



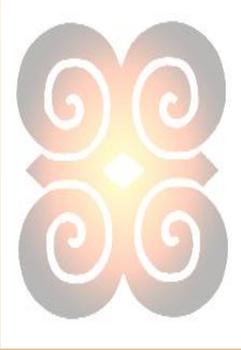
Culturally Responsive Pedagogy

*A Construct for Leveraging
the Efficacy of Cultural
Diversity*



Objectives

- Examine an expanded framing of CRP
- Explore the organic relationship between CRP and self-efficacy
- Identify the role of CRP as a self-efficacy medium to decrease the “achievement gap”



CRP in Historical Context

Honoring Brown vs. Board of Education

- Legally ended decades of racial segregation in America's public schools
- Resolved six separate segregation cases from four states, consolidated under the name *Brown v. Board of Education*
- Overturned the "separate but equal" doctrine first articulated in the *Plessy v. Ferguson* decision of 1896, 58-year-long practice of legal racial segregation, paving the way for the integration of the public school system.

<http://www.archives.gov/education/lessons/brown-case-order/>

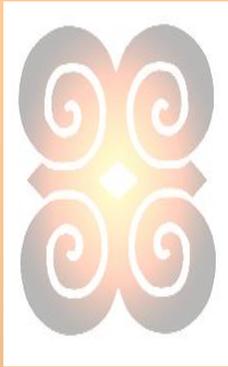
Planted a perfect seed for CRP



Culturally Responsive/ Relevant Pedagogy (CRP)

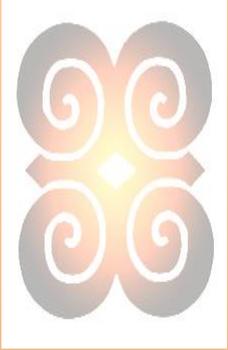
“Culturally Relevant Teaching” was introduced by Gloria Ladson-Billings (1994) to describe a pedagogy that:

- Empowers students intellectually, socially, emotionally, and politically
- Uses cultural referents to impart knowledge, skills, and attitudes
- Creates a bridge between students’ home and school lives, while meeting curricular requirements
- Utilizes the backgrounds, knowledge, and experiences of the students to inform the teacher’s lessons and methodology



Gladson-Billings on Cultural Relevancy

- Uses student culture in order to **maintain it** and to **transcend the negative** effects of the dominant culture (the ignoring of black culture by the mainstream);
- The aim is to assist in the development of a culturally relevant “**personality**” that **allows black students to choose academic excellence** yet **still** identify with **black** culture;
- It is a pedagogy that empowers students by **using cultural referents** to impart knowledge; it moves between two cultures but recognizes **each as legitimate** (17-18);
- It is the **antithesis of assimilation**; it aims at a level of excellence; emphasizes *sharing responsibility* (23) – a successful culturally relevant teacher is viewed as a “**coach**”



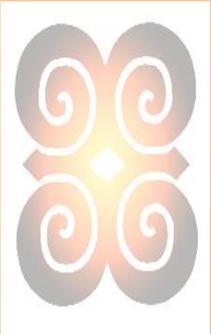
Expanded Holistic CRP

- Uses student culture in order to maintain it and to transcend the negative effects of the dominant culture (the ignoring of black culture by the mainstream)

Value and therefore celebrate and use student culture for the gift and benefit it is to the student and world

- The aim is to assist in the development of a culturally relevant “personality” that allows black students to choose academic excellence yet still identify with black culture;

Know enough about student culture and history to align excellence with their cultural identity



- It is a pedagogy that empowers students by using cultural referents to impart knowledge; it moves between two cultures but recognizes each as legitimate (17-18);

Uses the best of cultural and historical knowledge to fortify students, recognizing there is good in all cultures

- It is the antithesis of assimilation; it aims at a level of excellence; emphasizes *sharing responsibility*. A successful culturally relevant teacher is viewed as a “coach”

Promotes cultural integrity, leverages cultural identity as a portal to excellence, and emphasizes the power of interdependence. A culturally relevant teacher is a self-actualizing facilitator of their own lives.



CRP and the GAP

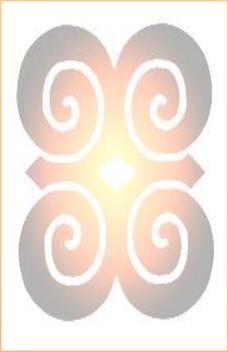
**Does CRP represent what is needed
to help bridge the “GAP”?**

**Readies Students and
Educators to recognize, expect,
and embrace the inevitability and
utility of human variance**



Culturally Responsive Pedagogy

- *Uses student culture in order to **maintain it** and to **transcend the negative** effects of the dominant culture . . . It is the antithesis of assimilation; it aims at a level of excellence; emphasizes sharing responsibility*
- Counters the omission of diversity
- Breaks a negative silence that speaks to student ability
- Mitigates the impact of negative self-concept



CRP as a Gateway to Self-Efficacy

Addressing the real gap

Self-efficacy

A measure of the belief in one's own ability to complete tasks and reach goals.



Culturally Responsive to Silent Stimuli

- Identity branding
- Ossie Davis' "The English Language is my Enemy"
- Omission and Invisibility
- Historical amnesia
- Media/ internet overwhelm



Implementing CPR

8 Essential Elements

1. Imagery- steady diet of empowering images
2. Systemic exposure to learning experiences that inspire human greatness
3. Identify student proficiency in recognizing passion
4. Professional development to hone cultural translation and recognition skills

Implementing CPR Essential Elements

- CONTINUED - _

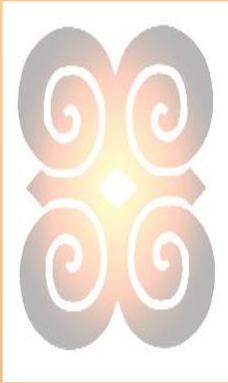
5. Routinely evidence the resource/value/utility represented by diversity
6. Systemic learning immersion in exercises that identify human strengths/talents/ abilities
7. Music as methodology
8. Train adults -education administrators, teachers, family & community to “describe” before they “prescribe”



CRP Self-Efficacy Implementation

STUDENTS

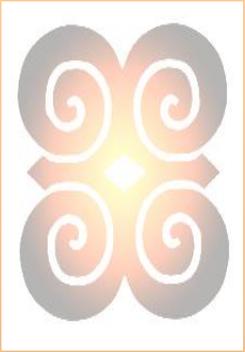
- What is Your Vision for Your Life?
- How Well Do You Know Your Best Self?: Becoming Better Acquainted with Your Many Strengths
- How to Write and Star in the Script of Your Life: Can You?



CRP Self-Efficacy Implementation

PARENTS

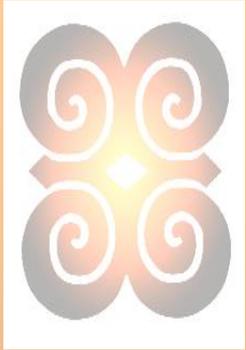
- The Power of Parent Words: Communicating Your Child's Greatness
- The Power of Understanding Your Child's Music: Rap and Hip-Hop Lyrics as Social Discourse
- How Well Do You Really Know Your Child?: Distinguishing Fact From Fiction



CRP Self-Efficacy Implementation

EDUCATORS

- Expectation is EVERYTHING!:
Recognizing the varied faces of student genius
- I See Your Gift!: Beyond a language of lack & gap
- Leveraging Student Strengths: Attaching culture to content



Self-efficacy

A measure of the belief in one's own ability to complete tasks and reach goals.

**An Essential Aspect of an Expanded
Culturally Responsive Pedagogy**



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