**Opening Discussion**

**Booker T. and W.E.B.**

*Booker T. Washington and W.E.B. DuBois*

**By Dudley Randall**  
"It seems to me," said Booker T.,  
"It shows a mighty lot of cheek  
To study chemistry and Greek  
When Mister Charlie needs a hand  
To hoe the cotton on his land,  
And when Miss Ann looks for a cook,  
Why stick your nose inside a book?"  
  
"I don't agree," said W.E.B.  
"If I should have the drive to seek  
Knowledge of chemistry or Greek,  
I'll do it. Charles and Miss can look  
Another place for hand or cook,   
Some men rejoice in skill of hand,  
And some in cultivating land,  
But there are others who maintain  
The right to cultivate the brain."  
  
"It seems to me," said Booker T.,  
"That all you folks have missed the boat  
Who shout about the right to vote,  
And spend vain days and sleepless nights  
In uproar over civil rights.  
Just keep your mouths shut, do not grouse,  
But work, and save, and buy a house."  
  
"I don't agree," said W.E.B.  
"For what can property avail  
If dignity and justice fail?  
Unless you help to make the laws,  
They'll steal your house with trumped-up clause.  
A rope's as tight, a fire as hot,  
No matter how much cash you've got.  
Speak soft, and try your little plan,  
But as for me, I'll be a man."  
  
"It seems to me," said Booker T.--  
  
"I don't agree,"  
Said W.E.B.

**Audio Clip from Grace Chen**

***In this clip, Grace talks about a conversation she had with former students who were attending UNC-Chapel Hill. In this conversation, her students explained the challenges and difficulties they were experiencing at college, and were upset about the ways that their high school education had not prepared them for these challenges. At one point, the students told Grace that they felt that their teachers in high school “lied” to them about college.***

It’s really, pretty upsetting and heartbreaking and frustrating to hear some of the challenges that they [my students] were going through. They were used to being the top students at KIPP. They were used to working really hard and being really successful. And now that they got to college and were in a much more competitive environment, it suddenly felt like it wasn’t enough.

I had a student tell me that she felt like her professors didn’t care about her and didn’t want her to be there, and didn’t want to help her even at office hours. She said she had a professor directly tell her that “Carolina Covenant\* students always failed my class, so you shouldn’t be too surprised.”

My students are from a very rural community. The town where our school was had only 792 people in it, but our students came from seven different counties and all over. And so for many of them, going to Chapel Hill and going to UNC was a pretty big culture shock. And I think they found it pretty surprising and really unexpected that it wasn’t as friendly an environment as they had hoped. Instead of being sort of supported the way they were used to be supported in high school, they felt like they were alone and lost. And only sort of had each other who understood the backgrounds that were from, and who understood how tough it was to be going through what they were going through.

\*Carolina Covenant is a program at UNC-Chapel Hill that guarantees admission to the university for low-income students who graduate at the top of their high school class. The program also connects students to financial aid and work study programs that cover all their expenses and allow these students to graduate debt-free.**Anna E. Baldwin**

Arlee High School – Arlee, Montana

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| **WHO** |  |
| Students and families must be at the center of the Theory of Change |  |
| Students as forces of change in their own communities |  |
| **Students must navigate the borderland between the worlds of school and home** |  |
| **WHY** |  |
| The achievement gap is an intentional social construct |  |
| Education is a “struggle for power” and liberation |  |
| Freedom and liberty can not be gifted from one group to another |  |
| **WHAT** |  |
| Academic Achievement |  |
| **Cultural Competency** |  |
| **Critical Consciousness** |  |
| **HOW** |  |
| Curriculum |  |
| Pedagogy |  |
| Relationships |  |

**Darnell Fine**

Atlanta Community Charter Middle School – Atlanta, GA

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| **Sociocultural Consciousness** |  |  |
| **Definition:** | **Contrasted By:** | **Notes** |
| Awareness of multiple perspectives on the world, reflecting a person’s race, class, gender, etc. | One’s worldview is universal and not reflective of race, class, gender, etc. |  |
| Understanding that any hierarchy is due to uneven power arrangements; not inherent superiority. | Belief that power is based on meritocracy or inherent superiority. |  |
| **Affirmative Attitude Towards Cultural Difference** |  |  |
| **Definition:** | **Contrasted By:** | **Notes** |
| ALL cultures are valid, and greater status of White, middle class is derived from power, not superiority | White, middle class culture is inherently superior and the legitimate standard for U.S. society and institutions. |  |
| Ways of thinking, talking, and behaving that differ from norm are valid. Differences are opportunities to learn, and need to be respected and affirmed. | Deficit Orientation: Ways of thinking, talking, and behaving that differ from the norm are inherently inferior. Differences are a problem. |  |
| **Constructivist Approach to Teaching & Learning** |  |  |
| **Definition:** | **Contrasted By:** | **Notes** |
| Knowledge is a social construction, influenced by experience, and values-based. School knowledge must be based on social and cultural knowledge. | Knowledge is transmitted, independent of the learner, waiting to be discovered, and neutral. School knowledge is fixed, agreed upon and privileged over other knowledge. |  |
| Learning is an active process: Students connect new and prior experience to create knowledge. Teachers build knowledge with students, with emphasis on dialogue. | Learning is a passive act: Students are empty receptacles and teachers transmit knowledge to students. Priority is given to coverage and standardization. |  |
| **Knowledge of Student Prior Knowledge/Builds Instruction Off of Student Prior Knowledge** |  |  |
| **Definition:** | **Contrasted By:** | **Notes** |
| Constantly actively learning about students, their families, their community, their experiences, and their relationship towards subject matter. | Finite or no knowledge of students’ lives outside of schools. Priority given to content and subject matter, rather than students. |  |
| Design instruction around what students already know academically, culturally and socially. Instruction builds on strengths, interests and “funds of knowledge.” | No consideration for social and cultural knowledge and experience in instruction. Instruction is based on content, not “funds of knowledge.” |  |
| **Feels a Capacity and Responsibility to be Culturally Responsive** |  |  |
| **Definition:** | **Contrasted By:** | **Notes** |
| Teachers as agents of change. Teaching is a political and ethical activity towards promoting equity and justice. Actions are never neutral. | Teachers as technicians. Teaching as just methods and instruction. Role of teacher is to impart knowledge and maintain objectivity. |  |
| Schools reproduce social inequalities by privileging dominant culture. However, schools can serve as sites of social transformation. | Schools are neutral, apolitical, and meritocratic. |  |

**Lawrence Tan**

122nd Street School – Los Angeles, California

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**Exit Ticket**

* **What are three takeaways you have from this session?**
* **What are two questions you have about culturally responsive teaching and critical pedagogy?**
* **What is one way your needs as a learner could have been better met in this session?**
* **What do you plan/hope to do next as a result of what you learned and experienced in this session?**

**Working Definition**:

Culturally Responsive Teaching is a **pedagogical perspective** oriented towards placing a student's cultural and social identity at the center of an educational process meant to affirm and develop a student's **cultural competence**, **academic achievement** and **critical consciousness**.

**Four Pronged Definition:**

* Teaching practices that simultaneously develop students’ academic achievement, cultural competence and critical capacity.
* Students navigate the tension many poor and working class students of color face as they seek to reconcile who they are at home with who they are at school by learning both an academic and a cultural identity.
* A perspective where education responds to the needs, heals the suffering, uncovers the history and builds the esteem of the community and its most precious members: youth.
* Teachers and students work together in a “pedagogy of opposition” (Ladson-Billings, 1995) that combats the assimilative tendencies of school, and links school and culture in a way that affirms and values students’ cultures.