Introduction to Culturally Responsive Teaching and Learning:
A Tool for Achieving Student Equity

LOS ANGELES VALLEY COLLEGE
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MISSION

Develop leaders in California community colleges who have the capacity to facilitate networks of faculty, staff, and students for curricular and institutional redesigns in support of increased student access, success, equity, and completion.

THEORY OF CHANGE

If we provide training on networking and we use action research methodologies, community college professionals will transform their environments and identities to create communities of practice that will produce powerful learning and working across campuses. This will lead to greater student success.
Ice Breaker Activity
Observing Pairs
BLOWOUT!

SAL CASTRO
& the Chicano Struggle for Educational Justice

Mario T. Garcia and Sal Castro

critical race counterstories along the chicana/chicano educational pipeline

WE DIDN'T CROSS THE BORDER, THE BORDER CROSSED US!
WHAT’S YOUR WHY?
Golden Circle

https://www.youtube.com/watch?v=qp0HIF3SfI4
LAVC Student Equity Plan

IDENTIFIED STUDENTS (HSI)
- African American Males
- Latino Males
- Asian and Pacific Islanders

ACTIVITIES
- Cohorts
- Outreach/Marketing/Recruitment
- Tutoring/Interventions
- Puente / Umoja
- ESL / Basic Skills
- Transfer
- PD - Faculty/Counselors/Staff
Current practices

Describe what culturally responsive teaching looks like.

List any culturally responsive practices you currently do or know of on your campus. (2 minutes)
What is CRTL?

- Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning.

- An approach that empowers students intellectually, socially, emotionally, and politically by using cultural references to impact knowledge, skills and attitudes.

- Dr. Gloria Ladson-Billings (Ladson-Billings, 1994)
• Communication of High Expectations
• Active Teaching Methods
• Teacher as Facilitator
• Inclusion of Culturally and Linguistically Diverse Students
• Cultural Sensitivity
• Reshaping the Curriculum
• Student-Controlled Classroom Discourse
• Small Group Instruction and Academically-Related Discourse
CRTL MODULES

Meanings of Culture and Race
  Culture is everywhere
  Race matters

Exploring Mindsets and Learning
  Fixed vs. Growth Mindset Praising Effort (Carol Dweck)

Overcoming Stereotype Threat
  Learning Barriers
  Unconscious Bias, Microaggressions, Stereotype Threat, Privilege

Social Capital and Learning
  Who you know greatly influences what you will learn and know.
  Importance of creating “knowledge” capital networks
  Access to certain social resources within networks of people and knowledge systems.
CRTL can be used to...

- Address disparate impact, close and/or eliminate gaps, and transform college culture
- Increase Access - M&P (digital, outreach)
- Increase completion and transfer rates - Embed in classrooms, programs, and frontline services (use in cohort programs, FYE, Completion Agendas (2nd year), Guardians, Tutoring Centers, SI, GO Days, etc.)
- Create Welcome Centers / Welcoming Environment
- Provide Professional Learning for Faculty and Staff - Training in CRT, Service Improvements, Qualitative Data Analysis, SI, etc.
Culture is the characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and the arts.

It is further defined of shared patterns of behavior and interactions, cognitive constructs and understanding that are learned by socialization.
RACE

- Race is a social construct used to develop social class, hierarchies of power, privilege and access.
- Race relates to a person’s appearance, chiefly the color of their skin.
- Racism is a direct product of race.
A special right, advantage, or immunity granted or available only to a particular person or group of people.

White or male privilege is hard to see for those born with privilege and access to power and resources.

Privilege means power!

The U.S. Constitution and many laws were written to ensure white privilege.
Activity
Think - Pair - Share

Peggy McIntosh on Privilege

- [Link](https://youtu.be/e-BY9UEewHw)
- Read "White Privilege, Unpacking the Invisible Knapsack"
- Think about your areas of privilege.
- Write 5 of them down
- Pair-up to discuss how this knowledge can help increase your compassion for others.
BIO BREAK!
MINDSETS and LEARNING

Fixed mind-set
• intelligence is a static trait
• some students are smart and some are not

Growth mind-set
• intelligence can be developed by various means, through effort and instruction.
• Implies everyone’s intellectual ability can grow
Learning Barriers

1. Unconscious Bias

Prejudices we have but are unaware of. They are “mental shortcuts based on social norms and stereotypes.” (Guynn, 2015)

Google:  https://www.youtube.com/watch?v=nLjFTHTgEVU

Hidden Bias Test (Project Implicit):
http://www.tolerance.org/activity/test-yourself-hidden-bias

Mahzarin Banaji, Anthony Greenwald
2. MICROAGGRESSIONS

- brief and common daily verbal, non-verbal, and environmental slights, snubs, or insults
- intentional or unintentional
- communicate hostile, derogatory, or negative messages
- targets persons based solely on their ethnicity.

*Microaggressions: The Little Things People Say*
https://www.youtube.com/watch?v=ScOA-_tsi-Y
LUNCH!
Girls are bad at math!
You come from a poor neighborhood, so you'll never do well.
Oh, you're a student-athlete? Jocks are so dumb!

Boys aren't creative!
You can't score high on math because you are white.
You are too young! You will never do as well as older kids.

Asians perform better in math.

"Oh, how cute! You must want to be a police officer."
"Uh, okay...we should give your parents a call today."

"Act your age, not your color."
"I'm Black, you're Black...the optics aren't right."

Stigma of "Special Programs"
3. STEREOTYPE THREAT

- Refers to a situation where a person is at risk of confirming a negative stereotype about their group.

