



# Tensions and Supports Between Culturally Responsive- Sustaining Pedagogy and Disciplinary Literacy

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# Agenda

What are Culturally Relevant and Sustaining Pedagogies?

What is Disciplinary Literacy?

Understanding Ourselves, Our Curriculum, and Our Students

Building Students' Cultural Competence in Disciplinary Literacy: How Can We Do It?

Tensions in Disciplinary Literacy and CSP

# Culturally Responsive Teaching Background

- ▶ Gloria Ladson-Billings - Culturally Relevant Pedagogy
- ▶ Geneva Gay - Culturally Responsive Teaching
- ▶ Paris & Alim - Culturally Sustaining Pedagogy
- ▶ Carol D. Lee - Cultural Modeling
- ▶ Gholdy Muhammad – Historically Responsive Literacy



# Culturally Relevant Pedagogy

- ▶ Based on her research of effective teachers of African American students.
- ▶ Three main goals:
  - ▶ Teaching must yield academic success.
  - ▶ Teaching must help students develop positive cultural and racial identities inclusive of high expectations for academic success.
  - ▶ Teaching must support students' ability to identify, critique, assess, and act on current and social inequalities.
- ▶ This focus promotes educators to empower students academically, socially, emotionally, and politically.





# INTRODUCTION TO CULTURALLY RELEVANT PEDAGOGY

Welcome to PBS Wisconsin's Educator Connection LIVE!  
Featuring special guest Dr. Gloria Ladson-Billings

## Building Culturally Relevant Schools Post- Pandemic: Questions & Answers

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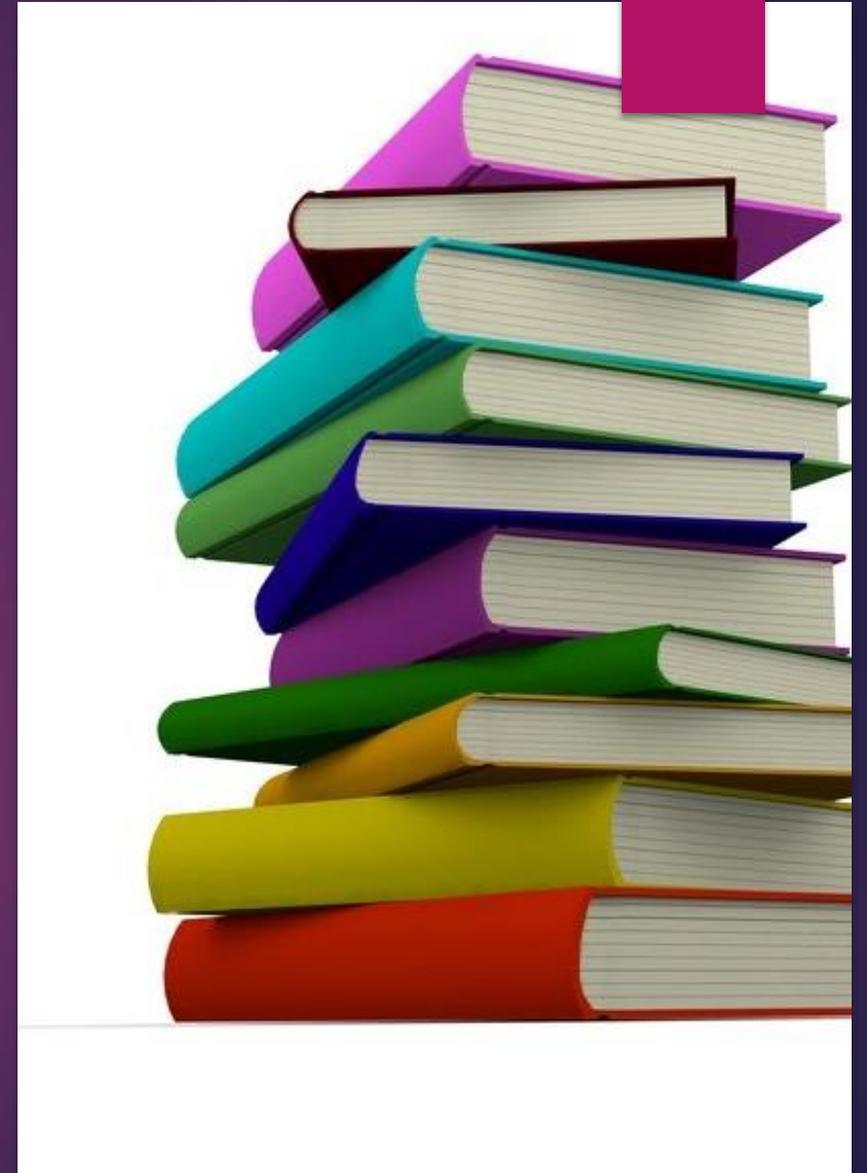
"[Cultural  
Pedagogy  
endorses or  
validating the culture  
kids come with; it's  
giving them access to  
at least one other  
culture, so they leave  
school at least  
biculturally  
competent. You are  
covering not just black  
or brown kids, but  
white kids; white kids  
should not go out into  
a very international,  
global workforce and  
only understand  
themselves or their  
culture."]

