



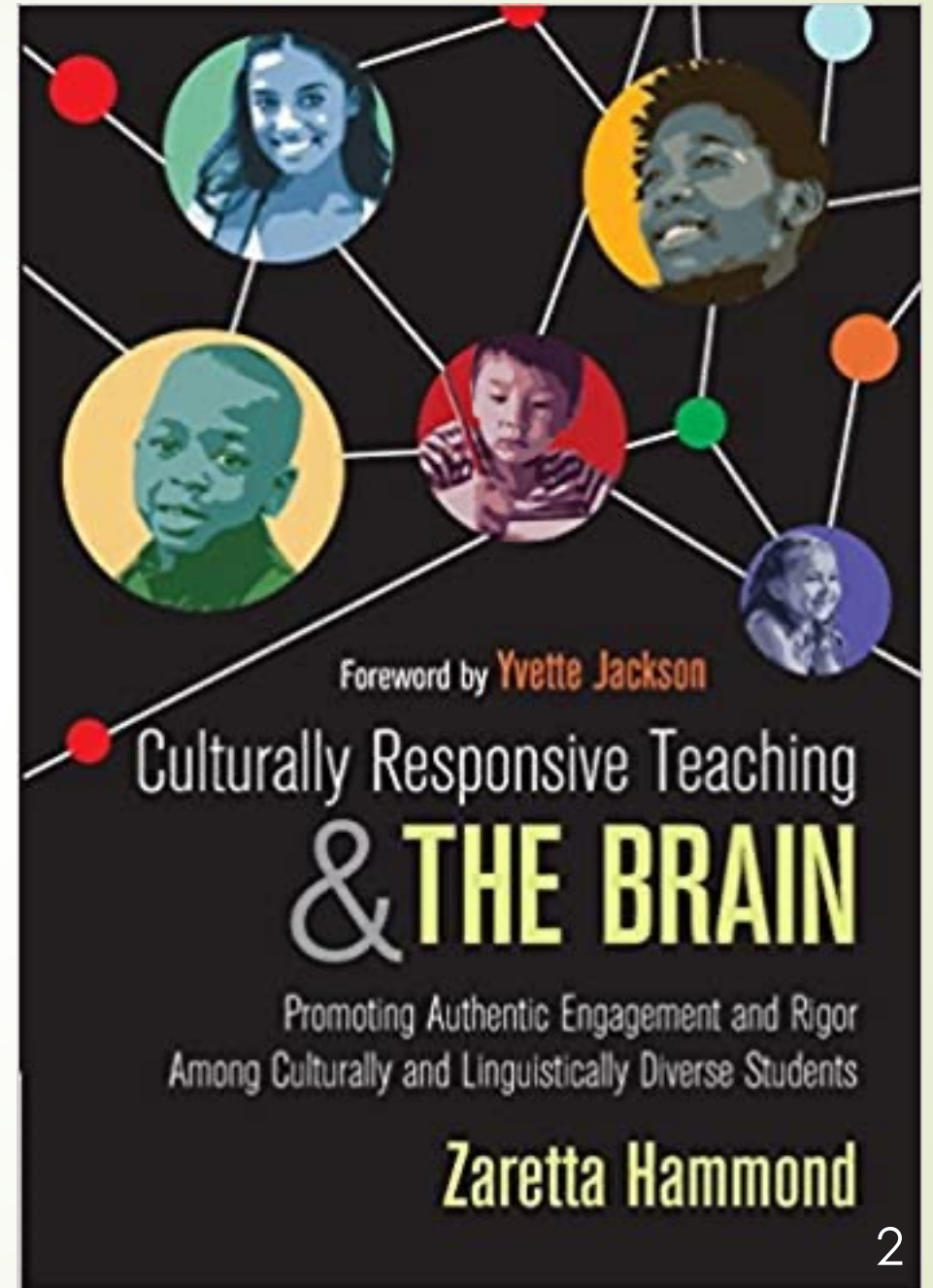
**Meeting Students  
Where They Are  
Building a culturally responsive  
21<sup>st</sup> CCLC Program**





Culturally Responsive  
Teaching & The Brain  
*Promoting Authentic  
Engagement and Rigor  
Among Culturally and  
Linguistically Diverse Students*

Marie Snyder  
Janessa Perez  
Michael Hannan





Poll: Which statement speaks to you the most.  
Think about *why* the words speak to you...

