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Approaches to culturally responsive knowledge construction can be placed on a continuum from factual and peripheral to transformative and active.

Level 1- Contributions Approach: Heroes and Holidays approach. Content focusing on specific ethnic groups is limited to holidays and celebrations (Cinco de Mayo, MLK Jr. Day). Content structure, focus, etc. are unchanged

Level 2- Additive Approach: Ethnic content is added to the curriculum in the form of books or units. Remainder of the curriculum's content, focus, and structure are unchanged.

Level 3- Transformation Approach: Enables students to view problems and issues through different ethnic lenses. Viewpoints of different ethnic groups are considered and built into the curriculum

Level 4- Social Action Approach: Encourages students to understand and appreciate the viewpoints of others, as well as to take be an agent of change.



**Facilitator Note:** Depending upon time constraints, have participants refer back to the list they generated in the first activity and determine which category each falls into at the end of the next four slides. Then, from the second activity, think about what each of these levels would look like at the personal, institutional, and practice level, considering that that this is only an intro to the more detailed practice and curriculum conversation.



Slide 71



### ***Contributions Approach***

#### *Level 1: Contributions*

Do the texts and instructional activities represent diversity in terms of everyday, real life activities of various groups, and are these groups and issues seen as integral to the society?

The curriculum structure, goals and characteristics reflect mainstream

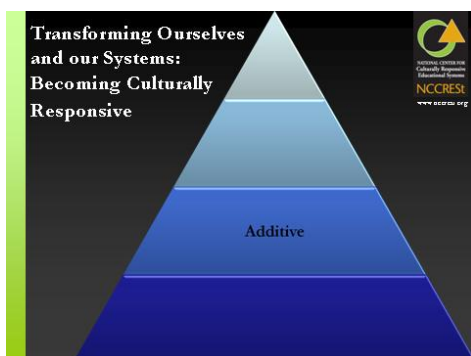
constructions of knowledge. Ethnic heroes and their contributions are noted. Ethnic holidays and themes are incorporated into the curriculum to acknowledge ethnic holidays and celebrations.

Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.

Teachers infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading. The teacher mediates these discussions by encouraging students to take the perspective of others.



Slide 72



### ***Additive Approach***

#### *Level 2: Additive*

Are the texts and instructional activities integral to the curriculum or is it structured as an add-on to an essentially monocultural curriculum?

Teachers consistently reference the multicultural nature of their teaching tools, noting the contributions and accomplishments of distinguished

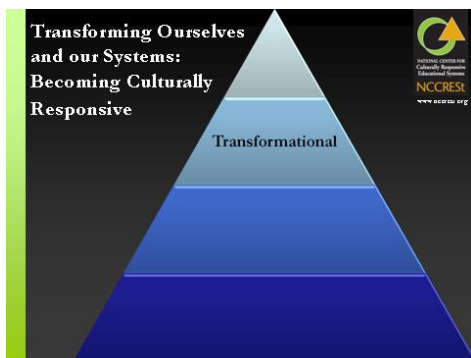
individuals from a variety of cultural, racial, ethnic, and linguistic backgrounds.

In addition to acknowledging heroes and holidays, concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption. For example, in this approach, the Westward Expansion curricula is taught from the perspective of the westward movement of hunters, trappers, pioneers, and the advent of the industrial age and its impact on harnessing the resources of the western U.S. Concepts and themes that explore the impact of expansion on American Indians is a substantial portion of the curriculum but the focus is on the movement west.

Teachers consciously and explicitly alter the conditions for learning such as access to learning materials, opportunities to questions, study, and collaborate. Teachers discuss changes with their students explaining how changes in classroom procedures are designed to ensure that all students have access to learn and opportunities to lead.



Slide 73



### ***Transformational Approach***

#### *Level 3: Transformational*

Do the texts and instructional activities promote or provoke critical questions about the societal status quo? Do they present alternative points of view as equally worth considering?

Teachers consistently provide opportunities for their students to work

together across cultural, racial, ethnic, religious, language, and ability lines. Academic and social opportunities are created throughout the course of each academic year so that students form friendships and mutually supportive connections across cultural, racial, ethnic, religious, and ability groups.

