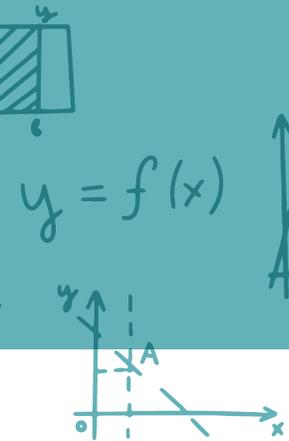
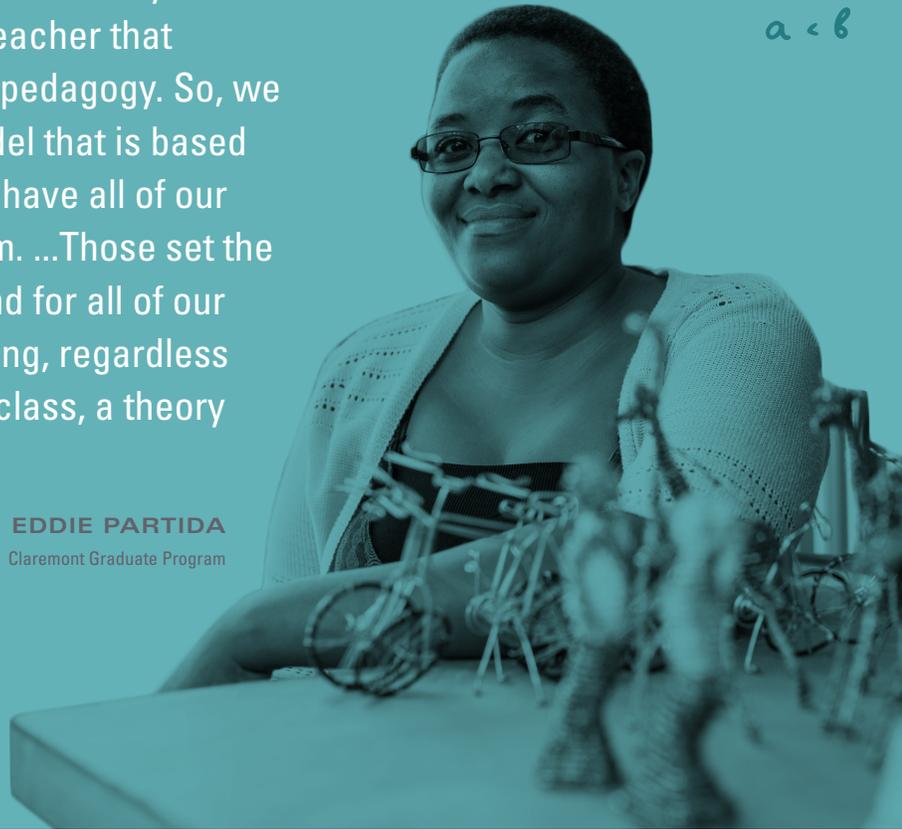




Culturally Responsive Pedagogies

Over the last couple of years, we've really defined what it means to be a teacher that practices culturally responsive pedagogy. So, we have developed a teaching model that is based on some core readings that we have all of our students do early in the program. ...Those set the stage for the entire program, and for all of our instructors that's required reading, regardless if they're [teaching] a methods class, a theory class, anything.

EDDIE PARTIDA
Claremont Graduate Program



An important strategy for recruiting and retaining candidates of color is ensuring that programs address issues of racism and incorporate culturally responsive pedagogies (CRP) and culturally sustaining pedagogies.¹ Teacher preparation programs that do this effectively start by training and engaging faculty in conversation around concepts like cultural responsiveness. This allows for a common grounding among faculty that supports them in developing and/or modifying their curriculum to incorporate CRP.

These pedagogies are also infused into program curriculum and assessments to ensure teacher candidates are familiar with CRP concepts and are comfortable integrating them into their teaching practice. Additionally, providing opportunities for self-reflection around CRP helps candidates better understand how their preconceptions and prior experiences may impact their teaching.

Some of the programs we spoke to as part of our *Seen, Heard, Reflected: Building and Sustaining a Diverse STEM Teacher Pipeline* research shared specific promising practices they engage in to support the development of culturally responsive pedagogies:

COMMON LANGUAGE

The program lays the CRP groundwork and ensures that all faculty and program staff speak a common language. This includes hiring faculty and staff who are committed to the tenets of CRP and frame the program through the lens of lived experience.

