Culturally Responsive Teaching
& THE BRAIN

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Promoting Authentic Engagement and Rigor
Among Culturally and Linguistically Diverse Students

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INTRODUCTION

Thank you for reading *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor.* It signals your deepening commitment to equity for all students. My intention with this guide is to help you get the most from the book by asking reflective questions that will push your thinking and sharpen your equity lens.

In addition, the discussion questions and collaborative reading process can help you and your colleagues develop a shared language around culturally responsive practices.

Be sure to utilize the glossary in the back of the book as you come across new terminology!

STRUCTURE OF THE GUIDE

The guide is organized around the book chapters. Sometimes I ask you to read chapters out of order intentionally or to split a chapter into two study sessions in order to not just review the reading but to deeply interrogate your individual and collective thinking and practice around cultural responsiveness.

I strongly recommend that you complete them in the order they are presented in this study guide. Each session is divided into three study areas.

ACTIVATING AND ENGAGING	**PRE-READING REFLECTION.** The prompts in this section help your think about what beliefs and assumptions, and experiences shape your understanding of the content.
EXPLORING AND DISCOVERING	**GROUP DISCUSSION.** These questions ask you to make connections between the concepts in the text and your current classroom practices.
INTEGRATING AND OPERATIONALIZING	**TAKING ACTION.** These prompts invite you to take a look at your current practices and think about what you should *keep* doing, *stop* doing, or *start* doing to be a more effective culturally responsive practitioner.

CLIMBING OUT OF THE GAP: Understanding the Nature of the Achievement Gap

FOCUS: Understand how schools create dependent learners and the role CRT plays in building independent learning.

- Develop a socio-political lens to understand the achievement gap that produces dependent learners
- Uncover assumptions and misconceptions about culturally responsive teaching

ACTIVATING AND ENGAGING

> When you hear the term ***culturally responsive teaching,*** what does that mean to you? How would you describe its purpose, elements and features?

> What are some of your assumptions about culturally responsive teaching? What is unclear about it?

> How do you think CRT fits with some of your school's other equity initiatives (i.e., *cultural proficiency,* Beyond Diversity, etc.) or with aspects of your own personal equity journey?

EXPLORING AND DISCOVERING

READING: *Recognizing the Nature of the Achievement Gap* pages 12-16

DISCUSS:

> How do you usually talk about the causes of the achievement gap with your colleagues? What's the problem of practice that's causing it?

> What is your new understanding about why culturally and linguistically diverse students become dependent learners?

READING: *The Marriage of Neuroplasticity and Culturally Responsive Teaching* pages 16-20

DISCUSS:

> How does the concept of neuroplasticity help you better understand how culturally responsive teaching works?

> How is a focus on the instructional core and information processing a different starting place then beginning with a focus on implicit bias, white privilege, etc.?

Continued...

CHAPTER 1

INTEGRATING AND OPERATIONALIZING

TRY THIS: Do a simple gap analysis in your classroom. Where are elements of the Ready for Rigor frame already in place in your classroom? What's missing? Bring your data to the next meeting to share.

CLIMBING OUT OF THE GAP: Understanding the Nature of the Achievement Gap

TIPS FOR SETTING THE CONTEXT	Be sure to take time, 5- to 10-minutes, to build community among the teachers. You can use the *Tea Party protocol*. Put quotes on cards or post on the wall. Have participants select one that feels meaningful and share with a colleague for a few minutes.
SLIDES OR HANDOUTS FOR THE SESSION	**SLIDES:** *"Equity is…"* slide *"Inequity by Design"* slide *"The Learning Pit"* slide **HANDOUTS:** *Dimensions of Equity* *Five Pre-suppositions of Culturally Responsive Teaching*
SUGGESTED DISCUSSION STRUCTURE	*Text-rendering Protocol.* Modify the time as needed.
PITFALLS & MISCONCEPTIONS	There are two key misconceptions that usually comes up at the beginning of discussions about equity and culturally responsive teaching. 1) *Students become dependent learners because of poverty, etc.* Most will agree that many under-performing students are dependent learners. The major misconception is that they are dependent learners because of their home life. The research is clear: schools create dependent learners. 2) *Multicultural education is synonymous with culturally responsive teaching.* This is a major misconception. Multicultural education has a different focus and intended out than CRT. Be sure to clear up this misconception early on by using the Dimensions of Equity chart.