Presented by  
Zoom

# BUILDING CULTURALLY RELEVANT SCHOOLS

# Culturally Responsive Teaching

- ▶ Brings what Ladson-Billings advocated for and Geneva Gay takes it one step further - focusing on specific teaching practices and instruction.
- ▶ There is a focus on using students' lived experiences and knowledge, as well as cultural and ethical norms, to create instruction that is more relevant to all students, including those that are historically marginalized.
- ▶ Some aspects to investigate and potentially change include:
  - ▶ Instruction
  - ▶ Instructional Materials
  - ▶ Student-teacher Relationships
  - ▶ Classroom Community, Environment, and Climate
  - ▶ Knowledge of Students
- ▶ [Interview with Dr. Gay](#)







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# Historically Responsive Literacy

## Four Learning Pursuits

- ▶ Identity: Start by asking yourself, “How does my teaching and learning help students to learn about themselves and about others?”
- ▶ Skills: How can I balance what is typically taught within my discipline with the other three layers? What is the best way to teach these to my students?
- ▶ Intellect: “What do we want our students to become smarter about?” “How does my teaching and learning help to teach students new knowledge and concepts? New histories, new people, places, and things?”
- ▶ Criticality: How does my teaching and learning help students to understand power, equity, anti-racism, and anti-oppression?

## Deficit Approaches

Goal: eradicate home and community practices and replace them with "superior" practices

View of home and community culture: bankrupt of value

## Difference Approaches

Goal: bridge toward dominant practices without concern for maintaining home and community practices

View of home and community culture: equal to, but different from, practices of value for teaching and learning

## Resource (Asset-based) Approaches

Goal: provide access to dominant practices while sustaining home and community practices

View of home and community culture: "resources to honor, explore, and extend" (p. 94)

Based on Paris, D. (2012). *Culturally sustaining pedagogy: A needed change in stance, terminology, and practice*. *Educational Researcher*, 41(3), 93-97.

# Deficit, Difference, and Asset-Based Approaches

The terms “help” and “at risk” do not give power to the cultural assets and resources that students come to school with - needing someone else to “fix” them.

Deficit perspectives lead to lower expectations and watering down curriculum.

“A deficit mindset is like an oil spill--it coats every organism, it obscures beauty, it does great harm to the environment, and it's tedious to clean up (Aguilar, 2020, p. 59).

Cohesiveness is “the sense that all (teachers and students) are working toward positive learning gains” and has an effect size of 0.44 (Hattie, 2009, p. 103)

Victor Rios [TedTalk](#): Help for kids the education system ignores.



# What is Disciplinary Literacy?

- ▶ NOT Content-area Literacy
  - ▶ CARW: Roughly 100 years old
  - ▶ Idea: If students read well, they would do better in their subject area classes.
  - ▶ Thus, we need to support students' reading in every class.
  - ▶ There are certain strategies that students use to read, no matter what they are reading. For example:
    - ▶ Visualization
    - ▶ Summarization
    - ▶ Monitoring Comprehension
    - ▶ Setting a Purpose



# Disciplinary Literacy:

LITERACY IS NOT LITERACY IS NOT LITERACY

# Premise of Disciplinary Literacy

People participate in literacy practices for different purposes and with different strategies across disciplines.



Our role is to teach students how to read like experts in a given field.

