PREPARING CULTURALLY RESPONSIVE EDUCATORS

MAKING
RESEARCH
RELEVANT

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?

(Artiles, Trent & Palmer, 2004; Ford, 2012; Klinger et al., 2005; U.S. Department of Education, 2015; U.S. Department of Education, 2016)

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.

Adapted from Michael Orosco, Ph.D., 2017

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).
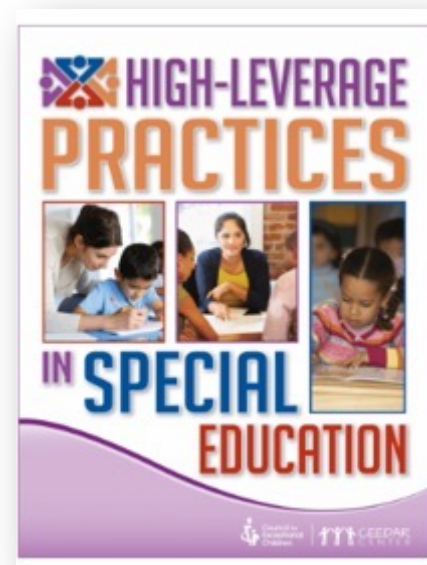
High-leverage practices defined

- 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

High Leverage practices (from Teaching Works)	High Leverage practices (from CEC/CEEDAR work group)
Explaining and modeling content, practices, and strategies	Use explicit instruction
	Teach cognitive and metacognitive strategies to support learning and independence
Diagnosing particular common patterns of student thinking and development in a subject-matter domain	Systematically design instruction toward a specific learning goal
	Adapt curriculum tasks and materials for specific learning goals
Coordinating and adjusting instruction during a lesson	Scaffold instruction
Setting up and managing small group work	Use flexible grouping
	Use strategies to promote active student engagement
Specifying and reinforcing productive student behavior	Provide positive and constructive feedback to guide students' learning and behavior

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 <u>with</u> 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

CRT Themes	Emerging EBP w/CRT	CRT EBP
Instructional Engagement	Collaborative Teaching	Problem-Solving Approach
Cultural, Language, and Racial Identity	Responsive Feedback	Child-Centered Instruction
Multicultural Awareness	Modeling	Assessment
High Expectations	Instructional Scaffolding	Materials
Critical Thinking		
Social Justice		

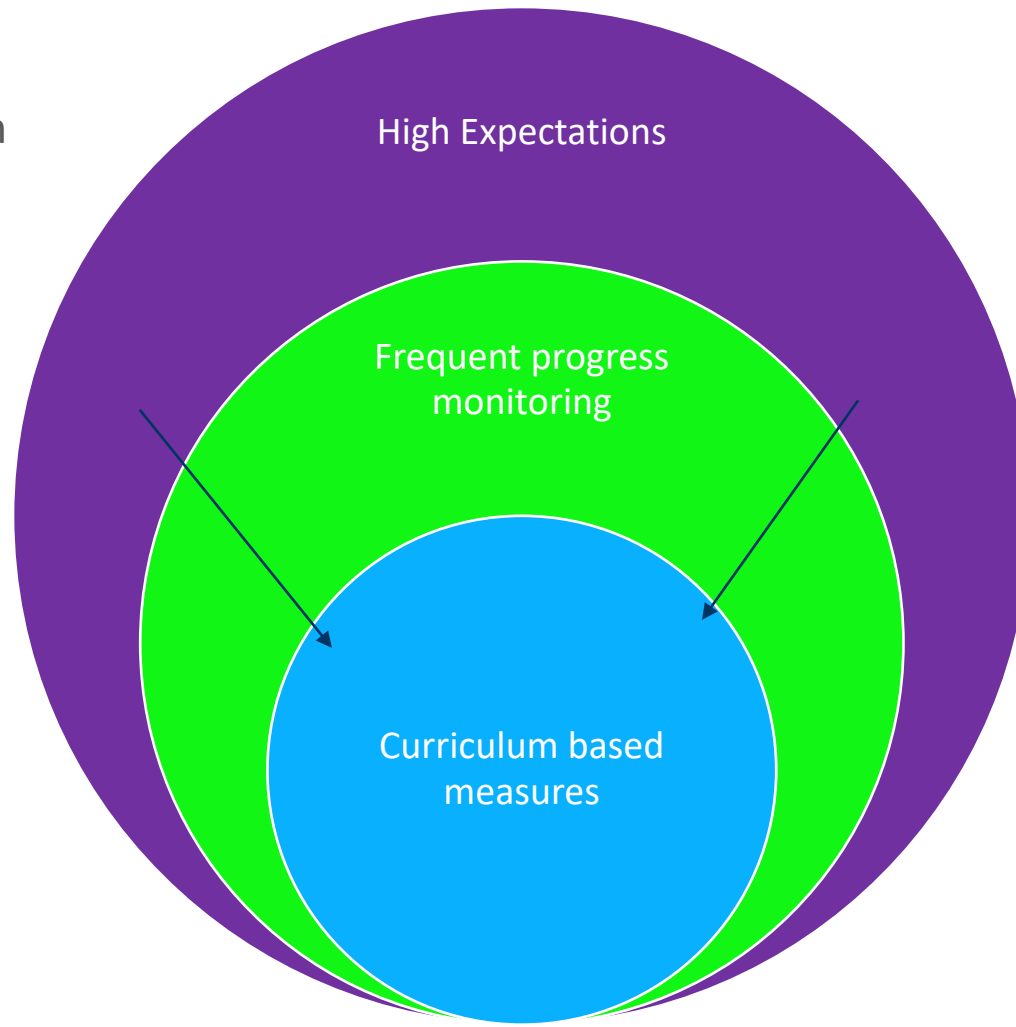(Aceves & Orosco, 2014)

