

Culturally Responsive Instruction: Lesson Design and Delivery



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Challenges for Education

Changing demographics

- “Minority” groups are expected to comprise more than 40% of the population by 2002, and 50% by 2040

Poverty

- Poverty and single parents families are the two variables most highly correlated with increased risk for childhood disability

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Challenges for Education

School Dropout

- Culturally and linguistically diverse students drop out of school at a much higher rate than do white students

Disproportional representation in special education

- Culturally and linguistically diverse students are both underrepresented and over represented in special education

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Minorities and Special Education

- African American are over-represented in MR & SED.
- Latinos are over-represented in SLD and speech-language
- American Indians are over-represented in SLD.
- Asian Pacific students are over-represented in gifted & talented classes.
- Culturally different males are at a higher risk of placement in mild disability categories than females.
- Limited English Proficient students make-up approximately 2.1 million in K-12 classrooms.

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Factors That May Account For The Disproportionate Placement Of Culturally Diverse Students In Special Education

- Incongruence in interactions between teachers and culturally diverse students and families,
- Inaccuracy of the assessment and referral process for culturally diverse students in special education, and
- Ineffective curriculum and instructional practices implemented for culturally diverse students.

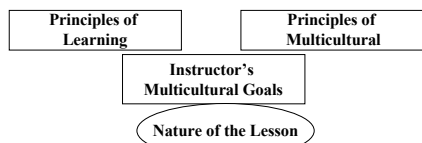
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The Culturally Responsive Educator should:

- Be culturally aware.
- Utilize culturally responsive instruction.
- Complete field placements with culturally different students.
- Develop an understanding of values of other cultures.

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MODEL FOR MULTICULTURAL CHANGE



<i>Levels of Change</i>	<i>Elements</i>	<i>Lesson</i>
Exclusive	Content	Purpose, goals, objectives, schedule, readings, materials
Inclusive	Instruction	Assignment, schedule, lesson description
Transformed	Assessment	Assignments, Policies
	Dynamics	Educational Beliefs, Lesson Description, 7 Support Services

The Exclusive Level

The Exclusive level teaches minor aspects of diversity at the lowest level.

- Diversity is restricted to one part of the lesson.
- Gender and diverse groups are discussed in relation to stereotypes.
- Activities are limited to the four "f's- food, folklore, fun and fashion."
- Content encompasses traditional mainstream experiences and stereotypes.



The Exclusive Level

- Reading materials focus on authors who perpetuate and confirm myths.
- Instructional strategies are mainly basic question and answer, and other basic didactic methods.
- Instruction is teacher-centered.
- Exams are objective & assignments focus on content only.

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The Inclusive Level

The Inclusive level adds diversity content but retains the traditional, original structure.

- Diversity is discussed throughout the lesson and compared to the dominant norm.
- Reading materials include authors with varying & diverse viewpoints.

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The Inclusive Level

- A wide array of assessment methods and various speakers add flavor to the content.
- Instruction remains teacher-centered.
- A variety of methods are used to relate new knowledge.
- Students are encouraged to construct their own knowledge and use critical thinking skills in conjunction with peer learning.

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The Transformed Course

The Transformed lesson and curriculum challenges traditional views and encourages reconceptualization and new ways of thinking.

- Instructors engage in critical pedagogy .
- Instruction is student-centered and students self-evaluate through projects & related assignments that contribute to real-life change.



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The Exclusive Level

- Extracurricular reading materials focus on authors who perpetuate and confirm myths.
- Instructional strategies are mainly lecture, basic question and answer, and other basic didactic methods.
- Instruction is teacher-centered.
- Exams are objective & assignments focus on content while avoiding social dynamics.

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The Inclusive Level

The Inclusive level adds diversity content but retains the traditional, original structure.

- Diversity is discussed throughout the course and compared to the dominant norm.
- Reading materials include authors with varying & diverse viewpoints.
- Social views are discussed but not elaborated upon.

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The Inclusive Level

- A wide array of assessment methods and various speakers add flavor to the content.
- Instruction remains teacher-centered.
- A variety of methods are used to relate new knowledge.
- Students are encouraged to construct their own knowledge and use critical thinking skills in conjunction with peer learning.

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The Transformed Course

The Transformed course and curriculum challenges traditional views and encourages reconceptualization and new ways of thinking.

- Instructors engage in critical pedagogy and issue oriented approaches.
- Instruction is student-centered and students self-evaluate through projects & related assignments that contribute to real-life change.

