Culturally Responsive Teaching For Multilingual Learners

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Session Presenter

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Thank you!
Objectives

Explore

Learn

Discuss

Apply
Culturally Responsive Teaching for Multilingual Learners

Session Materials
My Multifaceted Identity
Snyder & Staehr Fenner, 2021

Defining Culture and Culturally Responsive Teaching

1. Assets-Based
3 Strategies for Promoting ELs’ Assets
Staehr Fenner, 2020

2. Support and Challenge
Juicy Sentence Protocol

www.GetSupportEd.net
1. Why culturally responsive teaching matters
2. Building cultural competency
3. Operating from an assets-based approach
4. Simultaneously supporting and challenging students
5. Placing students at the center of the learning
6. Leveraging students’ linguistic and cultural backgrounds
7. Uniting students’ schools, families and communities
8. Putting it all together
Welcome to the Companion Website

Chapter 1

Video 1.1: Why Culturally Responsive Teaching Matters

Chapter 2

Video 2.1: What It Means to Value Diversity

Video 2.2: Understanding and Appreciating Cultural Differences

Chapter 3

Video 3.1: Building on Students' Assets

Video 3.2: Building a Collaborative Community in the Classroom

Chapter 4

Video 4.1: Building Students' Academic Identities Through Academic Language Use

Video 4.2: Building on Students' Backgrounds in Support of Social Justice Education
Exploring Culture
Understanding Culture

- Select one of the pictures that stands out to you.
- Which aspects of culture does it highlight for you?

A  B
C  D
What is Culture?

“A system of shared beliefs, values, customs, behaviors, and artifacts that the members of society use to interact with their world and with one another”

Zion & Kozleski, 2005, p. 3
Understanding Culture

• Complex and dynamic
• Everyone - member of cultural groups
• Great variability within groups

Erickson, 2007; Saifer, Edwards, Ellis, Ko, & Stucyznski, 2011
3 Different Levels of Culture

Surface Culture
Low emotional impact

Shallow Culture
High emotional impact

Deep Culture
Intense emotional impact

The Role of Culture in Teaching and Learning
• 9th graders Lian & Lestari
• Submitted same work for model of cell
• Both students receive an F
• Lestari explains she didn’t know they weren’t allowed to work together
• Ms. Morgan feels that they were cheating
Scenario Reflection: Lian, Lestari, & Ms. Morgan

- What role might culture be playing in this scenario?
- What could Ms. Morgan and/or Lian do to resolve the situation?
Reflection: Convergence of Student, Teacher & School Culture

Students’ culture

School culture

Teachers’ culture
### Individualist and Collectivist Cultures

<table>
<thead>
<tr>
<th>Individualist Cultures</th>
<th>Collectivist Cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasizes independence and self-reliance</td>
<td>Emphasizes interdependence and cooperation</td>
</tr>
<tr>
<td>Prioritizes personal goals</td>
<td>Prioritizes group goals</td>
</tr>
<tr>
<td>Learning through individual study</td>
<td>Learning through group work</td>
</tr>
<tr>
<td>Individual contributions and status are prioritized</td>
<td>Group dynamics are prioritized</td>
</tr>
<tr>
<td>Task orientation</td>
<td>Social orientation</td>
</tr>
<tr>
<td>Purpose of education is learning how to learn</td>
<td>Purpose of education is learning how to do</td>
</tr>
<tr>
<td>Transgression of norms leads to guilty feelings</td>
<td>Transgression of norms leads to shameful feelings</td>
</tr>
</tbody>
</table>

Individualist and Collectivist Cultures

Recommendations

• Seek to establish relationships with students
• Foster a supportive classroom community
• Build both individual and group accountability into projects
• Give students choice
• Celebrate group successes


www.GetSupportEd.net
Culturally Responsive Teaching and the Brain

- Seeks to **minimize social threats**
- **Positive relationships** keep safety-threat detection system in check
- Culture guides how we **process** information
- **Attention** drives learning
- New information coupled with existing **funds of knowledge**
- Grows through **challenge & stretch**

Hammond, 2015
The Five Guiding Principles of Culturally Responsive Teaching
Guiding Principles of Culturally Responsive Teaching

#1 CRT is assets-based.

#2 CRT simultaneously supports and challenges students.

#3 CRT places students at the center of learning.

#4 CRT leverages students’ linguistic and cultural backgrounds.

