Culturally Responsive Teaching Lesson Excerpts

The following sample is an excerpted lesson from the Educators Rising Curriculum. Each lesson can be taught across 1 day of instruction, 3 days of instruction, or 5 days of instruction. Those that implement a lesson topic across 5 days can incorporate a project-based learning activity on Days 4 and 5 to allow students to explore context-specific examples of how certain topics are implemented locally. Project based learning also provides students with the opportunity to engage deeply with the topics in the lessons and practice skills that mirror what they might see in their future classrooms.

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Reminder:
Note that many of the notes refer to "Teacher notes for students." We want you to teach and express yourself, so you do not have to say the notes verbatim but be sure that the central idea is communicated.

When you see "Notes for teacher", this means these are notes the teacher should keep in mind but do not need to be verbalized to their students.

**Educators Rising Cross-cutting Theme(s) Alignment:**
- Cultural Competence
- Fairness, Equity and Diversity
- Reflective Practice
- Ethics
- Collaboration
- Social Justice and Advocacy
- Self-efficacy

**Educators Rising Standard(s) Alignment:**
- I: Understanding the Profession
II: Learning About Students
☐ III: Building Content Knowledge
☐ IV: Engaging in Responsive Planning
☐ V: Implementing Instruction
☐ VI: Using Assessments and Data
☒ VII: Engaging in Reflective Practice
Any time you see this icon:

This lets you know you have a section on your worksheet to take notes.

But feel free to jot anything down that you feel is helpful!

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Notes for teacher:
Throughout the lesson, students will be asked to jot down notes based on the information presented from the slide. This worksheet should have previously been provided to students. Give students a few minutes to pull up the worksheet so they will be ready when they encounter the first slide that requires them to take notes. There is a screenshot of what the worksheet will look like on this slide for them to reference if they do not already have it open or available.

The red clipboard icon will be at the top corner of the slides where students need to take notes. There are notes that will also remind you to reference the icon to get students used to looking at their notes during this section.

Stress that they do not need to write lengthy notes. These are just meant to be quick takeaways. You can point to key information from the slides to give students an example of what you mean by "quick takeaways". In the first slide with the icon on the lesson, you will see an example you can use.
Rising educators will be able to:

- Answer and Explain:
  - Why should a student’s interests, skills, and cultural background inform instruction?
  - How can you integrate cross-curricular, real world, and global connections into instruction effectively?

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**Common misconceptions**

- Culturally responsive teaching is mostly about understanding race.
- Talking about other cultures makes learning culturally responsive.
- All students learn the same and teachers just adjust for learning levels.

**Academic language**

- Culturally responsive teaching
- Lesson delivery
- Bias

**Tips**

- The teacher leader should be explicit about instructional choices and explain how choices can be made to make learning culturally relevant.

**Notes for teacher:**

Typically, objectives give clear statements on what will be learned but the focus is for students to understand what outcome we hope to have by the end of the session and in their own words explain to
others what the key takeaways should be. Therefore, the lesson objectives can also be considered "guiding questions or essential questions". You can read through these questions and let students know this is the order of how the lesson will be conducted.

Teachers will return to this slide at the end of the session and restate these questions so students can reflect on how well they can now answer the questions.

**Teacher notes to students:**
Essential questions to keep in mind:

- How do the choices I make as a teacher impact student success?

- Why is it important to learn about students' backgrounds, interests, motivations and stages of development (i.e. social, emotional, cognitive) when developing cultural competence?

- What is the importance of designing student-centered instruction that responds to learner input, engages interests, encourages exploration and values students as individuals?

Think about these questions as we go through the lesson. You can also jot some notes down to reflect on the impact this can have on your students or what impact this could have had on you as a student.
What does the word “culture” mean to you?

Reflection

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Notes for teacher:
The goal of this activity is just to get a gauge of what students think about culture. Often, the word culture is associated with music, language, and traditions. The hope is that with this lesson, students can be more open to engaging all the variations of culture and identity in their classroom.

Teacher notes for students:
We are fortunate to be in a melting pot and to have access to information on other cultures. In your classrooms, the culture will be shaped by your lessons, environment, your identity, and your students' identities. Making space to share commonalities, differences, and the stories of others does not have to be something you go out of your way to do, it can instead become common practice in your teaching.

You may have some understanding of culture now, and the hope is to take this understanding, broaden its definition, and add pedagogical research that will inform your teaching practice and support your students. We all may have different definitions of culture and some aspects may resonate with us differently. The hope is to consider how these aspects of culture inform your students’ learning as well.
Culturally responsive teaching is a **research backed approach grounded in linking lived experiences of students based on cultural characteristics, experiences and perspectives with academic knowledge.**

These links help students access rigorous content and make future connections to what they learn in the classroom with their lives outside of the classroom.

The **goal** is to better support ethnically diverse students and increase diverse perspectives within academic content.

