What's Culture Got to Do With It?

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Directions for Find Someone Who

1. Turn to the back of your handout
2. Find someone who can explain or share one of the items on the sheet.
3. After they have shared their response with you, have them sign their name in the corresponding box.
4. Continue the process with other people, until all the boxes have been signed or time is called.
5. No person can sign more than once.

1. Can explain how they encourage students to trust the expertise of their classmates, rather than solely rely on the teacher.	2. Can explain how they actively address issues of inequity in their school.	3. Can share a strategy they use to get to know their students outside of the classroom.
4. Can share how they make sure people from diverse backgrounds are positively represented in the curriculum.	**FREE SPACE**	5. Can share a strategy they use to activate or assess the prior knowledge of their students.
6. Can explain how they help their students take ownership of their learning.	7. Can share how they maintain high expectations for all students.	8. Can explain why they decided to attend this workshop.

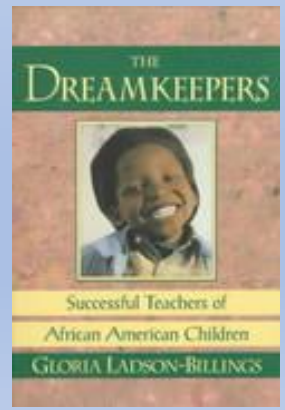
Goals

Participants will be able to:

1. Identify the 7 elements of the equity framework: ICUCARE
2. Identify how the CCRPI Data Project addresses principles in the ICUCARE framework.
3. Help their students use their statistical analysis from the project to have an informed dialogue about the role of race, language, and/or socioeconomic status in education.

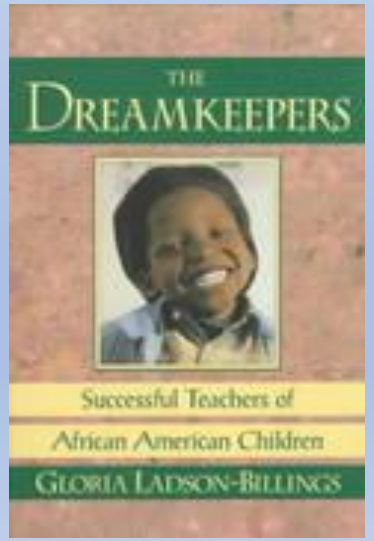
What's culture got to do with it?

Culturally relevant pedagogy, developed by **Gloria Ladson-Billings** challenges the notion that ethnic and socioeconomic minorities must put aside their own cultural values and embrace middle-class Anglo values to succeed in school.



Culturally Relevant Mathematics Instruction

Instructional practices that facilitate the mathematics achievement of diverse learners by building on their cultural strengths and providing learning experiences that empower them to overcome negative stereotypes.



5 Stages of Change

1. **Precontemplation** (Not yet acknowledging that there is a problem behavior that needs to be changed)
2. **Contemplation** (Acknowledging that there is a problem but not yet ready or sure of wanting to make a change)
3. **Preparation/Determination** (Getting ready to change)
4. **Action/Willpower** (Changing behavior)
5. **Maintenance** (Maintaining the behavior change)

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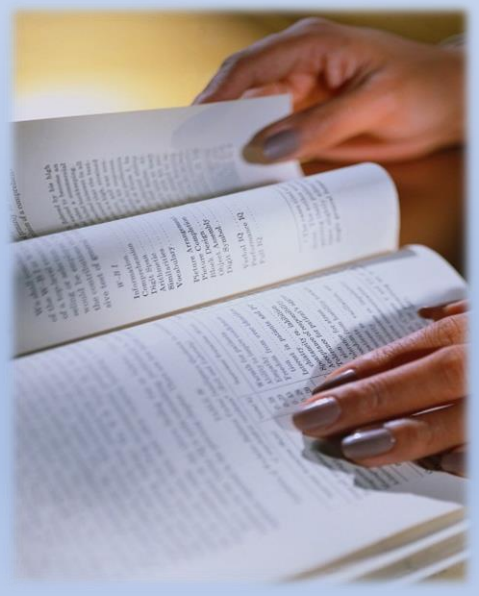
Seven Principles of Equity Pedagogy

- **I**nclude others as experts
- Be **C**ritically conscious
- **U**nderstand your students well
- Use **C**ulturally relevant curricula
- **A**ctivate, assess, and build on prior knowledge
- **R**elease control
- **E**xpect more

Include others as experts

Create classroom environments that extend beyond the teacher as the sole authority to develop competence and confidence in others as experts, including the students themselves.



