Secondary Culturally and Linguistically Responsive Pedagogy: Implementation

Idea Processing/Reflection Space

Grounding Activity

Think:
Reflect on your school experience and identify a teacher (or other caring adult) who helped you feel confident to engage in rigorous learning activities.

Partner Share
Be prepared to share one example of something this teacher did to help you experience success in his or her classroom.

Table Share: Whip Around
What attributes did this teacher/caring adult exude that were impactful on you as a student?

Essential Components of Culturally and Linguistically Responsive Pedagogy

Strong Teacher Efficacy

Independent Reflection: Provide an example of how you exhibit one of these qualities of teachers who have strong self-efficacy: Refer to Handout 7 if you need to Turn and Talk to share your ideas with your partner.

Creating a Culturally Responsive Community for Learning

Independent Reflection: Answer one of the following questions about your classroom environment.

1. What values do we want to communicate through our environment?
2. How do we want children to experience their time in our classroom?
3. What do the artifacts on the walls communicate to students, parents, or me about what is important?
4. What do we want the environment to “teach” those who are in it?

Turn and Talk to share your ideas with a partner.
Essential Components of Culturally and Linguistically Responsive Pedagogy

**Responsive Pedagogy: Ignite, Chunk and Chew, Review**

As you watch the video, please take notes to answer the following questions:

**Chunk and Chew K-W-L**

- What did you know about the topic when you first arrived?
- What about the topic would you like to know more about?
- What did you learn?

**Responsive Pedagogy: Ignite, Chunk and Chew, Review**

Ignite, Chunk, Chew and Review are four phases of culturally responsive lessons that help build intellective capacity for all learners. *(Hammond, 2015)*

Please take notes to answer the following questions using a K-W-L Graphic Organizer:

**Responsive Pedagogy K-W-L**

- What did you know about the topic when you first arrived?
- What about the topic would you like to know more about?
- What did you learn?
Measuring Bias in Ourselves and Others

“Research shows that our racial biases are often more about who we choose to help than who we don’t.”

**Guiding Question:**
What are your thoughts about the implications of unconscious bias presented in this video and classroom instruction?

Where have you observed the presence of unconscious bias and what can be done to ensure it doesn’t continue at your current site?

**Think:** Provide 3 minute to think about your responses to these questions.
**Ink:** Provide 2 minutes for a written response.
**Pair:** Provide 2 minutes to share your response with a partner.
**Share:** Share ideas with the group.
# Knowledge Reflection Chart

<table>
<thead>
<tr>
<th>K</th>
<th>I already KNOW...</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>I WANT to know...</td>
</tr>
<tr>
<td>L</td>
<td>I have LEARNED...</td>
</tr>
</tbody>
</table>

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