

# CULTURALLY RESPONSIVE TEACHING

BUILDING STUDENT CONFIDENCE AND  
IDENTITY FOR LIFELONG LEARNING  
THROUGH AN ASSETS LENS

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LYBROAN JAMES, CHIEF EDUCATIONAL OFFICER, STEMULATE  
LEARNING, LLC [WWW.STEMULATELEARNING.NET](http://WWW.STEMULATELEARNING.NET)

ANNE WATKINS, DIVERSITY, EQUITY AND INCLUSION CONSULTANT  
[ANNEBARRETTWATKINS@GMAIL.COM](mailto:ANNEBARRETTWATKINS@GMAIL.COM)

# OUTCOMES - PARTICIPANTS WILL:

- Explore CRT and how it impacts learning outcomes for students
- Identify and build on student assets
- Support teachers and students in creating culturally responsive learning environments
- Examine strategies to transform schools into culturally responsive places of teaching and learning

# CULTURALLY RESPONSIVE TEACHING

- *How would you define it?*
- *What are some characteristics?*



# SOME CHARACTERISTICS



- Teaching a **curriculum** that is both **standards driven** and **culturally relevant**
- Supporting individual students' learning strengths, interests, and needs (**Differentiation**)
- Strong **formative assessment strategies** to continually identify **assets** students bring and opportunities for growth in order to guide and adjust teaching strategies

# CURRICULUM - WHAT WE TEACH



- What should students know, understand, and be able to do?
- What content is worthy of understanding?
- What questions will be explored?
- Which content standards should be prioritized rather than “covered”?
- How can we teach these understandings using the cultural lives and experiences of our students?

# PEDAGOGY - HOW WE TEACH



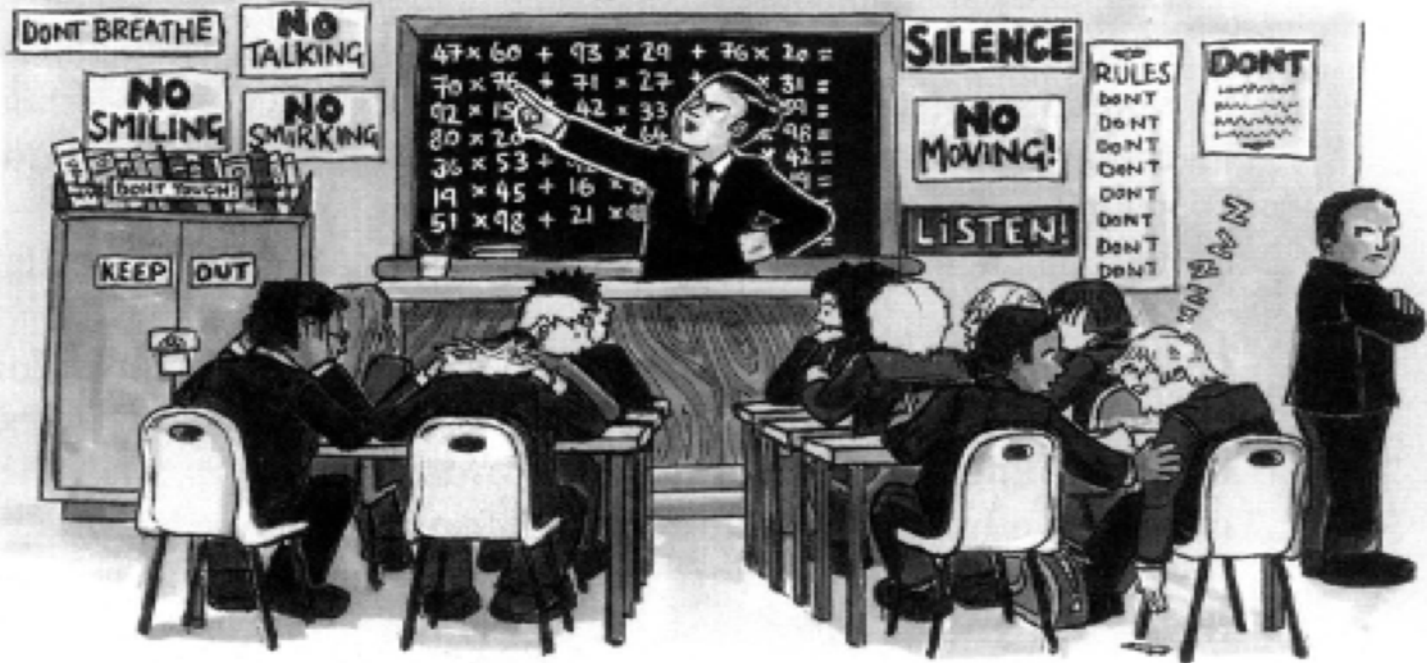
- Learn and consider **the background knowledge and cultural experiences of students**
- Learn and consider **the interests of students**
- Learn and consider **the ways each student learns best and differentiate**
- **Model** for students how to identify challenges and deal with them

# ASSESSMENT - HOW WE MEASURE OUR SUCCESS AS EDUCATORS

- Pre-assess to learn students' knowledge, skills, interests, cultural capital, strengths, challenges
- Formatively assess often to measure student comprehension;  
**adjust pedagogy as needed**
- Offer a **variety of ways** students can demonstrate their understanding
- **Welcome feedback** from students as to the engagement and effectiveness of lessons

# ASPECTS OF POWER

Teach students the skills, knowledge and understanding they need to be successful in the (white) culture of power.



