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Culturally responsive teaching and the brain chapter 7 pdf

Every educator has those moments when they want more. Perhaps they want to know more about achieving a challenging learner, or perhaps want their use of technology to be more effective. Whatever the challenge, educators will work tirelessly to equip their belts with teaching tools, all for improving the academic success of their students. Yet, for many, becoming a culturally reactive educator remained in the “reason of magic and mystery, knowledge that only few possess” (Hammond, 2015, p. 5). Zaretta Hammond’s Culturally Responsive & the Brain Teaching presents a “serious and powerful tool to accelerate student learning” (Hammond, 2015, p. 3). The Ready for Rigor Framework combines evidence-based teaching practices with neuroscience. Educators with this tool are allowed to strive to close the gap of realization and do so with rigor and consistency. Again time and time, dependent students, or those struggling to complete higher order thinking tasks independently, are wrong to be lacking. For many culturally and linguistically different students in the American school system, addiction is the first step in the “school-prison conducting”. The pipeline, suggested by Michelle Alexander in New Jim Crow: The Mass Incarceration in the Age of Colorblindness, is a compound of harmless educational structures and didactic decisions that leave color students academically fall back and forth. Hammond provides concrete examples and strategies that help build the ability of educators and school leaders to students dependent on resources with the tools needed to practice and grow in self-direct independence. We have summarized 10 concepts from Hammond’s powerful resource to involve you on your journey to culturally reactive teaching. #1. Ready for theTraditionally, when a student is academically progressing at a slower pace, the answer is that ofrigorous activity with low level bases. These low-level activities tend to be boring, stimulating, and generally empty of any significant context. While this continues throughout the life of the instructor, the learning gap increases. Hammond suggests that the answer is not to maintain rigor for the sake of rigor, but rather to increase the neuroplasticity of the instructor by teaching them new habits of the mind. Neuroplasticity is the brain response to a productive struggle or a cognitive challenge. When a productive struggle is removed, the intellectual capacity of students becomes stagnant rather than supported to process complex information. Hammond’s Ready for Rigor Framework is built on four key areas to build an educator’s ability to rethink traditional responses to dependent students. The four areas to build culturally reactive educational practices are awareness, information processing, learning partnerships, and a community of students and learning environment. These key concepts will be disconnected throughout the summary (Hammond, 2015, p. 12-16). #2. Culture is like a tree. Hammond argues that culturally reactive teaching is less sensitive to any superficial culture in class and more on understanding the superficial and deep culture. Culture not only forms the way we interpret the world, but also how we learn. Hammond suggests that the scheme is built by our cultural experiences and plays a role in our perceptions. Each of the three levels of culture triggers increasingly intense emotional responses. Hammond lowers every cultural level he likes to a tree. The first key area of culturally reactive teaching is increasing our awareness of how deep culture is encoded in the brain. Threats to superficial culture produce a low emotional, but its elements are the most observable. Comparable with leaves or fruits of a tree, the surface culture includes fashion, family dishes or holidays – to name a few. Hammond describes the next level, shallow deeps the branches and trunk of the tree because it is dynamic and changes over time. Threats to superficial culture produce a stronger emotional response because it dictates all social norms and interactions. we can perceive these cultural behaviors as disrespectful or unworthy, because superficial culture often informs nonverbal signals such as visual contact, contact with eyes, nonverbal communication. Finally, threats to deep culture can trigger brain struggle or flight response because this level includes “sensitive knowledge and unconscious assumptions that govern our worldview” (hammond, 2015, p. 23.) in other words, deep culture is the roots of our tree – it is who we are and how we learn. awareness of the three levels of culture improves the ability of the educator to understand what behaviors are rooted in culture and which are not (hammond, 2015, p. 21 – 14.) #3. is not just about you. hammond introduces the idea of cultural archetypes as another element of culture that helps educators to be more culturally reactive. cultural archetypes are defined as universal models that manifest in all cultures. hammond argues that collectivism and individualism are two archetypes of which educators should be more aware because of the fusion of these types in many American schools. Collective cultures appreciate interdependence within a community. In other words, learning is cooperative, collective and collaborative. Many of these cultures are located in the eastern and southern hemisphere. Alternatively, individualist cultures assess independence and individual achievement. learning is individual and academic progress is a reflection of what the individual realizes. Western cultures tend to show a higher level of individualistic characteristics. what it meansfor culturally reactive teaching? Many culturally and linguistically diverse students have deeply rooted cultures in collective practices where to talk and share is common. Many of these sameStudents are found in American individualistic school systems and consequently within the reach gap. The naive culture of the explorer is wrong with the dominant culture of the educational system. With a greater understanding of how deeply rooted culture is, culturally responsive educators can begin to reinterpret the perceived behaviors of their students by asking “is behavior a cultural response or is it a challenge?” The revision of these scenarios by a collective lens provides cultural reactivity and a community of more inclusive classes (Hammond, 2015, p. 25 – 28). #4. When amygdala hijacks the brain, learning stops. You have two brains: one is your straight brain and the other is your limbic. The reptilian brain consists of your cerebellum and your brain stem. It’s always on and reagent. He doesn’t think. It affects the use of the