



Culturally Responsive Teaching and Learning

RA has undergone a professional learning series on culturally responsive teaching and learning. We have partnered with Dr. Michele Hancock who has been guiding our growth in this area. All staff has taken the IDI and as a school we have examined our group profile. Individual coaching sessions have been conducted with staff who are interested in learning more about how they can become more culturally responsive. The chart below outlines our work thus far.

<p>Academic Literacy Instruction</p>	<p>Currently</p> <ul style="list-style-type: none"> ● Using culturally responsive texts in classrooms and libraries ● Using engaging read alouds ● Use effective literacy strategies ● Adding more culturally responsive books to classroom libraries and the school library ● Investigating incorporate linguistically cultural texts in Drama
<p>Academic Vocabulary Instruction</p>	<p>Currently</p> <ul style="list-style-type: none"> ● Whole Brain Teaching ● Daily 5 ● Shared Reading ● Activating Prior Knowledge ● Home/academic language ● Using slang to determine level of language ● Using the proper definition to determine meaning ● Have a focus on vocabulary development including: Multiple exposures and opportunities, teaching multiple meanings, Tier 3, tier 2 words, teaching word parts, teaching synonyms, making connections and expanding, providing definitional and contextual information, using personal thesauruses, personal word walls/context clues, integrating vocabulary/spelling into word work and investigating cross cultural vocabulary

<p>Academic Language Instruction</p>	<p>Currently</p> <ul style="list-style-type: none"> ● Teachable moments, Role playing ● Teach in Standard English ● Help student understand what their writing and if they're expressing themselves correctly ● Find context clues in reading comprehension ● Help formatting sentences ● Creating an agreed upon separation of home, school, and academic language ● Creating an agreed upon separation of home, school, and academic language ● RACE (Restate, Answer the questions, Cite Evidence, Explain your thinking) Responses ● Accountable Talk
<p>Classroom Management</p>	<p>Current:</p> <ul style="list-style-type: none"> ● Attention grabbers using Whole Brain Teaching ● Three Rs: 1:1 discussions with kids, super improver goals, respect using Whole Brain Teaching and accountable talk ● Three Ps: Positive: ARTS (PBIS acronym: Appreciative, Respectful, Team members, Striving for excellence) awards, RA song, scoreboard, super improvers, shout outs, RA Pride Proactive: write target goals, Whole Brain Teaching rules, giving choice options Preventative: classroom set-up, locking classroom doors, seating chart ● Cultural Behaviors ● Looping helps enhance relationship ● Village approach ● Our school excels with the three Rs ● Whole Brain Teaching supports collaboration ● Situational appropriateness, yes ● Fairness sticks ● Accountable talk ● Movement activities ● Establish rapport and respect with students. ● Working on positivity, proactive, and preventative strategies ● Establishing more rapport with families and build those relationships ● Increasing family engagement ● Decreasing teacher talk and increasing student talk

