Personalized Learning Portfolio Project

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OTL565 – Cultural Responsiveness in the Differentiated Classroom

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Personalized Learning and Cultural Responsiveness Portfolio Project

For this assignment, we were asked to write a one-page reflection on why research-based strategies should be used to instruct learners in order to create a culturally responsive classroom environment. We are expected to cite at least two scholarly articles within the reflection and submit the document to the module 8 dropbox, including a link to the professional Personalized Learning and Cultural Responsiveness website so the instructor can access and review it.

Why research-based strategies should be used to instruct learners in order to create a culturally responsive classroom environment

An increasingly large number of students are culturally and linguistically diverse (CLD; U.S. Department of Education, 2014). It has been shown that various demographic variables can have a significant impact on a student's academic achievement (Harry & Klingner, 2006). Therefore, utilizing strategies that involve, celebrate, and build upon the diverse personal experiences and interests of students is likely to improve outcomes for many learners.

Educators who are teaching in a culturally responsive manner (CRT) will engage students with interactive and collaborative methods that support their students' cultural, linguistic, and racial experiences using evidence-based practices (Aceves & Orosco, 2014). The authors wrote that although the US student population is becoming increasingly diverse, the vast majority of teachers remain caucasian (over 80%). This large disparity in the socio-cultural backgrounds of many teachers and students can lead to a disconnect in the way that teachers teach and learners learn.

Conclusion

Aceves & Orosco identified "six general CRT themes (i.e., instructional engagement; culture, language, and racial identity; multicultural awareness; high expectations; critical thinking; and social justice); four CRT practices (i.e., collaborative teaching, responsive feedback, modeling, and instructional scaffolding) that were considered emerging EBPs; two recommended teaching approaches (i.e., problem solving and child-centered instruction); and two instructional considerations (i.e., assessment and materials)" (2014) that can be used to triangulate the required components and best practices of a CRT implementation. Along with the robust explanations, examples and recommendations for personalizing instruction found in the LEAP Learning Framework (LEAP Innovations, 2017), there is ample evidence for the use of CRT as well as resources to support an effective application of research-based methodology.

Many of those resources and strategies can be found on the professional website entitled "[Personalized Learning Toolkit](#)" (See Appendix A) along with this paper and many videos and links to discover and explore the current state of the art of personalizing culturally responsive instruction in the differentiated classroom.

References

Aceves, T. C., and Orosco, M. J. (2014). Culturally responsive teaching (Document No. IC-2). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: http://ceedar.education.ufl.edu/tools/innovation-configurations/

Harry, B., and Klingner, J. K. (2006). Why are so many minority students in special education? Understanding race and disability in schools. New York, NY: Teachers College Press.

LEAP Innovations. (2017). LEAP learning framework. Retrieved from http://leaplearningframework.org/#framework-download-form

U.S. Department of Education. (2014). State nonfiscal public elementary/secondary education survey data. Retrieved from National Center for Education Statistics website: http://nces.ed.gov/ccd/stnfis.asp

Appendix A

For my portfolio project, I have created a website designed to guide a user through the process of Personalizing Culturally Responsive Instruction in the Differentiated Classroom with links to helpful resources throughout. The website can be found at the following link:

http://www.unityoga.org/personalized-learning-toolkit.html

Instructions for navigating the site are on the home page, and the requirements of the portfolio project; the 6 elements of the "Learner Focused" component, Cultural Responsiveness, and Differentiating Assessment and Connecting to Background Knowledge can be found by navigating through sections one, two, and three, respectively. The reflection on *why research-based strategies should be used to instruct learners in order to create a culturally responsive classroom environment* can be found at the top of the "Forum" page:

http://www.unityoga.org/personalized-learning-toolkit-forum.html

Components Include:
- 6 elements of the "Learner Focused" component of the LEAP Learning Framework.
- Explanations and Resources for Cultural Responsiveness,
- Differentiating Assessment and Connecting to Background Knowledge
- A reflection on *why research-based strategies should be used to instruct learners in order to create a culturally responsive classroom environment*

References can be found on the "References" page:

http://www.unityoga.org/personalized-learning-toolkit-references.html

Thank you for the comprehensive and insightful course!

Cordially,
Jason Kinney