

Culture and Its Impact on Academic Achievement

presented by

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Welcome everyone!

- Thank you for joining today's webinar.
- Today's webinar is being recorded. A link will be shared after the event.
- We welcome you to revisit and share this webinar with your colleagues.

Housekeeping

- We invite your comments and questions. You can raise your hand or chat using your keyboard.
- We will try to answer your questions during the presentation or immediately after the webinar if time is limited.
- This is an interactive webinar, we appreciate your participation by completing the activities and submitting your response.

Purposes

- Support DESE in its efforts to improve the academic achievement of diverse learners across Missouri.
- Provide a professional learning opportunity to reinforce administrators and teachers' knowledge and skills to enhance effectiveness as schools embrace culturally responsive pedagogies benefiting all students.

Expected Outcomes

- Improved understanding and knowledge about the important role culture plays in academic achievement and success
- Reinforced relationships of trust grounded in a commitment to collaborative learning
- Strengthened professional skills and behaviors contributing to goal achievement

“A hundred years from now, it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove...but the world may be different because I was important in the life of a child.”

~Forest E. Witcraft
Teacher, Scholar

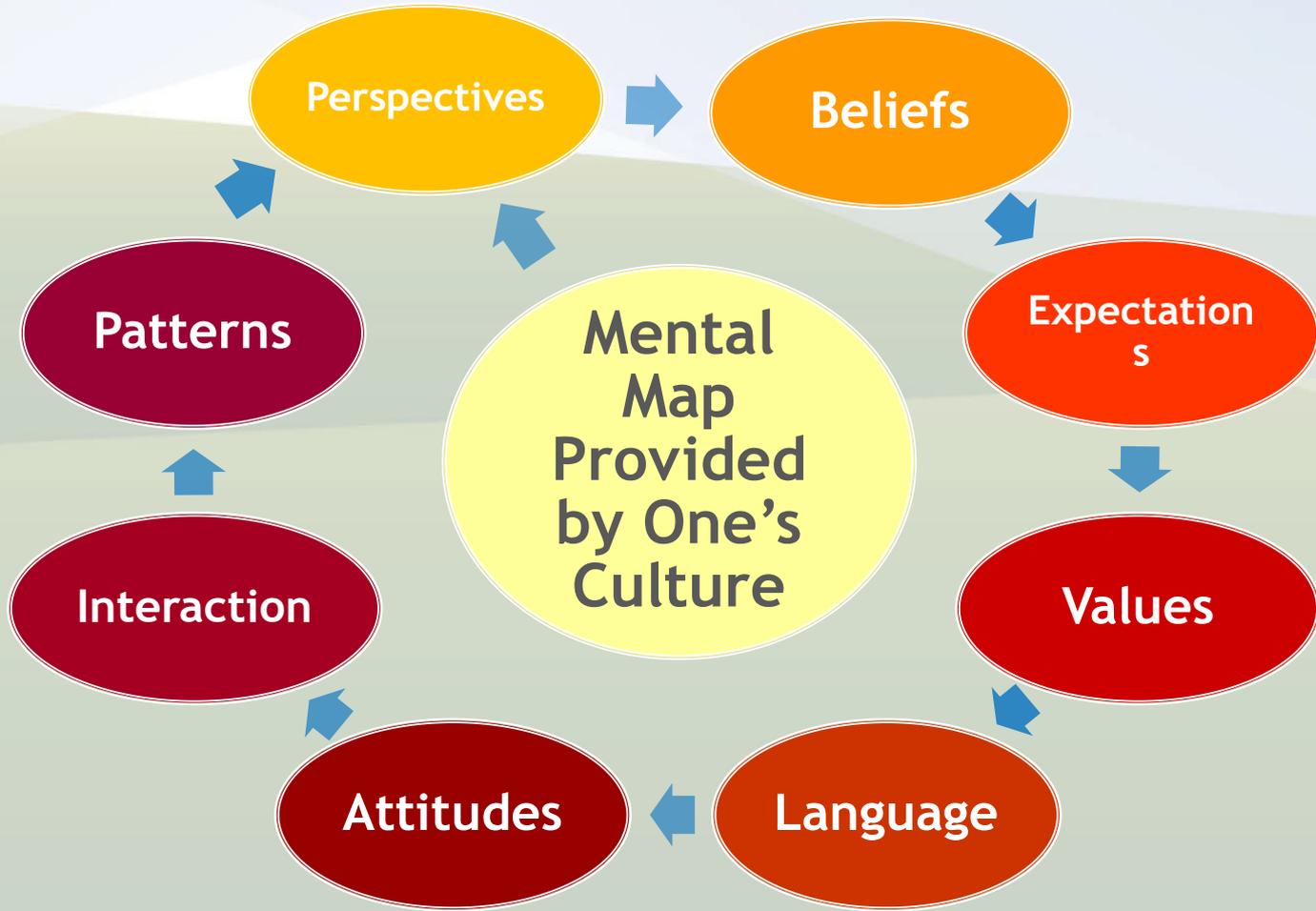


Understanding Culture

- Below is a list of key words found in definitions from different sources. It is reasonable to say culture is the passing on through generations of a given cultural group's
 - knowledge,
 - expectations,
 - values,
 - beliefs,
 - language,
 - attitudes about appropriate modes of interaction, and
 - patterns of activities common to that group.

In other words....

- Culture is the array of messages that are sent, transmitted, or transferred to us by association with our parents, grandparents, families, and cultural groups.
- Culture is acquired during the first five years of life and shaped from experiences.
- Messages experienced during the preschool years guide behavior, consciously or sub-consciously, and influence how feelings about self and other people are valued.



Influence of Culture in Children

- By the time five-year-old children start school, most of them have already acquired the normative learning benchmarks of their community and have
 - learned basic language heard at home,
 - established appropriate social relationships with their families and neighbors,
 - learned a variety of category and symbol systems, and
 - developed the ability to organize and regulate their own behavior in familiar situations.

Influence of Culture in Children Continued

- A child may be competent developmentally in his or her home environment, yet unable to adapt easily to the new environment found within the school system.
- Children respond to new situations by selecting from a pool of possible behaviors guided by their understanding of what the situation requires.
- Children need to accommodate existing schemas or create new ones to understand and feel integrated into the school culture (Piaget, 1990, p.78).

