Culture Check!
Reflective Practices to Ensure Culturally & Linguistically Responsive Unit Development

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Join the Conversation:
What does culturally and linguistically diverse instructional planning look like?

http://padlet.com/ctunger/culturecheck1
Session Objectives

- To deepen our understanding of CLD responsive instructional planning
- To practice both reflective and peer review with current unit plans
- To reflect on our learning as a whole and to identify needed supports and resources moving forward
Iceberg Culture Concept

Surface Culture:
Most easily seen
Emotional level:
Low

Shallow Culture:
Unspoken rules
Emotional level:
High

Deep Culture:
Unconscious rules
Emotional level:
Intense
2 Important Principles: Funds of Knowledge

- A student’s community represents a resource of enormous importance.
- Essential cultural practices and bodies of knowledge and information that households use to survive, to get ahead, or to thrive.

Source: Bilingual and ESL Classrooms: Teaching in Multicultural Contexts, Carlos J. Ovando and Virginia P. Collier (Moll, 1992, p. 21)
Negative feelings and lack of self-confidence and motivation can reduce a student’s ability to acquire a new language.

If a student suffers from low self-esteem and apprehension, an affective filter goes up like an imaginary wall, affecting the process of language acquisition.

Source: Bilingual and ESL Classrooms: Teaching in Multicultural Contexts, Carlos J. Ovando and Virginia P. Collier (Moll, 1992, p. 21)
Reviewing Unit Plans

Enter the activity with a lens on the population of your school. Consider your students’ cultural backgrounds and linguistic needs.

1. Working in a triad, each group member reviews one unit plan to understand the context.
2. Use the reflection tool and the critical questions as a guide to identify the examples of how students’ funds of knowledge and language development are supported.
3. Determine possible next steps for each area.
What did you notice?

Strengths of the unit plan...

Future possibilities for the unit...

Action steps...
1. Discuss your findings in your group.
2. Identify trends across units.
3. Consider supports teachers may need to further develop units to be responsive to student population.
What systems and structures are needed to engage in this reflective process at the school level?
Revisiting the Opening Question:

What does culturally and linguistically diverse instructional planning look like?

What new information/ideas would you add to the Padlet?