



Helping Students Become the Leaders of their Own Learning

Zaretta Hammond, M.A.

zhammond@ready4rigor.com

@ready4rigor

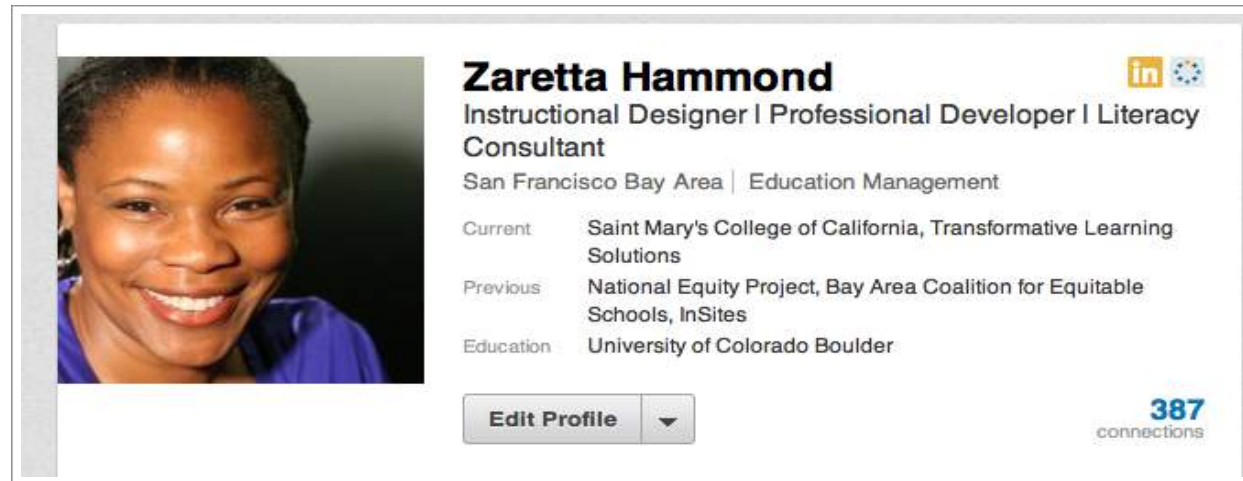
"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator



Who was your champion?

About Me...



- Former writing teacher
- Equity-focused school coaching and support
- Supporting leaders, instructional leadership teams, and teachers









Culturally Responsive Teaching & **THE BRAIN**

Promoting Authentic Engagement and Rigor
Among Culturally and Linguistically Diverse Students

Zaretta Hammond

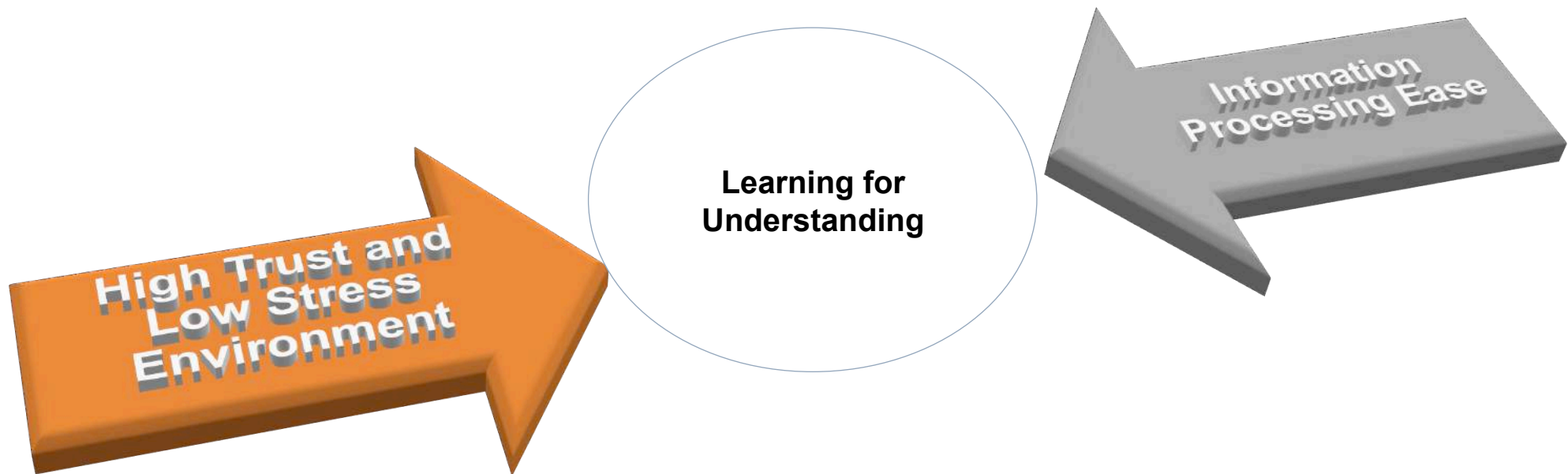
Equity is....

- Reducing the ***predictability*** of who succeeds and who fails
- Interrupting ***reproductive practices*** that negatively impact vulnerable and marginalized students
- Cultivating the ***unique gifts and talents*** of every student

--- National Equity Project

Culturally Responsive Teaching

Deep Learning that Produces Higher Achievement
Has to Embrace the Affective and Cognitive



Achievement of Results	<p>Lucky</p> <p>High results, low understanding of antecedents</p> <p>Replication of success unlikely</p>	<p>Leading</p> <p>High results, high understanding of antecedents</p> <p>Replication of success likely</p>
	<p>Losing</p> <p>Low results, low understanding of antecedents</p> <p>Replication of failure likely</p>	<p>Learning</p> <p>Low results, high understanding of antecedents</p> <p>Replication of success likely</p>
Antecedents of Excellence		

Individualism	Collectivism
“Pull yourself by your bootstraps.”	“I am because we are.”
Focused on individual achievement	Focused on interdependence and group success
Individual contributions and status are important	Group dynamics and harmony are important
Competitive	Collaborative
Analytical	Relational

Ready for Rigor Frame Guides Culturally Responsive Practice





Awareness

“The real voyage of discovery consist not in seeking new landscapes, but in having new eyes.”

