

Anna Currens, Elementary Education

Dr. Elizabeth Sandell, Faculty Mentor

Department of Elementary and Early Childhood, Minnesota State University, Mankato, 2015

Purpose of the Study

The purpose of this study was to apply Cultural Responsive Teaching (CRT) to the review of classroom-based learning materials and instructional strategies.

The research question was:

What instructional strategies will respond to cultures of students in ways that meet academic standards?

Additional questions of interest were:

What is Culturally Responsive Teaching (CRT)?

What are the most frequent home languages of students in Mankato Public Schools?

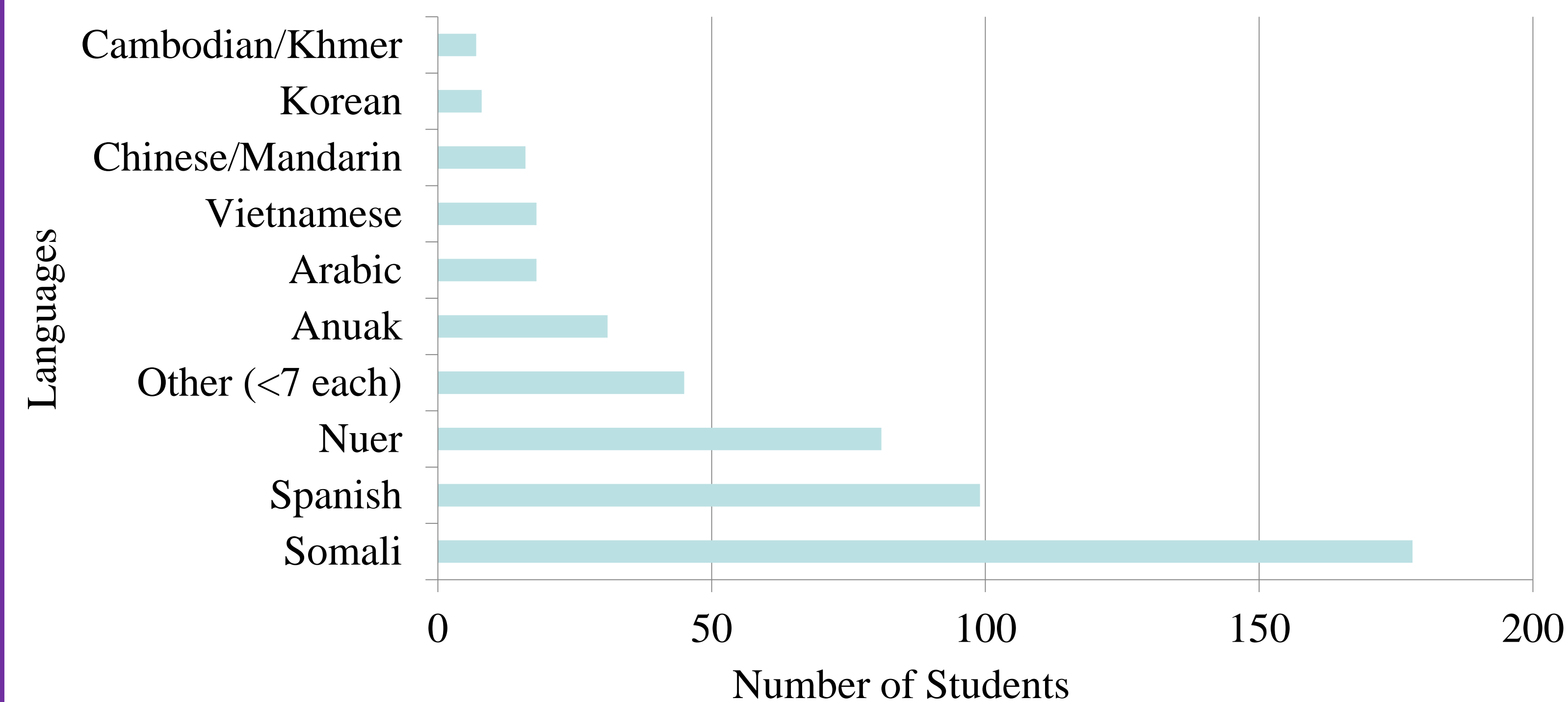


Method

A literature review demonstrated the importance of integrating students' cultural backgrounds into the traditional academic domains of teaching and learning (Gay, 2004; Banks, 1999; and Thompson & Cuseo, 2012). The investigator searched for curriculum that may be appropriate instructional strategies for teachers of kindergarten through secondary school.

This study was based on five dimensions of multicultural education: (1) content integration, (2) knowledge construction, (3) equity pedagogy, (4) prejudice reduction, and (5) empowering school culture and social culture (Banks, 1999).

Number of Children with Primary Home Language Other than English (ISD 77, Mankato Public Schools, AY2011)



Culturally Responsive Teaching

“incorporating elements of the students’ cultures into their teaching” (Irvine & Armento, 2001). For Mankato Public Schools, this would mean teaching and learning will include:

1. Content of lessons will integrate aspects of students’ culture, even beyond language.
2. Construction of understanding based on the viewpoints and values of all learners.
3. Methods of teaching that respond to individual and cultural learning styles.
4. Direct anti-bias interactions and lessons.
5. Opportunities for students to address institutional inequity.

Culturally Responsive Teaching & Learning Activities

(examples which will eventually be adapted for Mankato first languages)

1. All Kinds of Feelings (PreK-2nd Grade)
2. Stories, Stories, Stories (K-2nd Grade)
3. Weather: A Culturally Responsive Science Unit (4th-6th Grade)
4. Stitching Together a Community (3rd-5th Grade)
5. Craft Patterns and Geometry (3rd-5th Grade)
6. The Power of Words (8th -10th Grade)
7. Unheard Voices of LGBT History (8th-12th Grade)
8. The Promise of Never Again (10th-12th Grade)
9. The First Amendment in Public Schools (9th-12th Grade)
10. A Time for Sight (10th-12th Grade)

This document is available in alternative format to individuals with disabilities by calling Accessibility Resources at 507-389-2825 (V), 800-627-3529 or 711 (MRS/TTY)..



Conclusions

1. Importance of integrating students’ cultural backgrounds into the traditional academic domains of teaching and learning
2. Easily accessed curriculum resources do not have lesson plans that integrate Mankato student home cultures already, particularly for domains of mathematics and sciences.
3. Teacher preparation programs, such as at MSU, Mankato, should focus on integration skills to adapt curriculum to students in their schools and communities.

Major References

- ADL Curriculum Connections: Anti-Bias Lesson Plans. New York, NY: Anti-Defamation League. Accessed March 15, 2015.
- Banks, J. A. 1999. An Introduction to Multicultural Education. Boston, MA: Allyn & Bacon.
- Gay, G. 2004. The Importance of Multicultural Education. Journal of Educational Leadership, 61(4), 30-35.
- Irving, J. J. & Armento, B. J. 2001. Culturally responsive teaching: Lesson planning. New York, NY: McGraw-Hill.
- Thompson, A. & Cuseo, J. B. 2012. Infusing Diversity & Cultural Competence into Teacher Education. Dubuque, IA: Kendall Hunt.