CULTURALLY RESPONSIVE TEACHING: A PROFESSIONAL DEVELOPMENT PROJECT

By
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A capstone project submitted in partial fulfillment of the requirements for the degree of Master of Arts in Education.

Hamline University
Saint Paul, Minnesota
December 2018

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I have created a professional development presentation in Culturally Responsive Teaching for my Master’s in Education final capstone project. In this project I ask the questions; Why does culture play such an important role in education? Can culturally responsive teaching positively affect elementary student behavior and academic effort? We must adapt our teaching to fit the needs of students and CRT offers specific ways we can do this. It’s imperative that students and teachers know each other beyond the subjective cultural experiences that each may bring to the classroom, and that educators possess an understanding of diverse cultures but not stereotype people into a one-size-fits-all cultural mold. Students need to be related to as full, complex, multidimensional people. It is more important now than ever to focus on student culture and learning differences. The political environment has changed so drastically in the last few years and respect for differences of race and culture are at the forefront of this shift. Educators have a duty to do everything they can to empower student strengths as well as how to work with each other to make the world a better place. The research will not only benefit the student and teacher but can also shape how schools meet the needs of their students and families.

The setting, where the professional development will take place, will be online with Cava San Diego (California Virtual Schools) Schools, part of the k12.com program. This school is a nationally based school serving over 15,000 students in grades k-12. The PD will be completed in one day and will take four to five hours depending how far the presenter wishes to extend with supplemental activities including classroom observations and reflections with mentor feedback. Culturally Responsive Teaching is something that can better any teachers practice and is not something extra to do in the classroom but an all inclusive way to approach teaching with the students best inventions as the motivation. This presentation will be as interactive as
possible with many pair share and small group discussions and reflective activities to keep the participants engaged and interested. Although the professional development will not give the participants a grab bag of tools to use in the classroom, per say, it will hopefully change their perspective on how to teach students. Students are by nature diverse. I hope to help teachers create a CRT program that will encompass all avenues of learning and interaction.

I will use PowerPoint through Blackboard software to present this professional development presentation. Blackboard will offer audio and video of the presenter and writing tools, microphones, web sharing capabilities such as videos and documents, and breakout rooms for peer collaboration. This PowerPoint presentation can also be used in person as a teacher development session or for student in a credentialing program. There will also be handouts and further resources given to the teachers for their reference. It is my hope that teachers will begin this professional development with the desire to better their teaching specifically through differentiating with CTR. They will have a chance to reflect at the close of the session with the elements of this training they will implement in their classrooms and later observation and reflection of the process.

The presentation will begin by discussing how we, as educators, can accomplish culturally responsive teaching in our classrooms. This will include theoretical information as well as real ways to apply this information. It is important to remember that CRT is not something used only at certain times of the day but rather a whole new way to teach and think about how to reach students of all cultural identities. We will talk about what teachers are already doing to teach children with culture in mind or at the forefront of their classroom environment and also why is it important to include culturally responsiveness into our teaching. It is also imperative to
ask the participants what they hope to get out of this professional development so as to consider what aspects are of particular importance when continuing. Once we do this we will begin the first activity where the teachers will reflect on and discuss their own constructs of knowledge and backgrounds and use these qualities as advantages in their teaching.

From there we will delve into the seven distinct traits of culturally responsive teaching. These seven traits are; rituals and routines, learning cooperatively, choice and authenticity, teaching to enable and empower, knowledge and practice, cultivating critical orientation, and the value of the personal as powerful. I will give out a multi-page handout so that teachers can write notes on each trait as well as a handout on classroom management techniques to create a cooperative classroom environment, and a go to list of possible go to culturally-relevant teaching strategies and projects. I will give a few examples on how crt has worked in classrooms and what the positive results can look like. We will end the presentation with further resources and websites to check out. I sincerely hope that this professional development presentation for teachers is valuable and gives educators inspiration and real tools to enact CRT in their classrooms! My hope is that CRT will close the gap in performance between students, gain support and participation from families, improving student academic performance and motivation, and add a feeling of mutual respect and celebration of diversity to the classroom.
Hello and thank you for being a part of this professional development on culturally responsive teaching. My name is Rebecca Foster and this project has been created, December 2018, in accordance with the Hamline School of Education Masters Capstone program.
What is Culturally Responsive Teaching (CRT)?