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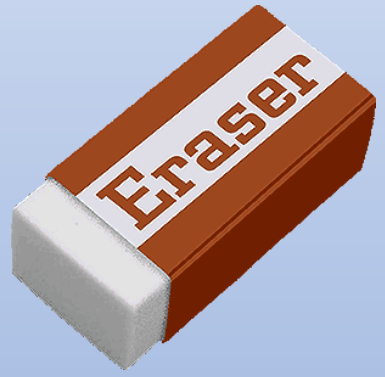
Be Critically conscious

Take the time to understand how negative stereotypes impact your students and actively work to erase the effects of those negative stereotypes on the educational outcomes of diverse learners.



Understand your students well

Learn about students, their families and their communities for the purpose of improving instruction. (*Not making assumptions*)

Student Interest Survey

* Required

Last Name *

Your answer

First Name *

Your answer

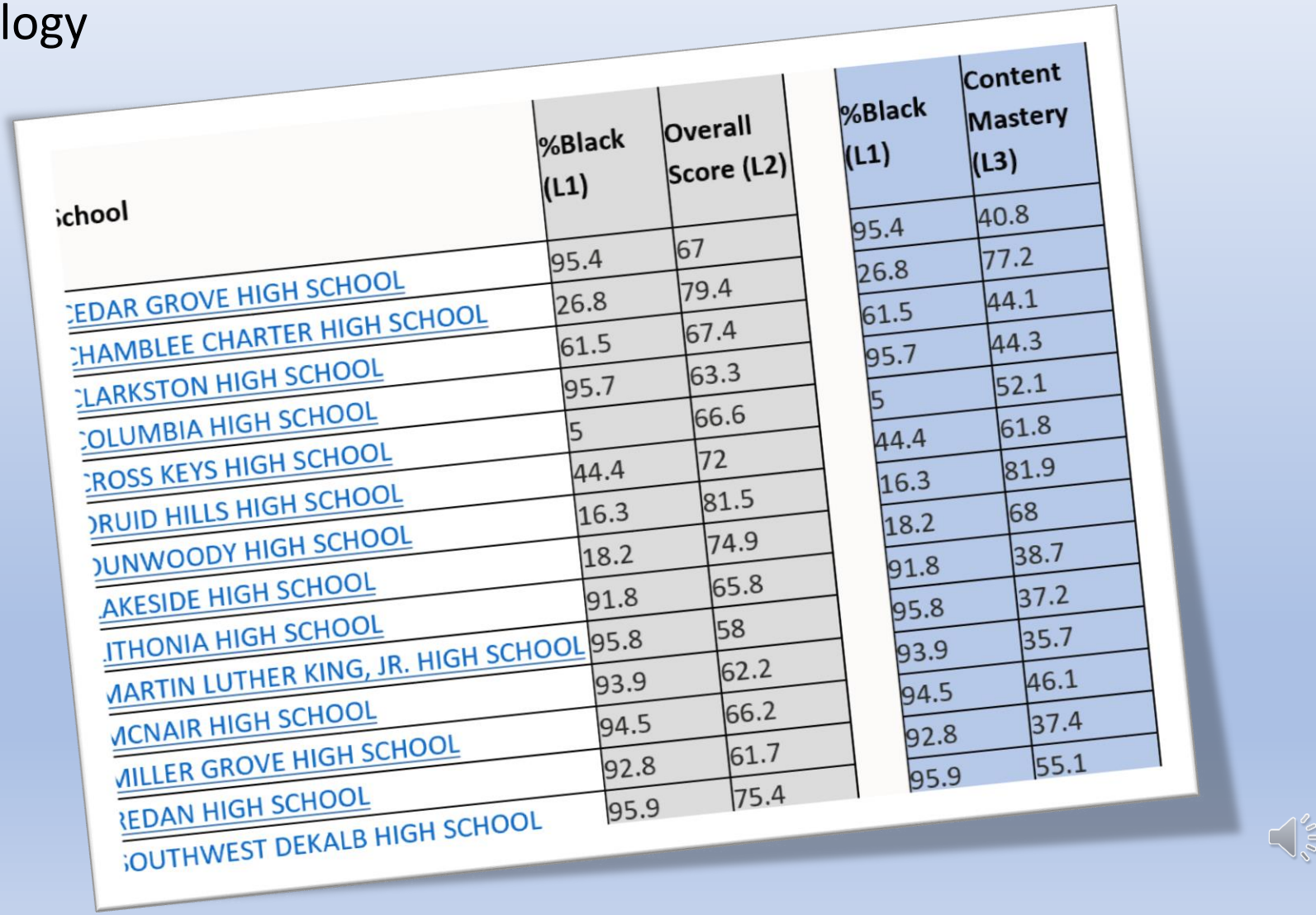
What type of technology do you have available when not at school? Check all that apply. *