Think and Share

- Which element below do you think has the most influence on the academic achievement of a culturally diverse student? Why?
 - Language limitation
 - Self-esteem
 - A safe environment
 - Lower rigor tasks

(Please write your answers in the chat box and/or share with the group).

Culturally Diverse Children in School

- Cognitive development is linked closely to the language learned within the context of the unique cultural paradigm of a child's family. When the child selects a particular response different from the teacher's expectations in a given situation, this does not necessarily mean he/she is incapable or does not understand the teacher's question.
- The response chosen by the child is consistent with the requirements of the situation as he/she understands it from his/her experiential references (Dewey, 1997, p.199).

Culturally Diverse Children in School Continued

- Practitioners assume there is a mainstream behavior or response that should be used as the sole criteria for appropriate development.
- Consequently, children are often misdiagnosed as in need of special education services or treated inappropriately because they have not learned the suitable response expected within the school culture.

Culturally Diverse Children in School Continued

- Often, children's learning potential is miscalculated based on results of standardized tests, which in most cases, fail to separate culture from development.
- Conflicts between home and school occur over how children have been taught views of the world, qualities of interpersonal relationships, standards of behavior, and goals and objectives of education.
- School achievement improves remarkably when children are not required to renounce their cultural heritage.

Children's Reactions Toward the School Culture

- Responses to the inequalities faced in school go through different stages of
 - excitement,
 - enthusiasm,
 - fear,
 - disappointment, and
 - discouragement.
- These reactions may lead to
 - looking for help within the new environment, and/or
 - isolating from the main group.

Potential Impact on Behavior

- Children may display
 - low self-esteem,
 - insecurity,
 - lack of motivation to learn, and
 - negative behaviors.
- These behaviors might create a
 - loss of their cultural identity because of a desire to be accepted by their peers,
 - target of negative influences, and
 - propensity to drop out of school.

Reflecting in What We Learned

- Education is the means through which recognition and appreciation of diversity is disseminated to children and youth.
- Society is comprised of many diverse cultures. No one culture can be considered “more American” than any other.
- Students perceive knowledge through their cultural perspectives, which is sometimes different from the mainstream understanding. They may lose interest in learning due to the mismatch between curriculum, personal, and cultural experiences.

Respecting other's Culture is not

- Adopting another cultural group's values, attitudes, beliefs, customs, or behavior
- Abandoning one's own cultural identity
- Categorizing all individuals
- Ignoring the variability within cultural groups
- Knowing everything about every culture
- Learning different languages



Questions or
comments?