The curricula, including concepts, issues, themes, and problems is taught from several ethnic and cultural perspectives and points of view. Texts and other teaching materials offer multiple perspectives and are told from multiple perspectives. Rather than study the Western Expansion, students explore the history of the West during the 19th century and its impact and outcomes on multiple groups. The emphasis is on

the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes.

Teachers involve students in making decisions about their classroom culture, ensuring that decisions are made with attention to the consequences for all students. Students study and reflect on the practice of an equity pedagogy, assist in collecting and examining the impact of classroom practice on students in the class and work to ensure equity for all students.

Classroom practices are congruent with the curriculum so that, regardless of the content area, the curricula create opportunities to examine the influence of multiple perspectives and knowledge generation on the content area.



Slide 74



### ***Social Action Approach***

#### *Level 4: Social Action*

Do the texts and instructional activities lead to students' exploration of ways that they can affect social change or contribute to social causes? Does it result in such engagement?

In addition to experiences included in the first three approaches, the curriculum at

this approach level anchors curricular units to understanding, identifying, and reducing prejudice within their peer groups and across the school.

Teachers enact curricula that explore multiple perspectives, ideas, and outcomes. Students are able to develop critical lenses that require analysis, synthesis, and perspective taking within each content area. Teachers assess student outcomes in terms of knowledge, skills, and critical perspectives as well as social advocacy for prejudice reduction and discrimination.

Teachers infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading. The teacher mediates these discussions by encouraging students to take the perspective of others.

The curricula include learning experiences and assignments that encourage students to investigate the status quo and to generate actions that combat or improve equity within the school or local community.



Slide 75-77

### **Activity 3: Vignettes**

For the following activity, have participants read each of the three vignettes. The vignettes for this activity can be found in the participant handouts and are pictured below. You should allow 15 minutes for this activity.

### Activity 3: Vignettes

**Materials:** Vignettes; pens; tape; chart paper; markers

**Time limit:** 25 minutes

**Part 1:** Read vignettes and talk about what is happening on the institutional, personal, and practice levels. What might improve each situation? (15 minutes)

**Part 2:** Pair, share  
Ask participants to discuss their ideas with their small group members. Then, invite small groups to share sample ideas with the whole group. Record their responses on chart paper. (10 minutes)

Materials: Vignettes; pens; tape; chart paper; markers

Time limit: 15 minutes

Part 1: Read vignettes and talk about what is happening on the institutional, personal, and practice levels. What might improve each situation?