OTHER FACILITATION TIPS	Remember to start with improving student learning (not simply raising self-esteem) as a key reason for deepening our knowledge of culturally responsive teaching. Many educators equate "equity work" with conversations about implicit bias. While we are trying to impact equity through CRT, we begin with improving the instructional core and helping traditionally underserved students become the leaders of their own learning.

What's Culture Got to Do with It?

> **FOCUS:** Define culture and understand its connection to affective and cognitive neuroscience:
>
> - We have to expand how we talk about culture beyond "heroes and holidays"
> - Broaden our understanding of two key cultural orientations
> - We often mislabel poverty as having a culture when in reality it is a coping mechanism

ACTIVATING AND ENGAGING

> When you hear the word "culture" what comes to mind?

> How would you describe your cultural background?

> What is your understanding of the connection between culture and race? Do you see the two as synonymous? How are they different?

EXPLORING AND DISCOVERING

READING: *Understanding the Roots of Culture* pages 21-24

DISCUSS:

> Describe the different ways you see the levels of culture in operation.

> What are the implications for limiting cultural affirmation in the classroom when we only focus on surface culture?

READING: *But I Have 19 Different Cultures in My Classroom! Understanding Cultural Archetypes* pages 24-28

DISCUSS:

> Examine how a focus on shallow (intermediate) culture combined with a collectivist orientation can help operationalize culturally responsive practices.

> At the shallow level (the trunk on culture tree), interpersonal interactions, especially non-verbal communication become important in creating a welcoming environment. Identify one or two different communication and interaction patterns across your school or in your classroom. Try to understand them through both the individualistic lens and the collectivist lens.

Continued...

CHAPTER 2

READING: *Naming the Socio-Political Content* pages 28-35

DISCUSS:

> What relationship do the two "bookends" of the socio-political context have to culturally responsive teaching?

> Why is examining one's own implicit bias not enough to become a culturally responsive educator? Why do you need to understand how structural racialization works?

> Why are a disproportionate number of students of color and English learners dependent learners? What is the connection to the social-political context and the structure of schools?

INTEGRATING AND OPERATIONALIZING

TRY THIS: Do a "privilege" scavenger hunt. Review Peggy McIntosh's article and see how many of those experiences you have.

What's Culture Got to Do with It?

TIPS FOR SETTING THE CONTEXT	Depending on how much time you have for your book study meeting, you can begin by helping teachers activate their mental models around the concept of "culture." A *Chalk Talk protocol* might be helpful to begin the session. Notice how they may still be thinking of culture as "multiculturalism" or "It's a Small World" by wanting to be "inclusive" and have customs or artifacts of different racial and ethnic groups represented.
SLIDES OR HANDOUTS FOR THE SESSION	**SLIDES:** *"Individualism and Collectivism"* slide **HANDOUTS:** *The Individualism-Collectivism Continuum*
SUGGESTED DISCUSSION STRUCTURE	Facilitator's choice: use whatever discussion process you like.

PITFALLS & MISCONCEPTIONS	1) *The concept of culture is often confused with race.* Many teachers think culture only refers to students of color. Help them understand that all students, including White students, have a culture. When the word culture is used in the text, the author is referring to either individualism or collectivism as the foundational starting point for culturally responsive teaching. The pitfall is when teachers use the word "culture" generically, they go to surface culture—artifacts, customs, literature, etc. when asked to bring more "culture" into the classroom. 2) *Collectivism is only equated with "working in groups".* Collectivism is a way of seeing the world, interacting with others, and processing information. A common misconception is that it means teachers should be doing group work to be more culturally responsive. 3) *The "list" for working with Latino, African American or other racial or ethnic groups.* Many teachers will reference stereotypical ways of interacting with linguistically and culturally diverse students or request a list of these behaviors. Help them understand that there is no "list." Instead, focus on helping understand collectivism.
OTHER FACILITATION TIPS	None.

