Inclusion at the Intersections: CEEDAR Center's Culturally & Linguistically Relevant Education TAG

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Who We Are

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CEEDAR Overview

• National Technical Assistance Center

• Provides assistance to collaborating teams of state departments of education, institutes of higher education, and local education agencies to ensure effective teachers and leaders for each student.

• Currently partnering with 20 states

• Resources available at CEEDAR.ORG
CEEDAR’s Winning Aspiration

Every student with a disability has an equitable opportunity to achieve.
Our Mission

To support students with disabilities (SWDs) in achieving college- and career-ready standards by building the capacity of state personnel preparation systems to prepare teachers and leaders to implement evidence-based practices (EBPs) within multi-tiered systems of support (MTSS).
CEEDAR 3.0 Priorities/Goals

1. Increased EPP capacity, in collaboration with SEA and LEAs, to offer high-quality instruction for teacher and leader candidates

2. Improved SEA capacity, in collaboration with EPPs and LEAs, to track and evaluate the impact of policy on the ability to attract, prepare and sustain teachers and leaders, and change policy when appropriate

3. Increased SEA, EPP, and LEA capacity to use multiple data sources to inform continuous improvement of personnel preparation systems to attract, prepare, and retain teachers and leaders

4. Increased capacity of SEAs, EPPs, and LEAs, and other state organizations to collaborate and implement plans that sustain and scale up reform efforts
## Cross-State Learning Groups

<table>
<thead>
<tr>
<th>Affinity Groups</th>
<th>Topical Action Groups</th>
<th>Collaboratories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHAT</strong></td>
<td><strong>WHAT</strong></td>
<td><strong>WHAT</strong></td>
</tr>
<tr>
<td>- Provides an overview and examples of basic tools</td>
<td>- Teams engage in cross-state sharing and problem-solving</td>
<td>- Support is aligned to shared goals and plans for inquiry, implementation, and product development/dissemination</td>
</tr>
<tr>
<td>- Considerations for additions to state blueprints</td>
<td>- Support is aligned to blueprint goals</td>
<td></td>
</tr>
<tr>
<td><strong>WHO</strong></td>
<td><strong>WHO</strong></td>
<td><strong>WHO</strong></td>
</tr>
<tr>
<td>- Open invitation to all new/existing targeted and intensive participants</td>
<td>- Invitation only: must have a blueprint goal in designated topic area</td>
<td>- Invitation only: must have implementation in topic area</td>
</tr>
<tr>
<td>- May be universally available</td>
<td>- Committed membership from each SLT</td>
<td>- Small group of committed representatives</td>
</tr>
<tr>
<td><strong>HOW</strong></td>
<td><strong>HOW</strong></td>
<td><strong>HOW</strong></td>
</tr>
<tr>
<td>- An hour, once monthly, approximately 6 months</td>
<td>- 60-90 minutes, once monthly, 12-24 months</td>
<td>- Determined by team</td>
</tr>
<tr>
<td><strong>3.0</strong></td>
<td><strong>3.0</strong></td>
<td><strong>3.0</strong></td>
</tr>
<tr>
<td>- Recruiting Diverse Teacher and Leader Candidates</td>
<td>- Culturally Relevant Education</td>
<td>- Integrating Technology, Virtual and Hybrid Pedagogy</td>
</tr>
</tbody>
</table>
Culturally and Linguistically Relevant Education (CLRE) Topical Action Group

- Started as affinity group in 2018
- Moved to topical action group in Fall 2019
- Currently 12 states participate
- Focus changed over time

<table>
<thead>
<tr>
<th>Years 1 &amp; 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary focus on topics related to CRE and cross state sharing</td>
<td>Opened group for new state participants</td>
<td>Opened group for new state participants</td>
</tr>
<tr>
<td>Many states just getting started on their efforts</td>
<td>Focus on committees and creating shared products</td>
<td>Adjusted committees for new focus areas</td>
</tr>
</tbody>
</table>
Committees