CR HLPs

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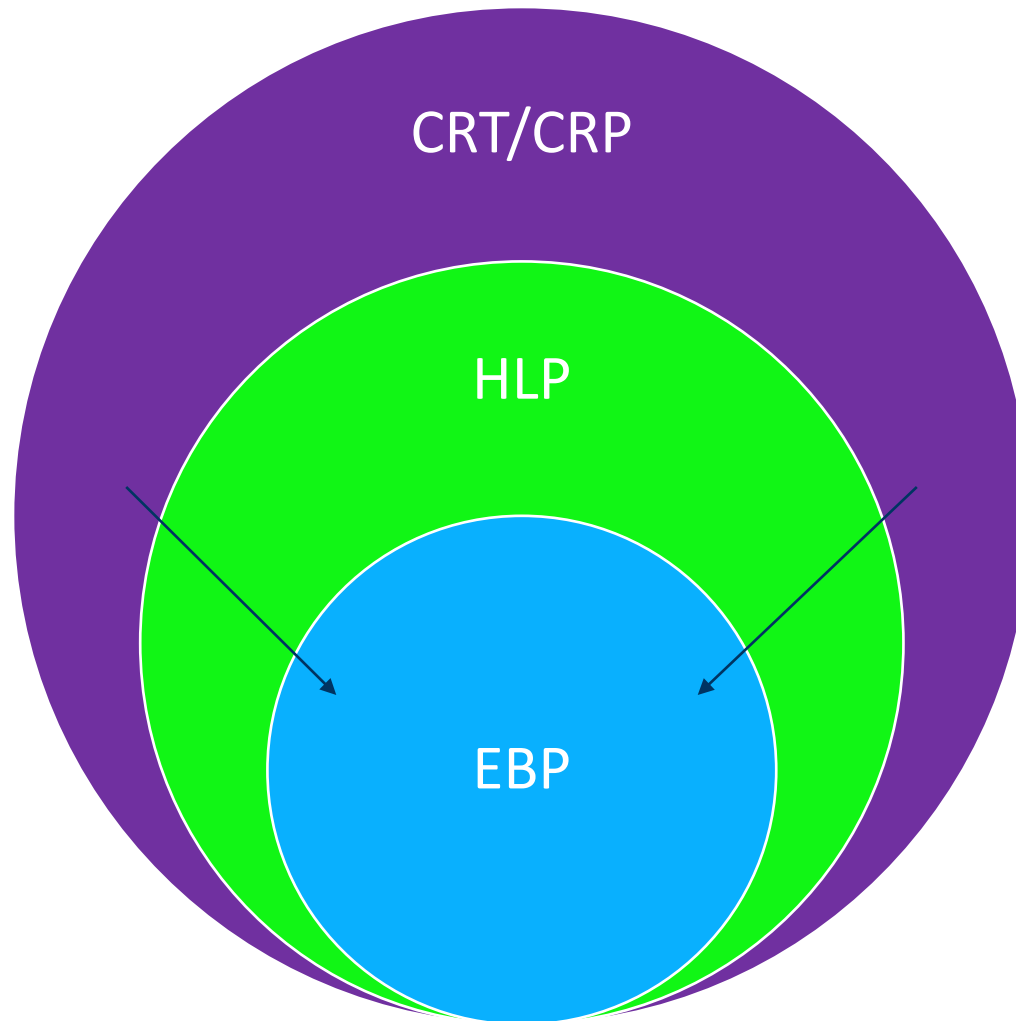
Integrated Example: CR HLPs