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The Transformed Course

- Students learn from each other and concepts and personal experiences are analyzed.
- Transformed courses represent a paradigm shift that present content from a diverse perspective.
- Self-assessment and reflection techniques are employed that encourage sharing, diverse perspectives and equity in participation and critical problem solving.
- Instruction centers on content related vignettes that require application and examination of values.



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Culture

- Various factors that shape one's sense of group identity (Turnbull et. Al., 195, p. 8).
- Defined as "the way of life of a social group; the human-made environment". Cultures are dynamic, complex, and changing. (Banks, 1994a, pp. 50-51)
- Is determined by the "world view , values, styles, and language" (Hilliard, 1980, p. 585)

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Culturally Responsive Pedagogy

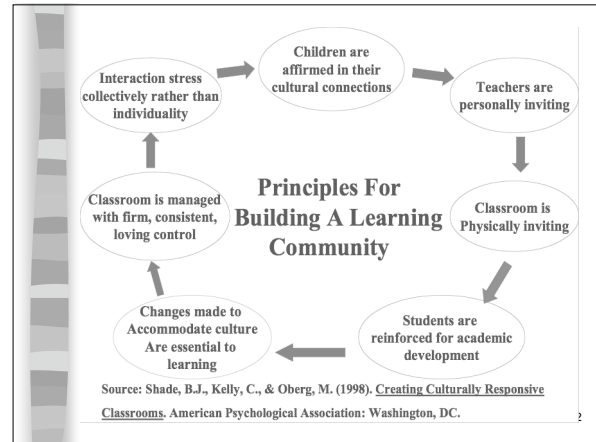
- **Interactive and experiential teaching**
 - Empowers Learners
 - Share the Learning Process
 - Teachers Provide Guidance in the Construction of Learning
- Classroom materials should reflect diversity

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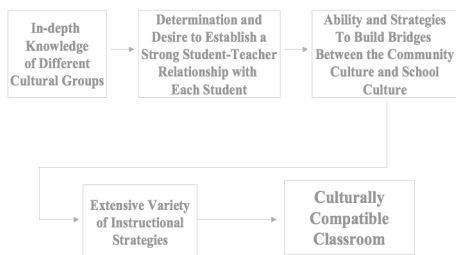
Culturally Responsive Pedagogy

- **Context embedded instruction**
 - Uses student's experiences
 - Is a tool that builds future knowledge
- **Content Rich Curriculum**
 - Pride in culture
 - Positive attitude
 - Heightened self-confidence
- **Equitable Pedagogy**
 - Varies according to students needs
 - Focuses on appropriate educational experiences

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REQUIREMENTS FOR CREATING A CULTURALLY COMPATIBLE CLASSROOM



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What are the Steps to Designing Culturally Responsive Instruction?

- (1) Define Learning Goals
- (2) Question Traditional Concepts
- (3) Understand Student Diversity
- (4) Select Materials and Activities
- (5) How do I prepare to use culturally responsive instruction?

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(1) Define Learning Goals

- What do students need to know about:
- The history of diverse groups?
- Structures of discrimination and stereotyping
- Patterns of communication and interaction within and among different cultural groups



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(2) Question Traditional Concepts

- Have traditional ways of organizing the lesson obscured, distorted or excluded certain ideas or groups?
- How might a change in this lesson affect its relation to the rest of the curriculum?

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(3) Understand Student Diversity

- What kinds of diverse perspectives and experiences will students bring to the class?
- How can I assess students' prior knowledge of race class, gender, etc.?
- How can I incorporate diverse voices without relying on students to speak for different groups?
- How will my own characteristics and background affect the learning environment?
- Will some students see me as a role model more readily than others?
- How can I teach to all students?



(4) Select Materials and Activities

- Is there a new thematic approach to this material that will help to foreground cultural diversity?
- How do I integrate new material so that it's not simply an "add-on"?
- What teaching strategies will facilitate student learning of this new material?

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(5) How Do I Prepare to Use Culturally Responsive Instruction?

- What are my strengths and limitations relative to the new content and teaching techniques?
- How will I assess student learning in the culturally responsive lesson?
- How will I handle difficult or controversial subjects in class discussion?
- What resources are available to assist teachers members in transforming lessons? (Schmitz, 1999)



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Lesson Objectives

- Issues of diversity should be an inherent part of lesson conceptualization.
- The course description and objectives should reflect the ways in which the course will contribute to the development of awareness of diversity.

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Text / Reading / Materials

- **The readings and materials used in the lesson should include the interests and contributions of diverse populations and should reflect multiple perspectives.**

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Lesson Requirements Projects and or Activities

- Information and activities related to issues of diversity should be infused throughout the course, as opposed to isolated to a single session or segment of the class.
- This does not preclude sessions that are designed specifically to highlight issues of diversity, but does suggest that this should not be the only means by which issues are addressed.