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**Notes for teacher:**
There is quite a bit of text on this slide. Let students know to jot down the main ideas of this slide. Focus on explaining that this is a research backed approach that aims to support student success by creating stronger links to their lived experiences. To make things easier, the bolded section in the first bullet encompasses the key information for students.

**Teacher notes for students:**
Culturally responsive teaching does not inherently cancel traditional teaching methods and texts. Instead, it works to enhance these materials with additional perspectives and draws students further into their learning by making the content relevant to their lived experiences.

There is a lot of text on this slide but focus on the first bullet so we can create a shared understanding of what culturally responsive teaching is.

**Reference:**
• Actively identify students' strengths and interests.
• Be explicit about goals and make sure students can identify what they will get out of a lesson.
• Connect lesson topics to students' cultures or cultures they may not have been exposed to.
• Give your students opportunities to teach you.

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Notes for teacher:
Students should take note of at least one bullet point that they identify with or would like to implement in their classroom.

Teacher notes for students:
Ask yourself these questions:
  • How can content be taught in a culturally responsive manner?
  • What will make my teaching culturally responsive?

You can also think through presentation of your lessons and integrate small techniques every day to support your culturally responsive classroom. These techniques can include student-led discussions, think-pair-share, cooperative learning seating, and more. The following slides will go over a few additional steps you can take in more detail. Think of this slide as the summary or overarching breakdown of how to implement culturally responsive teaching.

Though the next few slides do not have the red clipboard, you are free to jot down anything that jumps out at you or that you may want to implement in your future classroom.
Dinner Party: What is Needed to Host Either One?

**Dinner Party A:**
You make individual meals.

**versus**

**Dinner Part B:**
Buffet or Potluck.

**Notes for teacher:**
This is a visual wrap up of the content. There are two dinner parties presented. The first is depicting what it might mean for teachers if they tried to tailor their instruction so much that they had to create individual learning plans for each and every student. The second depicts a teacher that is incorporating culturally responsive teaching into the classroom. While they do need to tailor some of the lessons to meet student needs in a specific way, they can also work with students to make those distinctions and provide space for students to bring in their own learning, or dishes, to share with others and improve their learning experience overall.

**Teacher notes for students:**
There are two dinner parties presented. What is needed to host either one, A or B? How does this relate to incorporating culturally responsive teaching into your classroom?

**Dinner Party A:**
You make individual meals. This is a lot of juggling, potential mistakes may have happened, and at the end you are stressed, and guests may opt to try something not curated JUST for them.

**Dinner Part B:**
Buffet or Potluck. Guests choose what is best for them and what will satisfy them. They also get to share their favorite dishes and show off their cooking skills.

The first is depicting what it might mean for teachers if they tried to tailor their instruction so much that they had to create individual learning plans for each and every student. The second depicts a teacher
that is incorporating culturally responsive teaching into the classroom. While they do need to tailor some of the lessons to meet student needs in a specific way, they can also work with students to make those distinctions and provide space for students to bring in their own learning, or dishes, to share with others and improve their learning experience overall.

You can vary what the explanation is for students or use similar language to the one in the teacher notes.
Fill in the blanks:

When I hear "culturally responsive teaching" I think about ________________.

I can make my classroom more inclusive by ________.

Culturally responsive teaching is important because ________________.

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Notes for teacher:
Have these questions printed on a pre-made exit ticket with enough room for students’ answers. Students may also write on the back of the paper if they need more room.
Rising educators will be able to:

- Answer and Explain:
  - Why should a student’s interests, skills, and cultural background inform instruction?
  - How can you integrate cross-curricular, real world, and global connections into instruction effectively?

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Teacher notes for students:

Essential questions to keep in mind:

- How do the choices I make as a teacher impact student success?
- Why is it important to learn about students’ backgrounds, interests, motivations and stages of development (i.e. social, emotional, cognitive) when developing cultural competence?
- What is the importance of designing student-centered instruction that responds to learner input, engages interests, encourages exploration and values students as individuals?

The focus of this lesson has been primarily on getting to know your students, identify strengths, and opening your classroom to diverse perspectives, discussions, and ideas. It also incorporated ways to shape your classroom and included different activities to start creating a culturally responsive teaching environment. We encourage you to continue exploring how culturally responsive teaching can support student learning, particularly in increasing critical thinking and rigor in your lessons.
Section 2: Implementation

1. How do I do it? Name at least two examples and explain how these contribute to culturally responsive teaching in your own words.

2. The table below may be used to take notes across the corresponding slides.

<table>
<thead>
<tr>
<th>Be Intentional About Your Environment</th>
<th>Get to Know Your Students</th>
<th>Make It Relevant</th>
<th>Diversify Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
3. Additional Notes:

Final Reflection:

Why is being culturally responsive important? How does this approach help you build relationships with your students?