

CALI Culturally Responsive Education Website

With an ever-increasingly diverse student population and the demonstrated need for a culturally competent workforce, educators must learn to adopt culturally responsive teaching strategies. Doing so will also help decrease the persistent achievement gap. Today's classrooms must re-examine both the content of what we teach and how we teach it in order to reach all students. This workshop will provide participants with key knowledge areas to better enable educators to work with diverse students and to prepare all students for a future of diversity.

Gay (2000) defines culturally responsive teaching as using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students. Gay (2000) also describes culturally responsive teaching as having these characteristics:

- It acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.
- It builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities.
- It uses a wide variety of instructional strategies that are connected to different learning styles.
- It teaches students to know and praise their own and each others' cultural heritages.
- It incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools (p. 29)

Gay, G. (2000). *Culturally Responsive Teaching: Theory, Research, & Practice*. New York: Teachers College Press.

The Culturally Responsive Education workshop is an intensive, interactive two day event. The focus is on providing critical knowledge and awareness but also practical skills. There are ten units:

Unit 1 - Climate Setting

Unit 2 - The Need for a Culturally Responsive Education

Unit 3 – What is Culture?

Unit 4 – Understanding and Working with Bias

Unit 5 – Teacher Skills & Expectations, Defining Culturally Responsive Education

Unit 6 – School Expectations

Unit 7 – Parent & Family Engagement
Unit 8 – Classroom Management
Unit 9 – Cultural Competence Skills
Unit 10 – Second Language Acquisition

References:

Beyond the Bake Sale: The Essential Guide to Family-School Partnerships by Anne Henderson, Karen Mapp, Vivian Johnson and Don Davies

From Tolerance.org

Effects of Race - http://www.tolerance.org/tdsi/uir_effects_of_race

Racial Bias - http://www.tolerance.org/tdsi/uir_racial_bias

Racial/Ethnic Identity - http://www.tolerance.org/tdsi/uir_ethnic_identity

Basics Skills First, Higher Order Thinking Later -
http://www.tolerance.org/tdsi/cb_basic_skills_first

U.S. Department of Education - <http://www2.ed.gov/pubs/FamInvolve/index.html>

The Connecticut Center for School Change - <http://www.ctschoolchange.org/>

Connecticut Commission of Children - <http://www.cga.ct.gov/COC/index.htm>

Connecticut Parent Information and Resource Center - <http://ctpirc.org/s/>

Connecticut State Department of Education

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320734>

Harvard Family Research Project - <http://www.hfrp.org/>

The National Center for Culturally Responsive Educational Systems

<http://www.nccrest.org/>

National Network of Partnership Schools Johns Hopkins University

<http://www.csos.jhu.edu/p2000/index.htm>

Parents as Teachers - <http://www.parentsasteachers.org/>

School, Family and Community Partnerships: Your Handbook for Action, Second Edition

Joyce L. Epstein, Mavis G. Sanders, Steven B. Sheldon, Beth S. Simon, Karen Clark Salinas,

Natalie Rodriguez Jansorn, Frances L. Van Voorhis, Cecelia S. Martin, Brenda G. Thomas, Marsha D. Greenfeld, Darcy J. Hutchins, Kenyatta J. Williams

Trainers:

William A. Howe, Ed.D.

Dr. William A. Howe is the education consultant for culturally responsive education, multicultural education, gender equity and civil rights at the Connecticut State Department of Education. He is also an adjunct professor of education at the University of Connecticut and Albertus Magnus College.

Dr. Howe is the founder of the New England Conference on Multicultural Education (NECME) and Past President of the National Association for Multicultural Education (NAME). In 2006 he was named the G. Pritchey Smith Multicultural Educator of the Year at the Annual NAME Conference in Phoenix, AZ. In 2008 he was appointed by Governor M. Jodi Rell to serve on the newly created Asian Pacific American Commission. He was an Honoree at Connecticut Immigrant and Refugee Coalition (CIRC) for the 11th annual "Immigrant Day" at the State Capitol Tuesday, April 15, 2008, a day to honor immigrants from throughout Connecticut who have made valuable contributions to their communities and/or professions.

He is on the boards of several organizations, including [the Anti-Defamation League's Making Diversity Count Advisory Board](#), [National Advisory Board STEM Equity Pipeline](#), [Human Rights Campaign \(HRC\) Welcoming Schools National Advisory Council](#), [Native Village Board of Advisors](#), [University of Connecticut Asian American Studies Institute](#); the editorial board of Multicultural Perspectives, the official journal of the [National Association for Multicultural Education \(NAME\)](#); and Senior Advisory Council for [The National Association of Asian American Professionals](#) (NAAAP) Connecticut.

Kimberly Traverso, MS, LPC

Kim Traverso has 15 years of experience working as a professional school counselor, school counseling and admission director and an education program specialist. Currently, she is the Connecticut State Department of Education Consultant for School Counseling Services and Programming. She received her Masters of Science in Counselor Education from Canisius College in Buffalo, New York. She worked on a national research project to study post traumatic stress disorder in women at SUNY-Buffalo in the Social Psychology Department. In addition, Kim is completing her sixth year in Educational Leadership from Southern Connecticut State University.

Kim is a board member for the Connecticut Association for Counselor Educators and Supervision (CACES) and the Connecticut School Counseling Association (CSCA). She designs and offers professional development programs for school counselors, directors and administrators concerning guidelines, best practices and appropriate and effective delivery of a comprehensive school counseling program model and program accountability which includes SRBI 3-Tier Framework for the comprehensive school-counseling program based on secondary school reform. She serves a vital role in maximizing student achievement across all domains (academic, personal/social and career to support school improvement initiatives and to be a leader in advocating for better outcomes for all students.