One Size Does Not Fit All:
Teaching with Care, Culture, and Consistency

Mr. Allen J. Antoine Jr., M.Ed.
Dr. Kristen Antoine-Morse, NBCT, Ph.D.
Session Objectives:

▸ Define and understand what Culturally and Linguistically Responsive Education is and what it looks like in the scope of the 3Cs
▸ Understand how privilege and social power play a systemic role in how culture is practiced
▸ Reflect on personal assumptions about students and student ability as well as assumptions about self impacts teaching strategies and student engagement
Who are we?

Allen J. Antoine Jr.

Associate Director of Mathematics & Computer Science

As Associate Director of Mathematics and Computer Science of the Rice Office of STEM Engagement (R-STEM), Allen provides mathematics support for all R-STEM programs, specifically leading the ConocoPhillips Applied Mathematics Program (AMP!). In this role, he specializes in providing lesson ideas, professional development, and teacher mentoring in the field of mathematics. Particular points of emphasis include increasing numeracy and inquiry-based learning in mathematics classrooms, he also provides professional development in the Rice Excellence in Math Instruction (REMI) and the Computer Science Teaching at Rice (CSTAR) programs.

Before joining R-STEM, Allen worked in various positions in the educational field. As an interventionist in Orleans Parish Schools, he worked with elementary students to improve their literacy and numeracy levels. As a middle school teacher in Alief ISD, he taught 8th grade mathematics (on-level and remedial) and Honors Algebra I. Additionally, Allen worked on mathematics curriculum development for Alief ISD and Rice University. Allen currently holds a B.S. in Computer Engineering from Xavier University of Louisiana and an M.Ed. in Teacher Leadership from Lamar University.

Kristen Antoine-Morse

Dr. Kristen Alana Antoine-Morse, is a native of New Iberia, Louisiana. She received her bachelor’s degree in Biological Sciences at Louisiana State University in 2003, and upon moving back to New Iberia, she gave back to her community by teaching various high school science courses at New Iberia Senior High School for six years and by participating in numerous community service projects with her sorority as a part of the New Iberia Alumnae Chapter of Delta Sigma Theta Sorority Inc. In 2010, she moved back to the Baton Rouge area where she taught high school science, while working on her master’s degree in Natural Science at LSU and +30 hours of Educational Leadership credits at Southern University simultaneously. In 2014, Dr. Morse was promoted to East Baton Rouge Parish Schools Secondary Science Curriculum Specialist, where she oversaw science curriculum on a district level. Dr. Morse continued to further her education by moving into the Educational Specialist program at Louisiana State University, and she completed this degree in 2015. Upon completion of this degree she was asked to assume the responsibility of K-12 Science Curriculum Specialist for East Baton Rouge Parish Schools.

Dr. Morse received her doctorate in Curriculum and Instruction from Louisiana State University in August of 2017 where her research focuses on post-secondary correctional education and the effects of the School to Prison Pipeline. Upon graduation she began to further her research and has started a non-profit organization tailored toward her research and community interest. B.E.L.O.V.E.D. Community: Bridge to Enhance the Lives of Offenders and Victims through Education and Dialogue is a grassroots organization that she would like to grow into a positive avenue to address penal reform, restorative justice, children effected by the penal system, and redirecting the school to prison pipeline. In the coming months she will be completing her book, Victory is Ours – A life skills handbook for adolescents dealing with the stigma of the incarcerated family; and piloting the program locally. She works tirelessly along side organizations like LA Cure and Louisianans for Prison Alternatives to continue to address the problem of mass incarceration in the great state of Louisiana.

Agenda
Our Schools
Care, Culture, and Consistency
Peanut Butter, Jelly, and Racism
Culturally Inappropriate Behavior VS. Unacceptable Behavior
Power and Pedagogy in Educating Other People’s Children
Black English in a Place Called Waterloo
Scenarios Session
Re-Visiting the CCC/What CLRP is NOT?
What’s going on in our schools...