Inquiry

Apprenticeship

# “Stopping by Woods on a Snowy Evening”: Robert Frost

Whose woods these are I think I know.  
His house is in the village though;  
He will not see me stopping here  
To watch his woods fill up with snow.

My little horse must think it queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.

He gives his harness bells a shake  
To ask if there is some mistake.  
The only other sound's the sweep  
Of easy wind and downy flake.

The woods are lovely, dark and deep,  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep.

# NCTM: March Madness

- ▶ College basketball playoffs are happening in the United States, making basketball pretty popular right now! One afternoon after school, four friends, named Abby, Bill, Carla, and Damien, decide to play a game of basketball. There are two players on each team. Your job is to figure out which team won the game given the following facts:
  - ▶ Abby outscored her partner Bill by six points.
  - ▶ The number of points scored by Damien can be found by reversing the digits of his favorite number, thirty-one.
  - ▶ Bill scored half as many points as Carla.
  - ▶ Carla scored three more than three times the points scored by her partner, Damien.
  - ▶ Which team won and by how many points? (NCTM, 2019)



# Understanding Ourselves, Curriculum, and Our Students

# CRE Scorecards - NYU Metro Center

- ▶ [THE CULTURALLY RESPONSIVE-SUSTAINING STEAM CURRICULUM SCORECARD](#) by Leah Q. Peoples, Tahia Islam and Timothy Davis
- ▶ [Culturally Responsive Curriculum Scorecard](#) by Jahque Bryan-Gooden, Megan Hester, and Leah Q. Peoples
- ▶ What is Curriculum?
  - ▶ Textbooks
  - ▶ Lesson Plans
  - ▶ Stories/Books
  - ▶ Worksheets and Homework Assignments
  - ▶ Teacher's Manuals
  - ▶ Media/Videos
  - ▶ Learning Standards/Expectations
  - ▶ Tests
  - ▶ Class Activities

# Explore Current Data Related to Student and Community Demographics

- ▶ Looking at the Table 203s - what do you notice about the changes in enrollment in public schools based on grade level, state, demographics? Across time?
- ▶ Looking at the Table 102s - what do you notice about the characteristics of households with children? What do you notice about poverty in relation to community and parental variables?
- ▶ In Table 103.10, how are demographics changing within school age children, from 1980 to to the most current data reported?
- ▶ What can be determined from the Table 103s regarding enrollment rates based on demographic data? Age? School?
- ▶ What can be determined about reading and math achievement based on national data? State data?

# Teacher Surveys

The Culturally Responsive  
Classroom Management  
Self-Efficacy Scale:  
Development and Initial  
Validation

by Siwatu, Putman,  
Starker-Glass, and Lewis

Culturally Responsive  
Teaching Self-Efficacy  
Scale by Siwatu

Culturally Responsive  
Teaching Outcome  
Expectancy Scale  
by Siwatu

The Dispositions for  
Culturally Responsive  
Pedagogy Scale  
By Whitaker & Valtierra

# Additional “Things to Do”



[Implicit Association Test](#)



[Exploring Identity Markers](#) (E. Aguilar)



Teacher-Student Interaction Tracker

teacher-student relationships on learning is powerful, with an effect size of 0.52 (Hattie, 2018)



Cultural Autobiography



Getting to know the cultures of the students and community



Evaluating personal instructional practice to include curriculum, materials, lessons, expectations, and required student outcomes

# Teacher to Student Interaction Tracking Tool

## Example of Teacher to Student Interactions Tracking Tool

<b>Teacher</b> F. Mastin		<b>Subject/Period</b> English 5 <sup>th</sup> period		<b>Date and Time</b> April 5, 2014 12:37-1:00	
<b>Total Number of Students:</b> 29		<b>Number of Male Students:</b> 14 <b>Racial Breakdown:</b> African American: 6 Latino – 4 Pacific Islander – 3 Mixed - 1		<b>Number of Female Students:</b> 15 <b>Racial Breakdown:</b> African American: 4 Latina – 7 Pacific Islander – 2 Mixed – 2	
Interaction	Time	Gender	Ethnicity	Transcript	
1	12:37	F	AA	Whatever's in your mouth, just get rid of it.	
2	12:38	F	L	Nice to see you. Take your seat.	
3	12:39	F	L	Love that smile you gave me! Glad to see you have your work out.	
4	12:39	M	AA	Thank you, have a seat.	
5	12:40	M	AA	Pass the papers down your row please.	
6	12:41	F	L	Put your pencil down.	
7	12:42	F	AA	5, 4, 3, 2, 1 [redirect], I don't want to have to talk to you again this period.	
	12:43			To whole class: Explains what they'll do today and what the learning target is.	
8	12:45	F	AA	Go ahead and get one [a pencil]. You have to be more responsible for your	