Original

• Professional Development
• Infrastructure Supports

Refreshed

• Culturally and linguistically responsive education (CLRE) in coursework and field experiences
• CLRE in PD for faculty, mentor teachers, and supervisors
• Diversifying the educator workforce
Four Briefs

Brief #1: A Call to Action: Supporting Faculty Development for Culturally Responsive Teacher Preparation Programs

Brief #2: Supporting Equity Focused Preparation through Policy

Brief #3: Utilizing Strategies to Embed Culturally Relevant Education in Principal Preparation

Brief #4: Family and Community Advocacy to Influence Policy
HLP/CLRE Survey
The Process

1. Identified HLPs
   - Decided to organize the work around HLPs

2. Gathered Existing Tools/Resources
   - Reviewed existing tools for survey items to include

3. Co-created JamBoard and Google Sheet
   - Divided the work across the team, organized around HLPs, came to consensus across groups

4. Created Google Survey
   - Moved items over, reviewed survey questions individually and identified wonderings, working through wonderings and survey collectively

5. Developed the Survey on Qualtrics
   - Reorganized the survey, consolidated sections
CULTURALLY RESPONSIVE Tch ILLINOIS

CULTURALLY RESPONSIVE TO ILLINOIS

Section 24.10 Purpose
24.10 The Illinois Culturally F
24.100 The Illinois Professions
24.110 Language Arts Standards (Revised)
24.120 Technology Standards (Revised)
24.130 The Illinois Professions

AUTHORITY: Implementing Article
School Code (110 ILCS 5/21) and
SOURCE: Adopted at 20 Ill. Reg. 119
1/1/2005, effective July 26, 2010; amended at 44 Ill. Reg. 2010 office

Section 24.10 Purpose:
This Part establishes certain standards and guidelines for teaching English language learners. The standards set forth
in the programs that prepare them. The

I.  
II.  
III.  

BEGINNING LANGUAGE LEARNERS

English Learner Guidelines: Regulations, Promising Practices, and Instructional Strategies: I

APPENDIX D
CULTURAL AWARENESS CHECKLIST FOR TEACHERS

Early Childhood

HOW TO USE THIS CHECKLIST

This checklist is intended to improve the awareness and sensitivity of personnel to the importance of cultural diversity, cultural competence, and linguistic competence in early childhood settings. It provides concrete examples of the type of actions that foster such an environment. If, upon the completion of the checklist, you feel you may not be fulfilling practices that promote a culturally sensitive environment for your students or their families, by all means you may want to adjust your practices. It is important to aspects of your students’ educational environment, including awareness of a background. The following checklist is a resource to ensure the best possible education.

DIRECTIONS: Please circle A, B, or C for each item listed below.
A. Things I do frequently
B. Things I do occasionally
C. Things I do rarely or never

1. I display pictures, posters, and other materials that reflect the backgrounds of children and families served in my classroom.
2. I select props, toys, and other materials that are representative of the various cultures and ethnic groups in the community.
3. I encourage the book/literacy area to have pictures and artifacts of children and families served in my classroom.
4. I encourage that tabletop toys and other play experiences are representative of the various cultural and ethnic groups in the society.
5. I read a variety of books exposing children to my own and various cultures.
6. When such books are not available, I provide opportunities for students to create their own books and include them among other early childhood program settings.
7. I follow the above referenced approaches when working with students.
8. I encourage and provide opportunities for children to discover and become familiar with various cultures.
9. I plan trips and community outings to places where children and their families can learn about other cultures and ethnic heritage.

THE MULTICULTURAL TEACHER

Background: Although individuals in a common term used in education, it often used in a derogatory or dehumanizing manner and stereotypical teacher who has the knowledge, skill, and ability to work effectively with students from different backgrounds and cultures.

Stereotyping: The Multicultural Teacher Can Be Used to Effective Methods that Foster An Environment of Cultural Sensitivity and Awareness. The multicultural teacher uses strategies that promote the development of cultural awareness, skills, and knowledge. The multicultural teacher is effective in working with students from diverse backgrounds and cultures.