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Lesson Requirements Projects and or Activities

- Example:
 - Interview a parent of a child with a disability from a different culture. Discuss family values, family likes and dislikes. Discuss discipline practices used in the student's home.
 - Ask questions to help determine what are the parent's expectations of the school, teachers and administrators.

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Lesson Requirements Projects and or Activities

- Because of variance in learning styles, it is important to provide varied activities through which students gain knowledge or skills, as well as demonstrate competence.
- For example, consider the format in which learning activities are presented (e.g., large group discussion, small group activity, reading assignment, simulation, performance activity, etc.).
- If care is no taken to balance the type of activities used, students whose cognitive style that do not match that favored by the instructor may be placed at a disadvantage.

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What is A Culturally Responsive Intervention?

- Empirically sound pedagogy
- Uses the learners' current skills to build new skills
- Respects the learners' culture and includes aspects of the learners' culture into instruction
- Involves the systematic assessment and instruction informed by student data (Gardner, Al-Hassan, & Hessler, Oct., 2003)

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Strategic Math Series: The Learning Strategy Series

- Empirically validated
- Employs explicit and direct instruction principles
- Mnemonic Strategy
- Coleman (1999) noted positive results with three third-grade students (two African American males, one biracial male) when she utilized the Multiplication Facts 0 to 81 and the "DRAW" procedures to teach multiplication skills

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The "DRAW" Strategy (used to teach all facts)

- D** Discover the sign
- R** Read the problem
- A** Answer, or draw and check
- W** Write the answer

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"FAST DRAW" (used to teach word problems)

- F** Find what you're solving for
- A** Ask yourself, "What are the parts of the problem?"
- S** Set up the numbers
- T** Tie down the sign

- D** Discover the sign
- R** Read the problem
- A** Answer, or draw and check
- W** Write the answer

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Solving Multiplication Problems

Concrete: manipulatives

7 groups
of 3 _____

Representational: pictures or tallies

3 groups
of 4 

Abstract: words

3 basketball hoops
of 7 Basketballs
Basketballs

Cindy has 2 tapes. Each tape has 4 songs on it.
How many songs are on the tapes?

How can we make
this more Culturally
Relevant?

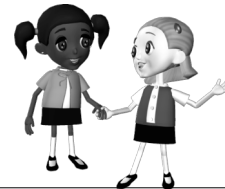
My friend has 4 trains.
Each train has 6 cars.
There are _____ in all.

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Advanced Problem-Solving Practice

Multiplication:

Jan has 8 dolls. Each doll has 2 hats.
Jan also has 3 pets. How many hats are
there in all?



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Movies

- Passing Glory
- Like Mike
- Red Sneakers

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NBA Statistics

October 7, 2003

Breaking the Mold
San Antonio's Tony Parker and Emanuel Ginobili have introduced a new generation of global players. On Wednesday, the Spurs face the Grizzlies in Parker's hometown of Paris (9 p.m. ET, NBA TV).
• Revamped Spurs take shape
• NBA Europe: Paris | Barcelona

Preseason Postcards
Here's your chance to check in on the **Heat** and **Suns** as they get things started Tuesday in Durkin (8:30 p.m. ET, NBA TV).
• NBA.com Season Preview
• Player Movement Central

Officially, It's One Tough Job
After spending a day at the NBA's Official Preseason Meetings, at

Contest
• got milk? NBA Bookie Reporter Contest
• The Game Is In Your Hands How!

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STATISTICS

STAT SEARCH
Select a Topic: **League Leaders** | Select a Category: **Points Per Game**

2003 PRESEASON POINTS PER GAME

PLAYER	G	FG	FT	P	PPG
1. Pau Gasol (Memphis Grizzlies)	1	8	5	21	21.0
1. Mike Miller (Memphis Grizzlies)	1	7	6	21	21.0
1. Michael Redd (Milwaukee Bucks)	1	8	3	21	21.0
4. Antawn Jamison (Dallas Mavericks)	1	8	0	16	16.0
4. Dirk Nowitzki (Dallas Mavericks)	1	5	6	16	16.0
6. T.J. Ford (Milwaukee Bucks)	1	5	5	15	15.0
7. Daniel Santiago (Milwaukee Bucks)	1	4	5	13	13.0
8. Toni Kukoc (Milwaukee Bucks)	1	4	3	11	11.0
8. Jason Williams (Memphis Grizzlies)	1	5	0	11	11.0
10. Shane Battier (Memphis Grizzlies)	1	3	2	10	10.0
10. Travis Best (Dallas Mavericks)	1	4	2	10	10.0
10. Raef LaFrentz (Dallas Mavericks)	1	4	0	10	10.0
10. Raul Lopez (Utah Jazz)	1	2	6	10	10.0