Teachers should develop their observation skills to understand student interactions better.

Teachers should provide challenges in order to stimulate brain growth and stimulate intellectual capacity.

Teachers should view the student and teacher relationship as a partnership.

Teachers should create an environment that is intellectually and socially safe for learning.

## Culturally Responsive Teaching

- An educator's ability to **recognize students' cultural displays of learning and meaning making** and respond positively and constructively with teaching moves that use **cultural knowledge** as a **scaffold to connect** what the student knows to new concepts and content in order to promote effective information processing. All the while, the educator understands **the importance of being in a relationship and having a social-emotional connection** to the student in order to create a **safe space for learning**.

# Ready for Rigor Framework





# Awareness

A low-angle photograph of a brick row house with pink magnolia flowers in the foreground and a sun flare in the sky. The word "Awareness" is overlaid in large white text at the top.



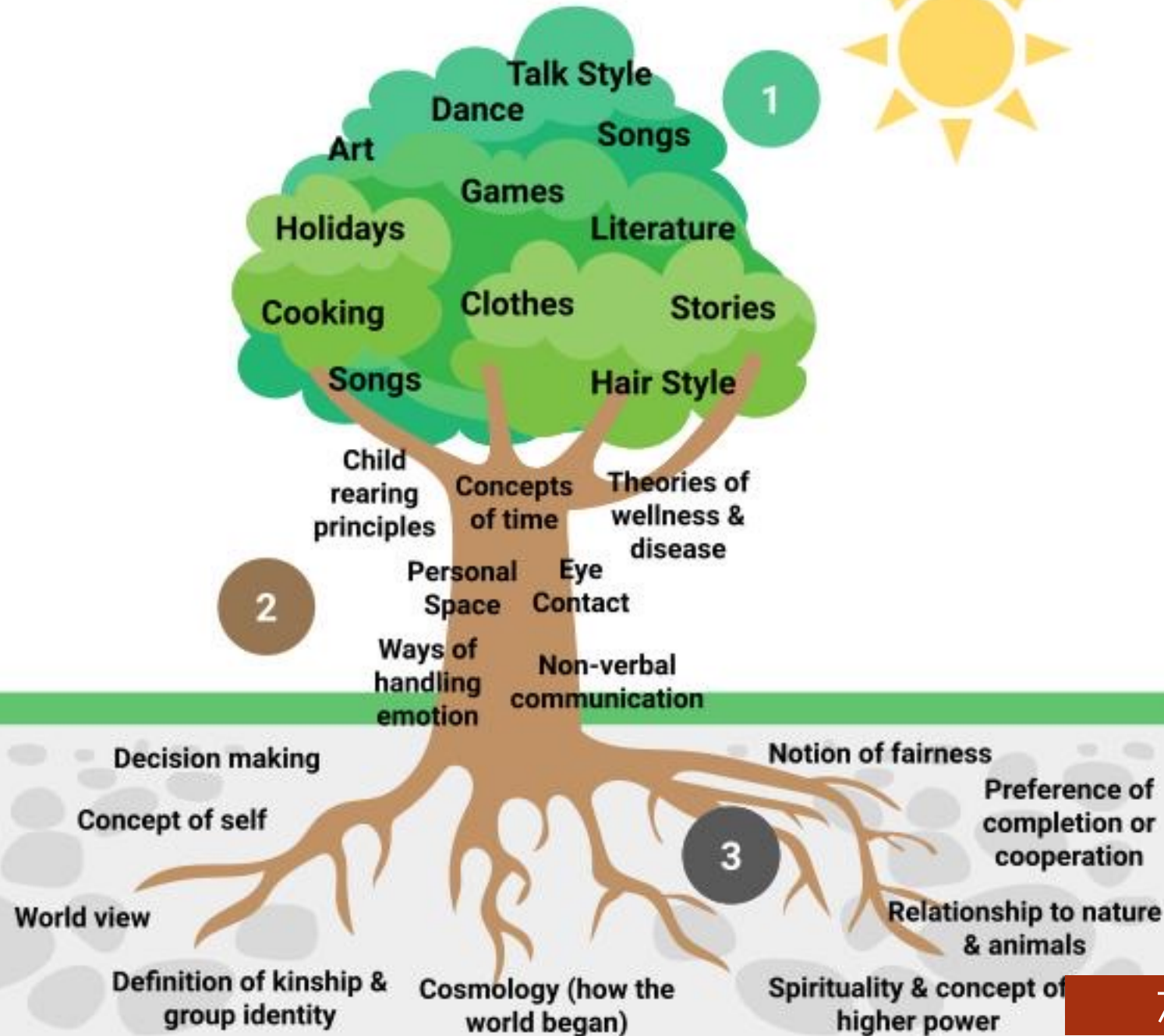
# Levels of Culture



**1 SURFACE CULTURE**  
Observable, concrete elements  
LOW emotional impact on trust

**2 SHALLOW CULTURE**  
Unspoken rules  