ALIGNMENT BETWEEN THEORY AND CLINICAL PRACTICE

There is a clear connection between the common language in theory courses and clinical practice. Leaders create tools to operationalize CRP practices and evaluate candidates on how well they implement CRP in the classroom.

SPOTLIGHT

CALIFORNIA STATE UNIVERSITY, LONG BEACH (CSULB), COLLEGE OF EDUCATION

BACKGROUND

CSULB College of Education houses the third-largest teacher preparation program in California. In 2018, the CSULB College of Education enrolled 664 credential students, 38 percent of whom were people of color.² From 2016-2018, the college's three-year average program completion rate for STEM candidates was 18 percent (compared to the state average of 11 percent).³ The CSULB College of Education supports candidates pursuing undergraduate, postbaccalaureate, residential, and district internship credential pathways, each of which is structured to support candidates before they enter the classroom and throughout their clinical training.

CULTURALLY RESPONSIVE PEDAGOGY

The development of culturally responsive pedagogy is, as Professor Henriques explains, an "ongoing professional development effort." New instructors to the program participate in CRP training and level set on CRP practices and theory. This training provides instructors with tools to operationalize these concepts, such as using rubrics to evaluate candidates' application of CRP practices in clinical settings. Faculty and clinical staff then collaborate at the start of the academic year to embed CRP into their courses and overall course sequence. All instructors who teach a particular course, such as Introduction to Teaching, meet and agree on how to integrate CRP into course content and assignments; they also find ways to model CRP for students in the classroom. Instructors may adjust assignments each semester based on these discussions. Instructors across a course sequence, such as teaching methods, discuss how to incorporate CRP in ways that build across the sequence purposefully.

SPOTLIGHT**CLAREMONT GRADUATE PROGRAM****BACKGROUND**

Claremont Graduate University is a small private university in Los Angeles County. In 2018, the university enrolled 219 credential students, 68 percent of whom were people of color. From 2016-2018, Claremont's three-year average program completion rate for STEM candidates was almost four times the state average. Claremont's credential program consists of three academic terms and supports both the intern and residency credential paths.

CULTURALLY RESPONSIVE PEDAGOGY

Claremont recently developed its model or framework for "critical social justice teaching"⁴ to be learned and used by every mentor teacher and instructor employed by Claremont. This framework includes a glossary of relevant terms that help ensure instructors have a common language and can articulate CRP within the competencies used to evaluate candidates. Teacher candidates learn that framework through classroom discussion, assignments, and readings in order to demonstrate mastery of those same competencies. To help reinforce Claremont's social justice frameworks, all courses incorporate a set of core texts into their curriculum.

Another core component of the framework is the Ethnographic Narrative Project. Candidates start by examining their "story of self" and how their own educational experience may impact their teaching philosophy. They then translate that work into the classroom by examining how they respond to students with different cultural and linguistic learning needs and designing responsive, asset-based, inclusive teaching strategies.

1. This study aligns with the definition of Culturally Relevant Pedagogies described in: Gloria Ladson-Billings, "Toward a Theory of Culturally Relevant Pedagogy," *American Educational Research Journal* 32, no. 3 (1995): 465-491. In brief, culturally relevant pedagogy requires that teachers: develop student as individuals and as learners, demonstrate a willingness to nurture and support cultural competence, and engage with sociopolitical or critical consciousness and culturally sustaining pedagogies. This study also aligns with the definition of Culturally Sustaining Pedagogies described in: Django Paris, et al. eds., *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World* (New York, NY: Teachers College Press, 2017). In brief, culturally sustaining pedagogy requires that teachers: center their students' community languages, value practices and knowledge, invite and incorporate student and community agency and input, address historical context within their instruction, and maintain a capacity to contend with internalized oppression.
2. For the purposes of this analysis, we include Black, Latinx, Native American, and Pacific Islander candidates in the "people of color" definition since of the groups for which data is publicly reported, they are most often underrepresented and underserved in our education systems.
3. This figure was derived from ETW's analysis of Title II Federal Data, Teacher Prep Program Enrollment and Completion, 2013-2018.
4. Claremont Graduate Program has developed its own Critical Social Justice Teaching model; it is included here because it aligns with the principles of culturally relevant pedagogy. The study aligns with the definition of CRP described in Django Paris, et al.