“Geneva 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 through the strengths of these students.”

Let us first start off by defining what culturally responsive teaching is. Geneva Gay is an educational researcher that has been at the forefront of CRT for the last twenty years. Read the quote by Geneva Gay and then have teachers look to their left and explain one thing this quotes makes them think about in their own teaching. Have the teachers share out what they said to their partner.
We will now watch a short introductory video on Culturally Responsive Teaching from Teaching Tolerance website. *Introduction to CRT VIDEO*

In this video education experts Jackie Jordan Irvine, Geneva Gay and Kris Gutierrez explain how to make culturally relevant pedagogy a reality in your classroom.

We will now watch a short introductory video on Culturally Responsive Teaching from Teaching Tolerance website. *Introduction to CRT VIDEO*. “Introduction to Culturally Relevant Teaching.” (June 2010) [Youtube Video]. Teaching Tolerance. Retrieved from https://youtu.be/nGTVjJuRaZ8 After watching the video on Culturally Responsive Teaching ask the teachers what they noticed about the classrooms and students in the video.
Culturally Responsive Teaching in our classrooms?

What I will do, and try not to do, in this presentation:

1. I will not state theoretical information about CRT without relating it to real ways you can implement it.
2. I will explain some ideas and techniques you know already.
3. I will not give you a list of tools to use but rather we will come up with an action plan together.

I will explain my goals as the facilitator of this professional development. What this presentation will do and not do is as listed above will be explained.
*Pass out Handout #1: (Know, Want to know, Learn) and invite participants to take notes about what we already know. Have teachers share out things they are already doing in the classroom that are culturally responsive. Write them on the board and make a connection to the main components of CRT that they are already doing!
I will connect what teachers shared in the last conversation to what I touch on here. I will list the points made on this slide. Based on our conversation you already know a lot about teaching diverse students. Why are you here today? What do you hope to learn about CRT?
Finish reading the points listed above. Invite participants to fill out some notes on their KWL handout about what they want to know regarding CRT.
Diverse Classrooms

“Over the past few years, you have noticed the diversity in your classroom has increased. You would like to respond to this increasing diversity by making sure that all students feel welcome in your classroom. However, you are not exactly certain how to accomplish this task. You want to include the cultural backgrounds of your students in lesson plans but do not want to make incorrect assumptions about their cultural beliefs and traditions, you want to use appropriate discipline practices but do not always understand the behavior of your students, and you want to include your students’ families in the classroom activities but want to be certain that this is done respectfully (Bertani, 2010, p.3).

Please consider the following scenario that is given in the preface of a book created in 2010 by seven educational theorists on the study of culture in the classroom. This ‘toolkit’ is filled with extensive knowledge and resources for teachers that are relevant today. Culturally Responsive Classrooms: A Toolkit for Educators, by Bertani and six other educational experts was created to help teachers create and shape culturally responsive classrooms.
The 1st step.

1. Realize we come from our own constructs of knowledge as well as a personal background, culture, upbringing, and educational experiences that shape how we teach.

2. Understand that our constructs are not to be avoided but rather reflected upon so that we can use them to our advantage.

The first step in becoming a culturally responsive teacher, taken from the Bertani workbook, is realizing we come from a place of our own constructs of knowledge. Read this slide then explain what is next. We will now get into groups of 3 to 5 teachers depending on how many are attending. 1st Take turns talking about what ‘constructs’ who you are. 2nd discuss a few things that you know influence how you teach. Let’s take 10-15 minutes to do both of those activities then we will come to share out. This activity is adapted from the professional development sessions by Bertani, T. et al.(2010) Culturally Responsive Classrooms: A Toolkit for Educators.
Reflection activity continued.