-- Marcel Proust

- We have to systematically interrupt deficit thinking that sees Alaskan Native students as “less than”.
- The non-native teacher must learn to be bi-cultural

The Four Horsemen of Deficit Mindset



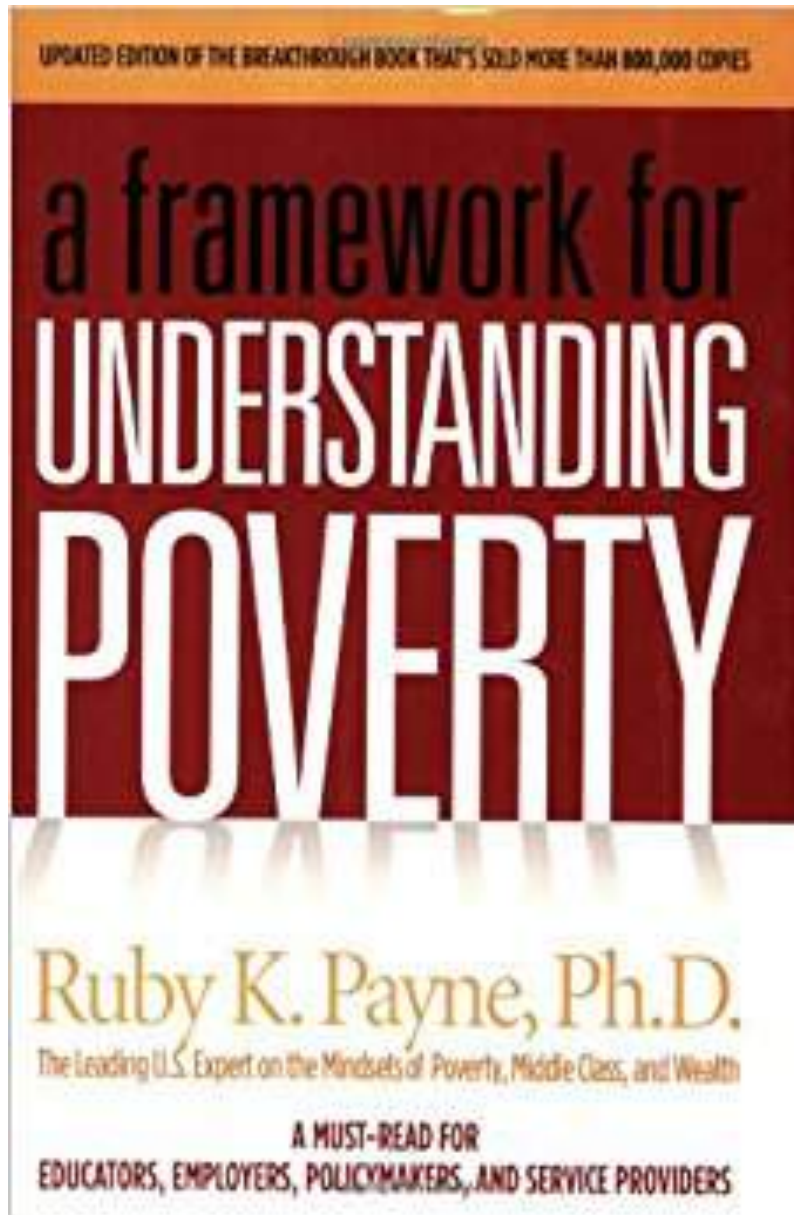
What is Deficit Mindset?

The core of deficit “ideology” is the belief that educational and economic inequities *result not from social conditions* such as **structural racialization** or **systemic injustice**, but from *intellectual, moral, cultural, and behavioral deficiencies assumed to be inherent* in disenfranchised individuals and communities.

(Brandon,2003; Gorski,2008a, 2008b; Valencia, 1997; Yosso,2005)

The Culture of Poverty





“Poor Baby” Syndrome



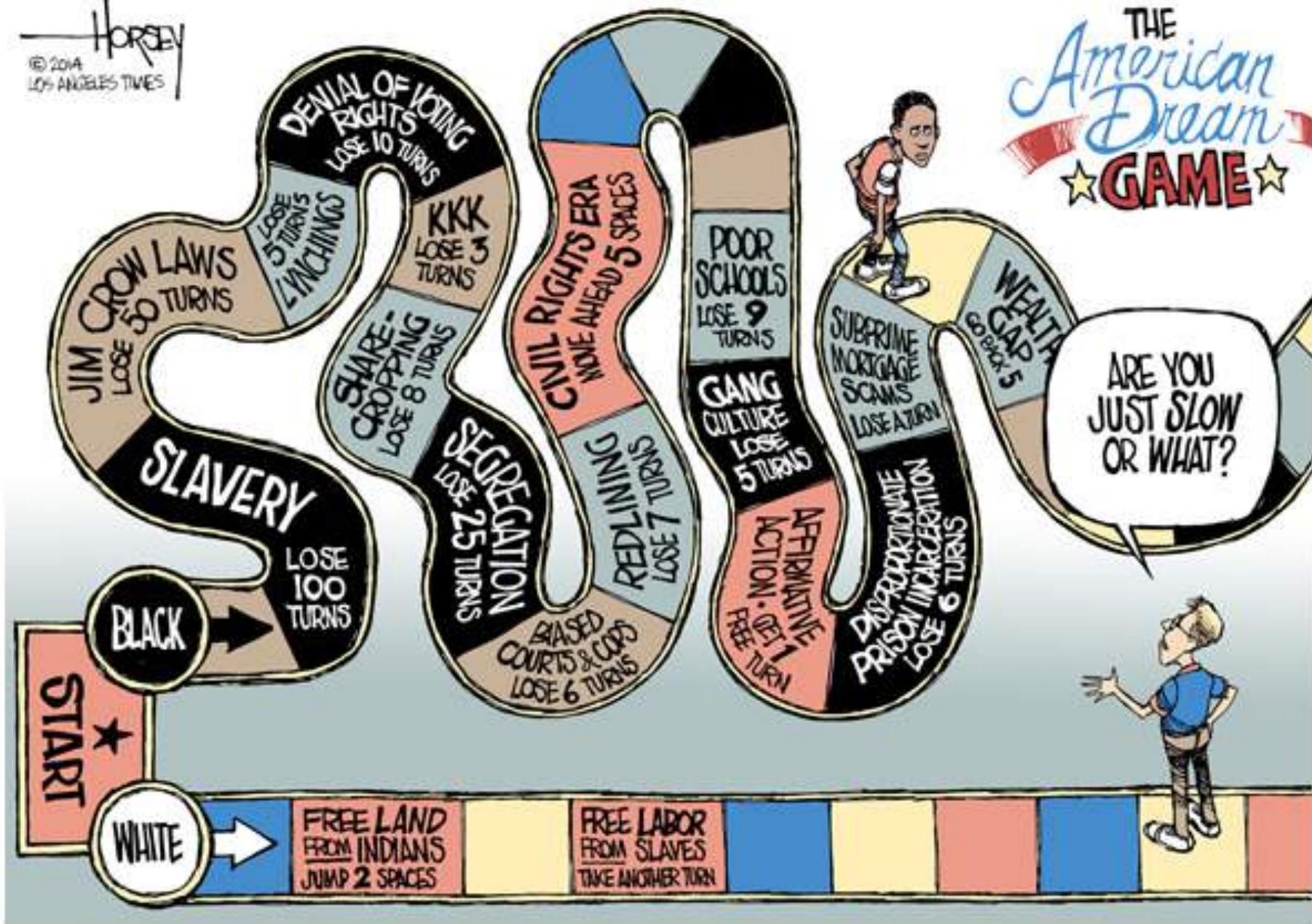
A circular arrangement of diverse hands, including various skin tones and ages, holding each other in a supportive gesture. The hands are positioned around the central text, creating a frame that emphasizes the theme of care and community.

