CRT Call Notes, 2/13/14

* How does using Critical Inquiry exhibit the tenets of culturally responsive teaching?
	+ Shaping the curriculum around the child—child’s interests at the center.
	+ Kids see themselves as capable, researchers – affirming what students are already bringing. Things they can use in their environment (inside & outside of school)
	+ Supporting critical consciousness? Factory conditions, where are things made & why? Encouraging critical thought about where things are made beyond just clothing.
	+ Teachers provide depth in response, use primary sources, go into the complexity of responses. Being direct. Children draw conclusions for themselves.
* How would you introduce this strategy to CMs? What may present barriers or be challenging about taking this idea to CMs?
	+ CM response- doesn’t align with standards. Find intersections with different curriculum areas (eg, biographies of labor leaders to meet biography standard).
	+ Knowing appropriate resources- eg, Caesar Chavez biographies at 2nd grade reading level
	+ Difficult for CMs to think critically about what might work in their classroom, when they are still working on basic instructional strategies. Pulling out opportunities you see to extend.
	+ Use examples of student voice & contributions to classroom – how to connect them to an inquiry project? Helping students connect questions—furthering the questions that students ask.
	+ Listen more, talk less. Teachers need to know how to facilitate a discussion. Being open to discomfort.
	+ Challenge- CMs not familiar with CC standards, or with standards for grade levels above and below.
	+ Pre-requisites- having strong relationships with students, strong classroom culture. Partnership with parents, investing them in this model.
* What would you expect to see them do in their classroom as a result?
	+ Kindergarten CM- college as an access point, inquiry focus. Chart with students’ names, what they are interested in becoming experts on (eg, D loves giraffes, he’s going to be the class expert on giraffes). Connection to college that it’s a place where you can dig into your interests.
		- Pros/cons of individual vs class-wide inquiry projects
		- Managing individual research
		- Can you find a big question that most of class shares? Eg, castles. Building background knowledge together. Takes different teacher planning. Whole-group conversations could prime kids to know how to do inquiry. Hearing students’ voices.