This is Your Brain on Culture: Understanding How Culture Programs the Brain

> **FOCUS:** Understand the connection between culture and neuroscience to better understand how CRT works.
>
> - Culture is the software to the brain's hardware. Collectivism programs the brain
> - Take a close look at the three parts of the brain's nervous system that impact our sense of safety or threat
> - Correct our misconceptions around the word "culture"

ACTIVATING AND ENGAGING

> - What is your understanding of how the brain "gets smarter"?
> - How have you (or others) talked about the connection between "brain-based" learning and culture?

EXPLORING AND DISCOVERING

READING: *The physical structures of the brain and its connection to social-emotional readiness and active learning* pages 36-46

DISCUSS:

> - How do the three parts of the nervous system contribute to either calming or triggering the amygdala?
> - How can we avoid the "amygdala hijack"?

READING: *Culturally Responsive Brain Rules* pages 46 -50

DISCUSS:

> - Which of the brain rules resonates with you?
> - How do the rules give you some understanding of what aspects of neuroscience we need to pay attention to in order to help dependent learners develop independent thinking?

Continued...

CHAPTER 3

INTEGRATING AND OPERATIONALIZING

TRY THIS: Identify how the culturally responsive brain rules are (or are not) in operation in your classroom or across your school. What would need to shift at your school in order to bring practices in line with the brain rules?

This is Your Brain on Culture: Understanding How Culture Programs the Brain

TIPS FOR SETTING THE CONTEXT	There is a lot of scientific information in Chapter 3 about the brain and its systems. Help participants extract the most salient points about neuroplasticity and the brain's safety-threat detection systems from the text. Use the *This is Your Brain on Trust* slide to help them narrow their focus.
SLIDES OR HANDOUTS FOR THE SESSION	**SLIDES:** *"This is Your Brain on Trust"* slide *"The Amygdala Hijack"* slide **HANDOUTS:** "Everyday Micro-aggressions" table and chart of different types of micro-aggression. *[Here is an article to help deepen your own knowledge of micro-aggressions.]*
SUGGESTED DISCUSSION STRUCTURE	*Text-rendering Protocol.*
PITFALLS & MISCONCEPTIONS	The information in this chapter is new for most educators. Help them think through how this impacts student confidence and readiness for learning.
OTHER FACILITATION TIPS	Be sure to help participants make the connection between micro-aggressions as something that negatively impact trust and increase stress hormones in the learner. Also, make the connection between the neuroscience and trauma-informed practices.

Building the Foundation of Learning Partnerships

> **FOCUS:** In order for students to be ready for learning they need to be in a positive, trusting relationship with the teacher.
>
> - Relational trust is the on-ramp to learning in culturally responsive teaching
> - A "learning partnership" rather than simply a friendly relationship is essential in order to help a dependent learner move toward greater independence

ACTIVATING AND ENGAGING

> - Recall an important teacher in your own life as a student. How would you describe the relationship? What made it feel like a partnership?
> - How do you build relationships across difference?

EXPLORING AND DISCOVERING

READING: *The Need for a Different Kind of Relationship* pages 72 -81

DISCUSS:

> - From your experience, what role does listening play in building trust and rapport?
> - How do the three (3) components of a learning partnership act as stepping stones to getting dependent learners ready for rigor?

READING: *Assessing the State of Rapport* pages 81-87

DISCUSS:

> - How does understanding the "neuroscience of trust" (pp. 44-46) help you in building that first stage of a learning partnership?
> - What are your "go to" trust generators?

INTEGRATING AND OPERATIONALIZING

TRY THIS: Do a status check on your rapport with your diverse students. Select two (2) students and using the tally activity, track the types of interactions you have with these students over a week. What do you notice about your interaction?