Part 2: Pair, share

|   |   |   |
|---|---|---|
| <p><b>RAYNETTE THOMPSON VIGNETTE</b><br/>Academy 1: Understanding Cultural Responsiveness</p> <p>Please read the following vignette and answer the questions as if the child were one of your students. There are no correct answers, the best answers are those that honestly reflect your views.</p> <p><b>Background Information</b><br/>Raynette Thompson is a fifth grade of African American descent. She lives with two younger brothers, grandma and mom. All three siblings attend the same school. One brother is in fourth grade, the other is second. Raynette's mom works at the neighborhood convenience store as a clerk. The grandmother receives monthly disability checks from the State. While Raynette's mom has a high school diploma, Raynette's grandmother did not graduate from high school. Raynette's family lives in a modest, two-bedroom apartment within walking distance of the school. Raynette shares a bedroom with her grandmother. Her mother has the other bedroom while her two boys sleep on a foldaway sofa in the living room. Raynette is a good student with average standardized test scores in reading. Raynette's math scores show strength in numerical reasoning. Raynette's classmates are primarily of African American descent although this has not always been the case at this school. Four years ago, the class would have been primarily European American and middle class. Raynette's current teacher has taught in this building for the past 17 years.</p> <p><b>Current Situation</b><br/>Raynette is experiencing difficulty in her present fifth grade class. Raynette tells her mother often that she doesn't want to go to school. Her mother has encouraged her and her grandmother makes sure that she shows up, on time, every day with her hair done and freshly washed clothes. In a parent-teacher conversation, the teacher indicates that she is dissatisfied with Raynette's effort and participation. The teacher recognizes Raynette's ability and skills and is confused with Raynette's apparent lack of interest in school. The teacher is concerned that Raynette may not perform well on this year's achievement tests. She also recognizes a mother to provide some tutoring at home as her homework. Raynette's grandmother reports that Raynette's brothers are also experiencing a lack of interest and excitement about school. Raynette's teachers are part of a growing number of teachers who recognize that there is a pattern of disinterest among many of the children in this school. Faculty discussions center on this issue and the problems of the community.</p> | <p><b>LUIS GONZALEZ VIGNETTE</b><br/>Academy 1: Understanding Cultural Responsiveness</p> <p>Please read the following vignette and consider what you would do if the child were one of your students. There are no correct answers, the best answers are those that honestly reflect your views.</p> <p><b>Background Information</b><br/>Luis Gonzalez is a Latino boy in the third grade. He lives with his parents and younger brother in a small apartment near the school. His father is a convenience store clerk who makes about \$18,000 a year. His mother has been unemployed for the last two years because "there aren't any jobs in this city." He attended preschool for one year. Luis enrolled in a bilingual education program for two years before he transitioned to his current third grade regular classroom. Teacher reports indicate that he is of average intelligence. Reportedly, he was cooperative and friendly, although he had difficulty grasping basic concepts in kindergarten. According to reports, these learning problems continued throughout the first two grades. In first grade, he was able, for the most part, to keep up with his class after being given assistance with reading. However, he continued to exhibit learning problems in second grade.</p> <p><b>Current Situation</b><br/>Luis is experiencing difficulty in his present third grade class. Although he continues to be well behaved, he is performing below grade level in most areas. He has difficulty turning in or completing class assignments. His teacher reports that he has particular difficulty in reading, being unable to comprehend most written material. His writing skills are below grade level and he is unable to reproduce letters legibly. Although he readily recognizes each letter of the alphabet, he has difficulty both remembering what the letters look like and executing the correct patterns necessary to form each letter. Luis' teacher is undecided about whether to refer him to the school's Child Study Team to consider to special education eligibility assessment.</p> | <p><b>TYRELL VIGNETTE</b><br/>Academy 1: Understanding Cultural Responsiveness</p> <p>Please read the following vignette and answer the questions as if the child were one of your students. There are no correct answers, the best answers are those that honestly reflect your views.</p> <p><b>Background Information</b><br/>Tyrell is a 13 year old student at Central Middle School. He is in eighth grade, and has always made average grades. Lately, he has been skipping most of his classes, ditching school, and being hostile and aggressive towards teachers and students. Tyrell has lived in the neighborhood served by Central his entire life; he currently lives with his father, mother and grandmother, Paul. The school does not have any contact information other than the home. Also living in the home are Tyrell's younger sister (age 1) and cousin "W" who she dropped out of high school and is known to be affiliated with a local gang. Tyrell's mother was diagnosed with breast cancer when he was in the 6th grade, and passed away last year. Tyrell was referred to the counseling center as a result of his behavior in class the eighth grade term before that his behavior creates a danger to himself and others, and cannot continue to spend large portions of class time dealing with his disruptions. Additionally, due to the large amount of classes he has missed, he is falling further and further behind.</p> <p><b>Current Situation</b><br/>The school truancy officer reports that each time Tyrell is missing from class or from school each day, the automated attendance system calls home and leaves a message for the family. Additionally, the officer has sent home three letters informing the family of Tyrell's attendance and behavior issues, but has received no response from anyone. The officer has gone to Tyrell's home on several different occasions, but so far never answers the door. The truancy officer recommends that a truancy action be filed against Tyrell in the juvenile court. The school social worker has met with Tyrell on a couple of occasions, to try and find out what is going on with him. Tyrell is uncooperative during these conversations, responding to questions with smart remarks, or refusing to answer questions at all. The social worker has also participated in discipline hearings when Tyrell has been involved in fights with other students, and thinks that his behavior is out of control. The social worker has called the home several times and left messages, sent a letter home, and stopped by and left a card on the door. There has been no response from the family. The school has a self-contained classroom for students with emotional and behavioral disorders, and the social worker believes that this would be a good placement for Tyrell, as his behavior is out of control and he obviously has no support from his family.</p> |
|---|---|---|