HIGH emotional impact on trust

**3 DEEP CULTURE**  
Collective unconscious (beliefs & norms)  
INTENSE emotional impact on trust





What family folklore or stories  
did you regularly hear  
growing up?

Stories > Child rearing principles > Notion of fairness



# Information Processing

A large, dark, rounded stone sculpture, possibly a monolith or a large rock, is the central focus of the image. It is situated in a grassy field with a line of trees in the background under a cloudy sky. The text 'Information Processing' is overlaid in a large, orange, sans-serif font across the top half of the image.

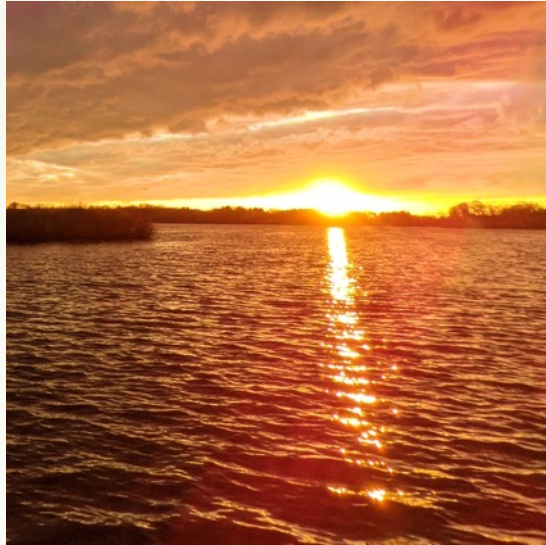
# Culturally Responsive Brain Rules

- 1. The brain seeks to minimize social threats and maximize opportunities to connect with others in community.
- 2. Positive relationships keep our safety-threat detection system in check.
- 3. Culture guides how we process information.
- 4. Attention drives learning.
- 5. All new information must be coupled with existing funds of knowledge in order to be learned.
- 6. The brain physically grows through challenge and stretch, expanding its ability to do more complex thinking and learning.



# Building Intellectual Capacity

**Ignite**—  
Getting  
the  
brain's  
attention



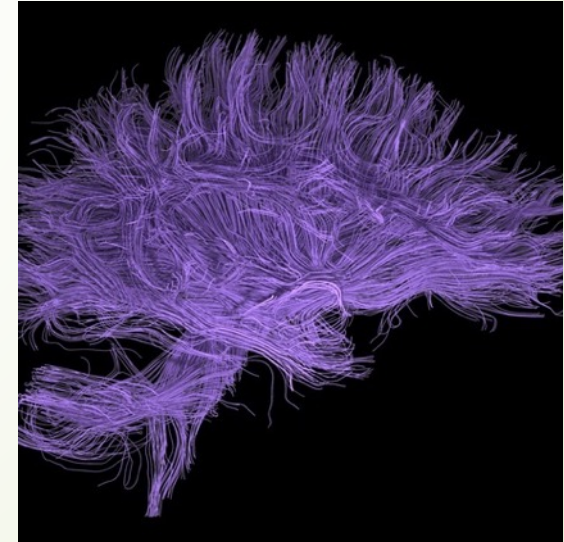
**Chunk**—  
Making  
information  
digestible