#5 CRT unites students’ schools, families, and communities.
Guiding Principle #1: Assets-Based

- **Uses** strengths-based approach
- **Honors** students’ backgrounds and home language
- **Recognizes** varied forms family engagement can take
- **Shifts** deficit perspectives to assets-based

González, 2005; Valencia, 1997; Valenzuela, 1999; Snyder & Staehr Fenner, 2021
✓ Pronounce students’ names correctly
✓ Learn a few words or phrases
✓ Learn about students’ interests
✓ Provide supports for overcoming obstacles
Strategies For Promoting MLs’ Assets

- Encourage storytelling
- Share ML success stories
- Spend time in ML communities
- Share quantitative data
Guiding Principle #2: Simultaneously Supports & Challenges

• **Access** to content and programs

• **Support** for acquiring language & accessing content

• **Challenge** to think critically and build cross-curricular connections
Guiding Principle #2 Look-Fors

- Grade-level content and texts
- Scaffolded instruction & materials
- Activities require students to consider alternative ways of understanding information
- Access to and the support for gifted, honors, and/or college-preparatory classes
• High expectations for all students
• Goal
  – Independent learners
  – Greater student autonomy
  – Positive academic mindset
• Provide support needed

Kleinfeld, 1975; Hammond, 2015; Snyder & Staehr Fenner, 2021
Guiding Principle #3: Students at the Center of the Learning

- **Instructional approach** integrating student voice and student choice
- **Students shape** content, instructional activities, materials, assessments, and pace

Snyder & Staehr Fenner, 2021
Guiding Principle #3 Look-Fors

- Pair and small group work
- Students & teachers develop norms and expectations together
- MLs involved in goal setting and assessment
- Opportunities to speak and write about lives

Snyder & Staehr Fenner, 2021
## Tool: Considerations for Peer Learning Opportunities

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
<th>Follow-Up Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have I developed a peer learning activity that will provide my MILs with authentic opportunities to speak, time to strengthen and deepen their responses, and an engaging discussion prompt or task?</td>
<td></td>
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</tr>
<tr>
<td>2. Have my MILs had sufficient exposure to the content and academic language needed to participate in the activity?</td>
<td></td>
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</tr>
<tr>
<td>3. Have my MILs been taught appropriate nonverbal behavior to support peer learning activities (e.g., looking at people when speaking, nodding understanding)?</td>
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</tr>
<tr>
<td>4. Do I have a way of monitoring their nonverbal behavior?</td>
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<tr>
<td>5. Have I provided sufficient structure to the activity (including the use of supporting tools) and clear evaluation criteria so as to encourage all of my MILs to participate in the activity?</td>
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<tr>
<td>6. Have I thought about how to intentionally group students?</td>
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<td>7. Have I considered assigning roles to students?</td>
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<tr>
<td>8. Have I given sufficient thought to how to structure the classroom or online space so that students can effectively interact and work together?</td>
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<tr>
<td>9. Have I considered how I might use the activity to assess MILs’ acquisition and use of academic language and/or understanding of content?</td>
<td></td>
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</tbody>
</table>
Guiding Principle #4: Leverages Students’ Linguistic and Cultural Backgrounds

- **Build** on students’ backgrounds
- **Feel** understood and valued
- **Share** diverse perspective

Snyder & Staehr Fenner, 2021
Guiding Principle #4 Look-Fors

✓ Strategies to assess, activate, and build background knowledge
✓ School curricula includes perspectives of individuals from home cultures
✓ Multicultural and bilingual resources
✓ ML leaders and role models are included in the learning

Image: Santillana Press, 2016; Snyder & Staehr Fenner, 2021
Guiding Principle #5: Unite Students’ Schools, Families, and Communities

- **Create** a welcoming environment for ML families
- **Build** relationships with ML families
- **Communicate** effectively with ML families
- **Overcome** barriers to ML family engagement
- **Empower** ML families
Guiding Principle #5 Look-Fors

- Visually demonstrate a commitment to ML families
- Provide interpreters
- Use a variety of tools to communicate with ML families
- Remove barriers that might prevent ML families from participating

Image: Santillana Press, 2016; Snyder & Staehr Fenner, 2021
## Tool: Overcoming Barriers