Actions: Culturally responsive behavior involves a variety of specific actions that promote the development of cultural awareness, skills, and knowledge. The multicultural teacher uses strategies that promote the development of cultural awareness, skills, and knowledge. The multicultural teacher is effective in working with students from diverse backgrounds and cultures.

Instructions: To identify their respective levels, teachers create a list of characteristics and skills and then group them together into the essential level. Levels are considered / advanced level. This is in accordance with the Illinois Early Learning Guidelines and Instructional Strategies for English Learners.

By Mary T. Brownell, Stephen Ciullo, Michael J. Kennedy

English Learner Guidelines: Regulations, Promising Practices, and Instructional Strategies: I 137

ceedar.org
Survey Structure

Likert Scale:

5 = I consistently apply this skill to my work and have noted improvements in student learning.

4 = I apply this skill often in my work and have seen some improvements in student learning.

3 = I am just beginning to understand how to apply this skill to my work.

2 = I know this concept and/or skill is important but do not yet understand how to apply it in my classroom.

1 = I am unfamiliar with this practice.

0 = Does not apply to me in my current role.

4 Sections: Positionality, Collaboration, Assessment, Instruction
Positionality-required

Positionality refers to how your personal values, views, contexts, social identities, and biases that impact your societal position, power, and access.

1 Questions with Indicators

● Please share about how your positionality influences your teaching:
Collaboration

Collaboration refers to the way you position yourself in relation to partners (i.e. the student, families, special education teacher, general education teacher, paraprofessional, administration, service providers, professional colleagues, and community members).

6 Questions with Indicators

- I form and sustain collaborative relationships with educational professionals to support students with disabilities through these interactions:
- I collaborate with partners (i.e. the student, families, special education teacher, general education teacher, paraprofessional, administration, service providers, professional colleagues, and community members) by:
- I reduce barriers to participation and consider the experience of students and families from culturally, linguistically, and ethnically diverse backgrounds by:
- I collaboratively advocate for my students by seeking resources/services to meet:
- I foster family involvement by:
- I form and sustain collaborative relationships with families to support students who have been historically marginalized by:
Assessment

Assessment refers to the formal and informal ways students’ academic, behavioral, and social-emotional information is collected.

3 topic questions with indicators

- I share assessment data:
- I use assessment to:
- I assess students as individuals by:
Instruction

Instruction refers to the materials, curriculum, planning, and instructional practices teachers choose, design, and implement in their classroom.

3 Questions with Indicators

- Please share about your teaching practices
- Please share about your planning
- Please share about the choices you make in selecting materials

Combined with Social/Emotional/Behavioral
Let's Look at the Survey

https://www.surveymonkey.com/r/55V67WJ
Let’s Discuss the Survey

1. Feedback on the survey structure.
2. What did you notice about the survey questions?
3. How would you implement this survey?
Currently in Progress

- Revision of Mentor Handbook to embed CLRE practices
- Podcast Series on CLRE in courses in field experiences
- Using AI technology to develop an infographic for recruitment and retention of diverse teachers
Opportunities to Share and Leverage Tools in Different Contexts
CLRE workgroup informed the WA-CEEDAR Curriculum Development and Design Workgroup

https://tinyurl.com/23x6k4jv

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<table>
<thead>
<tr>
<th>Component of Racial Equity/Inclusion</th>
<th>Present*</th>
<th>Examples</th>
<th>Notes and ideas for Improving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course title and description: You may not be able to change these, but consider: Does the title and course description reflect a value for racial equity?</td>
<td>Y* N</td>
<td>“The racially inequitable educational system in which you will work…” “The racially inequitable societies in which we live…”</td>
<td></td>
</tr>
<tr>
<td>Course title and description: You may not be able to change these, but consider: Does the title and course description reflect a value for inclusion?</td>
<td>Y N</td>
<td>“Instructional methods that support all learners…” “Instructional methods create a sense of belonging for all learners…” “Instructional methods that support all learners by…”</td>
<td></td>
</tr>
<tr>
<td>Course title and description: You may not be able to change these, but consider: Does your course description include a land acknowledgement?</td>
<td>Y N</td>
<td>“All education takes place on Indigenous homelands. This course seeks to acknowledge and honor the histories and present-day education and sovereignty movements of all tribes and bands of Coast Salish peoples.”</td>
<td></td>
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</tbody>
</table>
Guiding Document: Equity Based Core Practices