Trauma-Informed Care

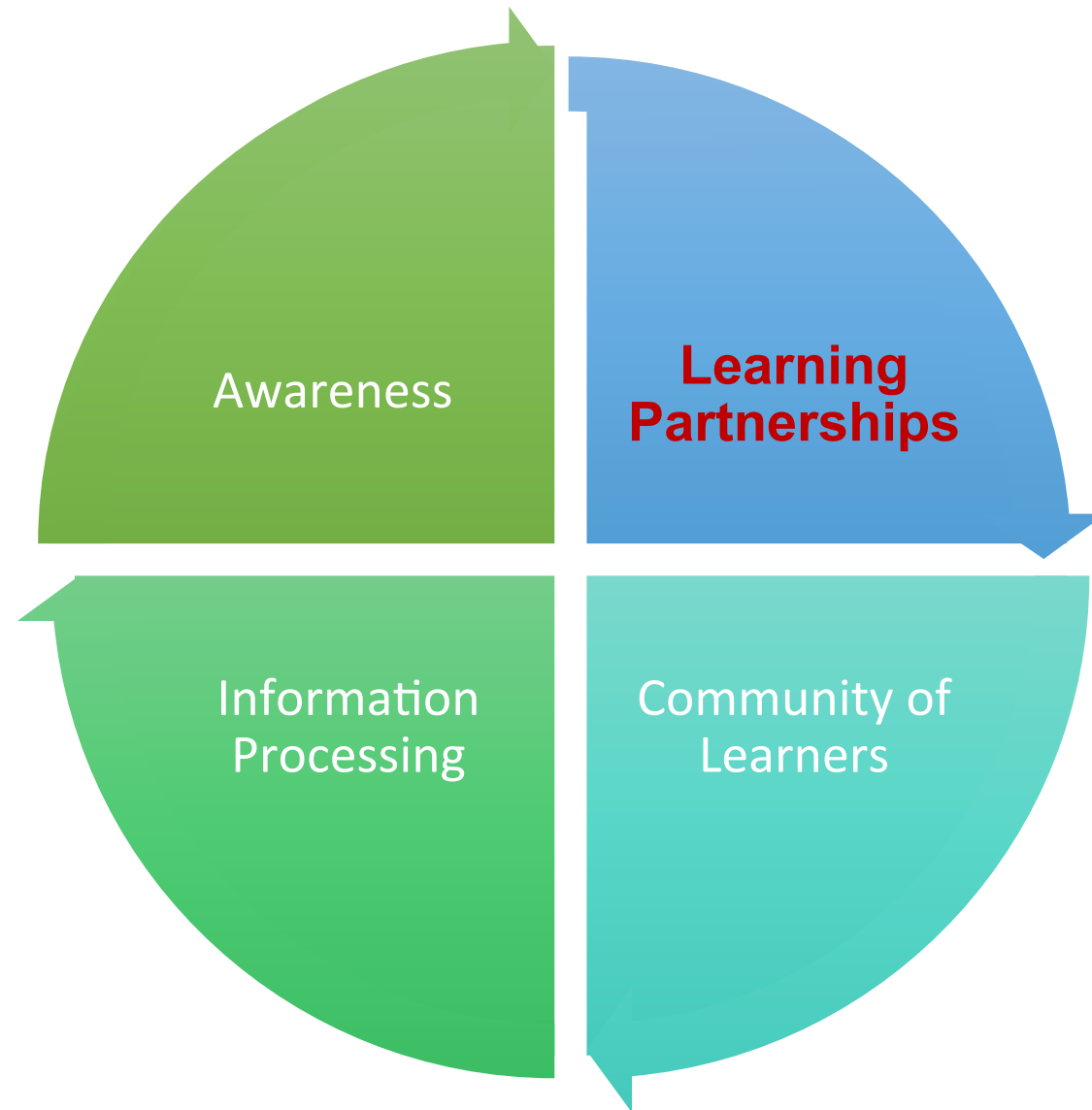
The Myth of Meritocracy



THE American Dream ★ GAME ★

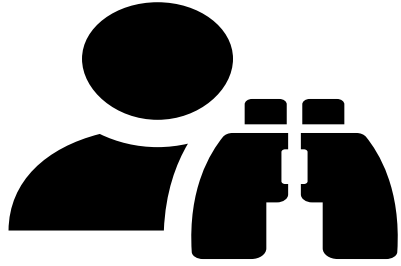




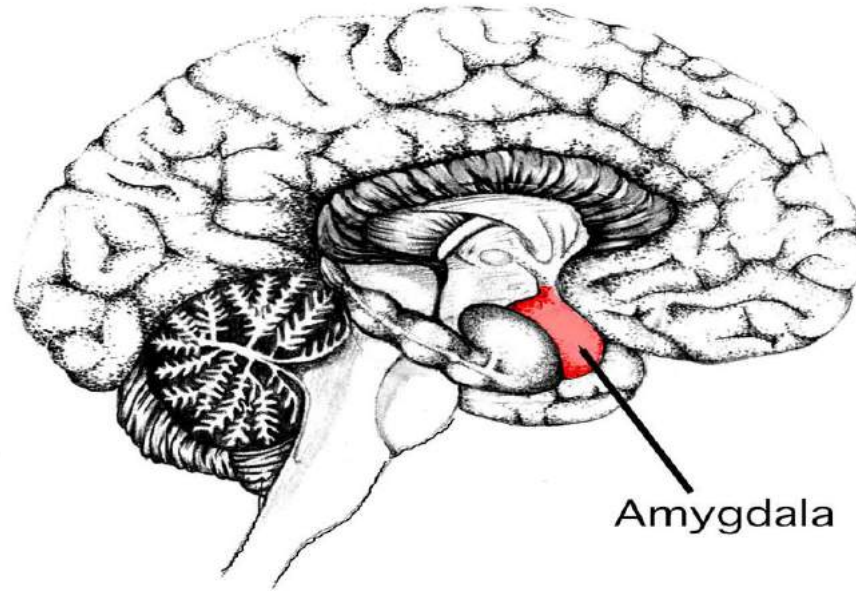


TRUST

The Amygdala Hijack



Reticular Activating
System



Amygdala

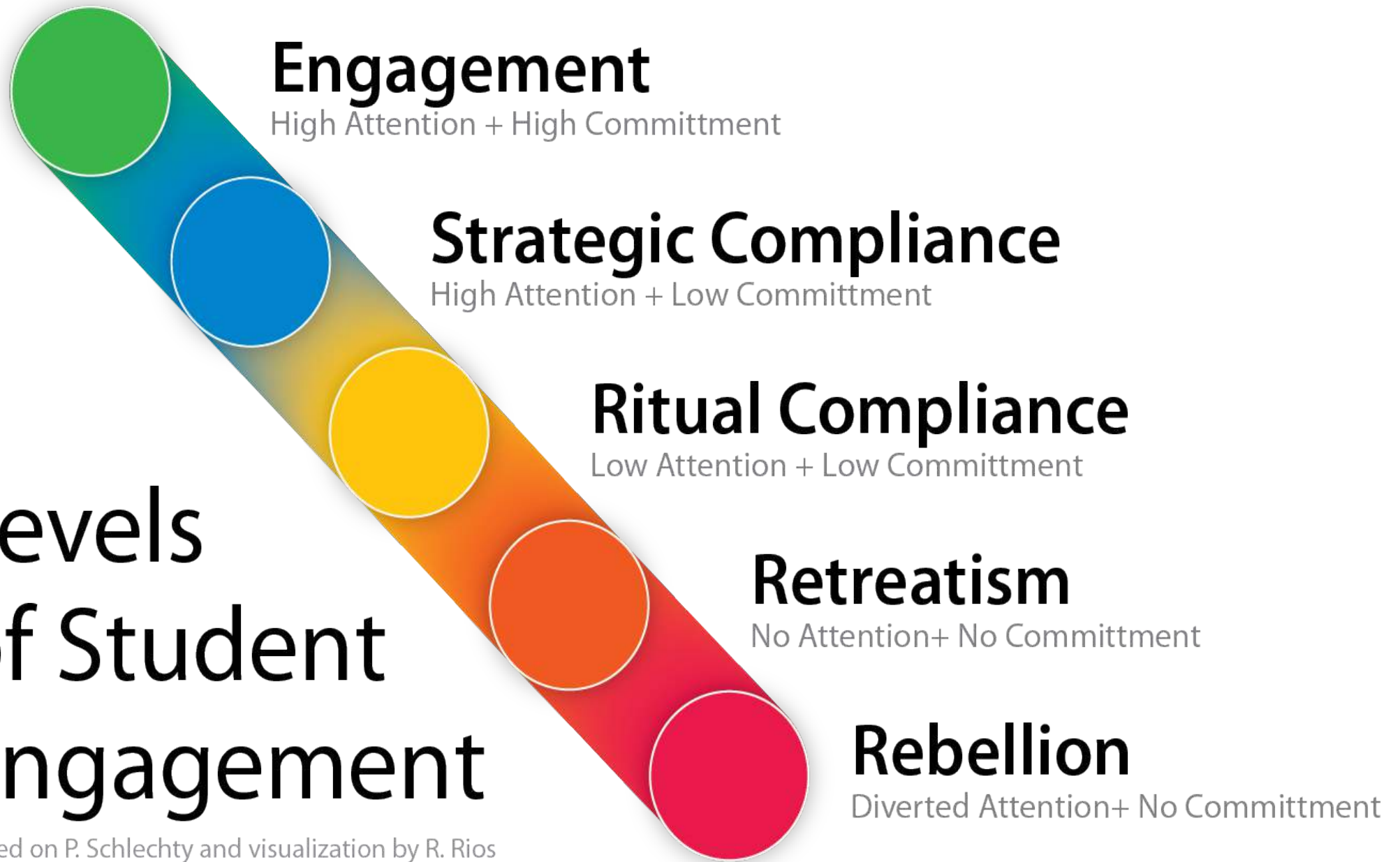


The Learning Partnership



Levels of Student Engagement

based on P. Schlechty and visualization by R. Rios



Building Authentic Connection is Foundational

Students will not risk the kind of failure necessary for learning **unless they feel safe** and trust the one leading them to the edge of their own learning.