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

High Expectations

Frequent progress monitoring

Curriculum based measures

High-leverage and culturally responsive practices

High Leverage practices (from Teaching Works)	High Leverage Instructional practices (from CEC/CEEDAR work group)	CRT Themes and practices
Explaining and modeling content, practices, and strategies	Use explicit instruction	Modeling
	Teach cognitive and metacognitive strategies to support learning and independence	Child-Centered Instruction Critical Thinking
Diagnosing particular common patterns of student thinking and development in a subject-matter domain	Systematically design instruction toward a specific learning goal	Assessment Responsive Feedback Problem-Solving Approach
	Adapt curriculum tasks and materials for specific learning goals	Assessment Materials
Coordinating and adjusting instruction during a lesson	Scaffold instruction	Instructional Scaffolding
Setting up and managing small group work	Use flexible grouping	Child-Centered Instruction
	Use strategies to promote active student engagement	Instructional Engagement Cultural, Language, and Racial Identity
Specifying and reinforcing productive student behavior	Provide positive and constructive feedback to guide students' learning and behavior	Responsive Feedback

Video Example: HLP 16–Explicit Instruction

So I line them up, I label them,

Video Example: HLP 18–Student Engagement

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

CRT in Teacher Preparation Programs

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).

Angela López-Velásquez, Ph.D., Southern Connecticut State University, 2017

Ensuring faculty readiness to prepare candidates: Ole Miss example

A Framework for Enhancing Culturally Responsiv...

Yea...

Goals	Objectives	Facult...
Goal 1: Increase faculty understanding and use of culturally responsive pedagogy	Objective 1: Explore personal beliefs/perceptions of diversity/culturally responsive pedagogy	Expert talk on imp... Expert talk on crea... culturally responsi... Expert talk on cult... evidence-based pr... IC training with fac... graduate courses b...
	Objective 2: Introduce faculty to best practices for culturally responsive teaching	
	Objective 3: Review courses and integrate culturally responsive practices through programs	
Goal 2: Increase the ability of program graduates' skill in using culturally responsive practices	Objective 1: Provide opportunities for program graduates to learn culturally responsive practices.	Teacher education graduate diversity an emphasis area i doctorate degrees
	Objective 2: Increase the ability of program graduates' skill in using	

Yea...