3. We have students from backgrounds that are different than ours and we have preconceived notions about how to help them that must be flexible and open to all the techniques we have to offer.

4. Students are influenced by many factors including their families, peer groups, and prior experiences.

3rd let’s share out some ideas from each group and come up with a list of major revelations here. Write the ideas presented on the board and then invite the participants to make connections to the constructs their students might share.*Handout #3 : Hand out multi-page handout with room on each page for the seven practices of CRT and a notes section with a reflection section at the beginning.
What is Culturally Responsive Teaching?

1. Implementing Rituals and Routines
2. Learning Cooperatively
3. Choice & Authenticity
4. Teaching to Enable and Empower
5. Knowledge and Practice
6. Cultivate Critical Thinking
7. The Personal is Powerful

This list of the 7 main traits of CRT are taken from Geneva Gay’s article from 2000; Culturally responsive teaching: Theory, research, & practice. In the following slides I have incorporated research from Ladson-Billings, Endo, Bertani, Carroll, Castle, Davies, Hurley, Joos, Scanlon, and Howard into the framework of Gay’s 7 principles of CRT. More information on these individual theorist can be found by referencing the list of sources found at the end of this presentation. Quickly list them.
The first of these principles is the need for rituals and routines. In the beginning of the year teachers have rituals and routines that they should start to introduce to the students right away. This is really the only thing the first week should be about while also creating the trusting classroom community. You probably already have rituals and routines you feel are important to start with. Read the 5 steps above. Please take a moment to write down any ideas you have specifically for your classroom on handout #3.

You can incorporate or change what you are already doing to enrich your cultural responsiveness in the classroom. I then break teachers into groups of 3 that are different than the last small group. Give them 10 minutes to discuss ideas on how to develop their learning co-op then have each group share for 5 minutes.
The second principal in CRT is setting up a classroom where learning cooperatively is built into the program. I will describe the information on how to set up cooperative learning in the classroom based on these guiding principles. Social/emotional curriculum plays a huge role in this process. It also varies what techniques work best based on the grade you are teaching. Please take a moment to write down any ideas you have specifically for your classroom on handout #3.
Consider when you are given an assignment at work or in your schooling. Do you tend to be more excited and engaged when you are given the freedom to make some choices about the assignment? Options are huge on making students feel they have freedom and ownership of their work. Let me read you a detailed description of a project and hopefully that sparks some ideas about how we can develop choice and authenticity into our classrooms. You will find a written our copy of this scenario on page four of handout #3. Please take a moment to write down any ideas you have specifically for your classroom on handout #3 after I read it.
#4: Teaching to Enable and Empower

+ Check in with students regularly
+ Voice your belief that they are capable of accomplishing high-quality work
+ Teach students how to ‘read between the lines’ inside text
+ Academic writers are not the only ones to make legitimate claims
+ Develop their ‘cultural hybridity’

A way that I check in with my students consistently is to keep a journal of notes for each student that I bring out when circling the room during scheduled check in times throughout the day. Remind teachers that showing your vulnerability and uncertainty is good in certain situations especially when you want to empower them to feel their opinions and work are valid and legitimate if properly backed. By setting up a respectful and open classroom community you create a trusting environment that students can experience with developing their cultural hybridity. Cultural hybridity is the ability to relate and ‘switch’ from one cultural perspective to someone else's. Please take a moment to write down any ideas you have specifically for your classroom on handout #3.
#5: Knowledge & Practice

+ Have students personally involved in their learning
+ Incorporate different formats and perspectives
+ Adapt teaching to multiple learning styles
+ Demonstrate what teaching and learning look like and role play
+ Encourage cooperation and collaboration for common learning outcomes
+ Learn by doing and working with intellectual, social, emotional, and moral skills

