



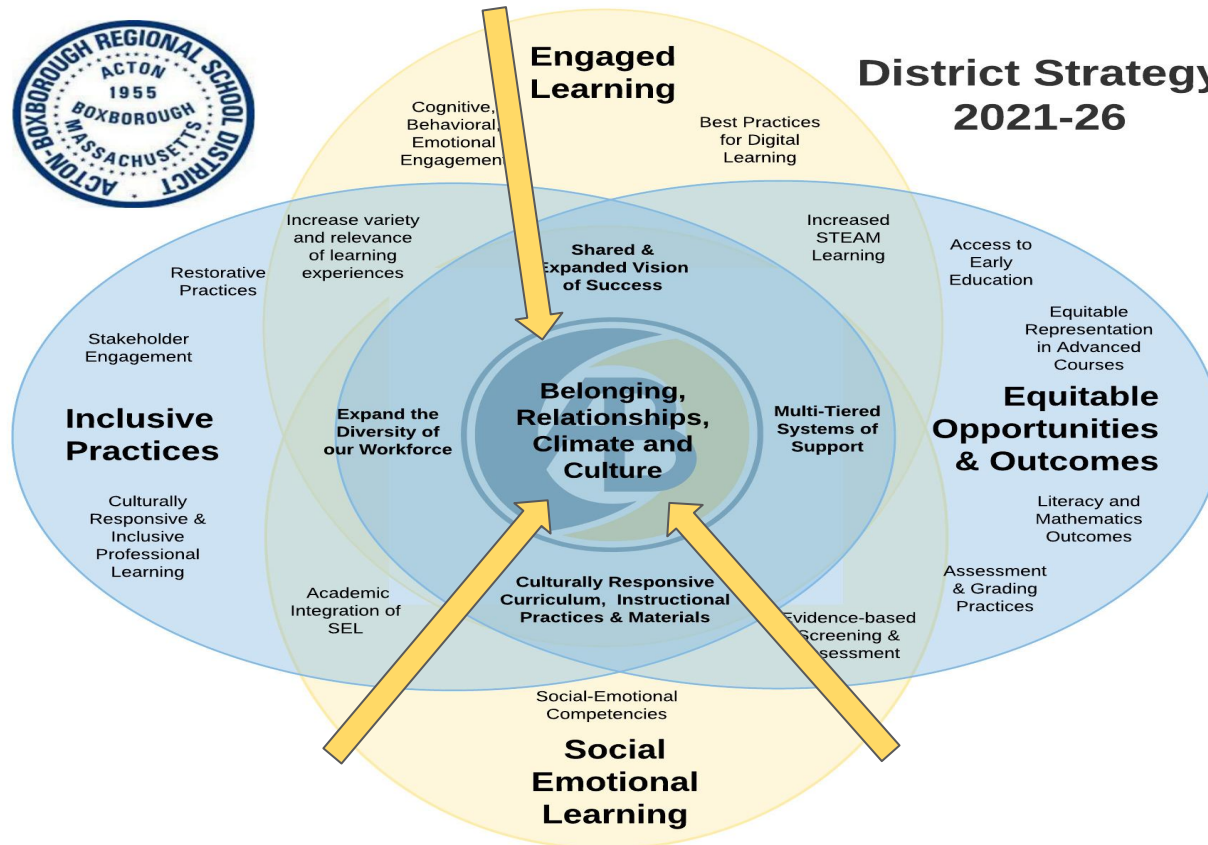
Culturally Responsive Practices

March 7, 2024

Our Why



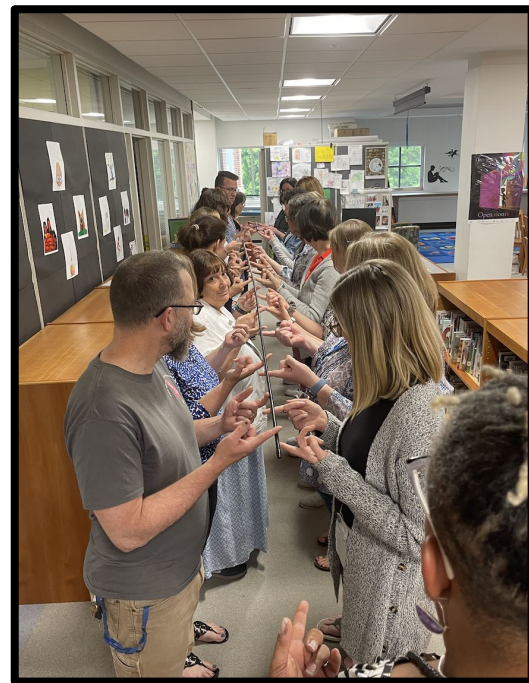
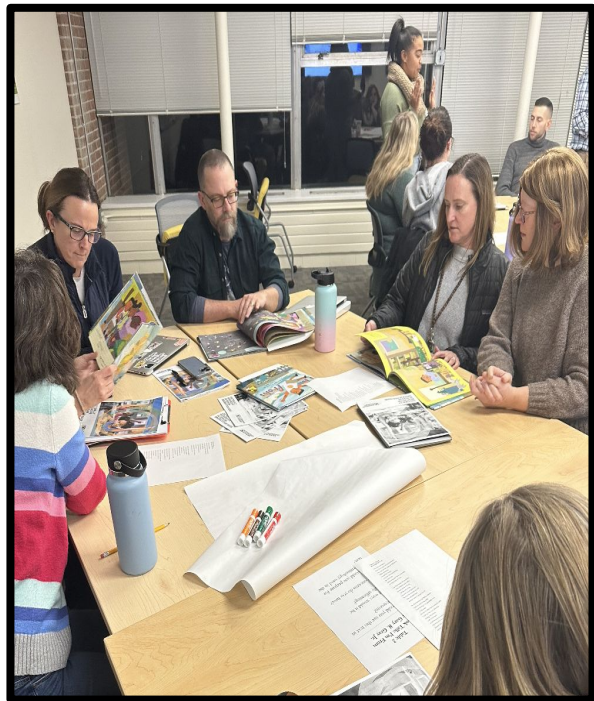
District Strategy 2021-26



Culturally Responsive Teaching (CRT) is defined as “an educator’s ability to recognize