Goals	Objectives	Facu...
Goal 1: Increase faculty understanding and use of culturally responsive pedagogy	Objective 1: Explore personal beliefs/perceptions of diversity/culturally responsive pedagogy	Brown Bag - E... Conversations... How to and W... Education Sy... outside of the... presented po... the state of e... American stu... years after Br... Education
	Objective 2: Introduce faculty to best practices for culturally responsive teaching	
	Objective 3: Review courses and integrate culturally responsive practices through programs	
Goal 2: Increase the ability of program graduates' skill in using culturally responsive practices	Objective 1: Provide opportunities for program graduates to learn culturally responsive practices.	Workshop on analyze progr... CEEDAR expe... Syllabi and co... to the CEEDA...
	Objective 2: Increase the ability of program graduates' skill in using culturally responsive practices.	
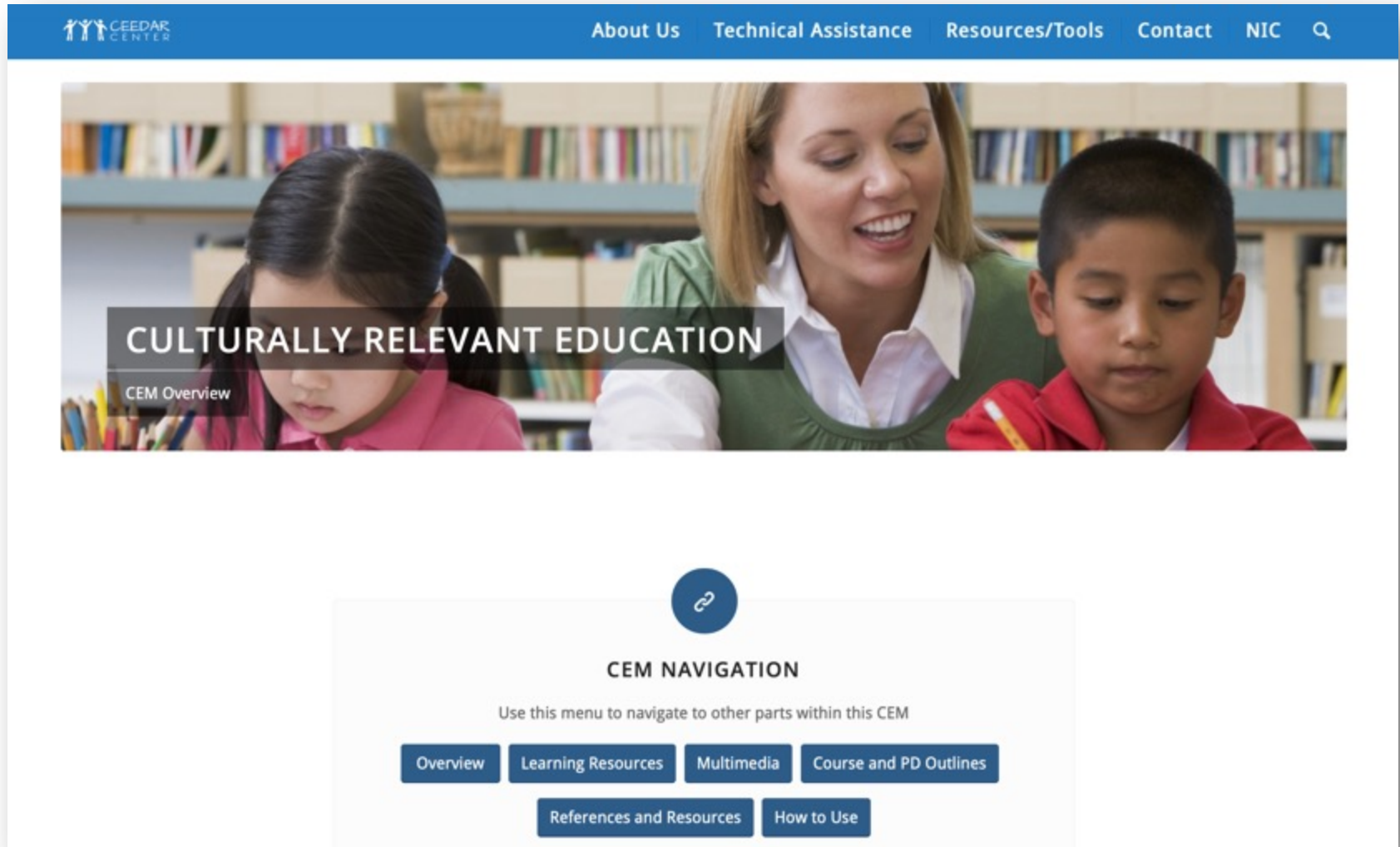
Year 3

Goals	Objectives	Faculty Activities	Student Activities
Objective 1: Provide opportunities for program graduates to learn culturally responsive practices.	Task 1: Revise 300/400 level teacher education courses to ensure culturally responsive practices are being addressed with fidelity.	Use the culturally responsive CEEDAR IC to review and revise course syllabi. Explore Iris Module on culturally responsive practices. Faculty diversity retreat on diversity, equity, and inclusion.	Workshop on addressing sensitive topics of diversity with expert from *Facing History and Ourselves*. Workshop on implementing high leverage practices (HLPs) into instruction with CEEDAR expert. Workshop on implicit bias with topic expert.
Objective 2: Increase the ability of program graduates' skills in using culturally responsive practices.	Task 1: Develop district partnership and provide PD on culturally responsive practices. Task 2: Create a faculty/student book study discussion group that focuses on books that explore issues of diversity.	Expert talk on implicit bias with Oxford School District administrators and teachers. Expert talk on implicit bias with SOE faculty. Book study on *The Hate U Give* and Skype discussion with author of the book (Fall 2018). Book study on another book addressing a diverse topic (Spring 2019). Book study group will attend *The Hate U Give* movie together and discuss/compare movie and book. Expert talk on HLPs with Oxford School District administrators/teachers and SOE faculty.	Chamber music performance that explores diversity through chamber music, *Los Valientes* (explores the lives of Diego Rivera, Archbishop Oscar Romero, and Joaquín Murrieta: Zorro) in conjunction with Hispanic Heritage Month celebration. Book study on *The Hate U Give* and Skype discussion with author of the book (Fall 2018). Book study group will attend *The Hate U Give* movie together and discuss/compare movie and book. Book study on another book addressing a diverse topic (Spring 2019).

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Culturally Responsive Education CEM

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

www.urbanteachers.org

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

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