## Teacher to Student Interactions: Tracking Tool

<b>Teacher</b>		<b>Subject/Period</b>			<b>Date and Time</b>		
<b>Total Number of Students:</b>		<b>Number of Male Students:</b>			<b>Number of Female Students:</b>		
		<b>Racial Breakdown:</b>			<b>Racial Breakdown:</b>		
Interaction	Time	Positive*	Negative*	Neutral	Male/ Female	Ethnicity	Notes
1							
2							
3							
4							
5							
6							
7							
8							
9							

# Supporting Students to Build Cultural Competence from the Standpoint of Disciplinary Literacy



# CRT-CSP Supports Students to Build Cultural Competence

## From Deficit...

- Students' ways of speaking, dressing, interacting, and being have too often been defined as “unacademic,” “unscholarly,” and “anti-intellectual.”

## To Affirmation

- “The practices and knowledges of communities of color, including youth culture, are valuable resources in and of themselves to be cultivated, sustained, and revitalized” (Alim & Haupt, 2017, p. 158).



CRT & CSP Explicitly position students as experts in cultural and academic practices that are valued and valuable.

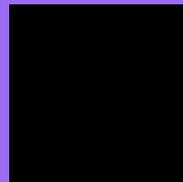


Goals:

Affirm  
Appreciate



Redefine students' cultural values and styles as academically valued and valuable.



Sustain students' cultural values and styles as worthy of study in and of themselves

# How Do We Build Cultural Competence and Support Disciplinary Literacy?

Showcase

Showcase the Excellence of Disciplinarians from Historically Marginalized and Underserved Communities

Build

Build from Students' Everyday Cultural Practices to Explain Disciplinary Ideas

Use

Use Text Sets

# Showcase the Excellence of Disciplinarians from Historically Marginalized and Underserved Communities

- ▶ Builds positive cultural and academic identities
- ▶ Highlights the disciplinary work is not something that “only” White people do
  - ▶ “[Before this class] I thought Latinos were dumb, that we were not smart. That’s probably the biggest thing. I see that we are [smart] now. I thought that because of what they teach us and how they treat us [in school]. But now when we have the power in this class, to like learn stuff, hard stuff, but stuff that we like are connected to, we do the work” (Student Perspective; Irizarry, 2017, p. 90).
- ▶ Builds motivation and purpose for students’ participation in collaborative, disciplinary inquiry

# Devote Class Time to More than Just the Canonical Players

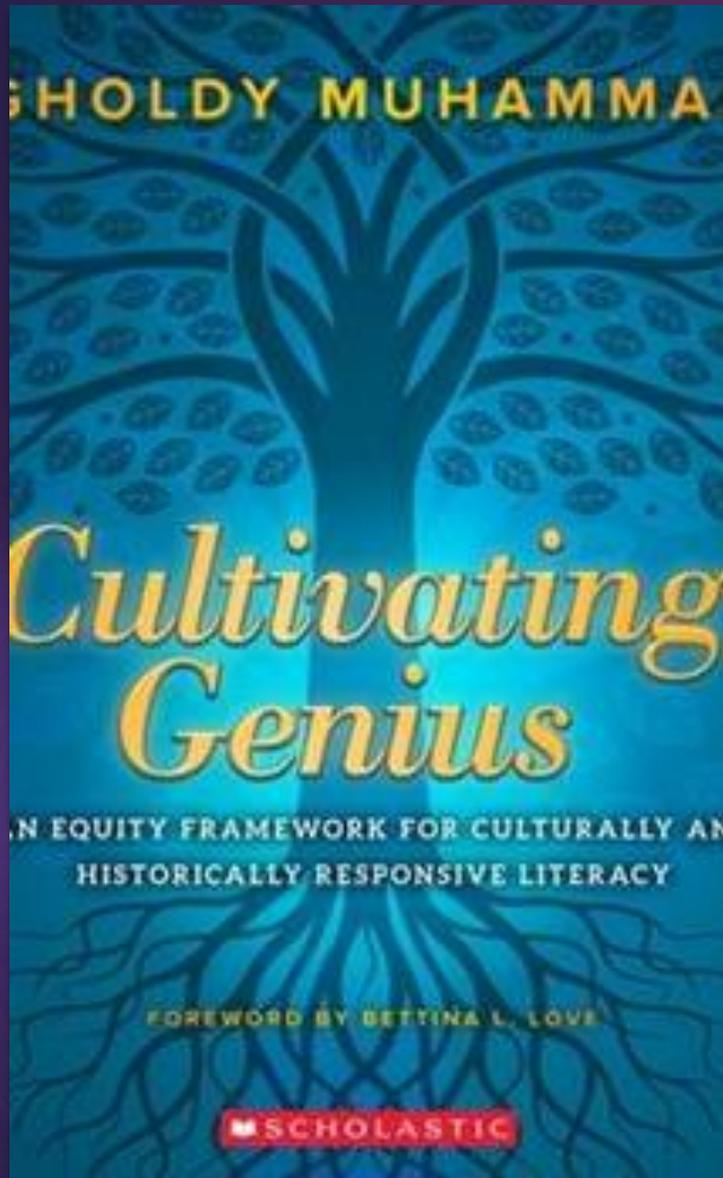
(And do it from August to June, not just in February.)