NBA History

RELATED ITEMS

Hall Calls Worthy, Parish
James Worthy, Robert Parish, Earl Lloyd and the late Chuck Freeman were among those inducted into the Naamath Memorial Basketball Hall of Fame on Friday, Sept. 5.
• Hall of Fame photos
• Jerry West, Marge Heam: 2006 IT
• Ceremony recap: 28k | 2006 IT
• Entire ceremony: 383k | IT

NBA Legend Passes
NBA Hall of Famer and former New York Knicks star Dave DeBusschere died on May 14 at the age of 62. DeBusschere was named one of the NBA's 50 Greatest Players in 1997.
• Knicks remember Dave
• Commissioner Stern statement
• Former Indianapolis

THE GAME

Greatest of All-Time | Most Top Assists: 2006 IT
Top Dunks: 2006 IT
Top Buzzer Beaters: 2006 IT

E-mail photo | Buy photos
Clicksize from top left: Robert Parish, James Worthy, Earl Lloyd and Marge Heam. NBA.com/Getty Images

Word Problems

- Kobe Bryant scored a total of 40 points in the playoffs. In the first half of the game, he scored 15 points. In overtime he scored 6 points. How many points did he score during the second half of the game?



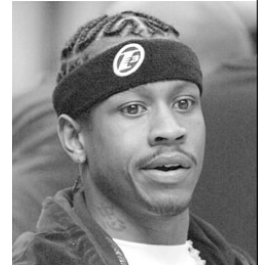
Step 1: $15 + 6 = 21$

Step 2: $40 - 21 = 19$

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Word Problems

- Allen Iverson scored a total of 36 points in a basketball game. In the second quarter, he made half of his points. How many more points did he score during the second quarter than in the third quarter if he only scored 10 points in the third quarter?



Step 1: $36/2 = 18$

Step 2: $18 - 10 = 8$

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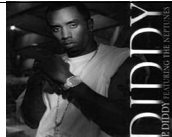
Hip-Hop



TuPac



Beyonce



P. Diddy



Michael Jackson



50 cent

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- With his first single release, 50 Cent sold a total of 75 CD's at Best Buy in three hours. If 33 were sold in the first hour and 29 in the third hour. How many CD's were sold during the second hour?



$33 + 29 = 62$

$75 - 62 = 13$ CD's

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Modern Math Activities

- As we all know, eating is a favorite past time for many people.
- Students love to eat and to discuss what they like to eat.
- Why not incorporate eating into a math activity??



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How can these games benefit students with disabilities?

- **Playing pieces serve as manipulatives.** They facilitate the learning of counting, basic operations, and estimation.
- **It requires memory, observation, and concentration.**
- **Promotes social interaction.**
- **Develops fine motor skills**
- **Encourages cooperation and competition.**
- **Reinforces multiculturalism.**
- **It teaches strategies and critical thinking skills.**

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Menu Math

- Many students enjoy going out to dinner, and some students may not have had the opportunity to order at a "sit down" restaurant.
- This activity embraces two things that students enjoy.....
- Menu math was created to help teach math and social skills in a fun way.

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What are they??

- Food



- Music



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Why Menu Math?

- By creating a menu of popular food items and popular music, you create a win-win activity.
- Students have the opportunity to sit in groups or individually and “pretend” they are at a restaurant.
- They order based on the “situation cards” that the teacher provides.
- The situation cards are your math operation scenarios.



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Math Menu

APPETIZERS

Ludacris Loaded Cheese Fries	\$6.00
Bow Wow Buffalo Wings	\$6.00
Missy Mozzarella Sticks	\$4.00
Lil Romeo Ribs	\$7.00
Shakira Spinach and Cheese Dip	\$6.00
Nelly Nachos	\$5.00

ENTREES

Each dish comes with a choice of 2 sides

Pink Pasta Alfredo	\$12.00
Chicken Fingers Platter	\$12.00
Justin Timberlake Tacos	\$8.00

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How can you make one?

- Simply find out what your class likes. Ask students what are their favorite foods and who are their favorite performers, singers, and rappers. Or simply visit the website www.billboard.com for top ten lists.
- Your students will be so thrilled to know that you actually “know” the names to their favorite stars.
- Make “situation cards” that put your students in different financial predicaments. Give them a set amount of money and allow them to order for the different scenarios.
- These games can be used for centers, lessons, time saver activities, and more.

