

Culturally Sustaining Practices and Pathways

Panel Presentation:

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CHICAGO STATE UNIVERSITY

Intersectionality -

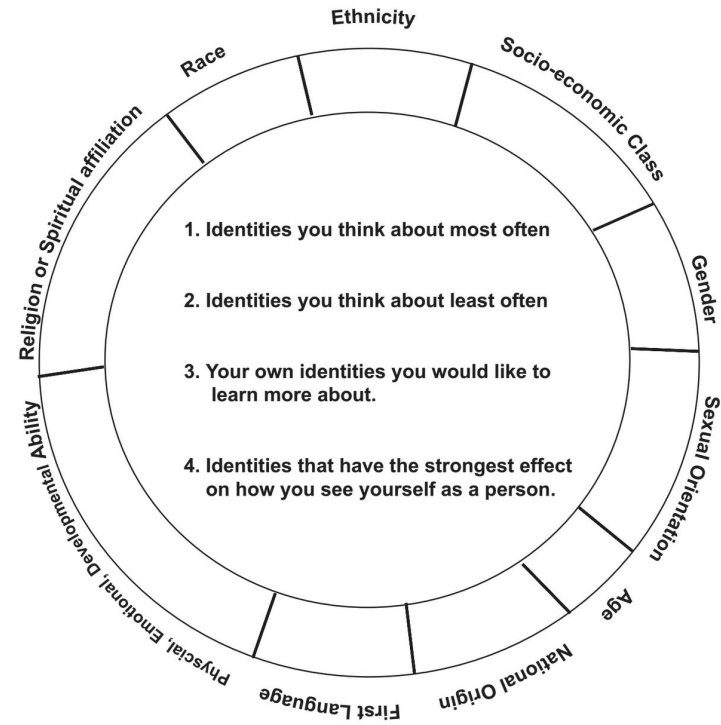
Dr. Kimberle Crenshaw

Before we take you on our journey of Culturally Sustaining Practices and the associated Pathways, let's begin with reflection.

- **Through what lens do you view your work?**
- **Which “who” grounds your ways of being as an educator?**

Social Identity Wheel

(Adapted from "Voices of Discovery", Intergroup Relations Center, Arizona State University)



Session Objectives:

Participants will:

- Identify *culturally sustaining* pathways in a teacher education program at a PBI
- Delve into the curricular and programmatic innovations that actualize culturally responsive pedagogy for marginalized students.
- Recognize the process of designing and implementing a culturally sustaining curriculum intentionally and seamlessly.
- Determine how to incorporate culturally sustaining pathways and practices within their own teacher preparation program contexts.

Chicago State University

Early Childhood Program Students:

- Chicago State University is a Predominantly Black Institution (PBI)
- The majority of our students are “non-traditional” students*
- Coming from standardized curriculum and testing experiences: “apprenticeship of observation”
- Need support to shift from deficit model to growth mindset, assets-focused approach to early care and education

*65% of our students are over the age of 30
34% of our students are over the age of 40
<85% of students are incumbent early childhood workforce members



Student Feedback

Holistic Needs Assessment - via interview with Holistic Mentor Coach n=53

- **-Salient academic support to keep up with coursework demands**
- **-Counseling and mental health resources**
- **-Employment opportunities conducive to student life**
- **-Course delivery flexibility- more online course options**
- **-Technology literacy is lacking**
- **-Content test preparation and anxiety**
- **-10% of the students interviewed cited advising errors and inconsistencies as a major concern**

Student Feedback (continued)

ECH Needs Assessment via anonymous electronic survey - n=44

POV: Over a third of our students are over 40 years old.

- **Over a 40% of our students desire to own a child care center or day care**
- **The primary academic goal for students is gaining skills to become an effective teacher (71%)**
- **The second most important goal is passing the content test (64%)**
- **Domestic situations, financial access and navigating program requirements are the biggest obstacles preventing students from reaching their goals.**

Culturally Sustaining Practices and Pathways

What are culturally sustaining practices?