Risks further marginalizing already marginalized groups by partitioning these accomplishments off from the “regular” curriculum

Doesn't necessarily seem relatable--or attainable--to students

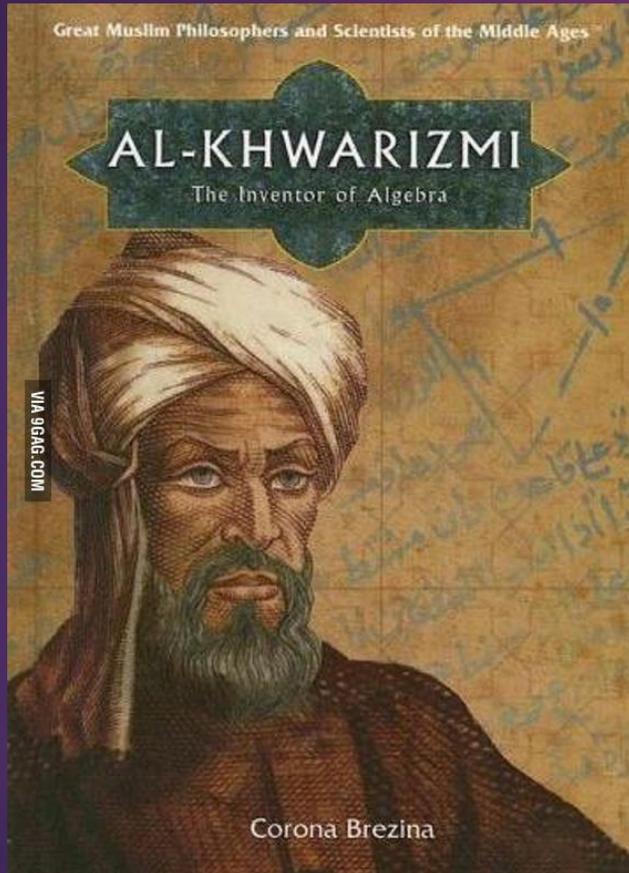


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SHOW HOW PEOPLE  
FROM HISTORICALLY  
MARGINALIZED  
COMMUNITIES HAVE  
USED DISCIPLINARY  
LITERACIES TO  
SUSTAIN  
THEMSELVES OVER  
TIME

# Highlight Origins & Contemporary Examples



December 27, 2018

## Meet the 21-Year Old Black Genius Who Created Key Algorithms Used by Uber, Instagram, and Snapchat



Iddris Sandu is only 21-years old, but he has quite a few major accomplishments in the field of technology. He has created his own software development firm, developed key algorithms for tech giants Instagram, Snapchat, and Uber, worked with the likes of Kanye West and Jaden Smith, and has even been recognized by former U.S. President Barack Obama!