This is Your Brain on Trust

Sympathetic



Avoid
Cortisol

Parasympathetic



Approach
**Dopamine &
Serotonin**

Polyvagal

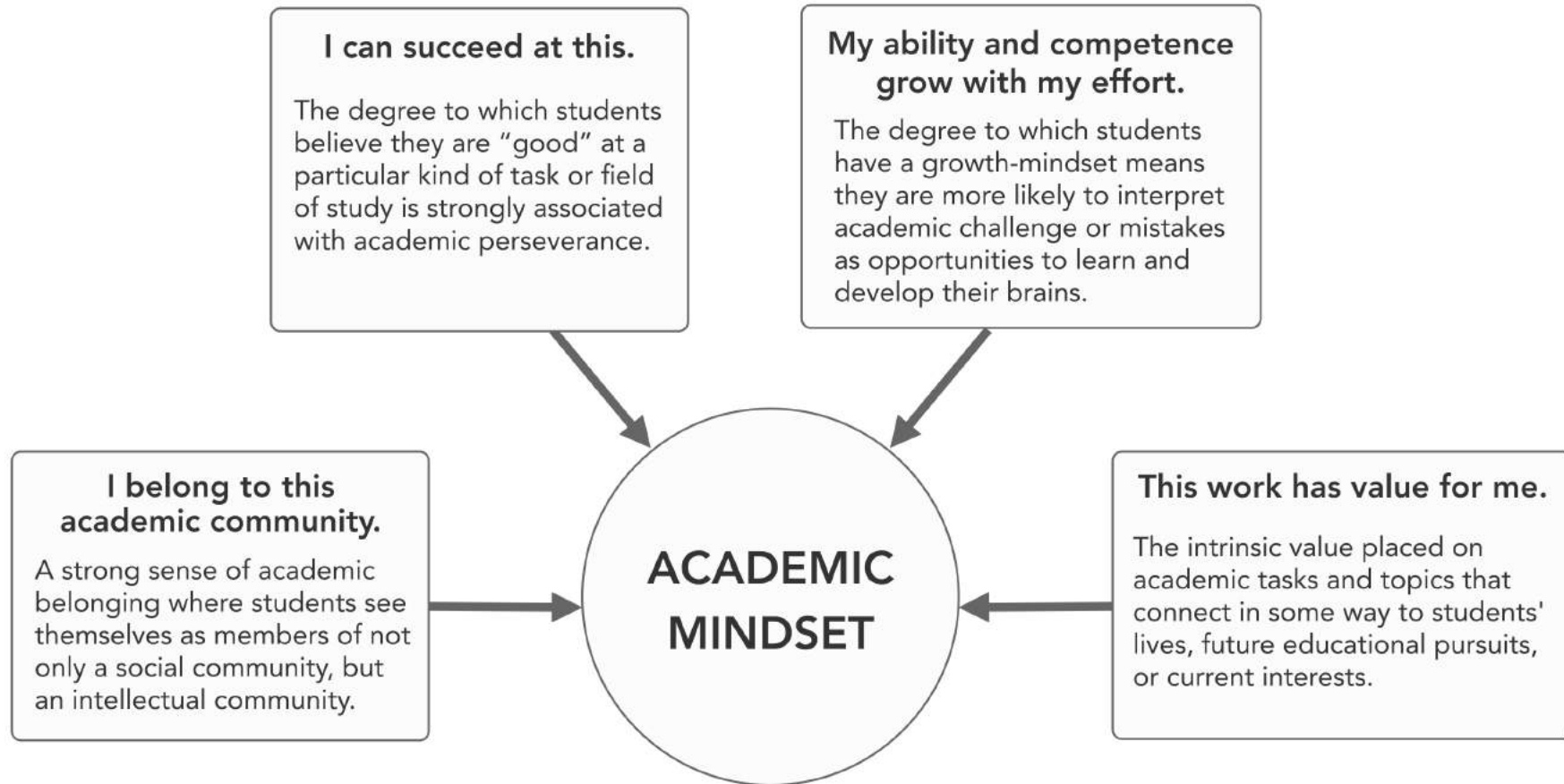


Connect
Oxytocin

Truth Bomb...

Culture is the software to
the brain's hardware.

COMPONENTS OF ACADEMIC MINDSET



We have to help students counter-act
the brain's *negativity bias*.

...YET

THE
MOST

POWERFUL

ADDITION

I don't get it

+

yet

=

Optimism

I can't do this

+

yet

=

Perseverance

I can't do math

+

yet

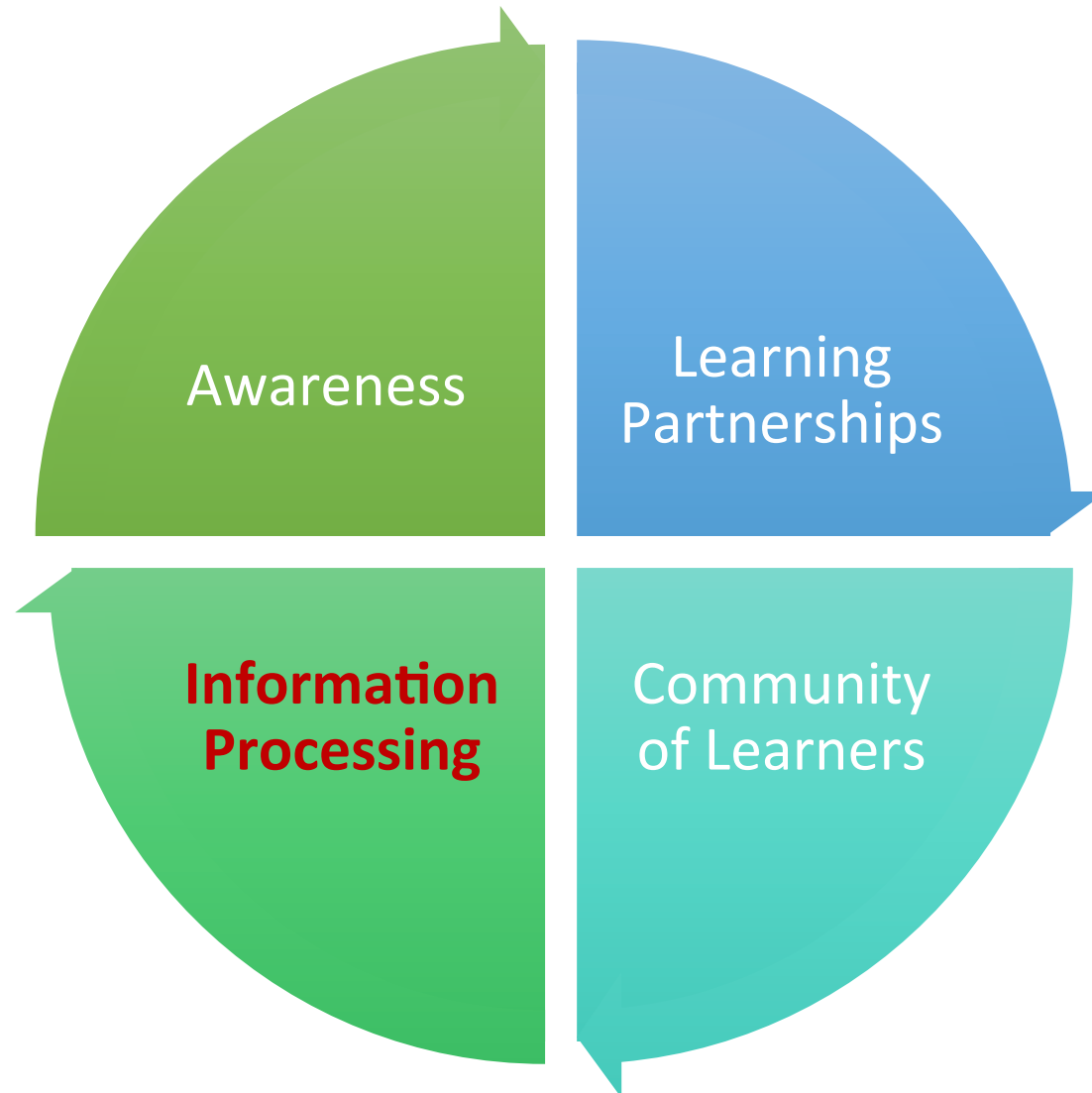
=

Growth
Mindset

Teacher and Student Must Build an Alliance

- Students need both *care* and *push* from the teacher
- Teacher uses the trust developed during the rapport stage as *fuel*
- Result: Students give you *permission to push*