Building the Foundation of Learning Partnerships

TIPS FOR SETTING THE CONTEXT	Chapter 5 introduces teachers to the learning partnership as a different type of relationship. The remainder of the chapter covers the first stage of learning partnerships—*building rapport*. You will want teachers to grasp how the learning partnership is fundamentally different than being on "good terms" with your students or simply being friendly. Make the connection between learning and trust, especially when building relationships across difference. Help teachers identify what gets in the way of strong trusting relationships with culturally and linguistically diverse students, especially if they are dependent learners.
SLIDES OR HANDOUTS FOR THE SESSION	**HANDOUTS:** **Trust Generator** handout (Figure 5.2)
SUGGESTED DISCUSSION STRUCTURE	Use the 1, 2, 4, and All discussion protocol from *The Surprising Power of Liberating Structures*
PITFALLS & MISCONCEPTIONS	One misconception teachers commonly have is that "being friendly" is enough to make a learning partnership. As the facilitator, help teachers look at the larger purpose of establishing the learning partnership—ultimately helping students become the leaders of their own learning. It's important to point out the impact of the amygdala hijack on learning to them.
OTHER FACILITATION TIPS	Make time for teachers to talk about how they currently use trust generators. Ask them to reflect on what they need to keep doing and stop doing based on the neuroscience before they start doing new things.

Preparing to Be a Culturally Responsive Practitioner

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FOCUS: Identify the larger socio-political context and how recognizing how you are positioned based on your own culture and privilege.

- Becoming more culturally competent means being able to view student behavior through not only your own cultural lens

- Learn to see beyond your cultural interpretation as the only possible explanations. Widen your aperture to allow for multiple interpretations

- Recognize how your reference points may advantage or disadvantage you within the larger socio-political context

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ACTIVATING AND ENGAGING

> Reflect on your past equity work and diversity training. What insights and understandings about implicit bias are you bringing to your CRT work?

> What are your own blind spots around race, class, and language?

> How have you learned to navigate the dominant culture around these issues (race, class, and language)?

> What do you understand about the subtle and not so subtle biases people of color, English learners and low income families have to navigate?

EXPLORING AND DISCOVERING

READING: *Making the Familiar Strange: Identifying Your Own Cultural Reference Points* pages 53-57

DISCUSS:

> Map your reference points along the three (3) levels of the culture tree (i.e., surface, shallow, and deep culture). What do you notice?

> Think back to Chapter 2, in the section Naming the Socio-Political Content (pp. 28-35). How do your cultural reference points manifest within the socio-political context?

> How does this examination make you feel? What body sensations occur when you do this work?

Continued...

READING: *Widening Your Aperture to Be Expand Interpretations* pages 58 - 66

DISCUSS:

> How does having a narrow aperture lead to cross-cultural miscommunication?

> What steps do Dray and Wisneski suggest for reducing the likelihood of miscommunication as well as actions that might lead to disproportionate discipline outcomes for culturally and linguistically diverse students?

INTEGRATING AND OPERATIONALIZING

TRY ONE OF THESE:

1. **Practice widening your aperture.** Select a student behavior from shallow culture that triggers your amygdala. Run it through Dray and Wisneski's three (3) phases of communication and see if you can expand your interpretation of that behavior based on your growing understanding of collectivism.

2. **Memorize and use the S.O.D.A. strategy when you have an amygdala hijack.** What is your "go to" detachment strategy that allows your amygdala to quickly re-balance itself?

