PREPARING CULTURALLY RESPONSIVE EDUCATORS

Dia Jackson, EdD | Senior Researcher
Erica McCray, PhD | CEEDAR Center Co-Director

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Objectives

In today’s session, we will:

1. Describe the need for culturally responsive educators.

2. Define High Leverage Practices (HLPs) that are particularly supportive of students with disabilities and determine the rationale for integrating them into preparation programs.

3. Define CRT principles and discuss how they can be integrated with HLPs to strengthen educator preparation coursework and professional development.
The Need
The Priority

- Increasingly diverse student population
- Inequitable academic opportunities
- Long-standing achievement gaps
  - Race/ethnicity
  - Socio-economic status
  - Disability status
- High suspension and expulsion rates
- Overrepresentation of non-white students in Special Education

How are our teachers prepared to address these inequities?
Concerns

• Inadequate teacher preparation and high number of unprepared teachers in high need settings

• Cultural learning gap between teachers and students

• Evidence-based practices are not synonymous with CRT.
Importance of practice-based approach

• Teacher preparation often occurs in settings remote from practice, and thus,
  – The connection between course work and field experiences is often weak
  – Teacher candidates end up learning about practices, and not how to use practices in classrooms
Importance of practice-based approach

• Most critical aspects of teaching (HLPs) are complex and do not come naturally

• Research shows that skills must be practiced with support (e.g., coaching) in realistic environments

• Teachers need experience with diverse learners and integrating CRT into instruction
High Leverage Practices
High-leverage practices

“A set of practices that are fundamental to support...student learning, and that can be taught, learned, and implemented by those entering the profession” (Windschitl, Thompson, Braaten, & Stroupe, 2012, p. 880).
High-leverage practices defined

• Practices that...

  – Focus on instructional practice

  – Occur with high frequency in teaching

  – Are research based and known to foster student engagement and learning

  – Are broadly applicable and usable in any content area or approach to teaching

  – When skillfully executed are fundamental to effective teaching
What are HLPs in special education?

• Carried out skillfully, these practices increase the likelihood that teaching will be effective for students’ learning

• Cut across content areas and grade levels

• Supported by research or have a strong legal foundation

• Used in both general and special education settings to support the learning of students with disabilities
### High leverage practices common to general *and* special educators

<table>
<thead>
<tr>
<th>High Leverage practices (from Teaching Works)</th>
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Using HLPs to teach EBPs

- HLPs are overarching practices
- EBPs are content or subgroup specific
- HLPs are used to teach EBPs
- Example: Teachers use explicit instruction (HLP) and multiple opportunities for feedback (HLP) to teach summarization (EBP)
Why do we need HLPs and CRT delivered together?
Why Students with Disabilities need HLPs with CRT

- Students with disabilities are culturally and linguistically diverse (intersectionality)
- CRT centers historically marginalized students
- CRT benefits exist despite systemic inequalities in schools
- Teachers need to know both HLPs and CRT improve outcomes for the most underserved students and how to deliver them together

(Gay, 2002; Klingner & Edwards, 2006; Orosco, 2017; Piazza, Rao & Protacio, 2015)
### Culturally Responsive Teaching EBP

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<th>CRT Themes</th>
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<td>Collaborative Teaching</td>
<td>Problem-Solving Approach</td>
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<td>Responsive Feedback</td>
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<td>Assessment</td>
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<td>Materials</td>
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(Aceves & Orosco, 2014)
CR HLPs

HLPs in:
• Collaboration
• Assessment
• Social - Emotional
• Instruction
Integrated Example: CR HLPs

HLPs in:
• Collaboration
• **Assessment**
• Social - Emotional
• Instruction

- High Expectations
- Frequent progress monitoring
- Curriculum based measures
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Video Example: HLP 16–Explicit Instruction
Numerous effective options for student-led activities that lead to engagement
Strategies to Integrate CRT and HLPs into Teacher Preparation
Opportunities to practice

• Fieldwork in culturally diverse classrooms
• Micro-teaching
• Video reflection
• Lesson planning: Application of principles designed to include CLD SWDs
Connecticut Example:

- Mandatory teacher certification course on supporting English learners (ELs) in the regular education classroom.
- Only 1.5 credits: 18 instructional hours.
- All certification candidates take this course.
- Cultural Relevance and Prior Knowledge taught as important principles in teaching ELs (Levine & McCloskey, 2013).
Ensuring faculty readiness to prepare candidates: Ole Miss example

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<td>Goal 2: Increase the ability of program graduates’ skill in using culturally responsive practices</td>
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<td>Task 1: Develop district partnership and provide PD on culturally responsive practices.</td>
<td>Task 2: Create a faculty/student book study discussion group that focuses on books that explore issues of diversity.</td>
<td>Use the culturally responsive CEEAR IC to review and revise course syllabi. Explore Iris Module on culturally responsive practices. Faculty diversity retreat on diversity, equity, and inclusion.</td>
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<td>Task 1: Revise 300-400 level teacher education courses to ensure culturally responsive practices are being addressed with fidelity.</td>
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<td>Workshop on addressing sensitive topics of diversity with expert from Facing History and Ourselves. Workshop on implementing high leverage practices (HLPs) into instruction with CEEAR expert. Workshop on implicit bias with topic expert.</td>
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Culturally Responsive Education CEM

CULTURALLY RELEVANT EDUCATION
CEM Overview

CEM NAVIGATION
Use this menu to navigate to other parts within this CEM
Overview  Learning Resources  Multimedia  Course and PD Outlines
References and Resources  How to Use
CRT and HLP Example Program

- Baltimore Urban Teacher Center in combination with Johns Hopkins Univ.
  - 3 years of residency training and coaching
  - Students receive Masters in both general and special education
Discussion: Share your experience!

• How do you prepare (pre-/in-service) teachers to be both highly skilled and culturally responsive special educators?

• How have you integrated HLPs and/or CRT into your program?

• How do you measure effectiveness?
HLP and CRT Sources

- Teaching Works
- High Leverage Practices for Special Education Teachers
- IRIS Center HLP Alignment Tool
- CEEDAR IC on CRT
- CEEDAR Evidence Standards
- CEEDAR Policy and Practice Brief on Culturally Responsive Teaching
- CEEDAR Policy and Practice Brief on EBPs and HLPs
- **NEW!** CEEDAR CULTURALLY RESPONSIVE EDUCATION CEM
THANK YOU!

Dia Jackson
djackson@air.org
Erica McCray
edm@coe.ufl.edu
References


Ingersoll, R.M., Why Do High-Poverty Schools Have Difficulty Staffing Their Classrooms with Qualified Teachers? (Center for American Progress, November 2004).