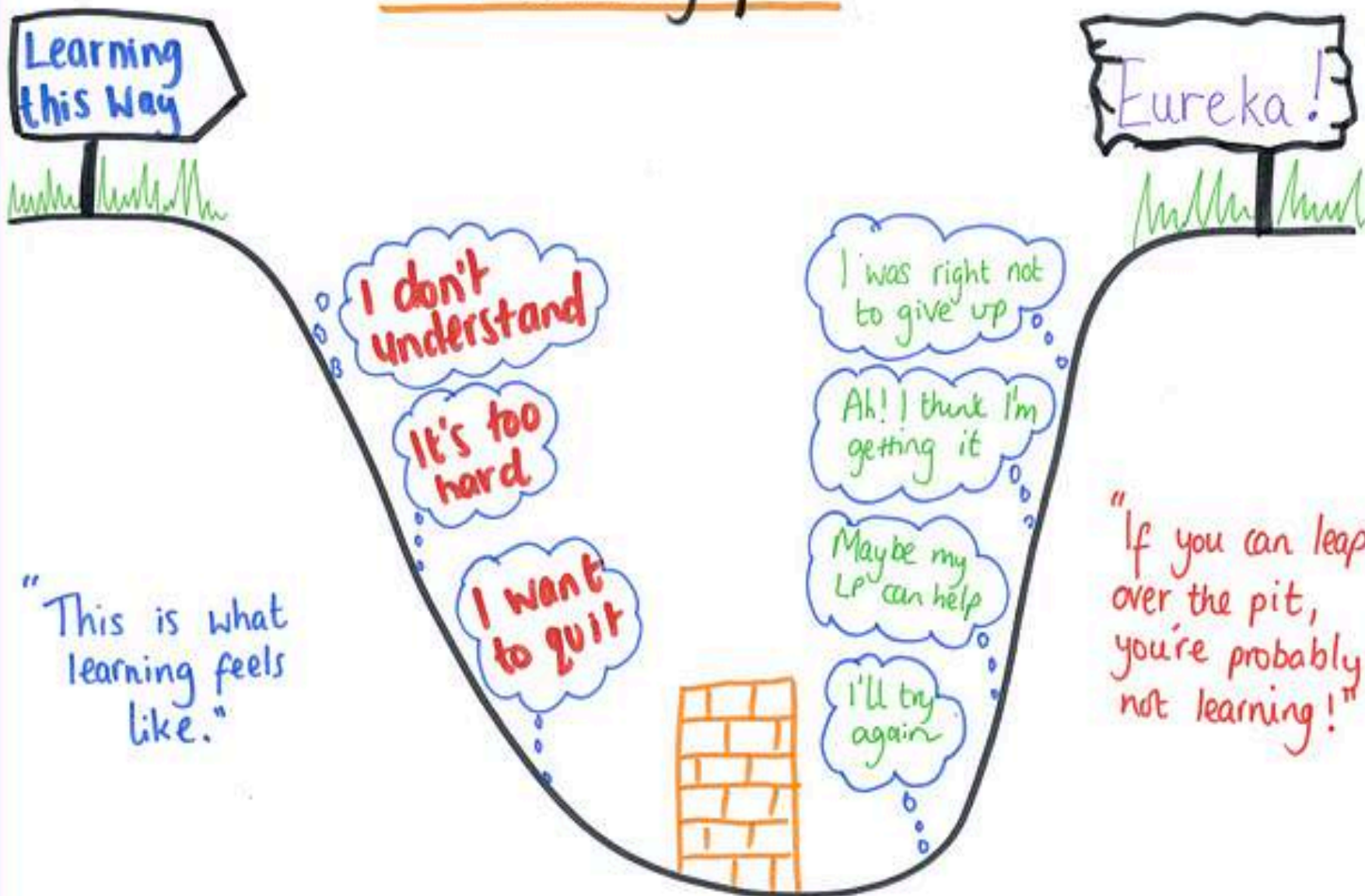






“Children grow into the intellectual life around them.” – Lev Vygotsky

The learning pit



Make Learning Sticky

The Information Processing Cycle



Attention

Elaboration

Consolidation



ELABORATION



Sweet Cream

Pistachio

Chocolate
Cotton Candy

French Vanilla
Dark Chocolate

Mint





“Processing that doesn’t proceed to the elaboration stage...fails to make the connections that build understanding.”