These are some possible ways to build knowledge and practice skills that all students need to be successful. Read through the possible teaching strategies. I have done extensive research into Gardner’s 1999 multiple intelligence theory and found many interesting and fascinating aspects of it that are useful in the classroom. Although, the theory is somewhat outdated and needs to be updated it gives valuable insight into how students learn. However, students usually are not one particular learning style but a combination of some of them.
Practice transferring knowledge
Engage in praxis by combining knowledge, concepts, theory, and into practice
Reflect on their own knowledge, beliefs, thoughts, and actions
Build confidence and ability in students to be agents of all forms of knowledge and social justice

Please take a moment to write down any ideas you have specifically for your classroom on handout #3 after I have shared all of the above ideas.
#6: Cultivating Critical Thought

“...students to be independent, critical, reflective, and quality thinkers and decision makers who are deliberate and intentional in constructing their personal pedagogical positions, and in monitoring and assessing the quality of their culturally diverse beliefs and behaviors” (Bertani 2010)

Read the quote. This quote may seem lofty and unattainable but it’s really just about asking students to think about, wonder, and consider what if possibilities. Before famous theorists, teachers, scientist, etc. were known they were just like you and me trying different ideas and combining information from the people that went before them.
#6 Cultivating Critical Thought Continued

+ Have students integrate ideas from different sources
+ Be analytical about sources
+ Push the boundaries of their knowledge
+ Find new ways to categorize information
+ Deconstruct conventional assumptions

Read the above list. By modeling the behaviors listed above you will teach your students how to do the same. Please take a moment to write down any ideas you have specifically for your classroom on handout #3.
#7: **Personal is Powerful**

- Make fun of yourself and talk about past mistakes
- Create a classroom climate of social acceptance
- Legitimize personal experience through sharing stories and cultural identities
- Take turns highlighting each student's life

It is human to make mistakes and it has even been found, by mathematician and brain researcher Jo Boaler (2016), that making mistakes grows the brain exponentially! I would like to tell you about a time that I made a mistake. When we try new things and really push ourselves out of our comfort zone that's when we grow the most. Here are some examples of how we as teachers can show our vulnerability and encourage students to share about themselves. Please take a moment to write down any ideas you have specifically for your classroom on handout #3. **Pass out Handout #4: Signs of a Multicultural and Engaged Classroom** (taken from Bertani, T. et. al (2010) Culturally Responsive Classrooms: A Toolkit for Educators.)

**Signs of a Multicultural and Engaged Classroom**

1. Vision – Students have developed a reflective, lifelong thirst for knowledge. They find value in cooperatively working with others in making contributions to society.

2. Tasks – Classroom tasks include problem-oriented tasks having real-world applicability, require collaboration with others, involve integrated instruction and are project based.

3. Assessment – Assessments are frequently performance-based and tailored to individual needs and goals.

4. Instructional Models & Strategies – The classroom frequently uses interactive and problem, project, and goal-based instruction to engage students.

5. Learning Context – The environment is be empathetic, values diversity, and builds upon all members’ views toward goal-oriented interactions of all community members.

6. Grouping – Flexible, equitable, and heterogeneous groups (including different ages, cultures, abilities, ages, and socioeconomic backgrounds) are used to help each student contribute to all tasks.

7. Teacher Roles – The teacher facilitates and guides classroom learning often learning alongside the students themselves.

8. Student Roles – The student assumes the role of an explorer, contemplating the environment, people, and production outcomes.¹

Questions & Comments & Suggestions

Let’s look back at our KWL handout.
What have we learned?
What questions do we still have?
Finally, what is missing or where can we go from here?

We have talked about the seven key principles that make up a culturally responsive classroom and reflected on our process as teachers to implement this whole classroom curriculum into our teaching. Let’s take a look back at our KWL handout to see what questions we had and what we have learned. Please take a moment to write down what new information/ideas you have come up with. Are there questions left unanswered? Where could we take CRT from here?

