

Warm Demander Pedagogy as a Culturally Responsive Practice

"Micro" Professional Development

Curriculum and Instruction BOE Committee

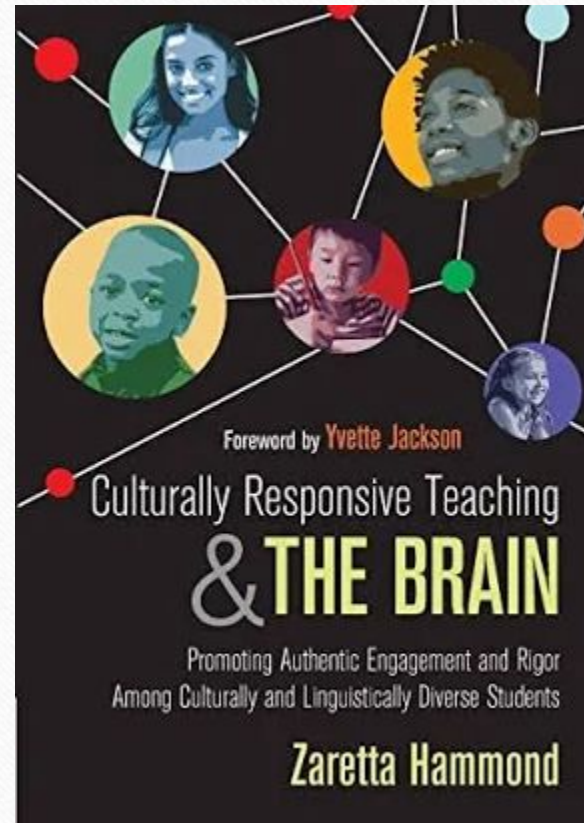
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Zaretta
Hammond's
"Culturally
Responsive
Teaching and
the Brain"



Objectives

Objective 1

What are culturally responsive practices?

Objective 2

What is the warm demander pedagogy and how can we expand upon it?

Objective 3

According to Dr. Tracy Severns what is the difference between a “push” and a “press” within the warm demander framework?

Objective 4

Exploring student behavior and EATS

Culturally Responsive Agreements

“3Ps” & an A”



Paraphrase



Probe



Pause



Acknowledge

What are Culturally Responsive Practices in Education - Zaretta Hammond “Culturally Responsive Teaching and the Brain”

“...culturally responsive means using students’ cultural knowledge, experiences, and learning styles as scaffolds to **accelerate their cognitive development** and independence. It is a “**warm demander**” approach that builds trust to move students from dependent to independent learning, focusing on **strengthening brainpower** rather than just building relationships or providing motivation.”

Warm Demanders

“Warm Demanders expect a great deal of their students, convince them of their own brilliance, and help them to reach their potential in a disciplined and structured environment.”

Lisa Delpit-“Multiplication is for White People”



The Warm Demander Pedagogy:

Dr. Tracey Severns on What Students Need In Order to Achieve

Reflection questions for staff:

1. What is the difference between “press” and “push” in a warm demander classroom (according to Dr. Severns)?
2. Do you agree with Dr. Severns? Why or why not?
3. If you agree how can you expand your ability to “press” all students?

Zarretta Hammond's Warm Demander Chart

Staff will focus on the upper left quadrant (the Warm Demander) and work with A/B partners about how these attributes are implemented in their educational context.

1. What is one attribute that has been a focus?
2. What is one attribute that is aspirational for you? In other words you want to enact that attribute more.
3. What is a barrier that prevents you from enacting that attribute more?

Warm Demander Educators “moonlight” as behaviorists

Functions and Explanations of Student Behavior

You can remember the four most common needs driving student behavior by using the acronym **EATS**.



Escape: Students engage in inappropriate behaviors to try to escape a task or situation they find aversive.



Attention: Students engage in inappropriate behaviors to gain or escape attention from peers or teachers. (This can include negative attention.)

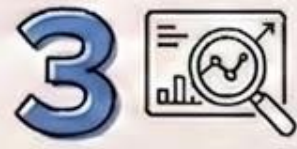


Tangible gains: Students engage in inappropriate behaviors to gain access to a preferred activity or object.



Sensory needs: Students engage in inappropriate behaviors to meet a sensory or internal need that may be difficult to detect from the outside.

What will you do tomorrow?



- 1 To be more culturally responsive we must strengthen relationships and brainpower. What relationships need to be strengthened in our educational context?
- 2 How will you “press” all your students?
- 3 There is a function for every behavior. How will we recommit ourselves to moonlighting as behaviorists?

Culturally Responsive Educators are Warm Demanders who want the best equitable outcomes for all students.



That's at the core of equity: understanding who your kids are and how to meet their needs. You are still focused on outcomes, but the path to get there may not be the same for each one.

— *Pedro Noguera* —

AZ QUOTES



Questions

Thank You



For cultivating a strong foundation for learning.