Depit,  
ildren”



# ONE PARENT'S DEMAND

*My kids know how to be Black –  
you all teach them how to be successful in the  
White man's world.*

Lisa Depit,  
“The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children”

## A YOUNG BLACK MAN DISCUSSING A FORMER TEACHER

*We had fun in her class, but she was mean. I can remember she used to say, “Tell me what’s in the story, Wayne.” She pushed, she used to get on me and push me to know. She made us learn. We had to get in the books. There was this tall guy and he tried to take her on, but she was in charge of that class and she didn’t let anyone run her.*

Lisa Depit, “The Silenced Dialogue: Power and Pedagogy in Educating Other People’s Children”

# REFLECT AND SHARE...



- *What feelings do they bring up for you??*
- *Do they offer a different perspective or do they align with yours?*

# WHAT IS AN “ASSETS BASED” TEACHING MINDSET?



- **Valuing** and reinforcing the gifts students bring to class.
- **Acknowledging** their history, culture, strengths, knowledge and experiences to propel their growth.
- Too often we focus on students' deficits. **Why?**

# HOW DO WE DISCOVER STUDENTS' ASSETS?

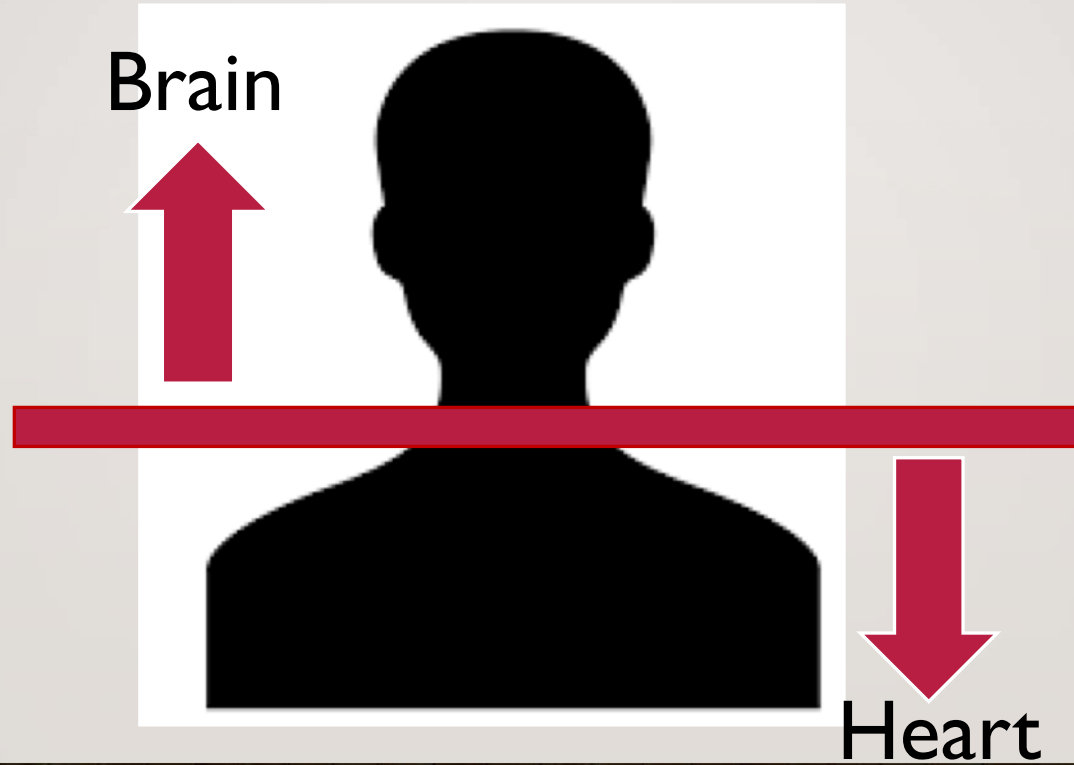
- Have **intentional conversations** with them and their families
- **Demonstrate** that you want to learn about them
- Students need to realize and **embrace the strengths they bring**
- **Empower** student voices by creating a safe community
- **Invite** students' families to share their experiences and expertise



*What strategies have you observed in your school context that demonstrates the power of an assets-based mindset?*



# Meeting the Needs of the **Whole Child**



# SEL and ACADEMICS: EITHER/OR?

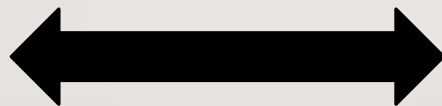
*Social Emotional Learning **must** be integrated into teacher pedagogy and class content.*

- Start each day with a **check in** and **check out**
- Teach a growth mindset: **YET**
- **Role play** to learn different viewpoints, empathy, etc.
- **Encourage creativity** - art, music, dance, plays, stories, poetry, videos, as ways to demonstrate understanding, skills, knowledge, content



# WHAT CAN BE...POST PANDEMIC

**Nationalize**  
**education** decisions  
about standards,  
curricula, financing,  
accounting, etc.



**Completely decentralize**  
**education** decision-  
making and funding to  
families and allow a  
demand-driven market to  
emerge.

# FOR MORE INFORMATION...

Please Contact:

Lybroan James, Chief Educational Officer

[ljames@stemulatelearning.net](mailto:ljames@stemulatelearning.net)

Denise Peoples, Chief Engagement Officer

[dpeoples@stemulatelearning.net](mailto:dpeoples@stemulatelearning.net)

**STEM**ulate Learning

[www.stemulatelearning.net](http://www.stemulatelearning.net)