Ask participants to discuss their ideas with their small group members. Then, invite small groups to share sample ideas with the whole group. Record their responses on chart paper (10 minutes)



### Things to Remember

- Define the Dimensions of Culturally Responsive Education
- Recognize what Culturally Responsive Practices look like at the organizational, personal, and instructional levels
- Identify the role of school culture, prejudice reduction, and knowledge construction in creating culturally responsive educational systems
- Develop an understanding of contributive, additive, transformative, and social action models as they apply to practice

### Things to remember:

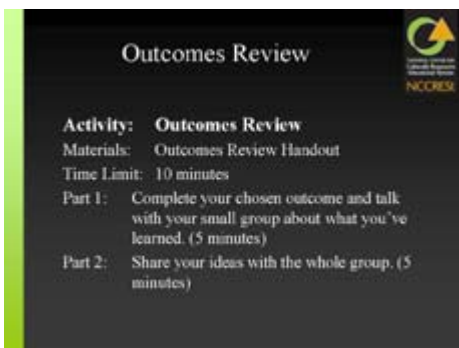
These are the highlights of the academy. Participants should have a good understanding of these outcomes. Briefly run through the list. In the next activity, Outcomes Review, the participants will have the opportunity to explore these in depth.

- Define the Dimensions of Culturally Responsive Education

- Recognize what Culturally Responsive Practices look like at the organizational, personal, and instructional levels
- Identify the role of school culture, prejudice reduction, and knowledge construction in creating culturally responsive educational systems
- Develop an understanding of contributive, additive, transformative, and social action models as they apply to practice



**Facilitator Note:** Allow 5 minutes to highlight the main topics of the academy.

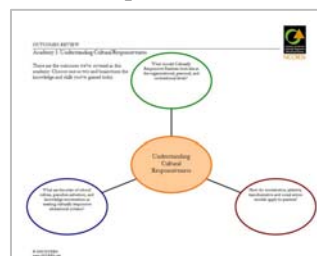



**Outcomes Review**

**Activity:** Outcomes Review  
**Materials:** Outcomes Review Handout  
**Time Limit:** 10 minutes  
**Part 1:** Complete your chosen outcome and talk with your small group about what you've learned. (5 minutes)  
**Part 2:** Share your ideas with the whole group. (5 minutes)

## Outcomes Review

For this activity, you will find a copy of the handout in the Participant Handouts. It looks like this.



This activity has a built in timer: simply click to the next slide when you finish reading the instructions, the timer will keep you on schedule so you won't have to watch the clock.

Facilitator Materials\*: Outcomes Review

Participant Materials\*: Outcomes Review

Time Limit: 10 Minutes

Purpose: The outcomes review provides the participant with a brief way of reflecting on knowledge and skills gained in this academy.

\*Found in Participant Handouts



Facilitator Note: Allow 5 minutes to explain this activity, and 10 minutes to complete the activity (Slides 66 - 70).

Part 1 – Review Academy

Provide 5 minutes for this part of the activity.

Participants use the Outcomes Review handout to work in groups and brainstorm the knowledge and skills they learned in the academy. Groups should focus on one outcome, or at most, two outcomes.

Part 2 – Sharing Results

Provide 5 minutes for this part of the activity.

Bring the whole group together to share the results from the small groups. Since the groups focused on one outcome, take time to have all groups report out and make sure that groups cover the big ideas from the academy.



### Thank you!

Thank the participants for coming, congratulate them on what they've learned, and ask them to fill out the Academy Evaluation as they leave.



## Glossary

**Culture:** A body of learned beliefs, traditions, principles, and guides for behavior that are shared among members of a particular group.

**Cultural racism:** Value systems that support and allow discriminatory actions against racially and ethnoculturally marginalized communities.