CLRE workgroup informed the University of Washington Special Education Teacher Education Program guiding documents

https://tinyurl.com/486788jj
CLRE workgroup informed the University of Washington Special Education Teacher Education Program guiding documents

- Created indicators to support students cultivating caring relationships their first quarter

https://tinyurl.com/4525z26u
Delta State University- CEEDAR partner since 2016

- Embedded evidence-based practices in literacy courses
- Developed a collaborative partnership to create a day-1-ready model for teacher prep
- Embedded Culturally Responsive Practices within teacher preparation coursework
Current Blueprint objective: Scale up efforts to embed Culturally Responsive Practices and HLPs in teacher and leader preparation coursework.

- Statewide focus
- Needs Assessment
  - Representation from 8 EPPs
  - Results
    - HLPs
      - 4 Use multiple sources of information
      - 6 Use student assessment data
      - 15 Provide scaffolded support
    - Culturally Responsive Practices
      - Instructional Engagement
      - Problem-solving approaches
      - Critical thinking
Ed Prep Conference

Spotlighting Cultural Competence and High-Leverage Practices

Keynote Speaker
High-Leverage Practices
Dr. Michael Kennedy

Keynote Speaker
Culturally Responsive Pedagogy
Dr. William Hunter

ceedar.org
Conference Format

Two-day conference

Speakers addressed specific needs.

Working Sessions

Sharing

Student Panel
<table>
<thead>
<tr>
<th></th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall satisfaction</td>
<td>4.75 /5</td>
</tr>
<tr>
<td></td>
<td><img src="https://example.com" alt="5 stars" /></td>
</tr>
<tr>
<td>Level of confidence in implementing HLPs in teacher ed or leadership curriculum</td>
<td>4.57 /5</td>
</tr>
<tr>
<td></td>
<td><img src="https://example.com" alt="4.57 stars" /></td>
</tr>
<tr>
<td>Level of confidence in implementing CLR in teacher ed or leadership curriculum</td>
<td>4.43 /5</td>
</tr>
<tr>
<td></td>
<td><img src="https://example.com" alt="4.43 stars" /></td>
</tr>
</tbody>
</table>
Conference Evaluation

Plans to implement the learned information

- Meet with department faculty and plan
- Reorganize some courses
- Embed the content
- Intentionality in implementing the content
- Incorporate both in classroom conversations and assignments
## Conference Evaluation

<table>
<thead>
<tr>
<th>Favorite Part of Conference</th>
<th>Least Favorite Part of Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration; working sessions; interactions</td>
<td>Culturally responsive discussion; difficulties following Friday's keynote; ideological presentation</td>
</tr>
<tr>
<td>Dr. Kennedy</td>
<td>Cold temps</td>
</tr>
<tr>
<td>Both Speakers</td>
<td>Didn’t receive examples of how to use culturally responsive teaching in classroom</td>
</tr>
<tr>
<td>Dr. Hunter</td>
<td>Student panel duration and questions</td>
</tr>
<tr>
<td>All of the conference</td>
<td>Inability to collaborate with colleagues from other universities</td>
</tr>
<tr>
<td>Student Panel</td>
<td></td>
</tr>
</tbody>
</table>
Next Steps

Follow up with participants to see how EPPs have embedded culturally responsive practices and HLPs in teacher prep and leadership programs.
Wrap up

● What strategies is your EPP using to embed culturally and linguistically responsive practices?

● How are you ensuring faculty, field supervisors, and mentors are knowledgeable about CLRP practices?

● What ideas do you have about using the resources shared and described in the presentation?

● What additional resources or supports might be helpful?
Disclaimer

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