Preparing to Be a Culturally Responsive Practitioner

TIPS FOR SETTING THE CONTEXT	Most educators have engaged in "courageous conversations" around issues of implicit bias and privilege. Chapter 4 is focused on getting them to shift from this "inside out" work to more of an "outside in" focus that looks at the larger socio-political structures that impact the environment in schools. We want to help them to see the structures that their students have to navigate within the larger society. The other goal of this chapter is to get educators to "widen their aperture" so that they can become more aware of different cultural behaviors that often are confused with being "off task" or being "defiant". It is also speaks to educators learning to practice "emotional self-management" when their own amygdala is hijacked.
SLIDES OR HANDOUTS FOR THE SESSION	**HANDOUTS:** *"The Four Horseman of Deficit Thinking"* *"The Mindful Reflection Protocol"* S.O.D.A Strategy (pg. 68)
SUGGESTED DISCUSSION STRUCTURE	*Use the ProMISE Protocol from the National School Reform Faculty*
PITFALLS & MISCONCEPTIONS	A major misconception is that if one gets rid of one's biases then you become culturally responsive. During the book study, make sure that participants notice that on the *Ready for Rigor* frame (pg.17) the first four (4) bullets under Awareness are about understanding levels of culture, the individualism-collectivism continuum, etc.
OTHER FACILITATION TIPS	None

Establishing Alliance in the Learning Partnership

> **FOCUS:** Become an Ally to Help Build Students' Independence.
>
> - Becoming an ally means entering into a mutual pact with a student to make progress on a fundamental skill, like reading or information processing that is holding the student back, not just a focus on meeting standards
> - An ally doesn't "preach" growth mindset, but instead offers a set of counter narratives to the dominant messages culturally and linguistically diverse students encounter throughout school and the larger society
> - The role of the ally is to "push" the student into his zone of proximal development. This requires both care and push to avoid triggering an amygdala hijack

ACTIVATING AND ENGAGING

> How do you help students "up their game" as learners?

> What role does feedback play in your instructional practice?

EXPLORING AND DISCOVERING

READING: *Why Marginalized Dependent Learners Need an Ally* pages 88-101

DISCUSS:

> How does the alliance stage differ from the rapport stage?

> How is being ally similar to being a coach for students?

> Why do you need to use the trust generated in the rapport stage in the alliance stage? How would you use it?

> How do we validate students' experience within the social-political context?

> Is there a contradiction between being a "merchant of hope" and a warm demander (pg. 97)? What are the connections?

Continued...

READING: *Creating a Healthy Feedback Loop in the Learning Partnership*
pages 101-106

DISCUSS:

> How might being a warm demander (of cognitive development) help you be a better ally to dependent learners?

> What do the feedback structures and processes look like in your classroom?

> How do you balance giving actionable, corrective feedback and affirming the student's capacity without "soft peddling" the feedback?

INTEGRATING AND OPERATIONALIZING

TRY ONE OF THESE:

1. **Find your Teacher Type.** Using the Warm Demander chart on page 99, have an honest conversation about your "go to" stance as a teacher. Reflect on how you can keep the best part of that type, but let go of the traits that make it hard to get students to give you permission to push them. What actions might you take to change?

2. **Giving Wise Feedback.** Practice giving wise feedback to students during conferencing. Write a simple script that you can follow at first until your words flow more easily.

3. **Begin regular conferencing with students.** Restructure time and routines so you can have some one-on-one time to check in with each student on his progress. What will you have to move around in your schedule?

Establishing Alliance in the Learning Partnership

TIPS FOR SETTING THE CONTEXT	In Chapter 6, you are helping participants explore the second stage of the learning partnership—*establishing an alliance*. The alliance stage is critical for helping dependent learners gather enough confidence with teacher support to stretch outside their comfort zone. This alliance stage is made up of three parts – a) the teacher becoming a *warm demander of cognitive development* and b) student exercising intellectual confidence, and c) a system of formative assessment that gives regular, actionable feedback. Focus on helping teachers develop their skill in building an alliance with students, individually and collectively.
SLIDES OR HANDOUTS FOR THE SESSION	**HANDOUTS:** *Wise Feedback* *Being an Ally Protocol*
SUGGESTED DISCUSSION STRUCTURE	Use the *Critical Incident Protocol* from the School Reform Faculty as a way to discuss the chapter. Use the modified version that asks everyone to write up a short incident and share in trios.
PITFALLS & MISCONCEPTIONS	The term *"warm demander"* is often associated with classroom management rather than students' cognitive rigor and academic mindset. A major misconception is that this is about having high expectations. Instead, focus teachers' attention on the *"active demandingness"* element in the warm demander stance. Active demandingness is when teachers encourage students to "step their game up" because you have seen evidence that they can perform at a higher level.