...recognizes culture as a dynamic set of values.... Centers around approaches that validate and build upon students' diverse cultural backgrounds, while simultaneously fostering academic achievement and ensuring that students' cultural heritage and histories are not lost.

Examples

- Using students' languages and dialects in instruction .
- Incorporate diverse perspectives and experiences into the curriculum .
- Include diverse texts and media
- Use student-generated content
- Explore students' funds of knowledge
- Foster positive relationships
- Infuse peer teaching
- Include community members
- Development policies that support instead of punish



Culturally Sustaining Practices by Definition

To be clear, **CULTURALLY RESPONSIVE PEDAGOGY**, **CULTURALLY RELEVANT PEDAGOGY** and **CULTURALLY SUSTAINING PEDAGOGY** are not synonymous.

Culturally responsive pedagogy refers to teaching that, among other things, demonstrates an understanding and appreciation of students' personal cultural knowledge and uses students' prior knowledge and culture in teaching.

Culturally relevant pedagogy helps students become academically successful, cultivates cultural competence by helping students accept and affirm their cultural identities, and develops critical consciousness.

Culturally sustaining pedagogy maintains heritage, values, cultural and linguistic pluralism. It has the explicit goal of sustaining and supporting bi-/multilingualism and multiculturalism.



Culturally Sustaining Practices and Pathways

We have **embedded** culturally sustaining practices at multiple levels:

- Program
- Coursework
- Classroom practices



WHY CULTURALLY SUSTAINING (RESPONSIVE) PRACTICES?

“CULTURALLY RESPONSIVE TEACHING IS THE ANTIDOTE TO INEQUITY” - ZARETTA HAMMOND

CULTURALLY RESPONSIVE TEACHING INTERSECTS WITH COLLEGIATE AIMS THROUGH THREE INTERACTING AND INTERCONNECTED ELEMENTS:

- **HIGH ACADEMIC STANDARDS WITH A FOCUS ON STUDENTS’ INTELLECTUAL GROWTH**
- **CULTURAL COMPETENCE AND INCLUSION**
- **CRITICAL OR SOCIOPOLITICAL CONSCIOUSNESS**

CRP IS A GROWTH MINDSET-BASED APPROACH WHICH TENDS TO BE MISSING FROM THE CURRICULUM AND PROGRAMMING GEARED TOWARD STUDENTS OF COLOR AND FIRST GENERATION STUDENTS.

“CULTURE IS NOT A PATHOLOGY TO BE CURED, BUT AN ASSET TO BE EMBRACED.”
(GARRETT, 2023)

Program Level:

Credit for Prior Learning: CDA

CDA - Infant/ Toddler	ECH 2420 Child Development Ages 0-8 (3 credit hrs.) ECH 2403 Health, Safety & Nutrition (3 credit hrs.) ECH 3550 Intro to Infant Mental Health (3 credit hrs.) ECH 4411 Methods for Developing Infant Toddler Curriculum (3 credit hrs.) ECH 4445 Field Practicum (3 credit hrs.) Total: 15 credit hrs.
CDA - Preschool	ECH 2420 Child Development Ages 0-8(3 credit hrs.) ECH 2403 Health, Safety & Nutrition (3 credit hrs.) ECH 2404 Foundations of ECH (3 credit hrs.) ECH 4445 Field Practicum (3 credit hrs.) Total: 12 credit hrs.

Program Level:

Credit for Prior Learning: Portfolio

Institutional PLA Policy:

Students wishing to receive credit for the ECH 4450/5450 Student Teaching PreK to Grade 2 through the Prior Learning Assessment process by completing Professional Portfolio course must present evidence to the Early Childhood Program Faculty and the CSU College of Education Licensure Officer of the following:

- 1) A state issued Paraprofessional License or Substitute Teacher License.**
- 2) At least one year of experience in the content area and/or grade level on which the student teaching experience is focused.**

Professional Portfolio is a 3 credit hour course taught by CPL (Credit for Prior Learning) certified faculty. Participants complete professional portfolio aligned with the student teaching course learning outcomes. Program faculty member evaluates the portfolio and provides score rubric and recommendation to award 3 additional credits for candidate's prior experience in the field and a passing grade to be accepted for student teaching.

