Network (SSID): Embassy Lower Level
Username: embassy
Passcode: WCUME2018
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WHAT DOES IT MEAN TO BE “CULTURALLY RESPONSIVE”

- Culturally Responsive Teaching is defined as using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively. It is based on understanding the influences of race, culture, and ethnicity in teaching and learning, and using the cultural experiences, and contributions of different ethnic groups as instrumental tools for teaching academic and social knowledge and skills (Gay, 2000).
Why be “culturally responsive”? 

- 'Where's My Story?' Reflecting All Students in Children's Literature

  - Can students see themselves and/or their values, family situations, beliefs, etc. in the classroom curriculum or library?

  - Are students intrinsically motivated to participate and learn when they can't identify with content?

- CULTURALLY RESPONSIVE TEACHING: The Big Social Justice Book List Project ~ Big Social Justice Book List - articles on Culturally Responsive Teaching

- Social Justice Book List
What is Culturally Responsive Teaching?
Geneva Gay
Some of the characteristics of culturally responsive teaching are:

- Positive perspectives on parents and families
- Communication of high expectations
- Learning within the context of culture
- Student-centered instruction
- Culturally mediated instruction
- Reshaping the curriculum
- Teacher as facilitator

Brown University - The Teaching Alliance
Positive perspectives on parents and families

Gain cross-cultural skills necessary for successful exchange and collaboration by:

• Research the cultural background of students' families

• Visit local community centers to find out about the cultural activities and beliefs of the students

• Tour students' neighborhoods to identify local resources and "funds of knowledge" (Moll et al., 1992)
Communication of high expectations

1. Communicate clear expectations
   - Be specific in what you expect students to know and be able to do

2. Create an environment in which there is genuine respect for students and a belief in their capability (this can also develop from literature)
   - Encourage students to meet expectations for a particular task
   - Offer praise when standards are meet
Household Funds of Knowledge
Luis Moll
Household Funds of Knowledge: What families may describe

- Planting crops, taking care of soil and irrigation
- Taking care of animals; Hunting and tracking animals
- Fixing mechanical things
- Telling family stories
- Reading print advertisements and notices & family letters
- Herbal medicine & first aid procedures
- Playing various games; Folk music
- Carpentry and other forms of woodworking; Textile design
- Renting, selling, managing income
- Shopping for best values, budgeting money
- Local history
- Where immigrant relatives came from, immigration routes, etc.
**Learning within the context of culture**

Vary teaching strategies by:

- Assign students research projects that focus on issues or concepts that apply to their own community or cultural group
- Provide various options for completing an assignment (librarian designed based on multiple literacies)

Bridge cultural differences through effective communication

- Teach and talk to students about differences between individuals
- Show how differences among the students make for better learning
- Attend community events of the students and discuss the events with the students

**Perfect way to meet NC Media Coordinator Standard 2.A. Collaborates with teachers to develop culturally relevant classroom instructional practices.**
**Student-centered instruction** (Librarian & teacher working together)

Promote student engagement by:
- Have students generate lists of topics they wish to study and/or research
- Allow students to select their own reading material

Share responsibility of instruction by:
- Have students lead discussion groups or reteach concepts

Create inquiry based/discovery oriented curriculum by:
- Create classroom projects that involve the community

Encourage a community of learners by:
- Form book clubs or literature circles (*Daniels, 2002*) for reading discussions
- Conduct Student-Directed Sharing Time (*Brisk & Harrington, 2000*)
**Reshaping the curriculum** (librarian and teacher working together)

Use resources other than textbooks for study by:

- Have students research aspects of a topic within their community
- Encourage students to interview members of their community who have knowledge of the topic they are studying
- Provide information to the students on alternative viewpoints or beliefs of a topic

Develop learning activities that are more reflective of students' backgrounds by:

- Include cooperative learning strategies
- Allow students the choice of working alone or in groups on certain projects
Teacher as facilitator (librarian and teacher working together)

Learn about students’ cultures by:

• Have students share artifacts from home that reflect their culture
• Have students write about traditions shared by their families
• Have students research different aspects of their culture

Vary teaching approaches to accommodate diverse learning styles and language proficiency by:

• Have students participate in book clubs or literature circles (Daniels, 2002)
• Use student-directed discussion groups (Brisk & Harrington, 2000)

Utilize various resources in the students’ communities by:

• Have members of the community speak to students on various subjects
• Ask members of the community to teach a lesson or give a demonstration (in their field of expertise) to the students
How can students share their “culture” with teachers & librarians? How can teachers/librarians evaluate their sources for multicultural relevance?

1) Have students fill out a Cultural Relevance **Rubric** after reading their library and classroom books.

2) Have teachers evaluate their collection for authenticity. Can use Culture Questionnaire [here](#):

3) Determine if your library is “culturally responsive”. Have administrators and teachers conduct a **Culturally Responsive Library Walk** (I have a team of teachers in the beginning stages of this).

4) How can librarians use this information in regards to working with teachers and library collection development?

