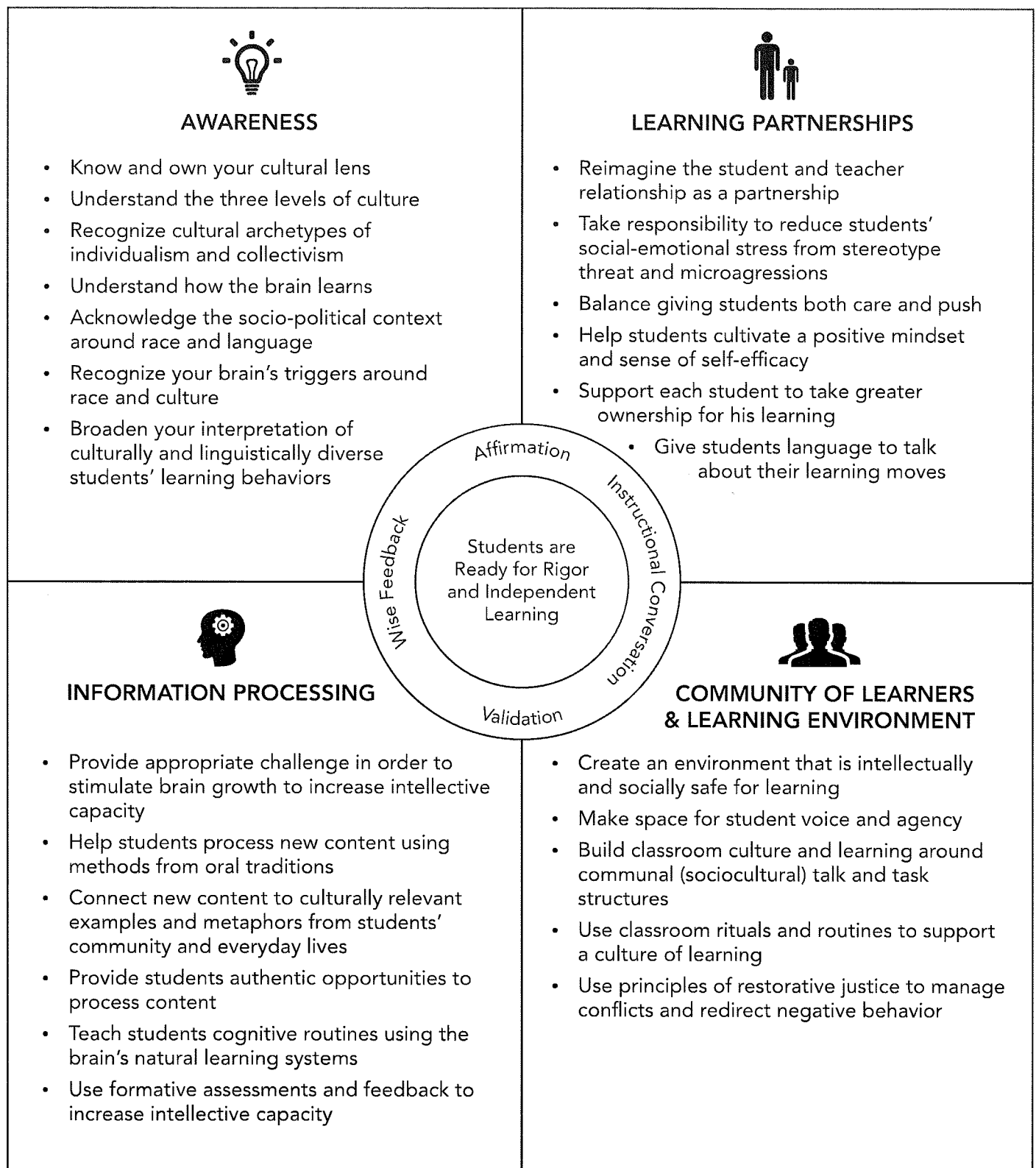


READY for RIGOR

A Framework for Culturally Responsive Teaching



We Believe

1. We believe that all students can learn, but the extent of their learning is determined by their innate ability or aptitude. This aptitude is relatively fixed and as teachers, we have little influence over the extent of student learning. It is our job to create multiple programs or tracks that address the different abilities of students, and then guide students to the appropriate program. This ensures that students have access to the proper curriculum and an optimum opportunity to master material appropriate to their ability.
2. We believe that all students deserve the opportunity to learn in a safe environment. We recognize human difference and try our hardest to continually adapt to each of our student's learning styles to offer the best education for them all. Respect and patience for each student, teacher, and staff member is at the heart of our mission. The explicit and implicit curriculum are taken into account as we strive to educate the children to their highest academic potential. We teach by instruction and we teach by example helping our students to become outstanding citizens of the world.
3. We believe that all students can learn if they elect to put forth the necessary effort. It is our job to provide all students with this opportunity to learn, and we fulfill our responsibility when we attempt to present lessons that are both clear and engaging. In the final analysis, however, while it is our job to teach, it is the student's job to learn. We should invite students to learn but honor their decision if they elect not to do so.
4. We believe that all students can learn and that it is our responsibility to help each student demonstrate some growth in a learning environment that is warm and inviting. The extent of the growth will be determined by a combination of the student's innate ability and effort. It is our job to encourage all students to learn as much as possible, but the extent of their learning is dependent on factors over which we have little control.
5. We believe that all students can and must learn at relatively high levels of achievement. It is our job to create an environment in our classrooms that results in this high level of performance. We are confident that, with our support and help, students can master challenging academic material and we expect them to do so. We are prepared to work collaboratively with colleagues, students, and parents to achieve this shared educational purpose.