2. Build from  
Students'  
Everyday Cultural  
Practices to  
Explain  
Disciplinary Ideas

CAROL D. LEE'S RESEARCH  
ON CULTURAL MODELING  
(LEE, 1995; 2000; 2007)



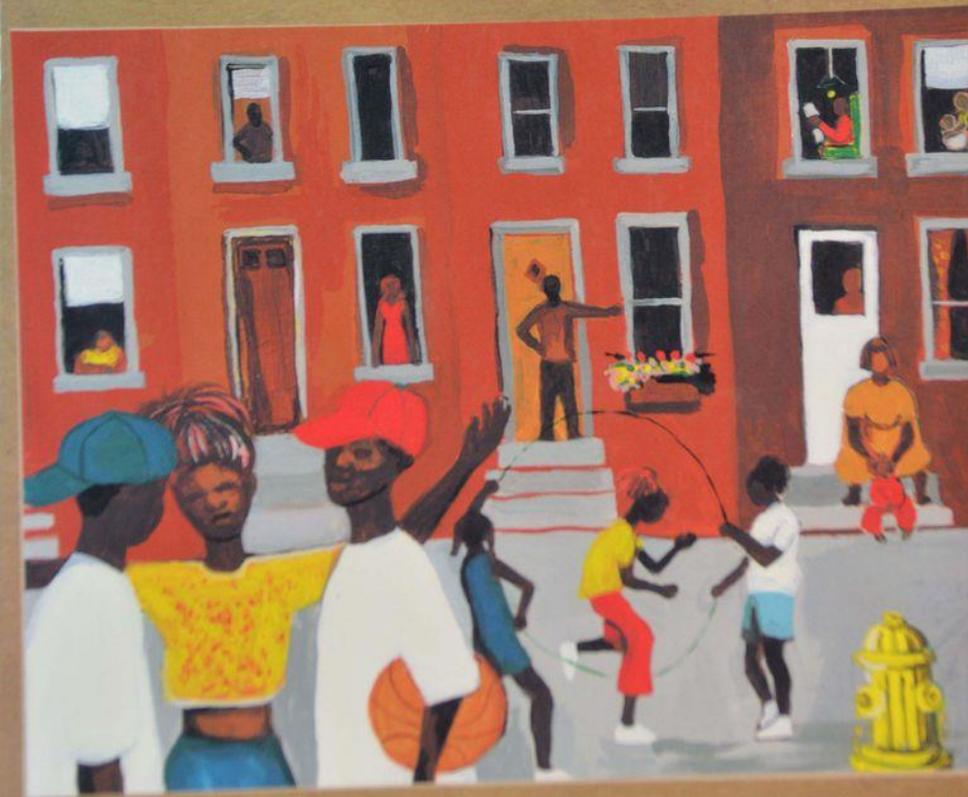
# The Goal of Cultural Modeling

To help students from historically marginalized communities “construct from culturally relevant models a set of task-specific reading strategies applicable to reading problems in complex fiction” (p. 611)

For example...

# Yo' Mama!

New Raps, Toasts, Dozens, Jokes  
& Children's Rhymes  
from Urban Black America



Edited by

Onwuchekwa Jemie

## Signifying

- ▶ Signifying as a form of talk in the Black community may involve ritual insult and **almost always involves the use of figurative language...**

# Playing the Dozens

- ▶ A form of signifying
- ▶ Involves ritual insult in the Black community
- ▶ Examples:
- ▶ “Yo mama so dumb she thought a quarterback was a refund.”

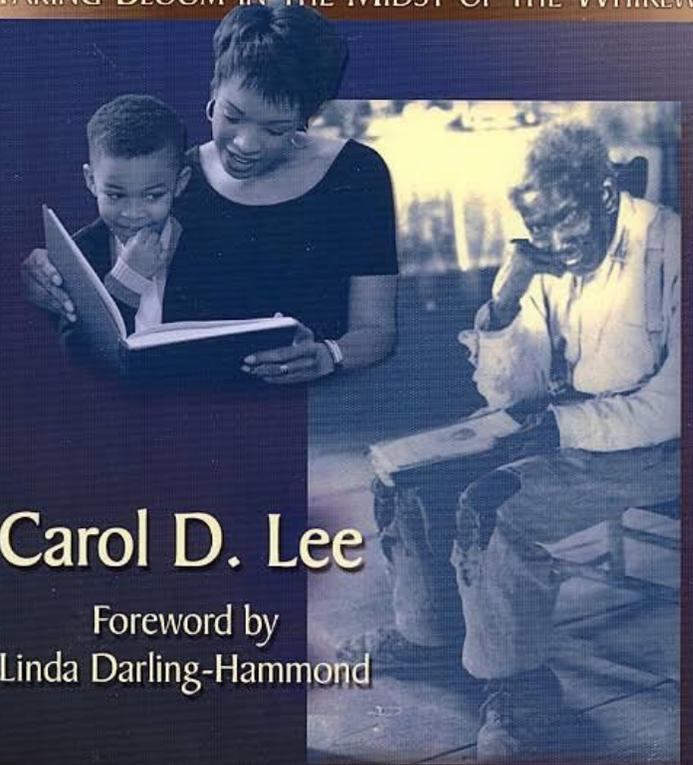
Rochelle: Girl, you sure do need to join the Metrecal for lunch bunch.

