in·spire
PREPARES AND SUPPORTS
INSPIRATIONAL EDUCATORS
OUR MONTHLY WEBINAR SERIES

Thought leaders in education sharing topics to inspire the best teaching and support social emotional learning.

Opinions and content in this presentation are that of the featured guest speaker and may not necessarily be a direct representation of Sanford Harmony or Sanford Inspire.

You will receive a recorded version after the webinar and you can watch at any time.
TODAY’S GUEST SPEAKER

Mary R. Conage, Ed.D
Director of Special Projects
Pinellas County Schools, Florida
What interests you about the topic of culturally responsive instruction?

Type in your responses in the question box.
Objectives

- Learn how culturally responsive instruction (CRI) improves your teaching approach.
- Learn pedagogical practices that reflect CRI.
- Learn a framework to support intentional lesson planning for CRI.
Culturally Responsive means...

- Relationships are characterized by mutual respect and care.
- There are high expectations for learning with scaffolded support.
Culturally Responsive means...

- There is a balance of explicit instruction and authentic application.

- Learning experiences incorporate the assets, funds of knowledge, interests, and strengths of students.
Culturally Responsive means...

- There is rich conversation.
- Learning is demonstrated in variety of ways.
Which characteristic of CRI is most evident in your current teaching practice?

Let’s take a poll.
Components of Learning

- Gathering
- Retrieving
- Storing
- Processing
GATHERING

- Visuals
- Drama
- Stories
- Anecdotes
- Novelty
- Games

PROCESSING

- Examples/non-examples
- Analogies
- Visual representations
- Error analysis
- Jigsaw tasks
- Authentic problem solving
STORING

- Journaling/Writing
- Drawing
- Graphic organizers
- Dramatic tasks
- Interactive notebooks
- Songs
- Distributed practice

RETRIEVING

- Varied question structures
- Response cards
- Projects
- Presentations
- Debates
Memory Systems

Semantic

Episodic

Procedural

Reflexive
SEMANTIC MEMORY

*Facts, figures, and formulas*
I BEFORE E EXCEPT AFTER C DISPROVED BY SCIENCE
EPISODIC MEMORY

Linked to an experience
PROCEDURAL MEMORY

Active engagement
REFLEXIVE MEMORY

Emotion; feelin’ it
Expecting students to learn only from a book is like asking them to look at a travel brochure and calling it a vacation!
What’s something you’ve heard so far that resonates with you?

OR

What’s something you’ve heard that surprises you?
<table>
<thead>
<tr>
<th>Meaning</th>
<th>Models</th>
<th>Monitoring with Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVERAGING ACCESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mouth</td>
<td>Movement</td>
<td>Music</td>
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</tbody>
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Conage, 2014
# 6 Ms of Culturally Responsive Instruction

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- **Meaning**
  - Relationship
  - Relevance
  - Responsibility

- **Models**
  - Varied
  - Explicit
  - High Quality

- **Monitoring with Feedback**
  - Timely
  - Specific
  - Includes celebration
6 Ms of Culturally Responsive Instruction

- **Mouth**
  - Call and response
  - Choral affirmations
  - Think-pair-share

- **Movement**
  - Four Corners
  - Gallery Walk
  - Block Party

- **Music**
  - Academic content
  - Transitions
  - Processing
https://www.youtube.com/watch?v=_uOncGZWxDc
If a child can't learn the way we teach, maybe we should teach the way they learn.

IGNACIO ESTRADA
Objectives revisited

- Learned how culturally responsive instruction (CRI) improves your teaching approach.
- Learned specific pedagogical practices that reflect CRI.
- Learned a framework and strategies to support intentional lesson planning for CRI.
Highly Recommended
Questions?

Mary R. Conage, Ed.D.
exhort4cr@gmail.com
DON’T MISS OUR NEXT WEBINAR

NOVEMBER 13, 2019 1PM PST

CARING BEYOND EXPECTATIONS

DR. BRIAN MCDANIEL
2018 CALIFORNIA TEACHER OF THE YEAR
Thank you for your participation today!
A brief follow up survey will be sent to you.
We appreciate your feedback.