Does each of these describe:

- The school I attended?
- The school where my kids currently attend?
- The school where I would want to work?
- The school where I want my kids to attend?

The Individualism - Collectivism Continuum

The Cultural Dimensions Index was created by cultural psychologist, Geert Hofstede. Countries are evaluated on a 100-point scale in seven dimensions. One dimension is the level of individualism within a society. At the high end of the scale are extremely individualist cultures (self oriented, individual effort favored in business and learning, competition over cooperation) while a lower number signals a more collectivist culture (group orientation, relationships essential to business and learning, and cooperative over competition).

Country	Score	Country	Score
United States	91	United Arab Emirates	38
Australia	90	Turkey	37
United Kingdom	89	Uruguay	36
Netherlands	80	Greece	35
New Zealand	79	Philippines	32
Italy	76	Mexico	30
Belgium	75	Tanzania	27
Denmark	74	Ethiopia	27
France	71	Kenya	27
Sweden	71	Portugal	27
Ireland	70	Zambia	27
Norway	69	Malaysia	26
Switzerland	68	Hong Kong	25
Germany	67	Chile	23
South Africa	65	China	20
Finland	63	Ghana	20
Poland	60	Nigeria	20
Czech Republic	58	Sierra Leone	20
Austria	55	Singapore	20
Hungary	55	Thailand	20
Israel	54	El Salvador	19
Spain	51	South Korea	18
India	48	Taiwan	17
Argentina	41	Peru	16
Japan	41	Costa Rica	15
Iran	41	Indonesia	14
Jamaica	39	Pakistan	14
Brazil	38	Colombia	13
Egypt	38	Venezuela	12
Iraq	38	Panama	11
Kuwait	38	Ecuador	8
Lebanon	38	Guatemala	6
Saudi Arabia	38		

Leaves

Jot some notes about things that are a part of the culture you come from

Turn and Talk

Trunk

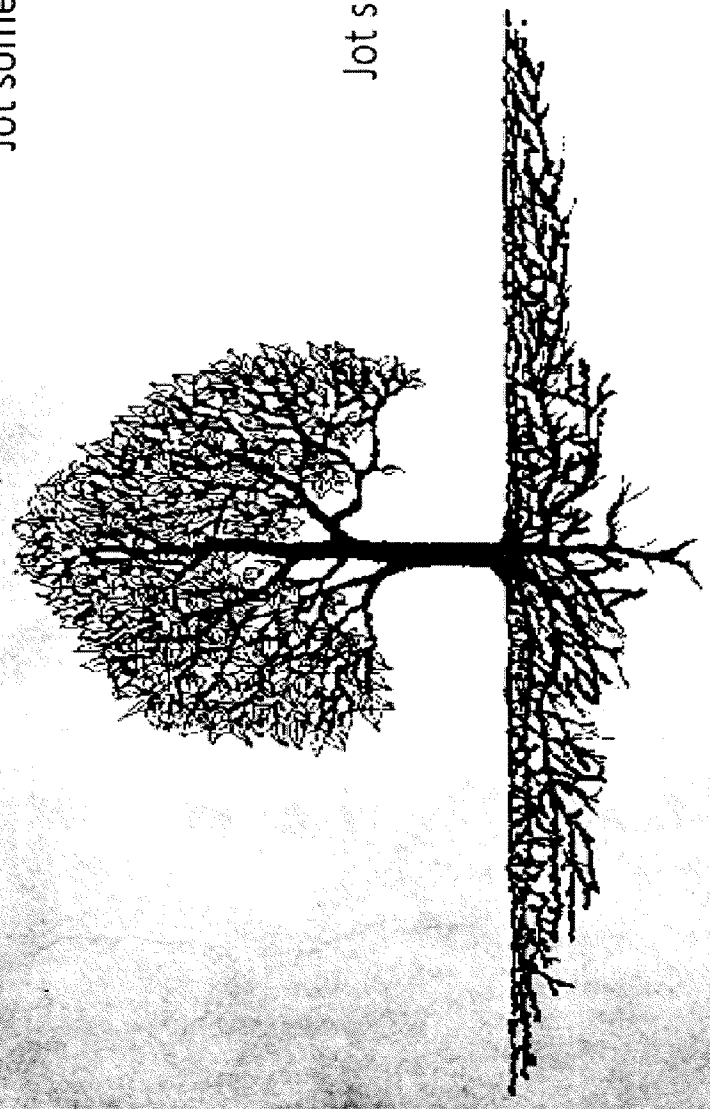
Jot some notes about how you are taught to conduct yourself in public