Grace: (noncommittally) Yeah, I guess I am putting on a little weight.

Rochelle: Now look here girl, we both standing here soaking wet and you still trying to tell me it ain't raining. (p. 323)

## Culture, Literacy, and Learning

TAKING BLOOM IN THE MIDST OF THE WHIRLWIND



Carol D. Lee

Foreword by  
Linda Darling-Hammond

MULTICULTURAL EDUCATION SERIES, JAMES A. BANKS, EDITOR



black-ish

abc

# Signifying & Interpreting Literature

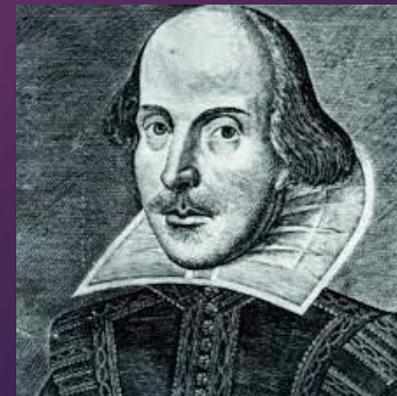
## Signifying

- ▶ “an attitude that language use which is valued should be creative and figurative” (Lee, 1995, p. 612).
  - ▶ Double entendre
  - ▶ Play on meanings
  - ▶ Language valued for aesthetic purposes



