Objective: KDP Members will develop positive attitudes about others by discussing cultural perspectives and development of classroom management practices that are culturally and linguistically responsive.

Rationale: Culturally responsive classroom management (CRCM) involves a continuous process of learning and reflection. It includes:

- an understanding of the influence of culture, gender, ability, and socioeconomic status on students’ communication;
- patterns of learning; and
- classroom behavior as well as teachers’ expectations and interactions (Bloom, 2009).

Essential questions for guided discussion(s):

- Which makes the most sense for classroom management practices: Treat all learners differently, or treat all learners the same?
- Discuss how communication, learning and motivation, values, and behavior can be influenced by culture. How can these differences cause problems in the classroom? How can differing communication patterns and behavioral styles be accommodated in the classroom?
- How can classroom teachers become aware of these influences?
- How can they create classroom practices that allow for, as well as celebrate, diversity?
- Why are children from diverse cultures sometimes at a disadvantage in a classroom?

Engagement activity #1: In groups or pairs, discuss how to critically reflect to enhance attitudes toward and beliefs about diversity, including culturally responsive classroom management (teaching). Garmon (2005) suggests teachers focus on:

- Openness
- Self-awareness/self-reflection
- Commitment to social justice
- Intercultural experiences
- Educational experiences and collegial support

Engagement activity #2: The following are strategies for enacting CRCM (Weinstein, Curran, & Tomlinson-Clarke, 2003):

- Creating a physical setting that supports academic and social goals
- Establishing expectations for behavior
- Communicating with students in culturally consistent ways
- Developing a caring classroom environment
- Working with families
- Using appropriate interventions to assist students with behavior problems.
Interactive questions can be used to enhance intercultural competence by drawing on the knowledge, skills, and experiences of international faculty, colleagues, and families (Slapac & Kim, 2014).

Using available resources, have members write specific CRCM strategies they could implement in their own classrooms/educational settings. They also can share applicable experiences and clarify their perspectives as educators. In addition, they can develop surveys to be used to get to know their students and families’ backgrounds and experiences.

**Engagement activity #3:** KDP members could brainstorm ideas for community outreach initiatives, such as *Literacy Alive!* projects, and international engagement. Check out KDP.org for ideas for community projects and to contact your Regional Counselor. As an example, KDP MU Iota Chapter organized a youth drive and collected clothes, school supplies, shoes, and small toys and sent them to children in a village in Ghana.

**References**

**Other Online Resources**
- Edutopia (www.edutopia.org)
- The IRIS Center-Vanderbilt Peabody College & Claremont Graduate University (articles, videos, resources and webinars; e.g., “Early Childhood Behavior Management” – http://iris.peabody.vanderbilt.edu/module/ecbm)
- Rethinking Schools (www.RethinkingSchools.org)
- Southern Poverty Law Center – Teaching Tolerance (http://www.splcenter.org/what-we-do/teaching-tolerance)
- The Center for Culturally Responsive Teaching and Learning (www.cultureandlanguage.org/ccrtl.html)
- Teaching Diverse Learners (http://www.brown.edu/academics/education-alliance/teaching-diverse-learners)
- National Education Association (http://www.nea.org)