students’ cultural displays of learning and meaning-making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content to promote effective information processing.” (*Hammond, 2015*).

**Culturally
Responsive
Teaching**

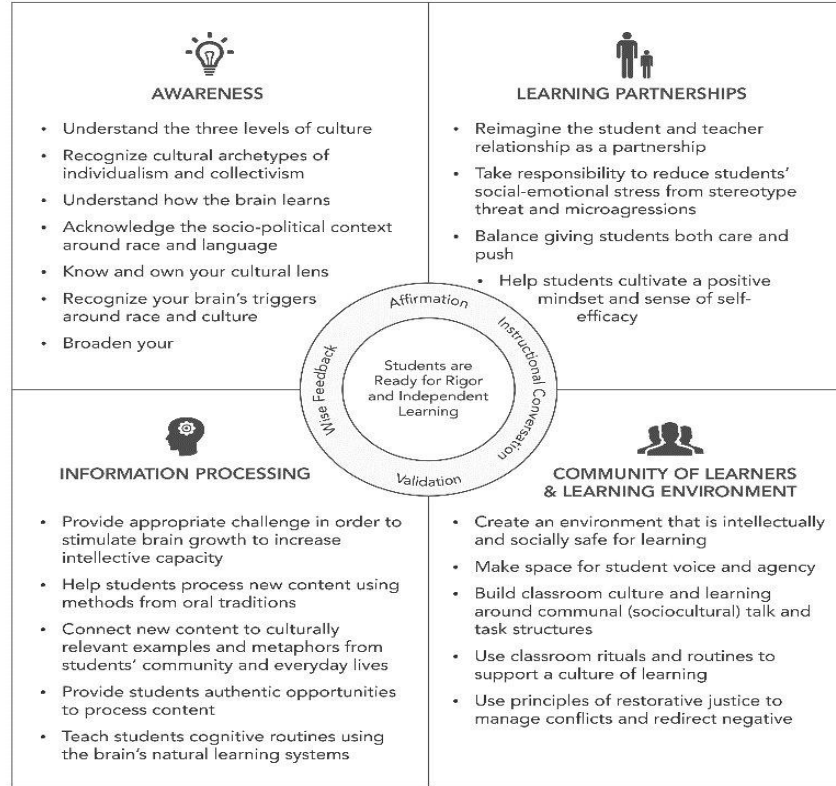
Culturally Responsive Teacher Leaders (CRTL)