*“Children do not care how much you know
until they know how much you care.”*

~Ruby Payne

On the Road to Success

“EQUITY BEGINS WITH UNDERSTANDING THAT LEARNING IS A CULTURALLY MEDIATED PROCESS.”

~Midwest & Plains Equity Assistance Center, 2017

Ensuring Equity in Every School

- Equity is achieved through Culturally Responsive and Sustaining Pedagogy.
- Culturally responsive and sustaining practices derive from quality pedagogies and are designed to
 - promote academic achievement,
 - preserve of heritage practices,
 - validate different cultures,
 - set high outcomes for students, and
 - involve the community (Ladson-Billings, 1995; Paris, 2012).

Culturally Responsive and Sustaining Pedagogy (CRSP)

- **Culturally Responsive Pedagogy:** A pedagogy that “connects students’ cultural knowledge, prior experiences, and performance styles to academic knowledge and intellectual tools in ways that legitimize what students already know” (Kozleski, 2010, p.1).
- **Culturally Sustaining Pedagogy:** A theoretical stance that “seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling” (Paris, 2012, p.95).

Schools' Role

- Understand how differences in culture and language affect children's learning.
- Establish a healthy relationship among the school staff, faculty, and family/community to provide enhanced learning.
- Establish and demonstrate the school and the teachers have high expectations for each student.
- Honor each student as a unique human being worthy of respect and care.

Teachers' Role

- Shape instruction connecting home and community culture.
- Nurture the sense of belonging to the school where the child feels safe and respected.
- Understand the importance of respecting every child's beliefs and preferences.
- Base the curriculum and teaching from a variety of perspectives.
- Link home and community to school culture to reinforce children's self-worth, identity, and achievement.

Levels of Dealing with Diverse Cultures

Not necessarily experiencing each one of them.

1. **Cultural destructiveness** - rejects other cultures
2. **Cultural incapacity** - lacks interest in learning about other cultures
3. **Cultural blindness** - deals with other cultures through personal beliefs
4. **Cultural awareness** - gets information about values, beliefs, and characteristics of other cultures, without any impact in their own behaviors
5. **Cultural competency** - integrates new knowledge about other cultures and build capacity to operate appropriately
6. **Cultural proficiency** - transform attitudes and knowledge to operate with and within other cultures

Time to Reflect...

- What level do you perceive being?
- How do you believe your perception influence the academic achievement of diverse learners in your classroom?
- What does that imply for you?

(Write down your conclusions. You are welcome to share using the chat box, or you may keep your notes to yourself and reflect on them at your convenience).

Culturally Responsive Sustained Pedagogy as Practice (CRSP)

- The goal of CRSP is to create learning environments that meet the needs of all students and include their ethnic, cultural, or linguistic backgrounds.



Outputs of CRSP

- Positive classroom learning environments
- Effective use of class time and human resources
- Improved quality of instruction
- Higher percentage of authentically engaged students
- Greater student participation

Becoming a Cultural Responsive Educator

- Encourage ongoing personal reflection and learning about cultures to develop culturally responsive instruction.
- Consider other values of cultures as an enrichment of our own cultural perceptions.
- Understand that inequities in school practices, along with stereotypes, can limit students' strengths and motivations thus compromising their educational outcomes.

Becoming a Cultural Responsive Educator (Continued)

- Recognize personal cultural background and biases, and acknowledge how those biases influence expectations and interactions toward students.
- Guide all students to appreciate the many cultures that have contributed to the development of the U.S.
- Deliver active, constructivist learning by using strategies that build on students' background knowledge.

Becoming a Cultural Responsive Educator (Continued)

- Be flexible, versatile, and sensitive to students' diverse backgrounds, immigrant histories, cultural orientations, language characteristics, life experiences, and unique personal circumstances.
- Establish a relationship of trust and respect to truly believe (and communicate) the potential for success in each student.
- Honor each student as a unique human being worthy of respect and care.

“Few understand the courage it takes for children to return to a place where they failed yesterday, the day before that, and in all probability, will fail again tomorrow.”

~ Rosie Garcia-Belina



Questions or Comments

Final Comments

- References are listed on the next two slides.
- We hope the information shared through this webinar was useful to you.
- If you are interested in receiving additional resources on this topic, please contact C3 ELL & Migrant Education Technical Assistance Coordinator Rosie Garcia-Belina at rbelina@ou.edu.

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Thank you!

Please register for the next webinar on October 2, 2018.

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