Today’s Guiding Questions

● How do we create culturally responsive teaching and learning spaces?
● How do we develop and implement lessons that are culturally responsive and celebrate students’ funds of knowledge?
● How can teachers use SIOP components and features to support students’ language and content development?
● How do we assess our ELLs in culturally responsive ways?
● How do we apply these ideas to our respective classes?
Objectives of Today’s Session

By the end of today’s session, you will be able to:

● Define “culturally responsive teaching” and its importance in educating linguistically and culturally diverse students;
● Develop and enhance teaching practices to support, encourage, and engage diverse students;
● Use SIOP components of *building background, strategies, and interaction* to teach with awareness of developing students’ language and content knowledge;
● Consider the ways our current assessment system could be more culturally responsive for our ELLs.
Getting Started: Defining Culturally Responsive Teaching

1. What does this term mean to you?
2. Watch this video. What do you notice?
3. How do they define “culturally responsive teaching”?
4. How might you refine your definition?
Funds of Knowledge (González, Moll, & Amanti, 2005)

- Resources and lived experiences that English language learners bring to the classroom with them.
- Students have both prior formal and informal learning experiences that influence their future learning.
- They are not merely blank slates, coming to the classroom as empty vessels ready to be “filled with knowledge.”
- Students’ in school and out of school experiences should be valued and connected to new learning.
- Asset, rather than deficit, view of these students.

“Studies have suggested that drawing on the experiences that students have accumulated in their households with siblings, peers, friends, communities, and parents are not only valuable to students’ lives, but can assist teachers in understanding the ways in which these experiences can be practically and meaningfully connected to classroom curriculum.”

-Armano-Jimenez & Semingson, 2011

Thinking about the students in your classes:

What kinds of formal and informal experiences in your content area do your ELLs bring to your classroom?  
What traits and characteristics do they have that can be used as assets in their learning?
## Reflection activity

**What assets can you identify in Asad?**

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<thead>
<tr>
<th>Acceptance</th>
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<th>Professionalism</th>
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<td>Adaptability</td>
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Three components of a culturally responsive framework:

❖ Teacher dispositions towards ELLs
❖ Pedagogical knowledge (knowledge of content and how to deliver it to students in ways that they can understand it, tapping into ELLs’ funds of knowledge),
❖ Use of students’ native language (L1) and its relationship to the new language (L2), viewing students as emergent bilinguals or even multilinguals.

Source: Jiminez, David, Pacheco, Risko, Pray, Fagan, & Gonzales (2015)
Focusing In... Pedagogical Knowledge

How can teachers make their content accessible and deliver it to students in ways that they can understand it, tapping into ELLs’ funds of knowledge?

**It is not enough for mainstream teachers to simply employ “just good teaching” practices (de Jong & Harper, 2005) in their instruction.**

**Teachers of ELLs must first work to meet their unique needs, and thereafter, all students will benefit.**

→ The SIOP Model
What is the SIOP Model?

- The Sheltered Instruction Observation Protocol Model is a way for teachers to deliver both content and language instruction to students who are learning content through a new language.
- It is a lesson planning and delivery approach that is composed of 30 features in eight main components.
- It is also an observational instrument which is used to evaluate a lesson’s alignment to the model.
- SIOP teachers are responsible for teaching both language and content.
Eight SIOP Components:

1. Lesson Preparation
2. Content and Language Objectives
3. Building Background
4. Comprehensible Input
5. Strategies
6. Interaction
7. Lesson Delivery
8. Review and Assessment

SIOP Lesson Plan Templates
SIOP: Building Background

Building Background Features

- Concepts Linked to Students' Background
- Develop Key Vocabulary
- Bridge Past + New Learning

Content Words
Academic Language
Words and Word Parts
An Example of Building Background
Helping ELLs Build Background in the Classroom

Tips for building background:

1. Dismiss your assumptions
2. Identify knowledge needed before delivering the lesson
3. Engage students with experiences and demonstrations
4. Adjust your language to explore rather than imply

Source:
Putting it into Practice

To Discuss:

Think about your students’ learning experiences and traits.

→ How have you used these experiences and traits as a starting point for their learning?
SIOP: Teaching & Learning Strategies

Learning Strategies

Teaching Strategies
An Example of a Teaching Strategy and a Learning Strategy

https://www.teachingchannel.org/videos/enhance-student-note-taking
https://www.teachingchannel.org/videos/student-annotated-reading-strategy

Looking back at the teaching and learning strategies, which did you see evidence of in these videos?
Returning to your contexts: What are some teaching and learning strategies that would be appropriate for your classes?
SIOP: Interaction

Interaction Features

- Frequent Opportunities for Interaction
- Grouping Configurations
- Sufficient Wait Time
- Clarify Key Concepts in L1
Interaction in the classroom

What's missing?
## Connecting back to your classes

Considering these components of interaction, what works and what is challenging in your classroom?

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<td>Use of L1</td>
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Culturally Responsive Assessments:
How do we assess our ELLs in a way that is culturally responsive?

1. Keep your population in mind, and tailor assessment to the background and needs of those students.

2. Ask what is really being assessed.

3. Consider the accessibility of the assessment.

4. Recognize that, for many assessments in many schools, the population on which the assessment instrument was normed is not the same population on which it is being used.

5. Strive for a balanced assessment process linked to classroom instruction at each stage.

6. Involve the appropriate personnel.

Source: Doran & Mazur, 2011
Culturally responsive teaching provides students with **equitable**, not equal opportunities;

**Equity** means giving each person what they need, regardless of their entry point, not giving everyone the same;

At the same time, **equity** should be viewed from an asset, not a deficit perspective - while some students might need more, what they bring to the classroom should be acknowledged, built upon, and celebrated.
Questions?

Thank you for your participation!