Ready For Rigor Framework

READY FOR RIGOR

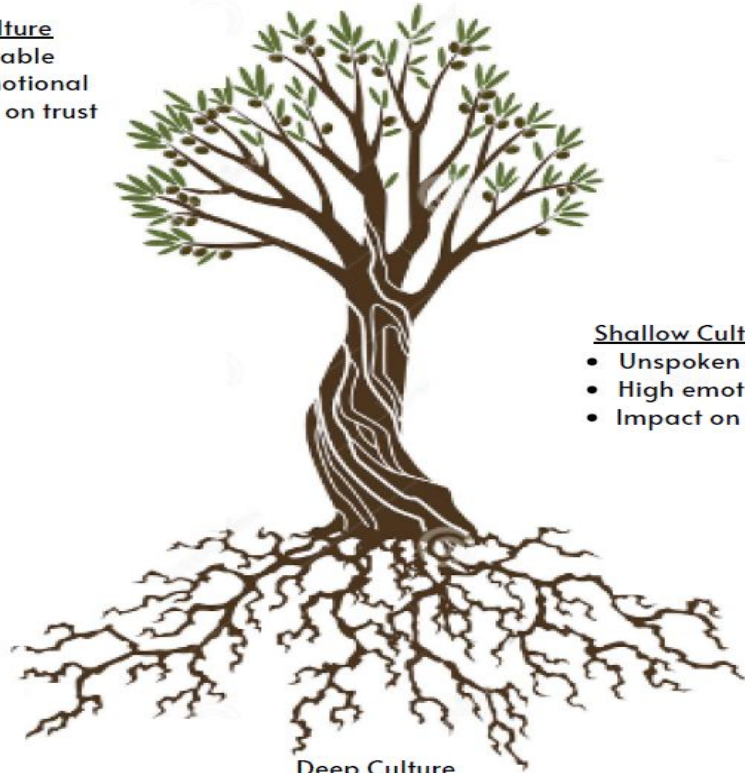
A Framework for Culturally Responsive Teaching



Culture Tree

Surface Culture

- Observable
- Low emotional
- Impact on trust



Shallow Culture

- Unspoken rules
- High emotional
- Impact on trust

Deep Culture

- Collective
- Unconscious
(beliefs and norms)
- Intense emotional
- Impact on trust

Levels of Culture

Figure 1.1

Many culturally and linguistically diverse students are “dependent learners” who don’t get adequate support to facilitate their cognitive growth. Consequently, they are not able to activate their own neuroplasticity.

The Dependent Learner	The Independent Learner
<ul style="list-style-type: none">• Is dependent on the teacher to carry most of the cognitive load of a task always• Is unsure of how to tackle a new task• Cannot complete a task without scaffolds• Will sit passively and wait if stuck until teacher intervenes• Doesn't retain information well or “doesn't get it”	<ul style="list-style-type: none">• Relies on the teacher to carry some of the cognitive load temporarily• Utilizes strategies and processes for tackling a new task• Regularly attempts new tasks without scaffolds• Has cognitive strategies for getting unstuck• Has learned how to retrieve information from long-term memory

Through the Educator Lens



**Questions
and
Comments**