OTHER FACILITATION TIPS	Use a modified *helping trio protocol* to structure the sharing of the critical incidents.

Shifting Academic Mindset in the Learning Partnership

FOCUS: Use the alliance phase of the learning partnership to help dependent students regain confidence as learners and reconstruct a positive learner identity.

- As an ally, you have to help students rewrite their inner dialogue and push back on society's negative messages aimed at them
- Rebuilding mindset begins with helping students notice their own progress
- Recognize the ways that you oversimplify the concept and application of growth mindset

ACTIVATING AND ENGAGING

> What has been your experience helping students become more confident learners?

> In the past, what have been your "go to" strategies for helping students regain confidence in their learning?

EXPLORING AND DISCOVERING

READING: *Socio-political Impact on Academic Mindset* pages 108-113

DISCUSS:

> Often there is a "blame the victim" approach to student mindset that suggest students don't have a growth mindset or they are simply missing "grit". How do the dominant narratives about Black and Brown children generally (and black and brown dependent learners in particular) manifest itself at your site?

> Reflect on this quote and name the ways you see school undermining diverse students' natural confidence: "Too often we think of a student's academic mindset as a personal choice or an expression of the family's valuing of education. In reality, school do a lot more to influence a negative academic mindset than we'd like to admit" (pg. 112).

Continued...

CHAPTER 7

READING: *Setting the Stage of a Mindset Shift* pages 114-120

DISCUSS:

> How can you leverage your knowledge of neuroscience to help students shift their mindset?

> How does the Success Analysis Protocol (pg. 119) help counter negativity bias? What might this look like in terms of rituals and routines in the classroom?

> What do you understand is the difference between telling students to "get a growth mindset" and helping students shift their internal dialogue? What is the connection?

INTEGRATING AND OPERATIONALIZING

TRY ONE OF THESE:

1. Move beyond typical "morning meeting" activities to incorporate simple rituals to get students to connect with each other on a deeper level.

2. Try incorporating dyads for a quick 5-minute check-in or listening to a "power song" that motivates and uplifts students.

3. Begin using the Success Analysis Protocol as a way to build a community of learners and greater student confidence. Track students' confidence levels.

Shifting Academic Mindset in the Learning Partnership

TIPS FOR SETTING THE CONTEXT	Chapter 7 outlines the next part of alliance within the learning partnership. Be sure to make the connection between Chapters 5, 6 & 7, the different parts of the learning partnership. The second part of the alliance is helping the student gain intellectual confidence by getting the student to shift his internal dialogue. Of course, you can't make a student change his belief in himself. Only he can do that, but the teacher must create the conditions that help the student see that he is more capable of doing rigorous work.
SLIDES OR HANDOUTS FOR THE SESSION	**SLIDES:** *The Neuroscience of Trust* slide *What is Negativity Bias* slide **HANDOUTS:** Dr. Sue's *Microaggression* List *"Success Protocol"*
SUGGESTED DISCUSSION STRUCTURE	*The MicroLab Protocol*
PITFALLS & MISCONCEPTIONS	This stage of the learning partnership is misunderstood as a time to give students a pep talk or for putting in place a learning contract. Help teachers explore the relational side of alliance—communicating casually and randomly your belief in the student. This includes using the wise feedback protocol that comes out of Claude Steele's stereotype threat work.
OTHER FACILITATION TIPS	None.

Information Processing to Build Intellective Capacity

FOCUS: A key aspect of the achievement gap is the under-development of diverse students' ability to process information for deeper understanding. Yet, we don't usually talk about this as part of our equity agenda. Improving information processing skills is a key reason and component of culturally responsive education that closes achievement gaps.

- Teachers need to know how to exploit the brain's information processing cycle
- Cultural reference points can be used to make content more accessible and relevant
- Teachers need to move beyond simplistic strategies like "call and response" to make their instruction more relevant and responsive

ACTIVATING AND ENGAGING

> What methods do you use to help dependent learners to get to their "aha" moment of understanding when teaching?