- A student’s performance can be harmed by awareness that one’s behavior might be viewed through the lens of racial stereotypes.

- Stereotype threat decreases confidence, effort, explanations, and outcome of a student’s interaction in school.

- Confidence is CRITICAL!
WHAT ARE THE EFFECTS?

- Lowers assessment performance (self-handicapping strategies)
- Reduced practice time for a task (Stone 2002),
- Reduced sense of belonging to the stereotyped domain (Good, Dweck, & Rattan, 2008).
- Reduce degree that individuals value the domain in question (Aronson 2002, Osborne 1995).
- Leads students to choose not to pursue the domain of study
- Limits the range of professions that they can pursue
- Long-term effects might contribute to educational and social inequality (Good et al., 2008a; Schmader, Johns & Barquissau, 2004).
SOCIAL CAPITAL

Benefits gained -

• access to social resources

• networks of people

• networks of knowledge systems

• Who you know greatly influences what you will learn.
Social Capital at West LA College
HOW?

- Establish an environment of respect, caring, and positive rapport with students
- Use cooperative learning to build a sense of belonging
- Provide frequent positive feedback and recognition
- Give students a voice in what they learn and how they complete assignments
- Establish “norms” and allow students to have input in creating rules and consequences
- Recognize one’s own beliefs and biases and how it contributes to creating learning barriers
- Connect with the community and students’ cultures
• Be aware of the broader social, economic, and political context

• Examine current practices and policies in terms of equitable treatment

• Are we more patient and encouraging with some students, while more likely to chastise others?

• Do we use hairstyle and dress to form stereotypical judgments of our students’ character and academic potential?

• Consider the learning styles and needs of your students

• Help increase students’ social capital - build their networks of knowledge

• Communicate high expectations

• Utilize high-impact practices

• Respect students’ cultural wealth, background and knowledge
Six Success Factors

- Students have a goal & know how to achieve it
- Students stay on track—keeping their eyes on the prize
- Students’ skills, talents, abilities & experiences are recognized; they have opportunities to contribute on campus & feel their contributions are appreciated
- Students feel somebody wants & helps them to succeed
- Students feel like they are part of the college community
- Students actively participate in their learning both in & out of class
QUESTIONS

• How do we prevent the equity gap from growing?

• Where can CRTL principles/practices be embedded in our daily practice to eliminate learning barriers and provide students with the support they need?
Activity - Action Planning Poster

- In small groups
- Review Six Success Factors and today’s discussions
- Select one or more of the factors

What do we already do to help students feel ______?

What can we start doing tomorrow to improve how we help students feel ______________?

What activity can we do this academic year to improve how we help students feel ______________?

#NowTomorrowThisYear
# EXAMPLE

## TIMELINE

<table>
<thead>
<tr>
<th>SUCCESS FACTOR</th>
<th>What do we already do to help students find direction?</th>
<th>What can we start doing tomorrow to improve how we help students find direction?</th>
<th>What can we do this academic year to improve how we help students find direction?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directed:</td>
<td>Students have a goal and know how to achieve it</td>
<td></td>
<td></td>
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</tbody>
</table>

#NowTomorrowThisYear
Equity Project

3CSN’s newest Community of Practice (CoP) will support you in becoming equity-minded change agents through:

- Appreciative Inquiry
- Professional Learning
- Networking opportunities

Equity Institute
November 18-19, 2016
Kellogg West, Cal Poly Pomona
Equity Project – Goals

• Identify successful equity-minded policies and practices implemented to address disparate impact, close achievement gaps, and support student success

• Provide professionals with training, tools and resources for developing an equity framework to ensure equity principles are embedded throughout policies, procedures, strategic planning initiatives, and all aspects of the college.

• Practice consistent dialogue, information sharing, and collaborative activities to increase awareness, demonstrate the valuing of culture and diversity, encourage self-assessment, and promote inclusion for building equity-minded institutions.

• Support educators to integrate principles of cultural humility, culturally responsive teaching and learning (CRTL), and other high-impact practices for instruction (face-to-face and online) and student services to facilitate engagement, increase retention and promote student success.
THANK YOU!

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3CSN.org
RESOURCES AND SUGGESTED READINGS


Stanton-Salazar, Ricardo “Manufacturing Hope and Despair: The School and Kin Support Networks of U.S. Mexican Youth”


Bensimon & Malcom - Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and Practice
RESOURCES AND SUGGESTED READINGS

Steele, Claude - Whistling Vivaldi and Other Clues to How Stereotypes Affect Us

Dweck, Carol - Mindsets, The New Psychology of Success

A GIRL LIKE ME - https://www.youtube.com/watch?v=PAOZhuRb_Q8

STUDENTS DISCUSS STEREOTYPE THREAT - https://www.youtube.com/watch?v=W2bAIUKtvMk

Steele, Claude. On Stereotype Threat https://www.youtube.com/watch?v=failyIROnrY

What is Stereotype Threat- https://www.youtube.com/watch?v=iOLdxZC3Yp8

VIDEO - Say what?! Small slights, big impact https://www.youtube.com/watch?v=f83xc1sM_j4

VIDEO - Microaggressions in everyday life https://www.youtube.com/watch?v=BJL2P0JsAS4

VIDEO - “White Like Me: Reflections on Race from a Privileged Son” | Talk at Google https://www.youtube.com/watch?v=oV-EDWzJuzk

Howard, Tyrone - Why Race & Culture Matter in Schools: Closing the Achievement Gap in America’s Classrooms