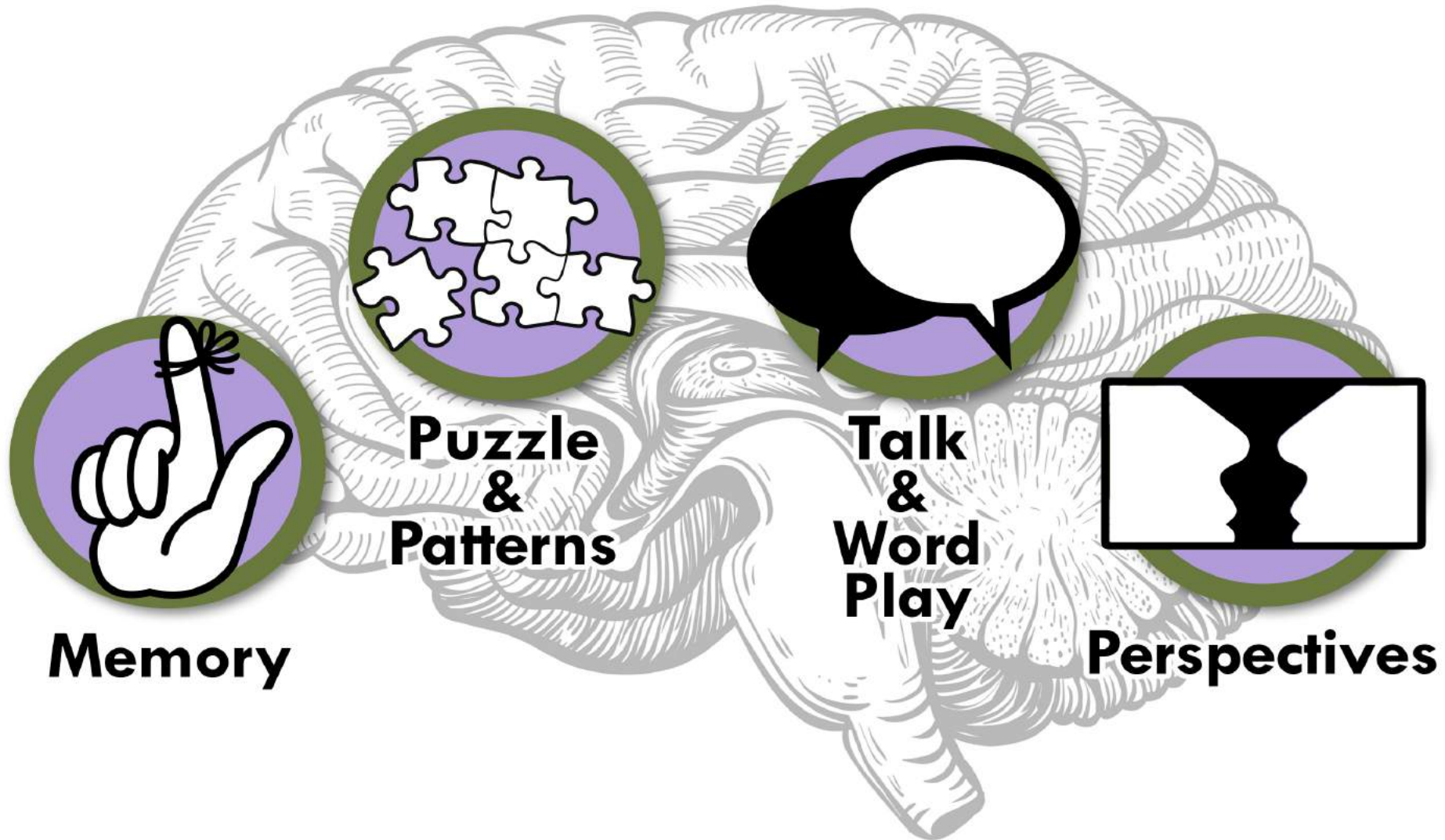
-- **Kevin Washburn**

The Architecture of Learning:
Designing Instruction for
the Learning Brain

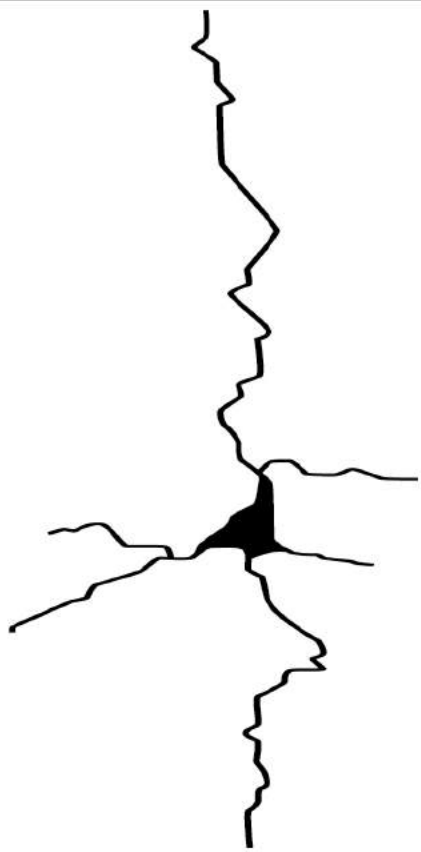
Culturally responsive
teaching means
teaching from native
ways of knowing