Curriculum Level:

Early Childhood Curriculum Redesign

- **Alignment with CRTL and IPES**
- **Identified opportunities to capitalize on the cultural assets of our student population**
- **Create a learning community that cultivates the development of an early childhood professional identity**

Curriculum Level: Course Sequence and Field Hours

- **Developmental course sequence**
- **Courses with field hours clustered in the same semesters to promote an understanding of the integrated nature of early childhood**
- **Incremental increase in field hours as you progress through the program**

Considering Culturally Sustaining Practices through Field Experiences

What are the challenges that your early childhood students experience with negotiating their field experiences relative to their lived experience?

What experiences and qualities of your student population do you consider when working to support your students within their field experiences?

What are effective strategies you have used to support early childhood students in their field experiences?

Curriculum Level:

Seminar Series: The Scholarship of Culturally Responsive Teaching and Learning

Course Description This reflective seminar will support students participating in field based experiences with integrating early childhood research and theory with classroom practice. Through the seminar experience, students will actively construct their professional identity as a culturally responsive early childhood practitioner. Students will engage in action research that will be incrementally more comprehensive over the course of the seminar series.

Overarching Questions:

- **Who am I?**
- **Who am I as a teacher of young children?**
- **Who am I as a teacher of color of young children?**
- **Who am I as a teacher of color in the community where I work?**

What is a “win” you have had using an effective culturally sustaining strategy with your students?

Write your “win” on the provided paper.

Explain the strategy and how you found it to be effective.

Put your paper aside until later....



Classroom Practice Level: Strategies and Practices: Connecting theory with practice

Parallel Process

Intentionality

Practical

Goals for culturally sustaining practices in our coursework:

- Establishing a culture of safety and support in the classroom community
- High expectations with high support
- Modeling scaffolding and formative opportunities
- Hands-on, active, multimodal
- Social construction of knowledge: Working with groups and peer support

EXAMPLE 1: A Culture of Safety and Support: “Rights and Responsibilities”

First day of class and revisit throughout the semester as needed.

Values, Rights, and Responsibilities: Support, Respect, Flexibility, Communication

What are your rights as a student?

- Get questions answered by the instructor
- Accommodations for emergencies
- Receive useful/constructive feedback on your teaching and assignments
- Voice how we feel without feeling unsafe
- Get support in the areas you need support
- Right to fall behind and ask for an extension

What are your responsibilities as a student?

- Communicate in a timely and professional fashion
- Reach out in advance or as soon as possible; Follow through on the alternative
- Take and apply the feedback; Try not to take feedback personally
- No judgment; Open-mindedness; Express valid concern; Confidentiality
- Take initiative; Be open to the support
- Communicate; Only ask for extensions when it is absolutely necessary; Stick to agreed upon extension plan

EXAMPLE 2: Scaffolding and Formative Opportunities: “Good Objectives”

- **Students will contribute at least one idea to a list of qualities of good objectives.**
- **Students will work with a partner to draft a good objective for a lesson they are planning to teach in their field placement.**
- **Partners will verbally share with the whole class the objective they drafted to be added to the board.**
- **Students will use the list of qualities of good objectives to rate each of the drafted objectives 1-5 (1 being needs improvement, 5 being excellent) using a sticky note.**
- **Students will write on the sticky note with their rating the reason for the rating they gave each objective.**

EXAMPLE 3:

Include Diverse Texts

Staying true to the parallel process, I introduced the method of guided reading groups by taking teacher candidates through the steps in the process of teaching a guided reading group using a short story written by an African American woman: *The Flip Lady* by Ladee Hubbard

Step 1: Activate background knowledge / Introduce Vocabulary/ Set the purpose for reading(connecting)

Step 2: Students read in a staggered rotation. Guiding questions were asked at predetermined points in the reading.

Step 3: Students documented their connections to the reading (during and after)- applying the comprehension strategy.

Step 4: Assess by discussing the connections made. What helped? What made this hard?