*Handout #5: Give the teachers a list of possible online resources they can check out for further information.
## KWL CHART

**Topic: _____________________________**

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Classroom Management Strategies and Techniques

Managing a classroom of at least 20 students with a range of unique social and academic skills is a complex challenge. And, unfortunately, research indicates that teachers report a severe lack of professional development support to improve classroom management.

So what can educators do to build respectful communication, focus and motivation in the classroom? Get inspired by these 20 strategies that will help boost academic engagement, enhance prosocial student behavior and establish an orderly environment.

1. Model ideal behavior
   Demonstrate behavior you want to see by holding mock conversations and interactions with another teacher in front of your students.

2. Let students help establish guidelines
   Ask students what they think is and isn’t acceptable behavior and encourage them to suggest rules for the academic year.

3. Document rules
   Ensure your guidelines aren’t forgotten by writing them down and distributing them as a list for students to keep and reference.

4. Avoid punishing the class
   Address isolated behavior issues individually instead of punishing the entire class, so as to avoid hurting your relationships with on-task students.

5. Encourage initiative
   Promote growth mindset by allowing students to work ahead in certain units, delivering brief presentations to reinforce your lesson material.

6. Offer praise
   Recognize hard work by openly congratulating students, encouraging ideal behavior and motivating the class.

7. Use non-verbal communication
   Combine verbal communication with actions and visual aids to enhance content delivery, helping students focus and process lessons.

8. Hold parties
   Throw an occasional classroom party to acknowledge students’ hard work, motivating them to keep it up.

9. Give tangible rewards
   Reward individual students at the end of lessons as a motivational and behavior reinforcement technique.

10. Make positive letters and phone calls
    Make positive phone calls and send complimentary letters home, potentially encouraging parents to further involve themselves in their children’s learning.

11. Consider peer teaching
    Use peer teaching activities - such as paired reading - if you feel your top performers can help engage and educate disruptive and struggling students.

12. Offer different types of free study time
    Provide different activities during free study time - such as group note-taking - to help students who can’t process content in silence.

13. Write group contracts
    Help student group work run smoothly by writing contracts that contain clear guidelines, asking each group member to sign a copy.

14. Assign open-ended projects
    Encourage students to tackle open-ended projects to allow them to demonstrate knowledge in ways that suit and appeal to them.

15. Build excitement for content
    Preview particularly exciting parts of your lesson to hook student interest at the beginning of a lesson.

16. Use EdTech that adjusts to each student
    Give students who struggle to process content opportunities to use adaptive learning technology, such as Prodigy.

17. Interview students
    Interview students who are socially or academically disengaged to get insights to learn how to better manage them.

18. Address bad behavior quickly
    Don’t hesitate when you must address bad behavior, as acting sooner rather than later will ensure that negative feelings don’t fester.

19. Give only two marks for informal assessments
    Experiment with avoiding standard marks on informal and formative assessments, simply stating if a student did or didn’t meet expectations. If they didn’t, give them a task to improve competency.

20. Gamify personal learning plans
    Motivate students on personal learning plans by gamifying those plans, through tactics such as awarding XP (experience points) throughout a unit to quantify skill mastery.

Now try them yourself!

Classroom management isn’t just about getting your students to listen. It’s about working proactively with them to stop disruptive behavior and build student participation and cooperation. These class-wide and one-on-one approaches to classroom management largely work across subjects and grade levels. Use the ones that best appeal to your situation and teaching style and look forward to better teacher-to-student and student-to-student interactions!
Handout #3: The Seven Principles of Culturally Responsive Teaching

By Rebecca Foster

What ‘constructs’ who you are and what influences your teaching?
#1: Rituals & Routines

1. Questions – identify diverse learning possibilities
2. Targets – goals of learning activities including how
3. Expectations – intended quality levels
4. Action – engage students in creative construction and apply knowledge
5. Reflection – revisit learning tasks for guidance in future activities and growth

Notes:
#2: Learning Cooperatively

+ Practice what you preach
+ No competitive learning
+ Ever task has elements of ease and challenge for every student
+ Share student-teacher roles
+ Small groups teach about a specific topic
+ Student design a self-growth project related to cultural awareness

Notes:
#3: Choice & Authenticity Continued:

+ Give options on learning tasks
+ Let them propose a task of their own
+ Change classroom symbols to reflect student culture (i.e. create a multicultural alphabet book for primary students, maps in social studies, culturally relevant authors and people in literature)
+ Have students create a multicultural curriculum *I will give a detailed example on the next slide.