**Cultural responsiveness:** The recognition and acknowledgement that society is pluralistic. In addition to the dominant culture, there exist many other cultures based around ethnicity, sexual orientation, geography, religion, gender, and class.

**Cultural sensitivity:** The ability to be open to learning about and accepting of different cultural groups.

**Differentiate Instruction:** To recognize students varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class.

**Discrimination:** Behaviors directed towards people on the basis of their group membership.

**Diversity perspective:** Research that seeks to emphasize a wide range of voices, viewpoints, and experiences, and may seek to include identities of ethnicity, culture, sexuality, gender, age, disability, or a wide range of other perspectives.

**Ethnocentrism:** To judge other cultures by the standards of one's own, and beyond that, to see one's own standards as the true universal and the other culture in a negative way.

**Institutional and structural racism:** Racism that systematically deprives a racially identified group of equal access to a treatment in education, medical care, law, politics, housing, etc.

**Prejudice:** Generalized attitude towards members of a group without adequate prior knowledge, thought, or reason.

**Racism:** A belief that racial differences produce an inherent superiority of a particular race.

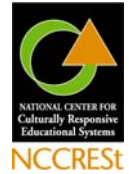
**Sexism:** The belief in the inherent superiority of one sex (gender) over the other and thereby the right to dominance.

**Social privilege:** A right or immunity granted to or enjoyed by certain people beyond the common advantage of all others.

**Stereotype:** Generalized belief about members of a cultural group.



## Resources



Angelo, T.A., & Cross, K.P. (1993) *Classroom Assessment Techniques*, 2nd ed., Jossey-Bass, San Francisco. This handbook offers teachers at all levels how-to advise on classroom assessment, including: what classroom assessment entails and how it works; how to plan, implement, and analyze assessment projects; twelve case studies that detail the real-life classroom experiences of teachers carrying out successful classroom assessment projects; fifty classroom assessment techniques; step-by-step procedures for administering the techniques; and practical advice on how to analyze your data.

Banks, James. (2006) *Cultural Diversity and Education: Foundations, Curriculum, and Teaching*, 5<sup>th</sup> ed., Boston: Allyn and Bacon. This text is designed to help pre-service and in-service educators identify the philosophical and definitional issues related to pluralistic education, derive a clarified philosophical position, design and implement effective teaching strategies that reflect ethnic and cultural diversity, and prepare sound guidelines for multicultural programs and practices. This book describes actions that educators can take to institutionalize educational programs and practices related to ethnic and cultural diversity.

Blumer, I. & Tatum, B. (1999). Creating a community of allies: How one school system attempted to create an active anti racist environment. *International Journal of Leadership In Education*, (2) 3, 255-67. Identifies key elements used in a comprehensive effort to establish anti-racism as a core value in the Newton (Massachusetts) Community School District. A professional-development course on anti-racism and effective classroom practices provided a common language and conceptual framework for moving to actively inclusive practices.

Delpit, L. (2002). *The skin that we speak*. New York: The New Press.

The Skin That We Speak's thirteen essays delve into how speakers of "nonstandard" English —mostly varieties of African-American dialects, or Ebonics —view themselves, how schools have often perpetuated the educational inequities of African American and other children, and how educators can create the best frameworks to honor students' language and identity.

Daniels, H. (2002). *Literature circles: Voice and choice in book clubs and reading groups*. 2<sup>nd</sup> ed., Portland, ME: Stenhouse. Student-led book clubs have become a key ingredient in well-balanced reading programs across the country. In this book Daniels provides an expanded guide to forming, managing, and assessing peer-led book discussion groups. New strategies, structures, tools, and stories are provided that show how to launch and guide literature circles effectively.

Darling-Hammond, L. (1997). *The right to learn: A blueprint for creating schools that work*. San Francisco: Jossey-Bass. In recent years, education has become a battleground upon which different factions have spilled ideological blood over issues such as school vouchers, teacher certification, and standardized testing. In this book, leading educational figure Linda Darling-Hammond weighs in with her own views on progressive education. To create what Darling-Hammond calls "schools that work," she believes teachers must be prepared to collaborate more often and spend more time "teaching for understanding." This means a less programmed curriculum than the one most American schools currently follow, with more time for in-depth interaction between teachers and students, and students and subject matter. Darling-Hammond believes that educational reform starts with allowing teachers to get back to what they do best: teaching.