<table>
<thead>
<tr>
<th>Possible Barriers</th>
<th>Possible Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td>• Parent liaisons</td>
</tr>
<tr>
<td></td>
<td>• Bilingual staff</td>
</tr>
<tr>
<td></td>
<td>• Translated materials</td>
</tr>
<tr>
<td></td>
<td>• Home language phone tree/volunteers</td>
</tr>
<tr>
<td><strong>Transportation</strong></td>
<td>• Rides to school events</td>
</tr>
<tr>
<td></td>
<td>• Ride sharing resource</td>
</tr>
<tr>
<td></td>
<td>• Information about public transportation</td>
</tr>
<tr>
<td></td>
<td>• Meeting with families in their community</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>• Flexibility in scheduling conferences and events</td>
</tr>
<tr>
<td></td>
<td>• Parent survey</td>
</tr>
</tbody>
</table>
Reflection: Which of these guiding principles are you most interested in acting on in your context?

1. CRT is assets-based
2. CRT simultaneously supports and challenges students.
3. CRT places students at the center of the learning.
4. CRT leverages students’ linguistic and cultural backgrounds.
5. CRT unites students’ schools, families, and communities
Applying The Five Guiding Principles
My Multifaceted Identity

**TEMPLATE**

**EXAMPLE**

1. Mother of daughters

2. ML advocate

3. White
   Recognizing the educational and professional opportunities that I have been afforded based on my race and recognizing the personal work that I need to do in order to act as an ally

4. Traveler
   Understanding and compassion for what it means to not understand the language or rules of a place; excitement to learn new ways of doing something

5. Educator

SYDNEY

Snyder & Staehr Fenner, 2021
Cultural Awareness Knowledge and Skills Self-Assessment

<table>
<thead>
<tr>
<th>Awareness</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Share my culture.</strong></td>
<td>I am aware that in order to learn more about others, I need to understand and be prepared to share my own culture.</td>
</tr>
<tr>
<td><strong>Be aware of areas of discomfort.</strong></td>
<td>I am aware of my discomfort when I encounter differences in race, color, religion, sexual orientation, language, and ethnicity.</td>
</tr>
<tr>
<td><strong>Reflect on how my culture informs my judgment.</strong></td>
<td>I am aware of how my cultural perspective influences my judgement about what are “appropriate,” “normal,” or “superior” behaviors, values, and communication styles.</td>
</tr>
<tr>
<td><strong>Be curious.</strong></td>
<td>I take any opportunity to put myself in places where I can learn about difference and create relationships.</td>
</tr>
<tr>
<td><strong>Be aware of my privilege if I am white.</strong></td>
<td>If I am a white person working with a Native American or person of color, I understand that I will likely be perceived as a person with power and racial privilege and that I may not be seen as “unbiased” or as an ally.</td>
</tr>
</tbody>
</table>

**An area of strength for me:**

**An area where I can improve:**

Adapted from the Central Vancouver Island Multicultural Society’s cultural competence self-assessment checklist; Snyder & Staehr Fenner, 2021
# Additional Tools

## Checklist & Goal Setting

<table>
<thead>
<tr>
<th>Look-For</th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
<th>To Improve on how this look-for is incorporated in my classroom or school, I will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Administrators, teachers, and staff pronounce students' names correctly.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>B. Administrators, teachers, and staff show interest in students' home languages by learning a few words or phrases.</td>
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</tr>
<tr>
<td>C. Administrators, teachers, and staff are aware of students' interests outside of the classroom or school setting.</td>
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</tr>
<tr>
<td>D. The school puts supports in place to help students and their families overcome obstacles that may get in the way of student learning or family participation.</td>
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</tr>
<tr>
<td>E. Students' cultural, historic, and linguistic backgrounds are incorporated into instruction.</td>
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</tr>
</tbody>
</table>

**Guiding Principle:** Culturally responsive teaching is assets-based.

## Planning Template

### Culturally Responsive Unit Planning Template

1. **Unit topic**

2. **Content standard(s) to be addressed; for English learners, also include relevant English language development standard(s)**

3. **Assets my MLs bring to the class and how I will make connections to their home languages and cultures, backgrounds, and/or prior learning**
   - **Assets:**
   - **How I will make connections:**
Please join me for the upcoming Q&A to share your reflections and questions on this presentation.

• What is one step you would like to take to strengthen culturally responsive teaching in your context?
Objectives

Explore
Learn
Discuss
Apply
Thank You!

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