Notes:
Example of a student created multicultural curriculum.

“Another group chose to demonstrate how correspondance with bilingual working class parents, many of whom were recent immigrants. My students began by translating school information from professional jargon into a language they felt was more friendly and accessible for their target audience. Then they wrote their correspondence in different formats, including typical letters in Standard English, Spanish, Vietnamese, Chinese and Tagalog; made an audiotape of the message for parents who might have difficulty with reading and language; and created a videotape with a teacher speaking personally to parents or guardians of specific children, on the assumption that this would be a more warm and welcoming approach to communicating with parents unfamiliar with the U.S. education system.

(*Taken from project resource Bertani, T. et al.(2010)*)
#4: Teaching to Enable and Empower

+ Check in with students regularly to make sure they are making progress and are building community.
+ Voice your belief that they are capable of accomplishing high-quality work.
+ Teach students how to ‘read between the lines’ when reading professional writing and remember that scholars and teachers have ‘positionality’ (come from a certain set of cultural beliefs and social constructs)
+ Remind them scholars are not the only ones that make legitimate claims that are intelligent.
+ Show them real examples of other cultural concepts they are not familiar with so they can develop their ‘cultural hybridity’

Notes:
#5: Knowledge & Practice

+ Have students personally involved in their learning
+ Incorporate different formats and perspectives
+ Adapt teaching to multiple learning styles
+ Demonstrate what teaching and learning look like and role play
+ Use cooperation and collaboration to achieve common learning outcomes
+ Learn by doing and working with intellectual, social, emotional, and moral skills
+ Practice transferring knowledge from one context to another
+ Engage in praxis by combining knowledge, concepts, theory, and into practice
+ Reflect critically on their own knowledge, beliefs, thoughts, and actions
+ Build confidence and ability in students to be agents of all forms of knowledge and social justice!

Notes:
#6 Cultivating Critical Thought Continued

- Have students integrate ideas from different sources
- Be analytical about sources in general
- Push the boundaries of their knowledge to form deeper meanings
- Find new ways to categorize information
- Deconstruct conventional assumptions

Notes:
#7: PERSONAL IS POWERFUL

+ Make fun of yourself, critique your own actions, and talk about past mistakes
+ Create a classroom climate of social acceptance and dignity that also is rigorous
+ Legitimize personal experience through sharing stories and cultural identities
+ Take turns highlighting each student's life, background, and culture and have them showcase this as a project or ongoing task throughout the year.

Notes:
Questions & Comments & Suggestions
Signs of a Multicultural and Engaged Classroom

1. Vision – Students have developed a reflective, lifelong thirst for knowledge. They find value in cooperatively working with others in making contributions to society.

2. Tasks – Classroom tasks include problem-oriented tasks have real-world applicability, require collaboration with others, involve integrated instruction and are project based.

3. Assessment – Assessments are frequently performance-based and tailored to individual needs and goals.

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The Implicit Association Test

https://implicit.harvard.edu/implicit/demo/
To better become aware of your biases, try taking the Implicit Association Test. This test was created at Harvard University. On this website, you can find numerous tests that can test your biases on almost anything.

Center for Social and Emotional Learning

http://www.schoolclimate.org
The goal of the Center for Social and Emotional Learning is to promote "a safe, supportive environment that nurtures social and emotional, ethical, and academic skills" This website discusses the importance of school climate and offers suggestions of ways teachers can build a positive and caring classroom, including techniques to incorporate social skills into classroom lessons.