EXAMPLE 4: BUILDING A RUBRIC USING CULTURAL VALUES

NAME:		ACTIVITY: THE PERFECT VACATION			
	CRITERIA/OBJ/STANDARD ONLY GOING TO A FOUR OR FIVE STAR REVIEWED RESTAURANT ; NO COOKING	CRITERIA/OBJ/STANDARD ALL INCLUSIVE - ALL FOODS, ACTIVITIES, ENTERTAINMENT ARE PRE-PAID	CRITERIA/OBJ/STANDARD THE LOCATION SHOULD PROVIDE ACCESS TO AN OPEN BODY OF WATER		
3	WILL EAT AT A VARIETY OF MICHELIN STAR RESTAURANTS WITH A QUALITY WINE LIST				

DEVELOPING A RUBRIC

Rubrics are valuable tools used to evaluate multifaceted tasks or events.

In a learning environment, it enables the evaluator to measure and assess performances accurately, with data that can be used and interpreted by multiple parties, including the student.

The parallel process is critical for this activity, where students were asked to develop a rubric about a current, relevant experience; and then apply the process to their planned assessment activity.

Steps to Building a Rubric

1. Decide on the criteria to be evaluated for the selected task or event. Choose 3-4 to start.
2. For the first criteria, describe the best performance; be sure to include observable/ measurable terms (numerical, color, shape, etc)
3. For the same criteria, describe the worst performance; still observable/measurable terms
4. For the same criteria, describe an intermediary performance, with observable/measurable terms
5. Decide if there will be a 0 level.
6. Repeat with each remaining criteria.

ACTIVITY: A RELAXING VACATION			
CRITERIA/OBJ/STANDARD QUALITY OF THE SPA ACTIVITY	CRITERIA/OBJ/STANDARD NO CHILDREN IN ATTENDANCE	CRITERIA/OBJ/STANDARD ALL INCLUSIVE	CRITERIA/OBJ/STANDARD
THE BEST SPA ACTIVITY INCLUDES A FULL BODY MASSAGE, A FLOWER BATH AND A SUGAR SCRUB	NO KIDS , MY KIDS OR YOUR KIDS	FOOD , DRINKS, EXCURSIONS	
2 OF 3		FOOD, DRINKS	
THE SPA ACTIVITY ONLY INCLUDED ONE ACTIVITY		FOOD	

EXAMPLE 5: Hands-On and Multimodal: “Paper Airplanes”

Using the paper you wrote your winning strategy on, create a paper airplane.



What are some ways you can more intentionally infuse effective culturally sustaining practices with your students?

Take a look at your “wins” from earlier.

Turn and talk- choose ONE practice you want to be more intentional about and discuss strategies for HOW to implement this this semester? Next semester?



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CULTURAL RESPONSIVENESS

is not a practice; it's what informs our practice so we can make better teaching choices for eliciting, engaging, motivating, supporting, and expanding the **intellectual capacity of ALL our students.**

—ZARETTA HAMMOND

"Culturally sustaining pedagogy exists wherever education sustains the lifeways of communities who have been and continue to be damaged and erased through schooling."

*- Django Paris & H. Samy Alim
in Education Week Teacher*

"Culturally Sustaining Pedagogy (CSP) challenges me to create democratic, pluralistic spaces for and with students."

Charlene Mendoza in Education Week
Teacher

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I needed to learn and unlearn my own education, calling out where the perspectives were homogeneous and pivoting to make sure I could answer questions with a culturally appropriate and responsive answer."

—Ann-Katherine Kimble
Curriculum Writer & Designer, XQ Institute

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The culturally responsive educator assumes the role of 'warm demander.'

Zaretta Hammond
Education Week

Equity in Education | XQ

Becoming culturally sustaining practitioners is an ongoing process

We consistently meet to challenge and inform the work that we do.

We hope that you see culturally sustaining practices as a “dynamic cultural dexterity... as a necessary good, [that] sees the outcome of learning as additive, rather than subtractive”. -

Paris & Alim (2014)

CLOSING



References

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