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Let's Go Back In History

- As we all know, traditions are time proven methods that are passed down by generations.
- We have religious, family, and holiday traditions. Also, we have “instructional traditions.”



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Mancala (to transfer)

The History

- Mancala is an ancient game in many countries in Africa and Asia.
- It helps teach math and social skills to students with disabilities.
- It has been played for over 7,000 years.
- The game was brought to the West Indies and the Americas through the African slave trade.
- The game is recommended for students 6 years and older.

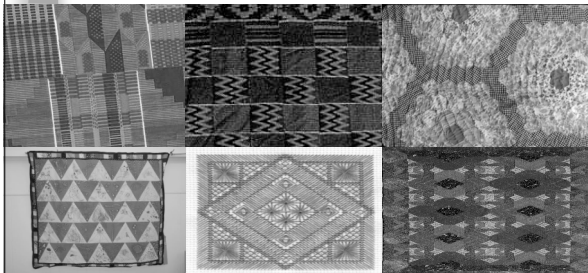


Tessellations



Cloth Patterns

- Tessellations Using African Textiles



Celebrating Diversity

By: David Kessler

- Holidays and Diversity
- Ideas for Teaching Students with Different Cultures
- Holidays and Customs
- The use of Technology in this Process



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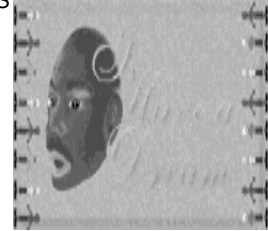
HOLIDAYS AROUND THE WORLD AND THE USA

THANKSGIVING (NOV.)	CHRISTMAS (DEC)	GUADALUPE DAY (DEC)	HANUKKAH (DEC)
INDEPENDENCE DAY (JUL.)	KWANZAA (DEC)	NEW YEARS DAY (JAN.)	RAMADEN (9 TH MON. OF ISLAMIC YEAR)
EASTER (APR.)	PASSOVER (APR.)	MARTIN LUTHER KING JR. DAY (JAN.)	BLACK HISTORY MONTH (FEB.)
NATIONAL HISPANIC HERITAGE MONTH (SEP)	EMANCIPATION DAY (JAN)	MEMORIAL DAY (MAY)	LABOR DAY (SEP)

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MARTIN LUTHER KING JR.

- THE EARLY YEARS
- THE EDUCATION
- THE PRINCIPLES
- THE JOURNEY TO FREEDOM
- "I HAVE A DREAM"
- THE SUFFERING
- THE LEGACY



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KWANZAA

- KWANZAA IS AN AFRICAN AMERICAN HOLIDAY
- HOLIDAY STARTED IN 1966
- EACH DAY DEDICATED TO ONE OF 7 PRINCIPLES
- PRINCIPLES: **NGUZU SABA**
 - * **UMOJA**---UNITY
 - * **KUJICHAGULIA**---SELF-DETERMINATION
 - * **UJIMA**---WORK
 - * **UJAMAA**---COOPERATION
 - * **NIA**---PURPOSE
 - * **KUUMBA**---CREATIVITY
 - * **IMANI**---FAITH



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IDEAS FOR TEACHING

IDEAS FOR TEACHING ABOUT DIFFERENT COUNTRIES AND CULTURES:

- *GIVE STUDENTS THE OPPORTUNITY TO USE PEN PALS.
- *READ PICTURE BOOKS ABOUT DIFFERENT COUNTRIES/ CULTURES.
- *HAVE THE STUDENTS JOURNAL ABOUT THE DIFFERENCES AND SIMILARITIES OF THE COUNTRIES/ CULTURES.
- EXPLORE CULINARY TRADITIONS.
- EXPLORE DECORATING TRADITIONS.
- EXPLORE ENTERTAINMENT / GAMES.

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Useful Websites

- www.cmi.k12.il.us/Urbana/pro
- www.rocketshail.com/mancala
- www.websciences.org/dvhp/sungka
- www.reflectionsofasia.com/sungka
- www.seabean.com/games
- www.billboard.com
- www.AOL@SCHOOL.com
- www.pccreateit.com
- www.pcteachit.com
- www3.kumc.edu/diversity/ethnic_relig/ethnic.html
- www.theteachersguide.com/virtualtours.html
- cromero@kumc.edu
- www.lessonplanspage.com/printables/PSSLAOCICountriesandCulturesIdeas18.htm

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