

INTASC PEDAGOGY

HIGH STANDARDS AND HIGH EXPECTATIONS ARE IMPORTANT COMPONENTS OF CULTURALLY RESPONSIVE PEDAGOGY

The author of the lesson units in the four content areas of language arts, mathematics, science, and social studies in this textbook document how the elements of culturally responsive pedagogy support the standards of the National Council of Social Studies (NCSS), the National Council of Teachers of Mathematics (NCTM), the National Science Education Standards (NSES), and the National Council of Teachers of English (NCTE) and the International Reading Association (IRA). For example, the language arts lesson written by Romona Fashere (Chapter 3) is consistent with NCTE and IRA standards. *Stories, Stories, Stories* provides rich and meaningful activities that build on students' personal and cultural knowledge while emphasizing written and oral communications, vocabulary building, and literature. In the mathematics lesson (Chapter 4), author Joan Jones designed a lesson unit to teach challenging geometry concepts using crafts patterns from different cultural groups. The lesson reinforce NCTM standards, such as reasoning, communications and connections. Molly Weinburg's science unit on weather (Chapter 5) is an example of an inquiry, hands-on, culturally responsive learning experience that also meets the National Science Education Standards. Finally, the social studies unit by Virginia Causey (Chapter 6) is a social reconstructivist unit that allows students to become involved in a voter education project. In keeping with NCSS standards, this unit is an example of educating students for the responsible citizenship and social action.

In addition to meeting the standards of the various content areas, the essential elements of culturally responsive pedagogy have been found to be compatible with the standards and performance indicators of the Interstate New Teach Assessment and Support Consortium (INTASC). INTASC standards define what all beginning teachers should know and be able to do. The following chart developed by Joseph Cadray of Emory University (1999) outlines the culturally responsive practice and references the INTASC standard that is addressed.

INTASC STANDARDS

INTASC Standard	Culturally Responsive Practice
<p>Standard 1</p> <p>The teacher understands the central concepts, tools of inquiry, and structure of the fields of knowledge she/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>The teacher integrates professional, content, and pedagogical knowledge to create learning experiences that make the content area meaningful for all students.</p> <p>The teacher uses multiple representations and explanations and links them to students' prior understanding.</p>
<p>Standard 2</p> <p>The teacher understands how children learn and develop and provides learning opportunities that support their intellectual, social, and personal development</p>	<p>The teacher understands and appreciates cognitive processes involved in academic learning, including diverse learning styles.</p>
<p>Standard 3</p> <p>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>The teacher knows and is sensitive to diverse cultural groups globally, and understands how ethnicity, class, gender, and other sociocultural factors influence students' learning and classroom climate.</p> <p>The teacher understands students' families, cultures, and communities and uses this information as a basis for connecting to students' experiences.</p>
<p>Standard 4</p> <p>The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<p>The teacher implements a variety of instructional and assessment strategies appropriate to diverse learners</p>
<p>Standard 5</p> <p>The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self - motivation.</p>	<p>The teacher diagnoses and builds upon the personal, cultural and historical experiences of learners from a variety of socioeconomic and ethnic background and develops meaningful instructional activities and positive, productive learning environments.</p>

<p>Standard 6</p> <p>The teacher uses knowledge of effective verbal, nonverbal and media communication techniques, including technology, to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>The teacher communicates in ways that demonstrate sensitivity to cultural and gender differences.</p>
<p>Standard 7</p> <p>The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals</p>	<p>The teacher plans learning opportunities that meet the developmental and individual needs of diverse learners.</p>
<p>Standard 8</p> <p>The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social and physical development of the learner.</p>	<p>The teacher uses a variety of assessment techniques, including observation, portfolios, self-assessment, peer assessment, and projects, as well as teacher – made and standardized tests.</p>
<p>Standard 9</p> <p>The teacher is a reflective practitioner who continually evaluates the effects of his/her actions on others.</p>	<p>The teacher reflects on his/her personal background and life experiences in order to develop culturally responsive curricula and instructional practices.</p>
<p>Standard 10</p> <p>The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>	<p>The teacher understands the influence of family participation of students' learning and involves families in students' learning.</p> <p>The teacher identifies and uses community resources in the classroom and understands teaching as situated in schools and communities.</p>