reticular activation system to warn us of anything that may be a potential threat or reward. Your limbic layer is the humanizing brain as it is responsible for remembering past experiences and emotions, behaviors and related decisions. The limbic layer consists of thalamus, hippocampus and amy, which are responsible for communication, memory and brain guard, respectively. Amygdala acts as a goalkeeper between limbic and reptilian brains. At a time of notice, amygdala can start the fight, flight, freeze, or appease response by sending signs of discomfort to the reptilian brain. Cortisol, the stress hormone, is produced to bypass all other cognitive functions not related to survival. Hammond connects that when marginalized students perceive microaggressions or thin mild verbal and non-verbal, the brain is hijacked by amygdala, and the limbic layer responsible for work and long-term memory is diverted.The impact of compounds of this biological process is that culturally and linguistically different students begin to slowly fall behind academically. academically,reverse hijacking process, oxytocin, our binding hormone, is necessary. This hormone is released when we feel safe, which is observable through laughing, talking and embracing. Hammond concludes that when culturally reactive educators can recognize the perceived threats that hijack the brain, they can start adjusting their practices to avoid involuntary threats (Hammond, 2015, p. 37 – 41). #5. You know your triggers. Hammond emphasizes that a way to avoid involuntary threats is to understand who you are and what triggers you. The triggers of the common class stem from social interactions. Social neuroscience suggests that when the brain feels socially threatened, it is usually one of the five elements of social interaction that are at risk. The five social interactions are standing, certainty, connection, control and equity. Hammond’s posites that educators who are able to reflect on their triggers will allow them to self-manage their subsequent emotions. A self-management strategy, S.O.D.A., takes advantage of the 10 second delay between our triggers and our reactions. The first step is to stop and consider that there may be an alternative explanation for the trigger. Then, look, check and breathe. It takes about 10 seconds for cortisol to reach the prefrontal cortex, which in turn results in an emotional response. Hammond suggests that if educators can take advantage of this period of time to rethink the threat originally perceived, a more culturally reactive reaction is possible. The next step argues that educators detach, cognitively, by imagining memories or images happier. If this does not work, physically detachment may be necessary. The final stage Hammond suggests is to awaken by removing your focus from your emotions to the person who caused the trigger. Aof these passages manages biological responses to perceived threats and prevents a hijacking of brain amygdala (Hammond, 2015, p. 62 – 68). Break forThroughout the book, Hammond intentionally shapes the appropriate places to stop and reflect on the content. On page 41, Hammond asks these three questions in order to provide a moment to process what was presented on the brain: What did you read with your understanding? What questions are turning you in the head about how brain structures interact? What three points did they give you? Why? #6. Trust begins with listening. In the second part of Hammond’s book, entitled “Building Learning Partnerships”, focuses on educators who build their own self-awareness to focus on students, classrooms and content. Strengthening the relationship between educators and students is what Hammond calls the “learning partnership” (Hammond, 2015, p. 72). Hammond challenges readers to reflect and observe their relationships and interactions with all students, but with particular attention to those with culturally and linguistically different backgrounds. Reflecting on relationships and interactions between students and educators allows us to start positions such as ally or partner in supporting students in building self-efficiency and cognitive understanding. The author explains how the relationship and statement are the blocks of a learning partnership. To build the relationship and affirm the personality of the students, there must be confidence. Hammond provides educators with concrete strategies to support the development of trust with students, starting from listening. Whether it’s “Learning with Grace” or reading “Trust Generators”, educators learn more about how to be a culturally reactive ally, explore examples, and process investigation questions to apply to their practice (Hammond, 2015, p. 78). #7. Works to restore hope. In working to create a learning partnership, Zaretta Hammond emphasizes how the alliance phase “providesfor teachers to restore hope” forthat have perceptions of self-deficit as a result of learned uselessness, stereotype threats and internal oppression (Hammond, 2015, p. 91.) As an ally in the learning partnership, educators work to enhance through validation. Culturally reactive educators recognize the inequities that influence students and validate who they are like people, thus denying mainstream messaging about their being that has brand features like “wrong”. Recognition and validation can support recovery of hope. Hammond emphasizes the value of highlighting the resilience and vision of communities for social change to empower students. In addition, the author mentions the types of research that clarify the types of hope that affect real change and which are essential for a learning partnership alliance (Hammond, 2015, p. 93). #8. Feedback is an essential element. In the previous chapters, Zaretta Hammond lowers the concepts of neuroplasticity and describes how “the ability of the brain to grow to meet the challenges presented by the environment” (Hammond, 2015, p. 101). When educators create opportunities for students to reflect on feedback and monitor their progress, it increases commitment. When students are reflecting and engaging with feedback, they are building their brain power or neuroplasticity. The brain depends on the regular feedback from the environment to adjust and strategize to minimize threats and maximize wellness. Activities that promote reflection, feedback and analysis can cause brain growth and thus allow students to achieve higher thinking tasks. Hammond says that feedback is an “essential element in the culturally reactive arsenal of the teacher” to support culturally and linguistically different students able to change their learning moves, acquire new and develop plans to approach a task. Through this text, readers learn more about the power to provide relevant