



Teaching Fundamentals: Skillsets and Mindsets Culturally Responsive Teaching Lesson Excerpts

The following sample is an excerpted lesson from the Educators Rising Teaching Fundamentals: Skillsets and Mindsets. The lesson covered comes at the very end of the program and is composed of the PowerPoint lesson, notes included in the slide notes, Student Guided Notes, and references. (For lesson sequences and descriptions, please see Product Descriptions in the Educators Rising Teaching Fundamentals: Skillsets and Mindsets overview. There are also additional resources regarding the integration of clinical experiences and micro-credentials.)

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Educators Rising Teaching Fundamentals: Skillsets and Mindsets

Culturally Responsive Teaching



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Notes for teacher:

Remind students that this is again a short introduction to the topic, and they are encouraged to continue working on developing their skills in this area.

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
- Social justice and advocacy

Educators Rising Standard(s) Alignment:

- I: Understanding the Profession
- II: Learning About Students
- VII: Engaging in Reflective Practice

The following slides are excerpts from actual PowerPoint presentations.

Reflection

What does the word “Culture” mean to you?



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Teacher notes:

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 to students:

You can highlight some of the answers provided. 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.

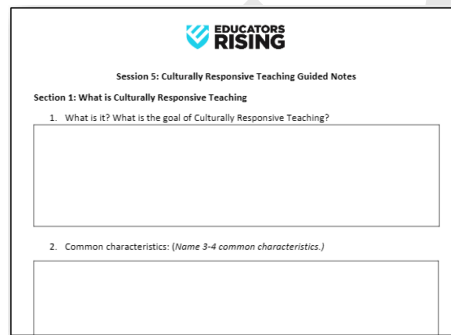
Guided Notes Worksheet

- 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!



The screenshot shows a worksheet with the following content:

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Session 5: Culturally Responsive Teaching Guided Notes

Section 1: What is Culturally Responsive Teaching

1. What is it? What is the goal of Culturally Responsive Teaching?

2. Common characteristics: (Name 3-4 common characteristics.)



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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 right 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.

Lesson Objectives

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 stands out?

An exit poll of those who voted for the president in November 2020 that surveyed voters on their race presented the results as follows:

Race	President
White	65%
Latino	13%
Black	12%
Something Else	6%
Asian	3%

*Referenced from the CNN 2020 Exit Poll Results (Nov. 2020)



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Teacher notes to students:

This was taken from the November 2020 Exit Poll on CNN. While polls like these are common, many, particularly in the Native community spoke out on the classification of “something else” on media sites and social media. To classify a group of people that have existed in this country since before its creation as “something else” demonstrates the danger of not only categorizing a group of people but limiting the diversity within that group and not recognizing the impact these communities have. Such a blunder was able to pass through national news and highlights the importance of increasing awareness to different communities and identities that make up this country and make up our classroom populations. Though the error was corrected, it is imperative that we continue to hold such large sites accountable and ourselves as teachers accountable to showcase the richness in diversity that exists and the history that precedes it.

The omission of other cultures, lack of representation, and lack of awareness of the cultures that make up our classrooms creates missed opportunities to honor student experience and integrate learning practices that are not only familiar to students but

are effective learning tools that are reinforced in their homes as well. Though we take news sources as authority, consider how those in authority still have biases that may limit their awareness of others and could lead to something like this example.

In your classroom, the goal is to get to know and celebrate your students' cultures as well as uplift the cultures of others that give our country diversity and those that might not exist in our country but that we can still learn from.

Reference: CNN. (2020). *CNN Exit Polls*. Retrieved from <https://www.cnn.com/election/2020/exit-polls/president/national-results>

Sample

Example: Text Selection

- Consider the topic of Immigration. The news and media are flooded with perspectives and judgements on immigration.
- **Q:** How could you proactively support your students and increase the social awareness of this topic with your students?
- **Example:** Take an inventory of your school library and classroom library. Ask yourself: Are there books that reflect the immigrant experience? What perspectives and ideas are being shared by these books?



- *Details the experience of starting over in a new place while preserving family traditions and culture. (Grades 1-3)*



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Teacher notes to students:

Inventories of your library by you and your students supports a diverse text selection that mirrors and reflects stories and perspectives your students may be closely familiar with or open them up to learning about people different than them or who have experienced different life circumstances. The topics you cover may seem advanced but like the book example above shows, there are texts that are available for younger and older audiences.

Topics like immigration, slavery, and heritage can seem substantially dense but necessary topics to learn about and discuss from multiple perspectives. Your students' lived experiences are shaping how they see the world and how the world sees them. Opening up the dialogue to showcase the real-time effect of a single perspective can help you be an advocate for your students and teach towards a more culturally relevant mindset.