- [ ] internet
- [ ] smartphone
- [ ] desktop computer
- [ ] laptop computer
- [ ] tablet
- [ ] none

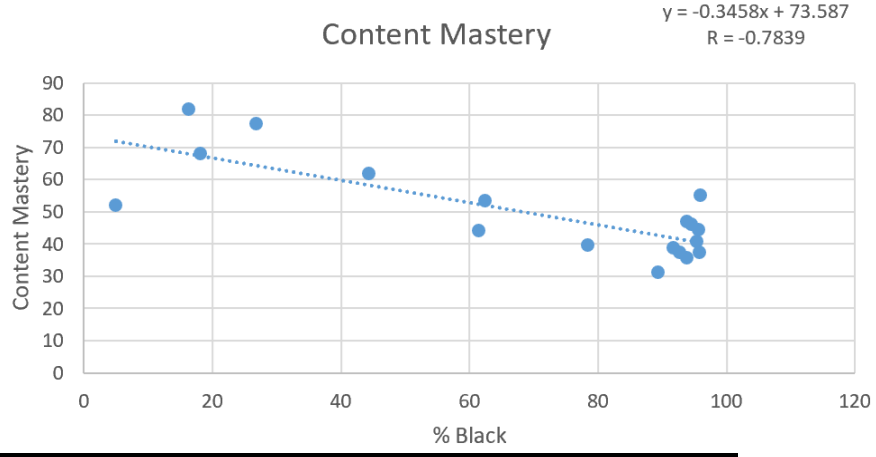
Use Culturally Relevant Curricula

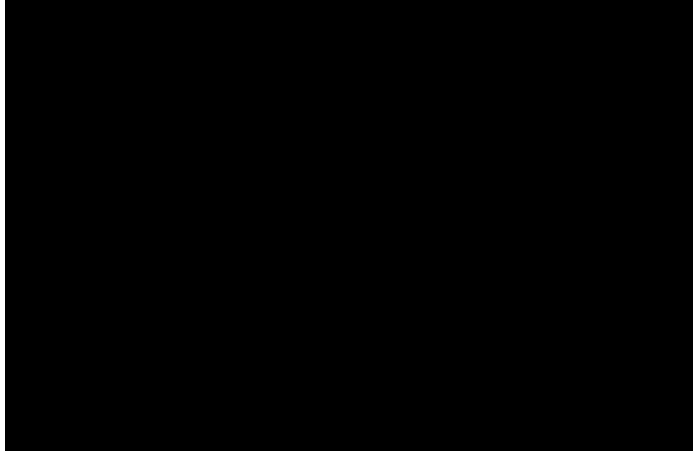
Use instructional materials in ways that help students see themselves as doers of mathematics, and help them overcome the negative stereotypes and messages regarding who is mathematically smart.