Fogarty, Robin. (1997). *Brain Compatible Classrooms*. 2nd edition. Arlington Heights: Skylight Professional Development. This book provides insight for linking brain research with the multiple intelligences and emotional intelligence theories. It is a reconceptualization of an earlier work that presented a four-corner framework addressing: setting the climate for thinking, teaching the skills of thinking, structuring the

interaction with thinking, and thinking metacognitively about thinking. It explains how to use direct instruction of skills, graphic organizers, reflection, transfer, assessment, and other interactive, brain-compatible strategies for the classroom.

Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press. This book draws together interesting case studies with a sound theoretical background. In it, Gay introduces a personalized dilemma: Why is it that students of color who are so successful in so many contexts outside school are so unsuccessful at school? She then provides five assertions to answer the question and suggest ways to deal with what she calls the "achievement dilemma."

Goldstein, L. (1999). The relational zone: The role of caring relationships in the co-construction of mind. *American Educational Research Journal*, 36(3), 647-673. Describes the affective, volitional face of the zone of proximal development. Suggests that the interpersonal character of the zone of proximal development closely resembles a caring encounter. Shows links between caring and the notion of the co-construction of knowledge.

Gonzalez, N., Moll, L.D., Floyd-Tennery, M., Rivera, A., Rendon, P., & Amanti, C. (1993). Funds of knowledge for teaching in Latino households. *Urban Education*, 29 (4), 443-470. The conceptualization of working-class Latino students' households as being rich in funds of knowledge has engendered transformative consequences for teachers, parents, students, and researchers. The qualitative study of their own students' households by teachers has unfolded as a viable method for bridging the gap between school and community. Teachers enter the households of two to three of their students as learners of the everyday lived contexts of their students' lives. These are not home visits in the usual sense, as teachers do not attempt to teach the family or to visit for disciplinary reasons. New avenues of communication between school and home have been constructed in a way which fosters mutual trust.

Hollins, E. R. (1996). *Culture in school learning: Revealing the deep meaning*. Mahwah, NJ: Lawrence Erlbaum Associates. This publication presents a process for developing a teaching perspective that embraces the centrality of culture in school learning. The six-part process presented in the book involves objectifying culture, personalizing culture, inquiring about students' cultures and communities, applying knowledge about culture to teaching, formulating theory linking culture and school learning, and transforming professional practice to better meet the needs of students from different cultural and experiential backgrounds. All aspects of the process are interrelated and interdependent. Designed for preservice teachers, the volume is organized to facilitate its use as a textbook. Focus questions at the beginning of each of the eight chapters assist the reader in identifying complex issues to be examined. The discussion in the chapter is not intended to provide complete and final answers to the questions posted, but rather to generate discussion, critical thinking, and further investigation.

Howard, D. R. (1999). *We can't teach what we don't know: White teachers, multiracial schools*. New York: Teachers College Press. With lively stories and compelling analysis, Gary Howard engages his readers on a journey of personal and professional transformation. From his 25 years of experience as a multicultural educator, he looks deeply into the mirror of his own racial identity to discover what it means to be a culturally responsive. Inspired by his extensive travel and collaboration with students and colleagues from many different cultures, *We Can't Teach What We Don't Know* offers a healing vision for the future of education in pluralistic nations.

Kennedy White, K., Zion, S. & Kozleski, E. B. (2005). *Cultural identity and teaching*. Denver, CO: National Institute for Urban School Improvement. Retrieved November 17, 2005 from <http://www.urbanschools.org/pdf/cultural.identity.LETTER.pdf> Teachers bring themselves — their life experiences or histories and their cultures — into the classroom. Experience, culture, and personality are just part of who teachers are and go wherever teachers go — including into their classrooms. To come to this understanding requires that teachers acknowledge and understand their own cultural values and how this impacts their own teaching practice.