References:

Scholastic. (n.d.) *25 Books About Immigration Experiences*. Retrieved from <https://scholastic.com/teachers/teaching-tools/book-lists/26-books-about-immigration-and-assimilation-experiences.html>

Diversify Delivery

- Though you may have a traditional lesson format, consider adding a range of activities to deliver the content in new and interesting ways.
- While you do not need to do this for ALL your activities and for each lesson, adding games, videos, and other manipulatives can help increase your students' engagement as well as respond to a variety of learning needs.



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Teacher notes to students:

Much like the last example, it is important to integrate different learning styles passed down through culture. How students learn at home may be at odds with how they need to learn at school. While it may seem like an impossible task to include every learning style, the goal is not to overwhelm you or your students. Adding questions and allowing students to teach from their experience can help in the lesson crafting without overtaking the new concept being introduced nor the new problem-solving skill.

Culturally responsive teaching is incorporated at all stages lesson planning. It begins when you start to review and refine your curriculum, it goes into your lesson plans, and even assessments. Consider incorporating different media and books that add new voices to a discussion or grow the discussion by giving more context to figures and traditions that are already known. Consider adding games to your lessons or incorporate additional group strategies to encourage your students working with each other.

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.

Be Intentional About Your Environment	Get to Know Your Students	Make It Relevant	Diversify Delivery

3. Additional Notes:

Sample

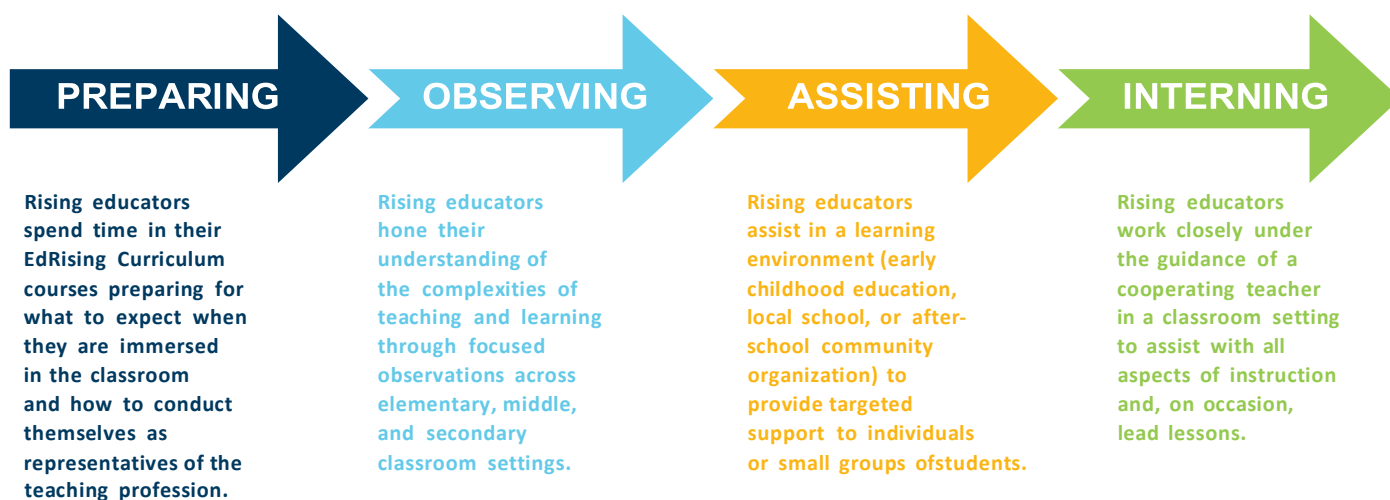
Final Reflection:

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

Sample

Expectation for Educators Rising Clinical Experiences

Rising educators should engage regularly in field experiences throughout their time in the Educators Rising Teaching Fundamentals: Skillsets and Mindsets program including observing classrooms, working with students one-on-one, and leading small instruction. Clinical experiences should run in tandem with the Educators Rising Teaching Fundamentals: Skillsets and Mindsets course work. The frequency and intensity of the clinical experiences are flexible, but Educators Rising recommends a scaffolded approach where Rising educators progress four phases of clinical experiences over the course of your program:



In this progression, students begin the program of study spending most of their time in your classroom preparing for clinical experiences, the transition to spend more time in the field.

Clinical Glossary

Educators Rising uses professional terms to identify the key roles of clinical experiences. As you read through these materials on how to design clinical experiences for your EdRising Curriculum, keep these in mind.

- ▶ **Teacher leader** - You (the teacher facilitating the EdRising Curriculum program at your high school, career center, or regional site)
- ▶ **Cooperating teachers** - The mentor teachers who host your rising educators for their field experiences
- ▶ **Partner schools** - The schools that host your rising educators for their field experiences
- ▶ **Base school** - Your school where the rising educator is enrolled as a student