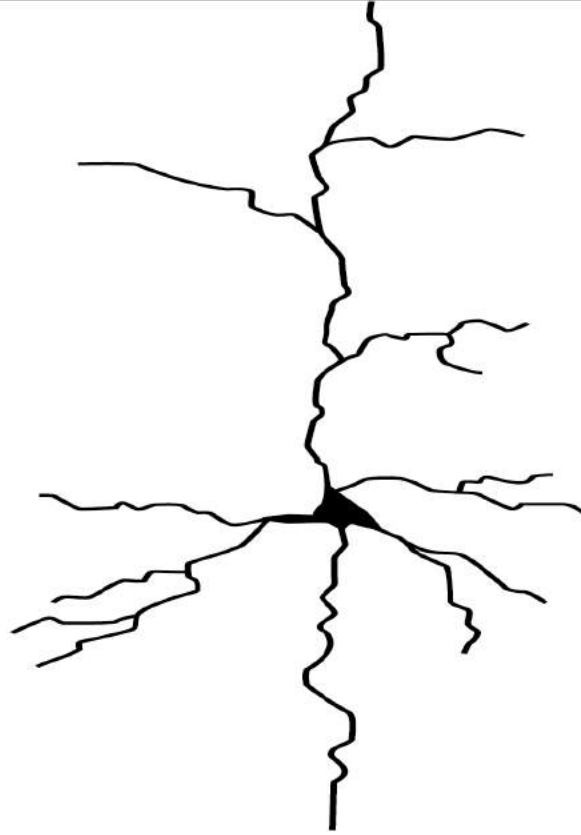
Common Cultural Learning Tools



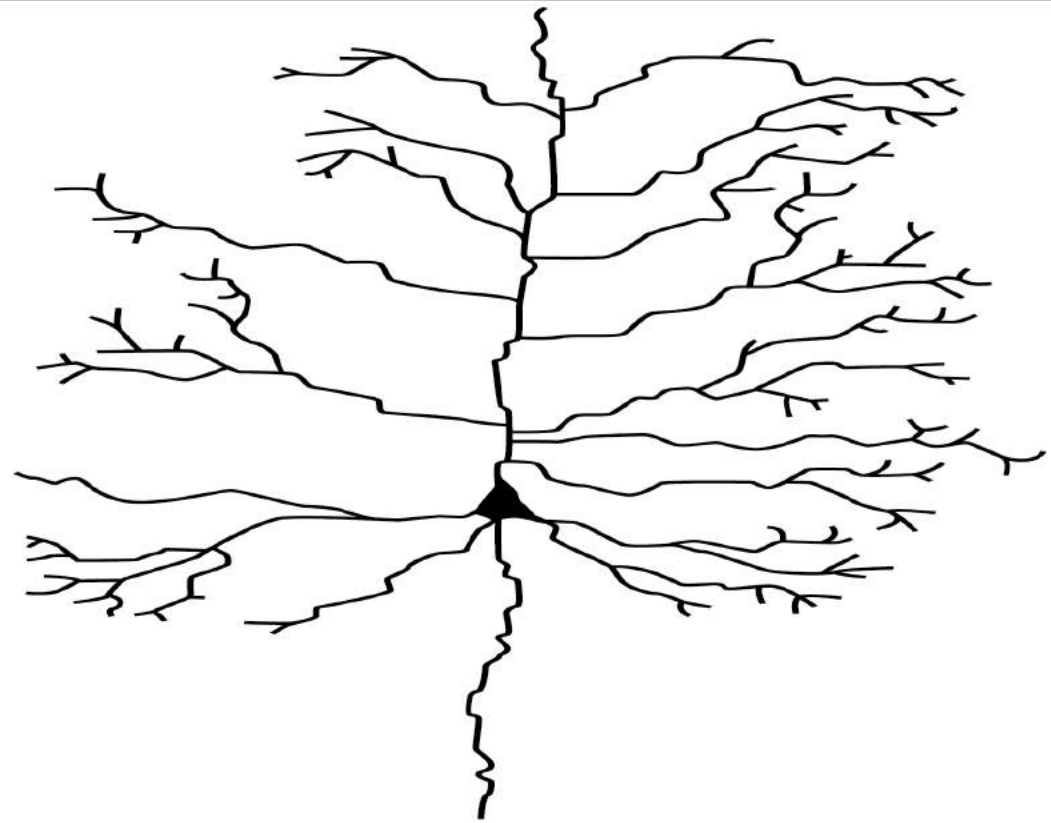




Before Learning



During



48 Hours After

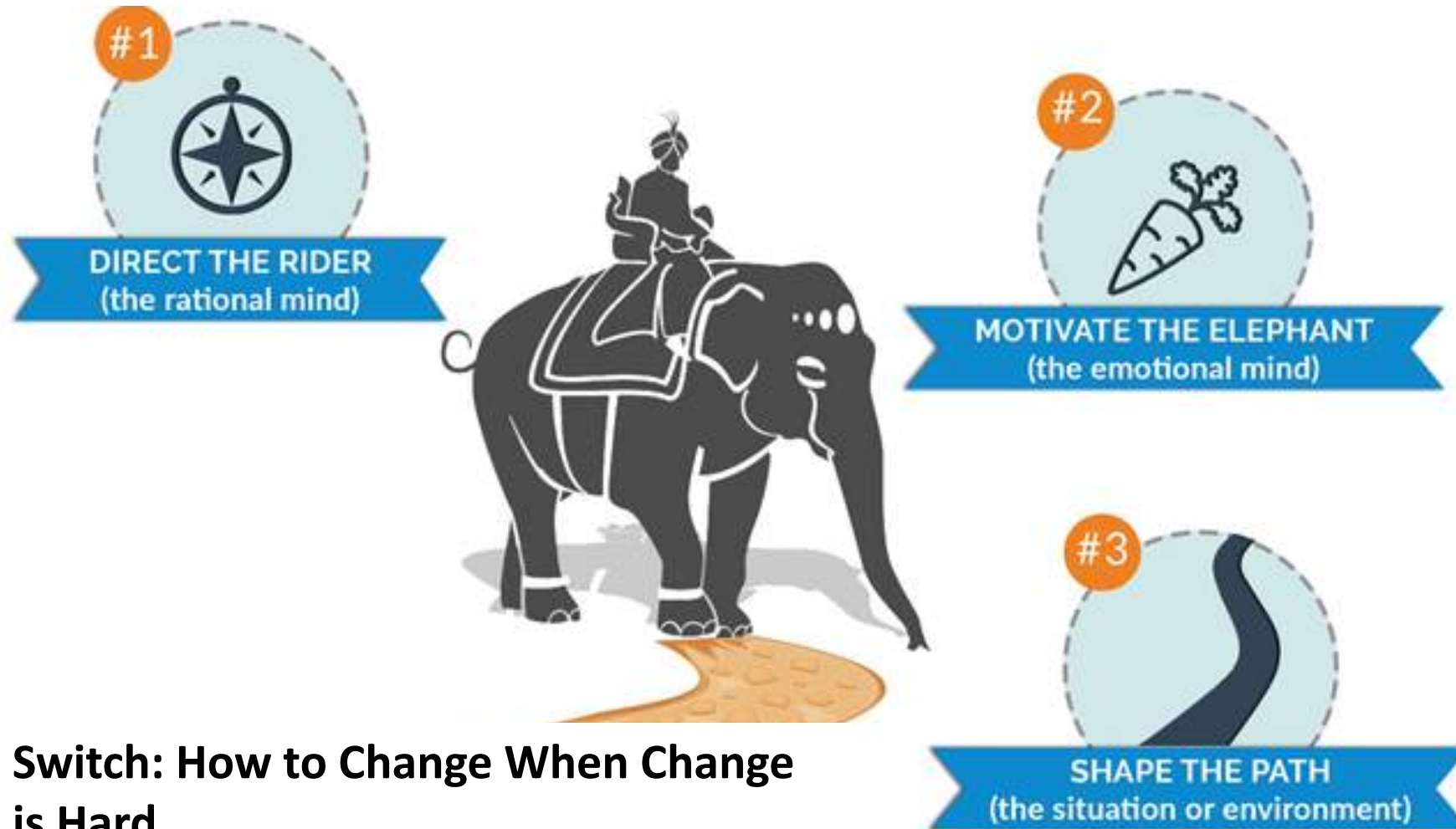
**Consolidation =
Dendrite Growth Protection**

Studies by indigenous peoples from places such as New Zealand, Canada, and Hawai'i show that students perform at higher levels when they are provided with contextual points of reference that they can relate to a meaningful way.

“Education is the key to overcoming many of the barriers Alaskan Natives face. Yet, it must be an education that is sensitive to *native ways of knowing*. Children must be grounded in their cultures and beliefs in order to be successful.”

Bernice Joseph
Alaska Federation of Natives Convention
October 20, 2005

The Leadership Task



**Switch: How to Change When Change
is Hard**

By Chip and Dan Heath

Core Actions to Build Capacity

1. Require non-Native teachers need to build their bi-cultural lens.
2. Re-imagine teachers' professional development using native "ways of knowing" not as an exotic "add-on" but as foundational way of educating them even at the pre-service level.
3. Require that content should be "decolonized" and contextualized, not just diversified. Have teachers engage in lesson study to ensure it is done correctly, not at a superficial level.

“Better is possible. It does not take genius. It takes diligence. It takes moral clarity. It takes ingenuity. And above all, it takes a willingness to try.”

--Atul Gawande,
Surgeon and Author