Ladson-Billings, G. (1994). *The dreamkeepers*. San Francisco: Jossey-Bass Publishing Co. This book highlights several individuals and programs that have been responsible for improving the academic achievement of African-American students. The author reports on the positive results of culturally conscious education and highlights eight teachers who, though they differ in personal style and methods, share an approach to teaching that strengthens cultural identity.

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34(3), 159-165. Describes the centrality of culturally relevant pedagogy to academic success for minority students who are poorly served in public schools, discussing linkages between school and culture, examining the theoretical grounding of culturally relevant teaching in the context of a study of successful teachers of black students. Provides examples of culturally relevant teaching practices.

Moll, L.C., Armanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31 (2), 132-141. How can committed city teachers boost the literacy skills of their poor, minority students? According to some educational researchers, the answer lies in a more "sociocultural" approach to literacy instruction. One of the leading advocates of this approach is Luis C. Moll, associate professor at the University of Arizona. Moll has been studying bilingual literacy and directing field studies for more than a decade. His findings have made him a strong advocate for minority and bilingual students.

Nieto, S. (1996). *Affirming diversity: The sociopolitical context of multicultural education* (2nd ed.). White Plains, NY: Longman. This book examines the meaning, necessity for, and benefits of multicultural education for students of all backgrounds, providing a conceptual framework and suggestions for implementing multicultural education in today's classrooms. It presents case studies, in the words of students from a variety of backgrounds, about home, school, and community experiences and how they influence school achievement.

Nieto, S. M. (2002). Equity and opportunity: Profoundly Multicultural Questions. *Educational leadership*, 60 (4), 6-10. Educators must ask themselves profoundly multicultural questions, that is, troubling questions about equity, access, and fair play—questions that examine the sociopolitical context of education and school policies and practices. We must address the deeply ingrained inequities of today's schools by asking difficult questions related to equity and access.

Noguera, P. A. (2003). How racial identity affects school performance. *Harvard Education Letter*. Retrieved November 17, 2005, from <http://www.edletter.org/past/issues/2003-ma/noguera.shtml> For many years to come, race will undoubtedly continue to be a significant source of demarcation within the U.S. population. For many of us it will continue to shape where we live, pray, go to school, and socialize. We cannot wish away the existence of race or racism, but we can take steps to lessen the ways in which the categories trap and confine us. As educators who should be committed to helping young people realize their intellectual potential as they make their way toward adulthood, we have a responsibility to help them find ways to expand their notions of identity related to race and, in so doing, help them discover all that they may become.

Tatum, B.D. (1997). *Why are all the black kids sitting together in the cafeteria?* New York: Basic Books. Racism is a system of advantage based on race. And you have to ask yourself, who is advantaged by this system, and who is disadvantaged? In the U.S., it's the white people who are advantaged. This is all about preparing kids for leadership in the 21st century. Everyone pays a price for racism. Racism harms white people as well as people of color, particularly in terms of the rising tide of fear and violence that exist when people don't know how to cross racial boundaries.

Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*. (2nd Ed.) Alexandria, VA: ASCD. Noting that teachers in mixed-ability classrooms face multiple challenges at every grade level, this

book provides guidance for teachers who are interested in creating learning environments that address the diversity typical of mixed-ability classrooms. The principles and strategies included can help teachers address a variety of learning profiles, interests, and readiness levels. The goal of the book is to help teachers determine what differentiated instruction is, why it is appropriate for all learners, how to begin to plan for it, and how to become comfortable enough with student differences to make school comfortable for each learner. Numerous practical examples assist teachers to use instructional strategies such as curriculum compacting, entry points, graphic organizers, contracts, and portfolios.

Tomlinson, C.A. (2000b). *Differentiation of instruction in the elementary grades*. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education. In most elementary classrooms, some students struggle with learning, others perform well beyond grade-level expectations, and the rest fit somewhere in between. Within each of these categories of students, individuals also learn in a variety of ways and have different interests. To meet the needs of a diverse student population, many teachers differentiate instruction. This Digest describes differentiated instruction, discusses the reasons for differentiating instruction and what makes the approach successful, and suggests how teachers can start implementing this type of instruction.