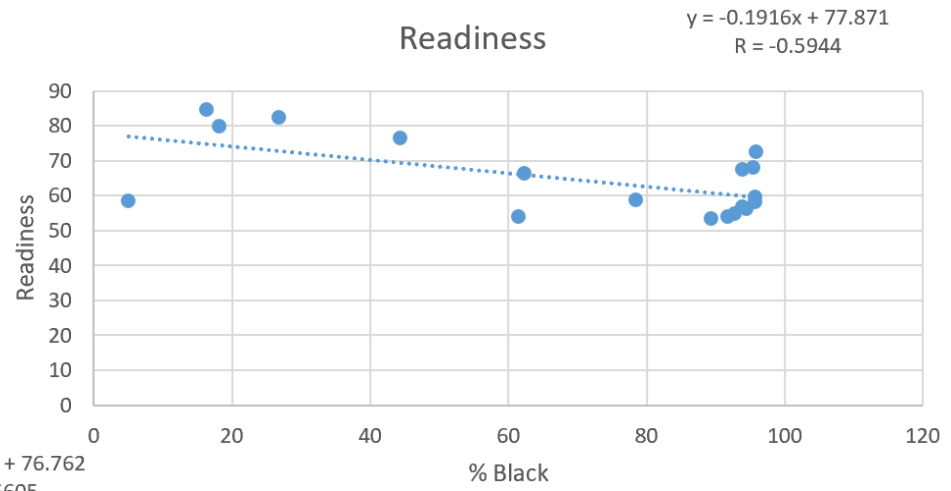
Directions for the *Dekalb County College and Career Readiness Performance Index (CCRPI) Regression Project* is in the C: Principle Four folder in the *What's Culture Got to Do with It?* course in Schoology