EBR Schools

➢ CRP Training Through Forward Arts

➢ Humanities AMPed (McKinley High School)

Rice University

Student Cultural Organizations

▸ ADVANCE (Advocating Diversity & the Need for Cultural Exchange)
▸ Black Graduate Student Association
▸ Black Student Association
▸ Chinese Student Association
▸ HACER (Hispanic Association for Cultural Enrichment at Rice)
▸ Korean Student Association
▸ Latin American Graduate Student Association
▸ Mexican Student Association
▸ Muslim Student Association
▸ NSBE (National Society of Black Engineers)
▸ Rice Native American Student Association
▸ Rice Taiwanese Association
▸ South Asian Society
▸ Vietnamese Students
Care, Culture, and Consistency

SHOW YOU CARE

IF YOU WANT TO BE TAKEN SERIOUSLY, BE CONSISTENT.
Peanut Butter, Jelly, and Racism

Implicit Bias
Carousel Exercise

- What is implicit bias?
- How is implicit bias different from racism?
- How does implicit bias lead to discrimination like racism?
- What do implicit bias or racism have to do with peanut butter and jelly?
- What’s an example of implicit bias that you have experienced, witnessed or heard about?
Cultural misunderstandings often occur in classroom environments because of cultural norms that are ingrained in students from their home environment, community, and heritage. Students must be taught situational appropriateness for the school environment without diminishing the value of their cultural norms. Often these misunderstandings occur when dealing with interactions.
Culturally Inappropriate Behavior vs. Unacceptable Behavior

- Student doesn’t like to participate in group work.
- Failure to maintain eye contact while talking to adults
- Stealing from other students’ book bags
- Fighting
- Bullying
- Pointing out a mistake made by the teacher
- Using profanity excessively
- Interrupting others while talking
Culture of Power

- Issues of power are enacted in classrooms.
- There are codes or rules for participating in power; that is, there is a ‘culture of power’.
- The rules of the culture of power are a reflection of the rules of the culture of those who have power.
- If you are not already a participant in the culture of power, being told explicitly the rules of that culture makes acquiring power easier.
- Those with power are frequently least aware of—or least willing to acknowledge—its existence.
Language Barriers are Not Just for Foreign Language Students

Black English in a Place Called Waterloo
(M.M. Sulentic Dowell)

Do you know what this means?

▸ I have to use it.
▸ Y’all gonna get down when y’all pass?
▸ You falling out of your tree.
▸ Make sure your save the dishes.
▸ Are you fixin' to make groceries?
▸ That's a bad purse.
▸ Bless her heart.
▸ Heavens to Betsy
▸ Too Big for His Britches

Give some more examples from your classroom experience.
In this exercise you all will move into groups of 5-10 where you will be given 15 min to:

- Create a scenario which could be a *cultural misunderstanding* based on your given student/teacher combination
- Discuss the misunderstanding and possible solutions from a teacher perspective
- Report out on what your group has decided as an appropriate solution based on the CCC framework, VABB framework, Language barrier, and Power and Pedagogy dialogue
Scenario 1

➢ 3rd Grader
➢ Student Black male middle class
➢ Teacher White female low socioeconomic upbringing
Scenario 2

➢ 5th Grader
➢ Student White female low socioeconomic
➢ Teacher Black male upper middle class upbringing
 Scenario 3

➢ 8th Grader
➢ Student White male low socioeconomic
➢ Teacher White female upper middle class upbringing
Scenario 4

➢ 10th Grade
➢ Student Hispanic female low socioeconomic
➢ Teacher White male upper middle class upbringing
Scenario 5

➢ 12\textsuperscript{th} Grade
➢ Student Black American female upper middle class socioeconomic
➢ Teacher Hispanic female upper middle class upbringing
Re-Visiting the CCC

SHOW YOU CARE

Culture

Art / Drama / Music
Attitudes
Beliefs
Food
Language
Customs
Faith / Religion
Behaviour
Rituals

IF YOU WANT TO BE TAKEN SERIOUSLY, BE CONSISTENT.
What CLRP is NOT?
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