

MANAGING DIFFERENTIATED CLASSROOMS

Culturally Responsive Teaching

CULTURALLY RESPONSIVE TEACHING (CRT) IS...

Building relationships between teachers, parents, and students
Understanding and including cultural elements from Culturally Diverse Learners into the curriculum
Leveraging learners' past experiences and knowledge
Personalizing instruction



DIFFERENTIATED INSTRUCTION (DI) IS...

Creating learning pathways based on learning styles and scaffolding with the same learning goals
Creating assessment options for learners
Personalizing instruction

DO'S AND DON'TS

Don't be vague about directions.
Do provide clear directions and criteria.

Don't leave groups on their own.
Do identify expectations for collaborative work.

Don't go it alone.
Do include learners in the DI process by getting feedback and recommendations.



CLASS MANAGEMENT TECHNIQUES

Don't:

- wait to intervene
- rely on punishments
- allow disorder
- assume learners are incapable of meeting learning goals

WHOLE GROUP AND SMALL GROUP

In whole groups:

- scaffold understanding
- include questions for all learning abilities
- incorporate learning styles

In small groups:

- create specific goals for each group
- diversify learner pathways for strugglin, at-level, and advanced learners
- incorporate varied scaffolding



IN DIFFICULT-TO-MANAGE GROUPS

- connect to real-world examples
- vary learner engagement activity types and how they show understanding
- vary teacher communication (humor, commands, etc.)
- use positive reinforcement



CONSIDER LEARNERS' BACKGROUNDS

- learners' culture and family
- using culturally specific ideas and content to make learning more meaningful
- focusing on social-skill instruction
- giving precise directions and examples

TEACHER SELF-AWARENESS

Keep in mind that you are operating under your own hermeneutical presuppositions and that you view other cultures through your own "cultural glasses". Be open to incorporating knowledge from learners' cultures.



SUPPORT

Don't go it alone. Reach out for help from administration. Collaborate with other teachers to give or receive guidance and novel approaches and techniques.

WANT MORE INFORMATION? CHECK OUT THESE REFERENCES:

CARTLEDGE, G., SINGH, A., & GIBSON, L. (2008). PRACTICAL BEHAVIOR-MANAGEMENT TECHNIQUES TO CLOSE THE ACCESSIBILITY GAP FOR STUDENTS WHO ARE CULTURALLY AND LINGUISTICALLY DIVERSE. PREVENTING SCHOOL FAILURE: ALTERNATIVE EDUCATION FOR CHILDREN AND YOUTH, 52(3), 29-38.

LARSON, K. E., PAS, E. T., BRADSHAW, C. P., ROSENBERG, M. S., & DAY-VINES, N. L. (2018). EXAMINING HOW PROACTIVE MANAGEMENT AND CULTURALLY RESPONSIVE TEACHING RELATE TO STUDENT BEHAVIOR: IMPLICATIONS FOR MEASUREMENT AND PRACTICE. SCHOOL PSYCHOLOGY REVIEW, 47(2), 153-166.

LAUREN PRICE, C., & STEED, E. A. (2016). CULTURALLY RESPONSIVE STRATEGIES TO SUPPORT YOUNG CHILDREN WITH CHALLENGING BEHAVIOUR. YC: YOUNG CHILDREN, 71 (5), 36-43.