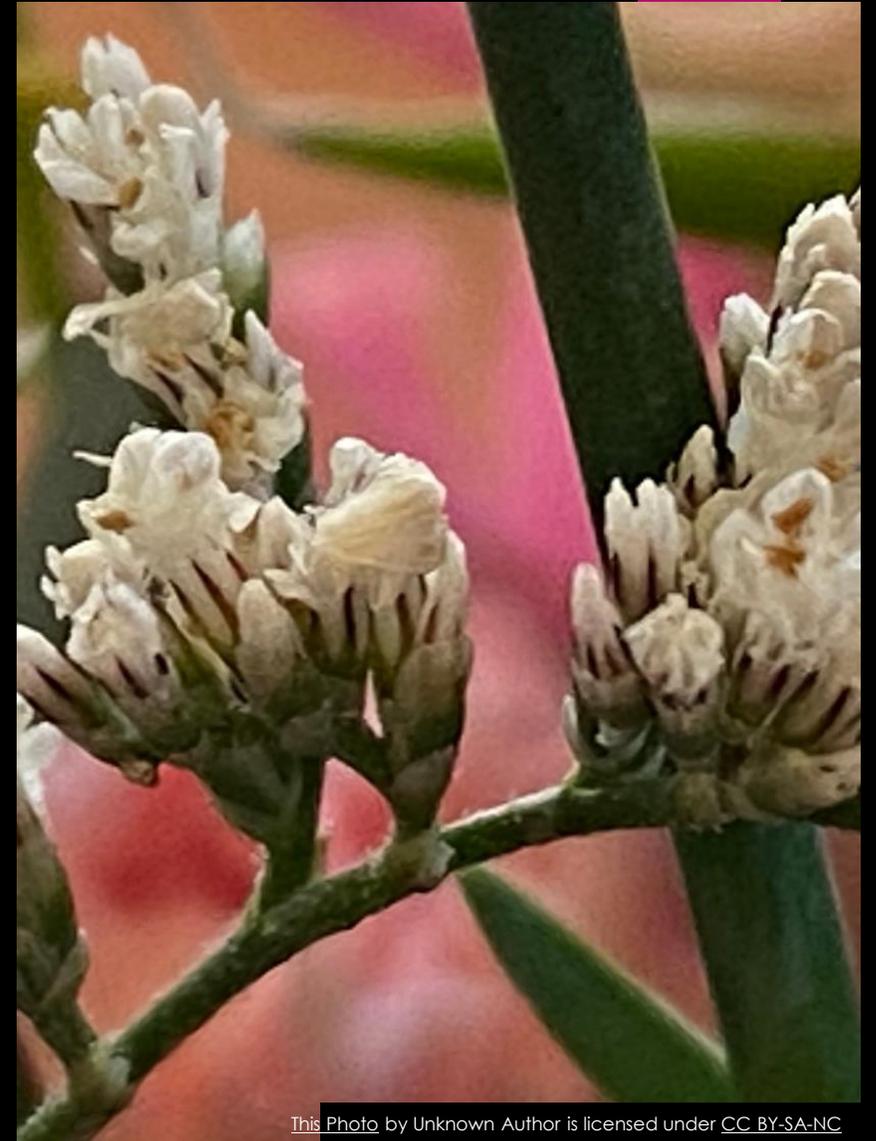
## Interpreting Literature

- ▶ Valued language use is...creative and figurative (Rainey, 2016)
  - ▶ Double entendre
  - ▶ Play on meanings
  - ▶ Language valued for aesthetic purposes



## How is this related to disciplinary literacy?

- ▶ Students were supported to **inquire collaboratively** into their own reading practices
- ▶ Students used—and articulated how they used--**discipline-specific reading strategies (e.g., literary interpretation)**
- ▶ Thus, students were **apprenticed** into discipline-specific literacy practices.
- ▶ Experimental groups' gains from pre- to post-test were greater, by a statistically significant margin, than those of the control groups (Lee, 1995; 2007).



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# Implications for instruction

## Teachers should:

- Make complex reading strategies explicit.
- Model for students how to think through disciplinary problems.
- Support active investigations in which students “unearth and articulate otherwise tacit strategies that they use to construct inferred meanings from oral speech events” (p. 627).
- Recognize that oral patterns of discourse can be leveraged to support students to understand similar pattern of discourse as they appear in print
- Begin instructional units with texts with which students have greater “social and linguistic prior knowledge.”

Students can learn to master discipline-specific reading strategies in the context of more accessible texts before using those reading strategies with texts with which they have less social and linguistic prior knowledge.

### 3. Using Linked Text Sets to Promote Advocacy and Agency Through a Critical Lens

- ▶ Linked text sets are inclusive of all types of text, to include music, art, spoken word, pictures, and more.
- ▶ Intertextuality facilitates the construction of new meaning by having students think across texts (Pytash et al., 2014).
- ▶ These intertextual connections invite students to notice similarities, who and what are being commonly represented, while also noticing various (or differing) perspectives (Batchelor, 2018).
- ▶ Supports inclusivity of diverse perspectives, experiences, and stories - pushes away from a single-story narrative (Adichie, 2009)
- ▶ Can be linked based on thematic issues, topics, or to respond to a unit's essential questions.
- ▶ Using linked text sets promotes dialogue as students learn from one another when they share what they read or what they wonder about - leading students to dive deeper into understanding controversial and complex social issues, such as related to "differences based on race, language, socioeconomic status, gender diversity, and disability" (Fisher et al., 2020, p. 55).

# Tensions in Disciplinary Literacy and CSP

- ▶ “Academic” Language is often—erroneously—understood as synonymous with White, middle and upperclass norms of language use (e.g., Dominant American English).
- ▶ However, a major point of CSP is that all languages are inherently academic—and it is up to educators to frame them that way for students.
- ▶ Thus, we must support students to use their home languages as a means of communicating academic ideas:
  - ▶ “This [class] works better because in here we like talk how we talk out there (pointing to the window). This is like real talk. I know how [teachers] want us to sound, and if I go to a job [interview] I know what they want me to sound like. That’s fine. I can do that. No problem. But sometimes you just want to relax and be you[rself] in school. **I learn more this way**, you know, using the languages I know...” (Student in a CSP-oriented class, as qtd. in Irizarry, 2017, p. 87).

# Recommended Additional Readings

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