**Chew**—  
Actively  
processing  
new  
information



**Review**—  
Having a  
chance to  
apply new  
learning





# Partnerships







## Three critical parts based on Bordin's “Therapeutic Alliance”

- The Pact: an agreement between teacher and student
- Teachers as allies and “warm demanders”
- Students as active drivers of their own learning



# Community of Leaders









# Community of Learners.

Routines  
Rituals





# Community of Learners

## Student Agency and Voice

- Social Talk Structures
- Academic Talk Structures



RESPECT CONFIDENTIALITY  
WHEN SOMEONE ELSE IS SPEAKING, LISTEN WITH AN OPEN MIND, EVEN THOUGH YOU MAY NOT AGREE.

CHOOSE A SPACE WHERE YOU FEEL COMFORTABLE AND CAPABLE OF DOING YOUR BEST WORK

THIS IS EVERYONE'S SAFE SPACE! BE CAUTIOUS OF THE IMPACT ON YOUR ENVIRONMENT

EACH OF US WANTS TO BE CONNECTED TO OTHERS IN A GOOD WAY.

EACH OF US IS A VALUED MEMBER OF THE COMMUNITY AND HAS A RIGHT TO THEIR BELIEFS.

WE ARE A COMMUNITY OF CARING AND ARE RESPONSIBLE FOR CONTRIBUTING TO THE ESTABLISHMENT AND SUSTAINING A POSITIVE SCHOOL CULTURE BY TAKING PERSONAL RESPONSIBILITY TO FOLLOW THROUGH AND HOLD ONE ANOTHER ACCOUNTABLE.

ENGAGE IN POSITIVE CONVERSATIONS

UTILIZE RESTORATIVE DISCUSSIONS, PEACE CIRCLES, PEER JURY, MEDIATING, AND CONFERENCING TO RESTORE HARM AND REINFORCE THE COLLECTIVE VALUES AND PRINCIPLES THAT DEFINE OUR COMMUNITY.

SUCCESS

OPPORTUNITIES TO LEARN AND UNDERSTAND EACH OTHER IN ORDER TO BUILD A SHARED RESPONSIBILITY AND PARTICIPATION AMONG ALL MEMBERS OF THE SCHOOL COMMUNITY.

- why do we live to die? } Sometimes I cry tears of joy,  
- trying to succeed to my goals }  
- Awesome Cool, Dull, My life is Cool. }  
- Never say Never  
Always be Prepared  
- Life's too short to not TRY  
- Life hard, stay strong hold on,  
- Practice makes perfect, Dreams come true.

- Hectic, Adventures, All over the Place

MONDAY "HE GOT GAM SANDY TOOK VIDEO  
TUESDAY "HE GOT GAM RESOURCES /TNC  
WEDNESDAY "FREEDOM WRITERS"  
THURSDAY FRI

# Key Components of Communities of Learners

- Classroom aesthetics & symbols
- Routines & Rituals
- Student Agency & Voice



# Culturally Responsive Summary

- Brain-Based research
- Foundation for rigorous learning
- Cultural awareness
- Building bridges and learning partnerships
- Building a community of learners

 Resources

- ▶ [Today's Meeting Students Where They Are Workdeck](#)
- ▶ [Culturally Responsive Teaching & the Brain website](#)
- ▶ [Cult of Pedagogy website](#)
- ▶ <https://twitter.com/Jess5th>
- ▶ [Cultivating Genius by Gholdy Muhammad](#)