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<table>
<thead>
<tr>
<th>Cultural Relevance Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Characters</strong></td>
</tr>
<tr>
<td>The characters(s) on the page are very similar to me and my family. The characters(s) would fit in well at all.</td>
</tr>
<tr>
<td>The characters(s) on the page are not at all like me and my family. The characters(s) would not fit in well at all.</td>
</tr>
</tbody>
</table>

| **Experiences** | **1** | **2** | **3** |
| Have had experiences exactly like the event(s) described in this story. | | | |
| Have had some experiences like the event(s) described in the story, but I haven’t had an event happening exactly the same. | | | |
| Have not had any experiences like the event(s) described in the story. | | | |

| **Scene Setting** | **1** | **2** | **3** |
| The setting(s) in the story was not like any place I have visited. | | | |
| The setting(s) in the story was familiar to me. | | | |
| The setting(s) in the story was very familiar to me. | | | |

| **Time** | **1** | **2** | **3** |
| Some of the events in the text have taken place in the past. | | | |
| Some of the events in the text could take place today. | | | |
| Some of the events in the text could take place in the future. | | | |

| **Race** | **1** | **2** | **3** |
| The main character(s) in the text are very like me. | | | |
| Some of the main characters in the text are very like me. | | | |
| The main character(s) in the text are not very like me. | | | |

| **Main Character’s Gender** | **1** | **2** | **3** |
| The main character(s) in the text are the same gender as I am. | | | |
| Some of the main characters in the text are the same gender as I am. | | | |
| The main character(s) in the text are not the same gender as I am. | | | |

| **Language** | **1** | **2** | **3** |
| The language(s) in the text are written the way my parents and I speak. They talk, read, and write in the same way I do. | | | |
| The language(s) in the text are written in a way that is similar to the way my parents and I speak. They talk, read, and write in a way that is very similar to the way I do. | | | |
| The language(s) in the text are not similar to the way my parents and I speak. They talk, read, and write in a way that is different from the way I do. | | | |

| **Frequency** | **1** | **2** | **3** |
| Have read, seen, or heard the text once or twice just like this one very often. | | | |
| Have read, seen, or heard the text once or twice just like this one often. | | | |
| Have read, seen, or heard the text once or twice just like this one sometimes. | | | |
WHAT CAN LIBRARIANS DO?

• Get to know your students, and build an understanding of multiculturalism with your teachers.
  
  - We as librarians rely on classroom teachers to help us identify particular social situations and cultures.

  - By being aware of the students’ languages, cultures, non-traditional social situations, and learning styles, librarians can make lesson planning and instruction more meaningful and relevant to their students’ lives.

As librarians, we must try to understand that “culture encompasses many things, some of which... have direct implications for teaching and learning. Among these are ethnic groups’ cultural values, traditions, communication, learning styles, contributions, and relational patterns”.

"Keeping Up With... Culturally Responsive Teaching ", American Library Association, February 17, 2016.


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INCORPORATE STUDENTS’ BACKGROUNDS

• Use examples in your joint lessons that reflect the cultural backgrounds of your students in a positive light.

• Similarly, librarians can co-teach with teachers about developing search strategies, identifying information needs of culturally diverse students, or evaluating topics and keywords that are inclusive and sensitive to various cultural perspectives.

• Incorporating students’ backgrounds in instruction is a learner-centered approach to teaching which “places the student at the center of the learning process”.
DIVERSIFY TEACHING METHODS

-Students from “Other” backgrounds have different ideas about learning “and respond to challenges in different ways”.

-Some students may find answering questions intimidating because of language barriers, disability, fear of being “wrong,” or other reasons.

-Encourage students to share their experiences and opinions, but have alternate ways for students to submit responses or questions in order to accommodate different learning styles, abilities, and understandings, such as Padlet, blogs, video response, etc.

-Allowing students to work in groups can help support those students who learn better collaboratively as well as allow English-language learners to practice language skills with their peers.
COLLECTIONS AND PROGRAMMING IN THE LIBRARY - What can we do?

• Influence culturally-responsive teaching through collections and programming.

• Foster “diverse learning opportunities through culturally relevant library collections” by purchasing works written by authors with diverse backgrounds and containing subject matter that reflects differing realities and perspectives, increasing opportunities for students to encounter views that might be different from their own.
• Sponsor multicultural-themed exhibits and programs that promote diversity. These programs serve to educate students about different cultures while showing the library as a supportive, welcoming place for all students to study and learn.

• Display classroom multicultural showcases.

• Use Culturally Responsive Library Walkthroughs as a way for teachers/administrators to provide feedback on diversity of collections and programs. Collection suggestions can be given as well.

• Diverse students need diverse resources
CONCLUSION

• Among the challenges many schools face is their lack of diversity, especially among faculty and staff, as well as significant attainment gaps among minority groups.

• Librarians have the power to be “agents of change” and, indeed, have a moral responsibility to support and facilitate student learning.

• As the “cultural learning hub” which serve all students, staff, and faculty, and by incorporating culturally-responsive teaching through our co-instruction, our collections, and our programming, school libraries can have a significant impact on supporting diversity and student success in our classrooms and in the library.
• Researchers have found that culturally responsive classrooms motivate students to learn.

"The essentials of this motivational structure are that it
1) respects diversity;
2) engages the motivation of a broad range of students;
3) creates a safe, inclusive, and respectful learning environment;
4) derives teaching practices from across disciplines and cultures; and
5) promotes equitable learning."

https://guides.library.pdx.edu/culturallyresponsivecurriculum
RESOURCES

Culturally Responsive Teaching resources on Symbaloo EDU
Preparing for Cultural Diversity: Resources for Teachers
Classroom Library Assessment: How culturally responsive is your library?
Want help boosting cultural responsiveness at your school? Ask your librarian!
Technology and the Seven Principles of Culturally Responsive Teaching
Responsive Reads: Culturally authentic texts for all students and those who need them most
Culturally responsive books for students
Culturally Responsive Teaching: Articles for Teachers
Culturally Responsive Teaching: 16 Ways to Integrate It Into Your Classroom
We Need Diverse Books
Librarians as Campus Partners: Supporting Culturally Responsive and Inclusive Curriculum
Multicultural/Culturally Responsive Collection LibGuide
Please help me to reflect and improve my practice by providing **feedback** on today's session.