i. Define the Role of the CLR Teacher:

The Culturally Responsive Teacher has a role to provide instruction that *responds* to the individuals by acknowledging their identity and building on students' academic journey while using those strengths. Responsiveness is reflected in class management, academic vocabulary, literacy, and language and most importantly when all students and their families are heard, seen, acknowledged and treated through their strengths and not their "can't" or "won't do's". There is a humanistic aspect tied to the term Responsive, the cultural and teaching parts come after one learns to see others with *warmth*-**"..**culturally responsive pedagogy…teaches to and through the strengths of students. It is culturally validating and affirming"(*NAIS - Culturally and Linguistically Responsive Pedagogy for Language Learners*, n.d.). This means teachers must check their own heart and ask themselves if they are giving their students their best. It begs the question: *Am I a happy teacher?*

ii. Include a CLR Instructional Unit of Choice (your CLR Project Lesson Plan) AND explain how the unit and the teacher's role increases access to CLD students.

A unit designed to be Culturally responsive should include texts and resources that are reflective of the student's culture and language. Teachers can also incorporate stories and books that are diverse and encourage discussion. On an academic front, students end up exploring other cultures through literature and informative pieces, extending on their reflections through reading, writing, and oral production. On a Social Emotional front, students in turn learn to appreciate the differences that exist in the views and opinions of other peers.

Sample SIOP Lesson- The Ant & the Grasshopper

SIOP Lesson Grade: First **Standards:** L.1.1.C, L.1.1.F	**Subject:** ELD Mini Lesson (50 min)
Key Vocabulary: grasshopper, ant, lazy, hardworking	

Higher order questions and tasks: See Review & Assessment

Multimedia/Materials: Digital Unit Presentation, Think-Speak-Listen Bookmarks, Student Journals, Student Books

Building Background:
- Invite students to share cultural experiences and knowledge about insects.
- Pointing to the presentation, ask students to share what they see (4 panels).
- Introduce and teach vocabulary (write, repeat, highlight)
- Revisit the Essential Question: *How do the pictures help us learn about the ant and the grasshopper?*

Objectives	Lesson Sequence	Review & Assessment
Content Objectives: Students will understand a lesson in a fable. **Language Objectives:** Students will describe people. Students will use adjectives. **Prerequisite/Prior Objectives:** Students will understand subject and verb agreement.	**1.Build Background and Vocabulary** (see details above) **2.Read Aloud:** I Do, We Do, You Do Display each of the panels, focusing on rereading and students reading after the teacher. Point out the adjectives and students read aloud. Model thinking aloud (*I read and learn that the grasshopper laughed at the ant all summer. He was lazy. He didnt work*). **3.Building Language Activity** Going back to Panel 1, point out the adjectives that describe the grasshopper and the ant (*lazy* and *hardworking*). Explain that a word that describes a noun is called an adjective. Provide more examples using people from the school. Students can share their own adjectives by using the sentence strip ____ is ____. (SIOP Features: Learning Processes, Modeling, Scaffolding, Comprehensible Input, application, Grouping options, assessment) **4.Oral and Written**	**Formative Assessment:** Students will need differentiated support. Extensive support may include looking at whether students can understand the main ideas of the text. Can they describe the characters? -Students can work in pairs to take turns connecting the illustrations to the adjectives. SW point to pictures and name and describe the characters. Moderate support may be needed when looking at students being able to say the main ideas of the text. Can students understand how being lazy and *hardworking* affect a character? -In pairs, Students can point to the illustrations (panels) and say a sentence about it. Light Support may be needed when looking at students discussing the main ideas of the story/text. Can they say what they learned from the story/ text. -In pairs, students can take

	Language Activity: Describing People Students will work in a group to describe each other using adjectives. They will draw a picture of everyone in the group. SW present to the class and tell what each person is like. Provide examples (*Lila is hardworking. She is not lazy. She is smart*). (SIOP Features: Learning Processes Application, Grouping options, assessment)	turns looking at the panels and saying two things they learned from the pictures and text.
Wrap Up: Teacher will say: *Think of a person who is not in this class. Tell your partner two adjectives that describe that person.* SW Turn and Talk with a partner.		

iii. Evidence of Student Outcomes (what you would expect to see)

Overall on an academic level, my first SIOP lesson plan was designed to be a beginning step in responsiveness by responding to the various needs of all students in the sense that they could access the lesson's content in multiple ways and in accordance with their linguistic abilities. The group activity, while it was intended to meet the language and content objectives, became an opportunity for students to engage through clear objectives, a safe learning space, the ability to learn about and with others, a sense of audience and choice. According to Gay's framing of responsive teaching (2018), "*being responsive is understanding cultural influences on the behaviors and mental ecology of the classroom, and using this knowledge to guide actions*" (p.68). So while students may have been exploring adjectives, my hope was that they would have the opportunity to appreciate that everyone has feelings and they can show interest, like people, and be friendly to people who are similar or different to them.

iv. Teacher Praxis – Reflective Section for Continued Refinement of a CLR

Pedagogy

Furthermore, the sociopolitical context needs to be considered in order to meet the needs of diverse students and that starts with addressing the issues for what they are, without being appeased solely on the positive quotes and phrases of diversity and multiculturalism as a means to sweep tough issues under the rug. The article "*Equity Literacy for Educators: Definition and Abilities*" highlights the ability to *recognize* as the first step towards equity (Gorski & Swalwell, 2015). Just like substance abuse, a person must come to terms with there being an issue in the first place. I, for one, am more cognizant and intentional in my teaching and planning, in part due to courses in TESOL. Whereas before, WIDA and the 4 Domains to me were just rubrics for lesson planning or school evaluations. Remembering that there are little humans affected by my actions or inactions is what will help me meet their needs to a higher and more equitable degree.

References

Geneva Gay, *Culturally Responsive Teaching: Theory, Research, and Practice* (New York:

Teachers College Press, 2000).

Gorski, P. C., & Swalwell, K. (2015). Equity literacy for all. *Educational Leadership*, *72*(6),

34–40. https://eric.ed.gov/?id=EJ1062914

NAIS - Culturally and Linguistically Responsive Pedagogy for Language Learners. (n.d.).

https://www.nais.org/magazine/independent-teacher/fall-2019/culturally-and-linguisticall

y-responsive-pedagogy-for-language-learners/