Committee for Children

http://www.cfchildren.org
The goal of the Committee for Children organization is to "create a world in which children can grow up to be peaceful, kind, responsible citizens" (Committee for Children, 2010, para.1). Their website offers resources on concerning issues such as bullying and violence. They also offer resources on social and emotional learning. Bullying, cyber-bullying, school climate, and violence prevention are all addressed.
**CultureCrossing.net**

http://www.culturecrossing.net/explore.php

"CultureCrossing.net is an evolving database of cross-cultural information about every country in the world. This user-built guide allows people from all walks of life to share essential tips with each other about how to navigate our increasingly borderless world with savvy and sensitivity. Easy to navigate and free to use, CultureCrossing.net provides an opportunity for travelers, business people and students to:

- Find information on 200+ countries and add your own knowledge to our guides
- Ask specific questions and chat with other users and experts
- Connect directly with community members from around the world
- Access global resources to further your cross-cultural exploration

The information posted in our individual country guides is submitted by people who are either natives or residents (or former residents) of the featured countries. Every day additional information is added by community members who have had experiences living, working, studying or traveling in each particular country. All of the information posted on the website is vetted by a Culture Crossing staff member and checked for credibility by cross referencing with at least two other sources." [description from website]

**Edutopia**

http://www.edutopia.org/social-emotional-learning

Created by The George Lucas Educational Foundation, Edutopia is designed to offer practical tips for teachers on incorporating social skills into classroom settings (The George Lucas Educational Foundation, 2010b). This website offers definitions related to social and emotional learning as well as an explanation as to why incorporating social
skills into the classroom is important. The website also offers resources on applying social skills in classroom settings as well as blogs in which teachers can discuss techniques with one another.

National Center on Cultural Competence

http://www11.georgetown.edu/research/gucchd/nccc/about.html
The NCCC provides national leadership and contributes to the body of knowledge on cultural and linguistic competency within systems and organizations. Major emphasis is placed on translating evidence into policy and practice for programs and personnel concerned with health and mental health care delivery, administration, education and advocacy. [Description from website]

Teaching Tolerance

http://www.tolerance.org/teach/?source=redirect&url=teachingtolerance
"Founded in 1991 by the Southern Poverty Law Center, Teaching Tolerance is dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences for our nation's children. To us, tolerance is an ethic. We provide free educational materials to teachers and other school practitioners in the U.S. and abroad. Our self-titled magazine is sent to 400,000 educators twice annually, in September and January, and tens of thousands of educators use our free curricular kits. More than 10,000 schools participate in our annual Mix It Up at Lunch Day program. Our teaching materials have won two Oscars, an Emmy and more than 20 honors from the Association of Educational Publishers, including two Golden Lamp Awards, the industry's highest honor. Scientific surveys demonstrate that our programs help students learn respect for differences and bolster teacher practice." [Description taken from site]
Center for Effective Collaboration and Practice Cultural Competence Site

http://cecp.air.org/cultural/resources.htm
Lists important questions and answers on cultural competence and educational practices.

The Cultural Competence Action Team (CCAT)

http://www.tapartnership.org/cc/default.asp
 guided by three key principles: valuing the diversity in teaching approaches necessary for different cultural, ethnic and racial communities; ensuring that this cultural diversity is represented in an inclusive way; and moving from theory and concept to practical strategies, implementation and action.

WHO guide to Child-Friendly Schools

http://www.who.int/school_youth_health/media/en/sch_childfriendly_03.pdf
135 Focuses on the psycho-social environment of schools, and is designed to support social and emotional well-being. It is designed to assist with professional development promoting positive changes in the school environment, and integrates school health policies, school-based health education, and school-based health services.

A Class Divided

http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.htm
This Frontline special revisits Jane Elliot’s famous classroom exercise about race and bias in the classroom. She does this by dividing her class by the color of their eyes. One day she says the blue eyed children are superior. The next day she says the brown eyed children are superior. This creates an interesting dynamic.


