games are the power strategy for culturally-grounded learning because they get the brain's attention and require active processing.

Attention is the first step in learning. We cannot learn, remember, or understand what we don't first pay attention to. Call and response is just a way to get the brain's attention.

Most games employ a lot of the cultural tools you'd find in oral traditions – repetition, solving a puzzle, making connections between things that don't seem to be related (Hammond, 2015).

ENGAGEMENT



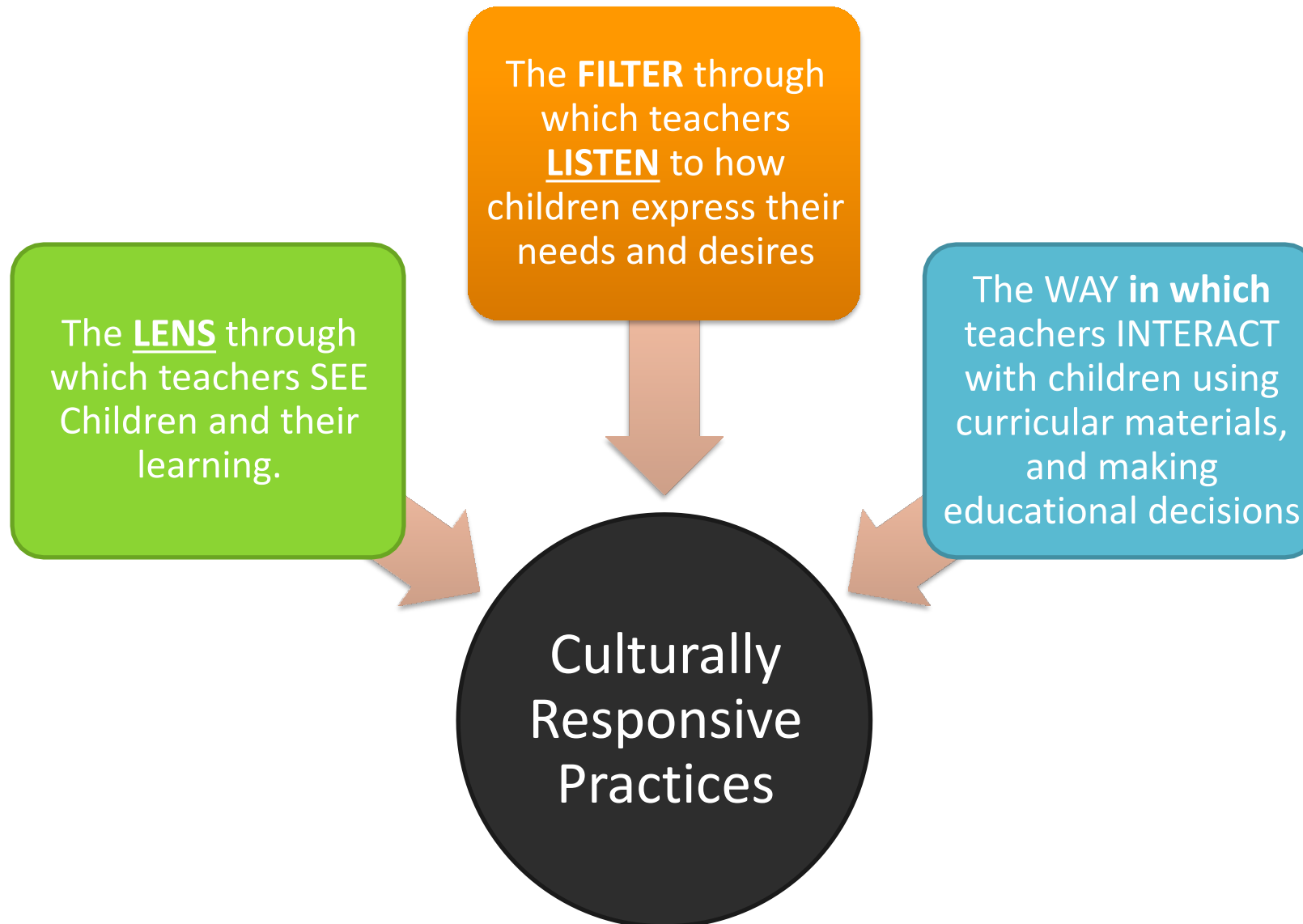
“Organizing learning so that students rely on each other will build on diverse students’ communal orientation. This communal orientation can be summed up in the African proverb, “I am because we are.” Even making learning slightly competitive in a good-natured way increases students’ level of attention and engagement. It’s why the T.V. show Survivor has been around for so many years; it’s a social-based game” (Hammond, 2015).

STORYTELLING



“The brain is wired to remember stories and to use the story structure to make sense of the world. That’s why every culture has creation stories. In oral traditions, stories play a bigger role in teaching lessons about manners, morality, or simply what plants to eat or not eat in the wilderness because it’s the way content is remembered. Diverse students (and all students, really) learn content more effectively if they can create a coherent narrative about the topic or process presented. That’s the brain’s way of weaving it all together. (Bonus: It also offers a great way to check for understanding and correct misconceptions (Hammond, 2015)).

Culturally Responsive Teaching is...



REMEMBER

Culturally Responsive Practices uses the cultural capital of the child to inform and drive all teaching and learning (Gay, 2010) .



Upcoming Professional Learning

- Saturday, December 11th
 - 9 – 11am **Part 1: Interactive Storytelling for SEL in Early Childhood**
 - 11:15a.m. – 1:15 p.m. **Part 2: Emphasizing Puppetry Work for PreK – Grade 2**
- Jan. 15: Games, Creative Exercises, and Brain Breaks (Parts 1 and 2)
- Jan. 22: Games, Creative Exercises, and Brain Breaks (Parts 3 and 4)
- Jan. 26: Culturally Responsive SEL

Interested? Email Jessica.Dulay@dc.gov



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