> How have you used culture to help students deepen their understanding or clear up a misconception? Were those surface or shallow cultural reference points you used?

EXPLORING AND DISCOVERING

READING: *The Power of Active Processing* pages 122-127

DISCUSS:

> What are the stages of information processing as you understand them?

> Why is elaboration so important to getting students to understand content?

READING: *Building Intellective Capacity* pages 128-140

DISCUSS:

> How do you understand the difference between ignite, chunk, chew and review? How do they interact to build "intellective capacity" (i.e., the ability to do higher order thinking independently)?

> How do you create routines for thinking and processing information in the classroom? Why are these necessary to build intellective capacity?

INTEGRATING AND OPERATIONALIZING

TRY ONE OF THESE:

1. **Try gamification and simulations to give students adequate "chew" time.**

2. **Make consolidation fun.** Assign brain-engaging activities like scavenger hunts for homework to help make learning sticky.

Information Processing to Build Intellective Capacity

TIPS FOR SETTING THE CONTEXT	The key purpose of culturally responsive teaching is to improve students' ability to process content more effectively. This chapter helps teachers understand that simply adding surface-level cultural references doesn't offer opportunities for the brain to "chew" on complex content, which leads to brain growth and efficiency. This chapter highlights the stages of information processing cycle: *ignite, chunk, chew,* and *review.*
SLIDES OR HANDOUTS FOR THE SESSION	**SLIDES:** *The Information Processing Cycle* **HANDOUTS:** *The Cultural Learning Tools*
SUGGESTED DISCUSSION STRUCTURE	*Text-Rendering Protocol*
PITFALLS & MISCONCEPTIONS	A key pitfall to watch out for is teachers reducing the information processing cycle to a few "strategies" rather than seeing the tools and tactics outlined in Chapter 8 as part of an instructional routine.
OTHER FACILITATION TIPS	None.

Creating a Culturally Responsive Community for Learning

FOCUS: Create a culturally responsive classroom community isn't about decorating bulletin boards, but it is about creating processes and structures that allow students to create a sense of community as well as intellectual and social safety for learning.

- There are rituals and routines that raise the oxytocin among the group
- The structures create the opportunity for students to collaborate and learn together in collectivist ways
- The talk and task structures build on Vygotsky's social-cultural learning theory, which says what we learn is sticky when we learn together and have authentic opportunities to talk to each other

ACTIVATING AND ENGAGING

> What are the things you do to create a sense of community and connection in your classroom?

> How do you bring culture into the classroom in authentic ways that doesn't fall into the "It's a Small World" trap?

EXPLORING AND DISCOVERING

READING: *Ethos Versus Artifacts* pages 142-150

DISCUSS:

> How can you create a strong cultural ethos in the classroom as well as an aesthetically pleasing environment?

> What rituals and routines can you set up that incorporate diverse students' cultural ways of doing and being rather than surface culture artifacts?

> How can Vygotsky's social-cultural learning theory be operationalized in building a community of learners who support each other rather than being in competition with each other?

Creating a Culturally Responsive Community for Learning

TIPS FOR SETTING THE CONTEXT	Many teachers get fixated on *surface level culture* and multiculturalism when asked to bring "culture" into the classroom. This is a good opportunity for teachers to continue to deepen their understanding of collectivism *(shallow cultural level).* During the discussion, keep bringing them back to shallow vs. surface cultural features to build a culturally responsive community for learning.
SLIDES OR HANDOUTS FOR THE SESSION	Images of bulletin boards to illustrate examples and non-examples of culturally responsive bulletin board themes vs. multicultural/diversity bulletin board themes.
SUGGESTED DISCUSSION STRUCTURE	No suggestions.
PITFALLS & MISCONCEPTIONS	Teachers will want to focus on the "observable" cultural artifacts rather than the relational ethos. Have them look at how elements of collectivism such as "elder respect" are incorporated in to the flow of the classroom.
OTHER FACILITATION TIPS	None.