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ICUCARE: A FRAMEWORK FOR
CULTURALLY RESPONSIVE INSTRUCTION
(Source: Brown & Seda, 2021)

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Culturally Responsive strategies come in a variety of forms. They are academic, emotional, social, psychological, political, and spiritual.

Effective practitioners use all available tools to support students' development as effective learners. For example, culturally literate teachers use instructional materials that help students see themselves as learners and doers in each subject area. Such teachers notice discriminatory behaviors (i.e., negative stereotypes, messages about who is "math smart" and who is not, etc.) and consciously eliminate these biases in daily practice. Such teachers are also aware of how culture and ethnicity support student learning; they make the necessary instructional adaptations to increase student achievement.

ICUCARE (pronounced "I see you care") is a framework introduced by Brown and Seda (2021) that integrates culturally responsive pedagogy into daily instructional practices. It puts forth the idea that all students can thrive when the proper conditions exist. ICUCARE requires educators to develop a critical consciousness that identifies and disrupts personal and instructional biases towards marginalized students. It then goes on to explain how this important orientation can inform lesson development and instructional delivery.

ICUCARE FRAMEWORK
Include others as experts
* Teachers serve as coaches, guides, and facilitators. They are co-learners with their students as they look for students' strengths.
* This approach helps eliminate academic, knowledge-based hierarchies in the classroom that further stigmatizes dependent learners.

Be **C**ritically Conscious
* The most important part of this framework and its starting point
* Educators must pursue cultural knowledge and adopt a socio-political lens that sees facts, acknowledges history, and understands how the past has influenced the present, especially in regard to race, class, gender, ability, and other identity markers.
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Understand your students
* Students enter our schools with cultural histories, a body of knowledge, and ways of seeing the world. Educators should know what this means and how these variables impact student

learning. The goal in doing so is to build relationships and make learning relevant/applicable to students' experiences and aspirations.

Use **C**ulturally Relevant curricula
- Every student should be able to see themselves in the curricula. Students of color should learn about the contributions of those who look like them and with whom they share similar stories.

Assess, activate and build on prior knowledge
- Identity students' funds of knowledge and connect what they already know and can do with what teachers want them to know and do.

Release control
- Teachers have different styles. Effective teachers of students from diverse backgrounds possess high expectations, are highly skilled, are "warm" in developing relationships with their students but firm when it comes to the business of learning. To help students learn, such teachers understand the importance of imparting voice and choice to underserved students who have been historically denied resources. Such teachers model desirable behaviors and explicitly appropriate the ways of doing that enable school success.

Expect more
- The primary goal of culturally responsive teaching is student achievement.
- Low expectations and high expectations without support fail to achieve this goal.

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UNIVERSAL STRATEGIES | ICUCARE | ALL SUBJECTS
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STRATEGY 1
DIAGNOSTIC STORYTELLING

Personal Stories about Academic Experiences

- stories reveal a students' feelings about their academic experiences. Teachers can use these stories to glean personalized, qualitative student data.

- Read the sample below and assess what went wrong and how to correct it.

"When I was in third grade, I loved math. To me, math was simple, logical. It just made sense and I couldn't understand why other kids struggled. On tests, I was always one of the top scorers. The teacher often asked me to explain my answers to my classmates.

Then, I reached 8th grade. By the time I finished Algebra 1, I hated math. This was the first time I ever saw letters in a math equation. "This must be a mistake," I thought, but then my teacher said it was not. I struggled to understand what the problem was asking me to do. I got frustrated when other students caught on faster than I did. I used to teach these same kids! But, now they're surpassing me. I hate math now and I don't expect to do well in your class either."

STRATEGIES 2A & B
CONCEPT ATTAINMENT

A) Metaphorical Expressions are helpful in building background by comparing new concepts with something that is better known.

Examples of Metaphorical Expressions:
- How is a computer firewall the same as a building's security guard?
- How is a newly formed government like a child?
- How is human circulation like a transit system?
- How is a mathematical proof like a machine?
- How is a chemical reaction like a recipe?

B) IS and IS NOT Charts are effective ways to introduce a new concept. They begin by showing students a chart that, on one side, has examples of what the concept is and, on the other side, what it is not. An example involving polynomials illustrates this strategy.

Polynomial is an expression of more than two algebraic terms, especially the sum of several terms that contain different powers of the same variable(s).

INTRODUCING *POLYNOMIALS*

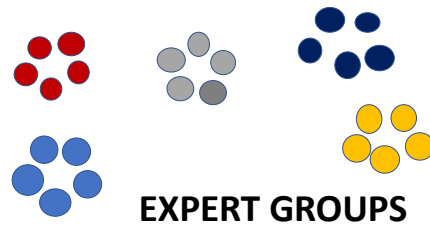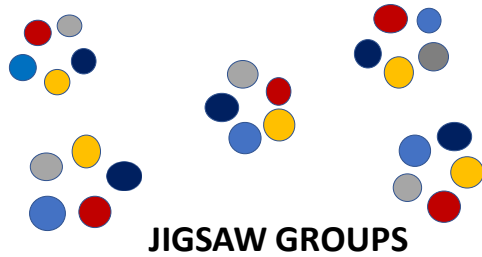| POLYNOMIALS	NON-POLYNOMIALS
• $10x^7 - 9x^2 + 8x$	• $10x^7 - 9x^{-2} + 8x$
• $9a^4 - 5$	• $9a^{\frac{1}{2}} - 5$
• $8a^3 - 4$	• $8a^a - 4$
• $7 = 7x^0$	

Polynomials are expressions that are arranged in terms that are made up of coefficients, variables, and exponents. Exponents must be non-negative integers. Coefficients can be positive or negative.

Polynomial – Greek and Latin roots (many – names/terms)
Comparison of Exponents | Whole or Fraction
Comparison of Exponents | Positive or Negative
Comparison of Coefficients | Positive or negative

STRATEGY 3
JIGSAW

JIGSAW GROUPS

EXPERT GROUPS

STRATEGY 4
LITERACY ACROSS ALL SUBJECT AREAS

"The achievement gap is essentially a literacy gap. Students who struggle to comprehend also struggle to perform in every academic area: they fail to absorb information, fail to solve problems, and fail to express ideas effectively."

Primary skills that need to be taught in all subject areas:

- Build background knowledge
- Paraphrase
- Ask questions
- Create Inferences

PARAPHRASING CHART

Quote from Text (a text that captures the central message, important character detail in the text, etc.)	Paraphrase (ask yourself "Why?" or "What can I infer?")	Draw an Inference that answers the questions "Why?" or "What?"

STRATEGY 5
PROBLEM- BASED LEARNING
MATH, SOCIAL STUDIES AND ELA

LAST STOP ON MARKET STREET (A children's book)

What do you notice about CJ's?
Family configuration
Use of language
Environment
Socio-economic Status (SES)
What challenges might CJ face as he gets older?
Education
Low SES
Crime & Incarceration
Single Parenting /Grandmother
Health