Villegas, A. M. (1991). *Culturally responsive pedagogy for the 1990's and beyond*. Washington, DC: ERIC Clearinghouse on Teacher Education. The purpose of this trends and issues paper is to advance the search for creative solutions to the difficulties experienced by minority students and to draw attention to what teachers need to know and do in order to work effectively with a culturally heterogeneous population. Attention is given to the schooling of minority students in general, with an emphasis on the experiences of African Americans, Hispanics, and American Indians.

Villegas, A. M. & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, 53 (1), 20-32. To successfully move the field of teacher education beyond the fragmented and superficial treatment of diversity that currently prevails, teacher educators must articulate a vision of teaching and learning in a diverse society and use that vision to systematically guide the infusion of multicultural issues throughout the preservice curriculum. A vision is offered of culturally responsive teachers that can serve as the starting point for conversations among teacher educators in this process.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds. and Trans.). Cambridge, MA: Harvard University. Carefully edited by a group of outstanding Vygotsky scholars, the book presents a unique selection of Vygotsky's important essays. In these essays he outlines a dialectical-materialist theory of cognitive development that anticipates much recent work in American social science. The mind, Vygotsky argues, cannot be understood in isolation from the surrounding society. Man is the only animal who uses tools to alter his own inner world as well as the world around him. From the handkerchief knotted as a simple mnemonic device to the complexities of symbolic language, society provides the individual with technology that can be used to shape the private processes of mind. In *Mind in Society* Vygotsky applies this theoretical framework to the development of perception, attention, memory, language, and play, and he examines its implications for education.

Zion, S., & Kozleski, E. B. (2005). *Understanding culture*. Denver, CO: National Institute for Urban School Improvement. In urban centers, almost two-thirds of the students are neither European-American nor middle-class. Urban students need to be surrounded by adults who live, speak and act with respect for the diversity of heritages and experiences that children bring to school. In this article, authors use anthropological definitions of culture, particularly as they define the elements of culture, and combine that viewpoint with psychological perspectives as we discuss the formation of cultural identity. Finally, the sections on cultural responsiveness rely on research from work in both education and counseling fields related to multiculturalism and relating to other cultures.

## FACILITATOR EVALUATION

### Academy 1: Appreciating Culture and Cultural Responsiveness

Please answer the following questions to let us know how you feel the academy went and to help us improve future academies.

1. What is your profession?
2. What professions were represented by the academy participants?
3. How many participants attended the academy?
4. How long did the academy take to complete?
5. Provided is a list of the activities and lecturettes. Please circle the rating you feel best suits the activity or lecturette. A rating of 1 = very poor, a rating of 5 = excellent.

Activity: Ground Rules

1                      2                      3                      4                      5

Lecturette: Dimensions

1                      2                      3                      4                      5

Activity: What do You Already Do?

1                      2                      3                      4                      5

Lecturette: Institutional Dimension

1                      2                      3                      4                      5

Activity: Discussion Point

1                      2                      3                      4                      5

Lecturette: Personal Dimension

1                      2                      3                      4                      5

Activity: Discussion Point

1                      2                      3                      4                      5

Lecturette : Instructional Dimension

1                      2                      3                      4                      5

Activity : Discussion Point

1                      2                      3                      4                      5

Lecturette : Foundations

1                      2                      3                      4                      5

Activity : Vignettes

1                      2                      3                      4                      5

6. Which parts of the academy went quickly? Were there parts that ran over the time limit? If so, why do you think this occurred?
  
7. How did you learn about the academy? Would you lead another academy?
  
8. Please list suggestions for new topics as well as possible additions or deletions from this module.
  
9. Please list any changes that you feel should be made to the activities or lecturettes of this academy.
  
10. Please write any additional comments you want the module developers to hear.

Thank you for your feedback! Your suggestions will improve experience of future facilitators and academy participants. Please fax this form to the National Center for Culturally Responsive Educational Systems at (480) 965-4942.