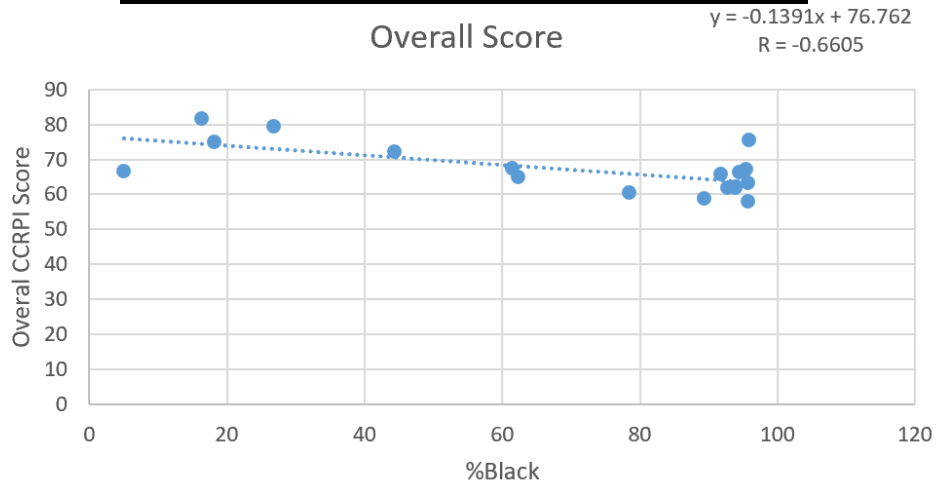


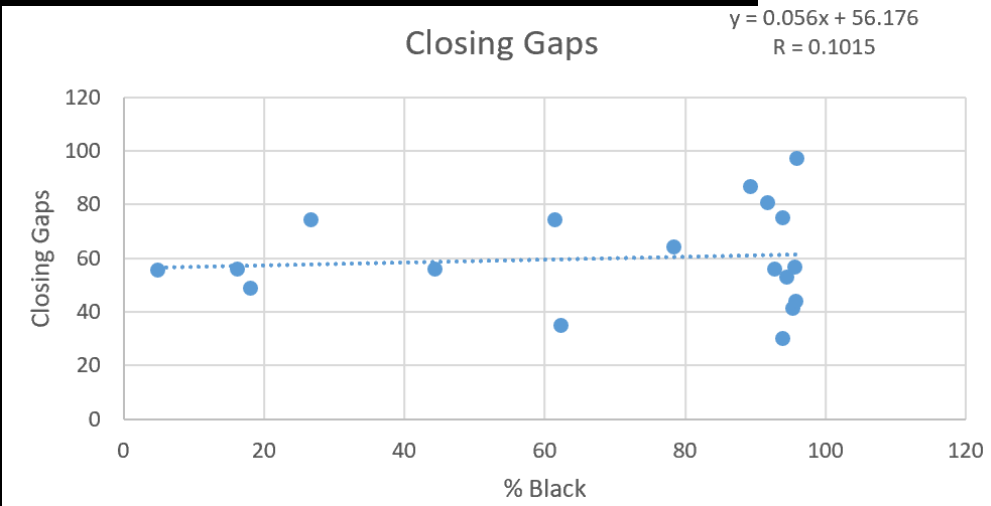
School	%Black (L1)	Overall Score (L2)	%Black (L1)	Content Mastery (L3)
CEDAR GROVE HIGH SCHOOL	95.4	67	95.4	40.8
CHAMBLEE CHARTER HIGH SCHOOL	26.8	79.4	26.8	77.2
CLARKSTON HIGH SCHOOL	61.5	67.4	61.5	44.1
COLUMBIA HIGH SCHOOL	95.7	63.3	95.7	44.3
CROSS KEYS HIGH SCHOOL	5	66.6	5	52.1
DRUID HILLS HIGH SCHOOL	44.4	72	44.4	61.8
DUNWOODY HIGH SCHOOL	16.3	81.5	16.3	81.9
LAKESIDE HIGH SCHOOL	18.2	74.9	18.2	68
LITHONIA HIGH SCHOOL	91.8	65.8	91.8	38.7
MARTIN LUTHER KING, JR. HIGH SCHOOL	95.8	58	95.8	37.2
MCNAIR HIGH SCHOOL	93.9	62.2	93.9	35.7
MILLER GROVE HIGH SCHOOL	94.5	66.2	94.5	46.1
REDAN HIGH SCHOOL	92.8	61.7	92.8	37.4
SOUTHWEST DEKALB HIGH SCHOOL	95.9	75.4	95.9	55.1