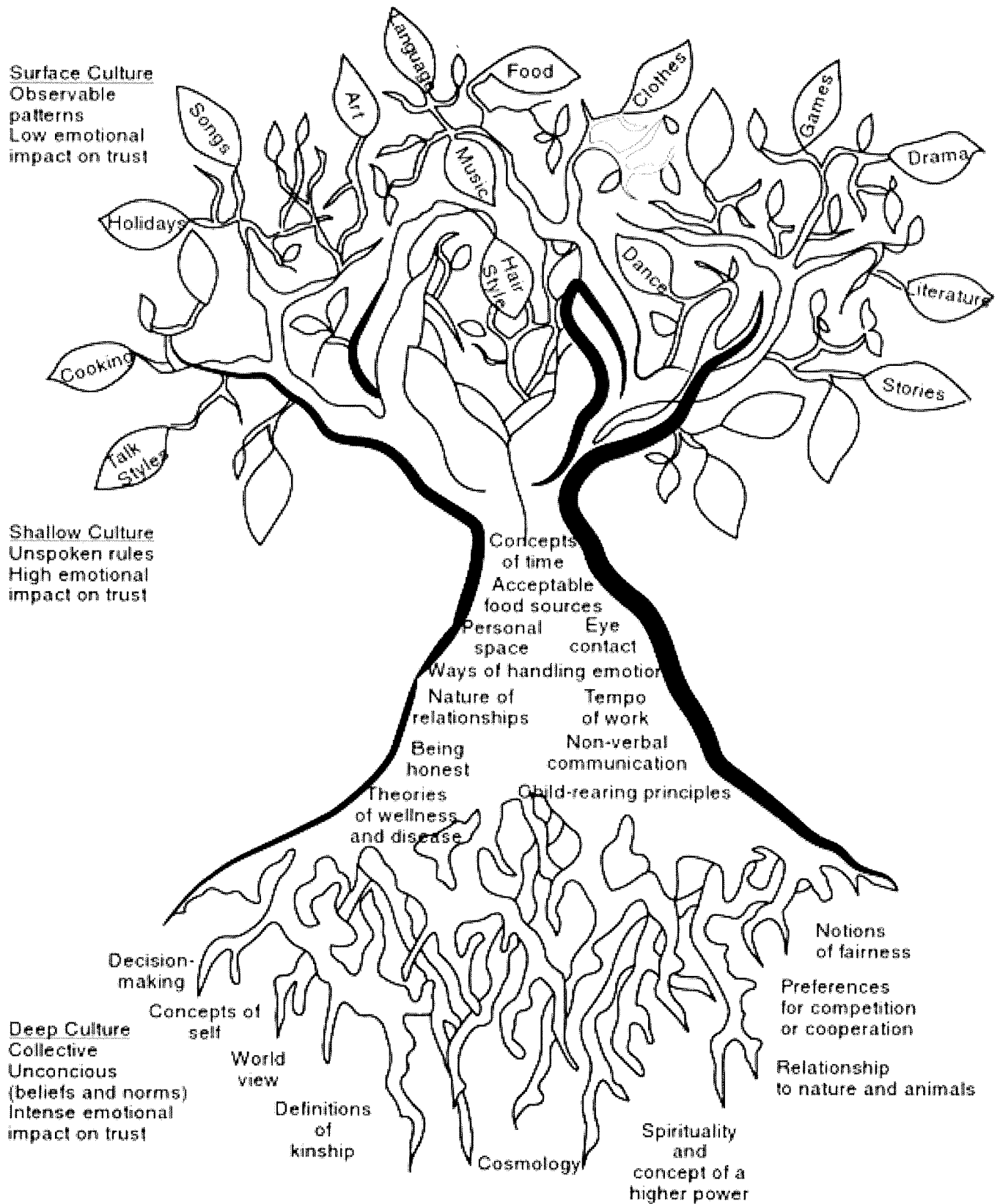
Turn and Talk

Roots

Jot some notes about your beliefs and views of the world.

Turn and Talk





Reflecting on Culture

Using the Culture Tree image, please consider the following dimensions and contexts and jot some reflections about aspects of culture you notice.

	My Culture	The Culture I Create in My Work Setting	Culture I Notice Daily
Surface Culture Observable patterns Low emotional impact on trust			
Shallow Culture Unspoken rules High emotional impact on trust			
Deep Culture Collective Unconscious (beliefs and norms) Intense emotional impact on trust			