and timely feedback and presented tangible examples and protocols to promote educational and corrective feedback. (Hammond, 2015, p. 101-104) #9. Culturally reactive teaching is for all classrooms. The power and effectiveness of culturally reactive teaching, as Zaretta Hammond said, is in the ability to support students in deepening their understanding and building independence in their learning through skill development and empowerment. Through the text, readers learn that culturally reactive teaching is not only for English or social studies, but for all subjects, including mathematics and science. Hammond clarifies how culturally reactive teaching is not only related to all instructions for the race or culture of a learner. Rather, culturally reactive teaching includes validation of the instructor’s personality by demonstrating authentic care, recognition, empowerment and support of instructor independence through deeper conceptual understanding and building personal connection to the instructor’s life. Hammond explains the neuroscience of information treatment to unlock understanding about how to promote higher-order thinking in students. Hammond identifies cognitive strategies to be incorporated in any class environment, level and content area to provide possible later steps to support learning (Hammond, 2015, p. 132-138). #10. Create a culturally reactive community. In the last chapter of his book, Hammond invites educators to investigate while reflecting on the learning environment they have created for their students. Through the chapter, readers reflect on how to characterize the ethos in class – the spirit of the classroom. Hammond gives the reader considerations on how their class environment creates a physical, socially and intellectually spacerfor students to engage in meaningful learning, readers also learn the routines, rituals, voice and agency strategies of students and structures for social and academic discourse to ain class. Hammond summarizes that attending the classroom environment is an important part of culturally reactive teaching in supporting the instructor’s journey to independence in learning (Hammond, 2015, p. 142-150). In conclusion, Zaretta Hammond’s book, Culturally Responsive Teaching & the Brain, provides neurological information and research to explain how culturally reactive pedagogy can optimize student engagement and facilitate deeper learning for culturally and linguistically different students. This powerful text provides readers with concrete connections between brain science and teaching strategies to begin their journey to become allies to their students and culturally reactive educators. References: Hammond, Zaretta. (2015). Culturally reactive teaching & the brain. Corwin. Erin Sailor, Senior Learning Leader/Curriculum and Quality Assurance Coordinator – Eduscape Erin was a member of the American Corps, teaching high school students before joining as Senior Learning Leader at Eduscape. Erin graduated in History and Sociology from Maryland at Loyola University and a Master in Special Education at Fordham University. During his class period, Erin taught in a co-teaching environment integrated as a special education teacher mainly in English of 1st degree and history of the United States. Erin served as a leader of teachers, leader of various rank teams, the special education team and was selected as a model teacher in the DOE in New York. As a leading teacher, Erin has supported the development of school programs, including a humanity curriculum and social-emotional learning curriculum. Erin also designed, facilitated and monitored the effectiveness of professional development of teachers and served as a teaching coach. After teaching, Erin haa SCRUM project management certification and joined Eduscape, ready to support the sustainability of education by providing targeted professionalto school leaders and educators. as senior learning leader, erin obtained certifications such as google educator, microsoft innovative educator and educator iste. his love for continuous learning and self-growth supported erin’s ability to involve educators and school leaders in developing their skills and knowledge to implement equitable and meaningful learning experiences for all students. mike wojtaszewski, senior learning Leader/Instructional design coordinator – eduscape mike was an elementary and average school teacher before joining eduscape as senior learning leader. During his teaching, Mike worked with class teachers and created district workshops to support his colleagues in educational technology tools and research-based pedagogical strategies. These skills were translated into work with a variety of university partners including an additional position with harvard extension school in digital media design. his willingness to try new things and to position himself as an apprentice throughout his life led him to acquire a unique vastness of experience. mike is also a certified educator of google and microsoft innovative educator. mike’s passion to help those around him become the best they can be does not stop in class. He translated his teaching skills into the gym environment as a certified personal trainer and a group fitness instructor. He likes to stay active and explore the open air. is an avid traveler and was in 35 countries and visited 5 of the 7 continents. mike holds a bachelor’s degree in design and learning technology at the harvard extension university, a master’s degree in teaching, learning and curriculum from drexel university, and a degree in history from drexel university. he hopes to add to this list inZaretta Hammond is a national advisor for education and author of Culturally Responsive Teaching and Brain. Promote authentic commitment and rigorCulturally and Linguistically Different Students. He is a former teacher of writing of high school and community exhibitor and has published articles in Educational Leadership, The Learning Professional and Kappan. She is passionate about the intersection of fairness and culturally reactive teaching as a way to help educators close the opportunity and learning gaps for submissive students. He has extensively consulted with school districts, regional education service agencies and coaching organizations across the country on ways to help students accelerate their learning through learning science. Hammond sits on the board of directors for the Collaborative Class Centre and is involved in a number of working groups engaged in educative equity through the science of improvement. science. culturally responsive teaching and the brain chapter 7 pdf. culturally responsive teaching and the brain chapter 7 summary

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