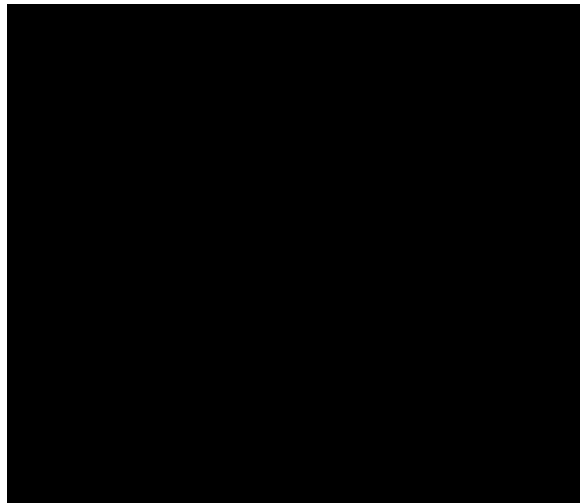

Content Mastery
y = -0.3458x + 73.587
R = -0.7839
Content Mastery
% Black

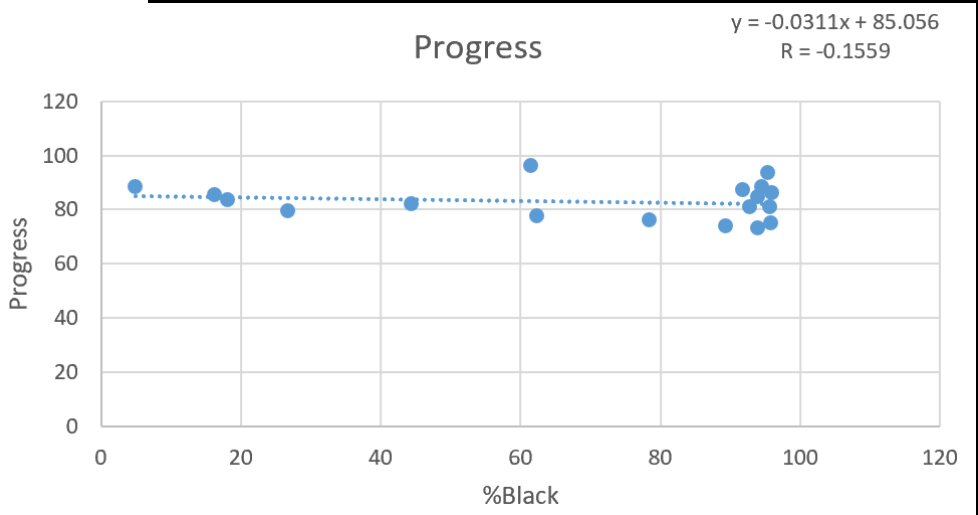



Readiness
y = -0.1916x + 77.871
R = -0.5944
Readiness
% Black


Overall Score
y = -0.1391x + 76.762
R = -0.6605
Overal CCRPI Score
%Black


Closing Gaps
y = 0.056x + 56.176
R = 0.1015
Closing Gaps
% Black




Progress
y = -0.0311x + 85.056
R = -0.1559
Progress
%Black

Use Culturally Relevant Curricula

Use instructional materials in ways that help students see themselves as doers of mathematics, and help them overcome the negative stereotypes and messages regarding who is mathematically smart.

How did this activity exemplify this principle?

Assess, activate, and build on prior knowledge

Value the prior knowledge that students bring to the classroom, both personal and cultural, and use that knowledge as a resource for creating new knowledge.

Assess, activate, and build on prior knowledge

1. Get in groups of four at your table and number off 1 – 4
2. Get 1 set of vocabulary terms out the basket for each group of 4.
3. Person 1 takes the stack of terms, and uses the first term to give clues to the rest of the team (*without using any part of the word*) so they can guess what it is.
4. The person who guesses the term gets to keep the card, and then Person 2 becomes the clue giver.
5. Repeat steps 3 and 4 until all terms have been guessed.
6. The person with the most cards, wins!

Release control

Empower your students to take ownership of their own learning by focusing on sensemaking, and allow them to make choices about things that are important to them in the classroom.

I C U CARE Student Version

1. **I**nclude others as experts – Look beyond the expertise of the teacher to recognize your own competence and expertise of your classmates
2. Be **C**ritically conscious – understand how negative stereotypes impact the educational outcomes of students of color and actively work to erase the effects of those negative stereotypes in yourself, your classroom, your school, and community.
3. **U**nderstand how relationships improve learning – get to know your teacher and classmates in ways that support the socio-emotional aspect of learning

Release control

I C U CARE Student Version

4. Use **C**ulturally relevant resources – seek out resources that help you see yourself as a doer of mathematics, and help you overcome the negative stereotypes and messages regarding who is mathematically smart.
5. **A**ssess, activate, and build on prior knowledge – Value the prior knowledge that you bring to the classroom (no one comes as a blank slate) and build on that prior knowledge to help you learn new things.
6. **R**etain control - take ownership of your own learning by focusing on sensemaking, and not allowing others to GPS you.
7. **E**xpect more – expect more from yourself and your classmates by rising above the low expectations that others may set for you.

Expect more

Hold high expectations for all students, while avoiding deficit views of diverse learners.

4 R's of Academic Discourse

1. **Respond**: "My answer is …, because …"

2. **Restate:** "What I heard you say was …"

3. **Reinforce or Rebut:** "I agree because …" or "I disagree because …"

4. **Report (SMP):** "… used SMP# … when he/she …"

Door Prizes

Complete the feedback form located at the top of Schoology course.

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