



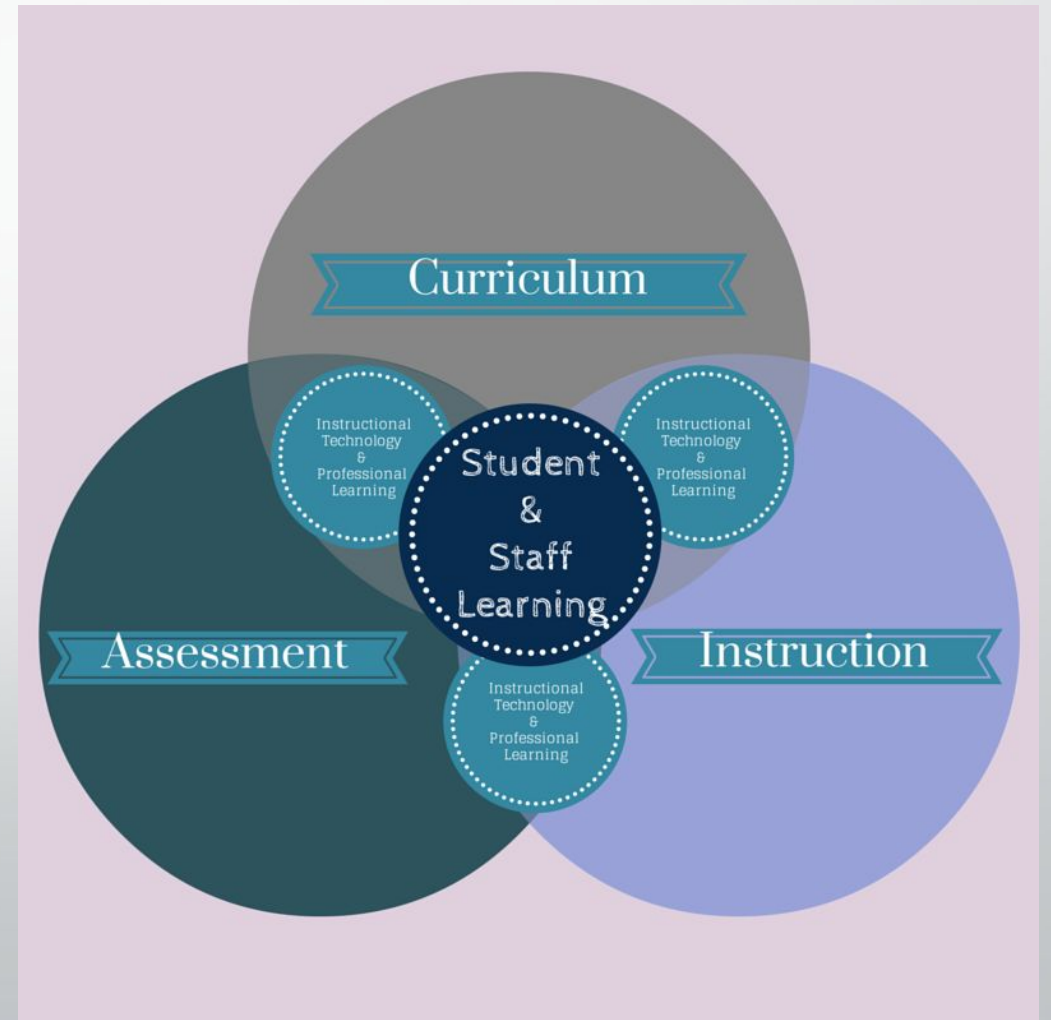
PDAC Presentation: Windows and Mirrors

How our students see themselves and the world through their
studies

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IPSD 204 Curriculum, Instruction, and Assessment

- ❑ Guaranteed and viable curriculum that meets the needs of all students
- ❑ Consistent rigorous course objectives
- ❑ Valid local assessments
- ❑ Rich data to promote teacher discussion about instruction and student learning
- ❑ Embedded Professional Development
- ❑ College and career-ready pathways



How is diversity identified in schools?

- Economically disadvantaged students
- Students from major racial and ethnic groups
- Students with disabilities
- Students with limited English proficiency
- Girls
- Students in alternative education programs
- Gifted and talented students

What are equitable learning opportunities?

- Value and respect the experiences that all students bring from their backgrounds
- Articulate students' background knowledge
- Offer sufficient school resources to support learning



Valuing and Respecting Student Experiences

- Cultivate caring respectful relationships
- Incorporate students' background and experiences into the learning experience
- Classroom management from a cultural perspective
- Cooperative learning
- Connect learning to students' sense of place

Articulate students' background knowledge

- It is important to capitalize on “funds of knowledge” (González, Moll, & Amanti, 2005)
- Effective teachers ask questions that elicit students' funds of knowledge related to academic topics. They also use cultural artifacts and community resources in ways that are academically meaningful and culturally relevant.



Offer sufficient school resources to support learning

- Material Resources
- Human Capital
- Social Capital

Systemic Approaches to Struggling Students

Focus for Addressing Struggling Students

- ❑ Advocacy
- ❑ Access
- ❑ Academic

Professional Learning Communities

1. What do I want my students to learn?
2. How do I know when they learn it?
3. What do I do when they have not learned it?
4. What do I do when they have already learned it?

...teachers work hard to acquire effective strategies to include all students regardless of racial, ethnic, cultural, linguistic, socioeconomic, and gender backgrounds.

Key Features of Culturally Responsive Teaching

- Communicate high expectations
- Actively engage students in learning
- Anchor the curriculum in the the everyday lives of students
- Share control of the class with students
- Acknowledge membership in different groups
- Develop an appreciation of diversity

“Inspire all students to reach their greatest potential.” IPSD 204 Mission Statement