

**CULTURALLY RESPONSIVE TEACHING  
AND LEADING:  
CLASSROOMS, CULTURES, AND CLIMATE**

**Gender** **Pedagogy** **Culture**  
 Multiculturalism **Diversity**

**CULTURALLY RESPONSIVE**  
**TEACHING AND LEADING CONFERENCE**

**Stereotype Threat** **Racial Battle Fatigue**  
 Relevant **LGBTQ**

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**YOUR HOSTS**



Martina I. Sharp-Grier



Jennifer L. Martin

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## WEBINAR EXPECTATIONS

- Open minds
- Respect
- Technology Use
- Questions?




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## GOALS

- Introduce CRTL curriculum
- Major CRTL concept overview
- Tips to running a successful CRTL conference
- Strategies to create culturally responsive classrooms




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## OBJECTIVES

Participants will learn what culturally responsive teaching and leading entails, and how to engage in culturally responsive practices in their current and future classrooms.

**Major Concepts:**

- Culturally Responsive Teaching and Leading
- Privilege
- Mythical Norm
- Implicit Bias
- Stereotype Threat

We will discuss how these phenomena impact our students, our classrooms, and our schools.

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## CULTURALLY RESPONSIVE PEDAGOGY (CRP)

CRP involves: academic achievement, socio-political consciousness, and cultural competence. Because CRP seeks to identify, problematize, and ultimately transform institutions and society with the goal of ending all forms of oppression, culturally responsive teachers must not only possess the will to end oppression but the *knowledge* to inform their choices and actions. Culturally responsive educators take the time needed to learn the experiences, individuality, and learning styles of all of their students in order to better reach them (Ladson-Billings, 2009).

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## BANKS: MULTICULTURAL EDUCATION



- Stage 1: Curriculum of the Mainstream
- Stage 2: Heroes and Holidays
- Stage 3: Integration
- Stage 4: Structural Reform
- Stage 5: Multicultural, Social Action, and Awareness

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## PRIVILEGE, DEFINED

According to McIntosh, privilege is the "Knapsack of unearned assets" that is given to individuals based on their racial category, ethnic identity, sex, gender identity, sexual orientation, ability, age, and other characteristics defined as "normal" in our society.



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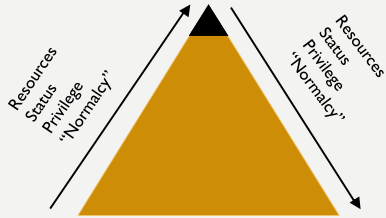
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## THE MYTHICAL NORM



Graphic inspired by A. Lorde (1980)

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## PREJUDICE AND DISCRIMINATION

**Prejudice** (Parillo, 2012)

**Negative attitude that rejects an entire group**

- Cognitive
- Affective
- Action Orientation



**Discrimination** (Parillo, 2012)

**Behavior that deprives a group of certain rights or opportunities**

- Individual
- Organizational
- Structural
- Social

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## IMPLICIT BIAS

- **Implicit biases are pervasive.** Everyone holds them, even people with stated pledges to neutrality - personally and professionally.
- **Implicit and explicit biases are related but separate mental paradigms.** They are not mutually exclusive and may even reinforce each other.
- **The implicit biases that we hold do not necessarily align with our professed views** or even reflect attitudes we would explicitly sanction.




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# MINORITY CONFLICT/MICROAGGRESSIONS

**Microaggressions** - indirect and oftentimes knee-jerk digs, jabs, and attacks aimed at minorities.

Three types:

- a) Microinsults
- b) Microinvalidations
- c) Microinequities




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# STEREOTYPE THREAT & MICROAGGRESSIONS

## STEREOTYPE THREAT

Being at risk of corroborating, through one's own actions, a negative stereotype or label about a group or category to which one is associated

Stereotype threat and microaggressions impact minority students, particularly those attending predominantly white schools (Penner & Saperstein, 2013; Steele & Aronson, 1995)

## IMPACT




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# REFLECTION




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## CRTL CONFERENCE FACILITATION TIPS

- Share the wealth: utilize your resources (students)
- Difficult material: try to be comfortable with the discomfort
- Allow for ample wait time
- Employ active participation
- Leave time for activities
- Vary the lecture
- Use your own stories




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## Q & A

Do you have any questions regarding this material?  
 Any insights?  
 Any resources that you can share?




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## THANK YOU

Thank you for your participation in today's workshop.  
 We look forward to your continued participation in this Culturally  
 Responsive Pedagogy series.




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## FOR MORE INFORMATION

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