



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

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Who We Are



Erica McCray



Meg Kamman



Selma Powell



Corlis Snow

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

	 Affinity Groups	 Topical Action Groups	 Collaboratories
WHAT	<ul style="list-style-type: none"> Provides an overview and examples of basic tools Considerations for additions to state blueprints 	<ul style="list-style-type: none"> Teams engage in cross-state sharing and problem-solving Support is aligned to blueprint goals 	<ul style="list-style-type: none"> Support is aligned to shared goals and plans for inquiry, implementation, and product development/dissemination
WHO	<ul style="list-style-type: none"> Open invitation to all new/existing targeted and intensive participants May be universally available 	<ul style="list-style-type: none"> Invitation only: must have a blueprint goal in designated topic area Committed membership from each SLT 	<ul style="list-style-type: none"> Invitation only: must have implementation in topic area Small group of committed representatives
HOW	<ul style="list-style-type: none"> An hour, once monthly, approximately 6 months 	<ul style="list-style-type: none"> 60-90 minutes, once monthly, 12-24 months 	<ul style="list-style-type: none"> Determined by team
3.0	<ul style="list-style-type: none"> Recruiting Diverse Teacher and Leader Candidates 	<ul style="list-style-type: none"> Culturally Relevant Education 	<ul style="list-style-type: none"> Integrating Technology, Virtual and Hybrid Pedagogy

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

Years 1 & 2

Primary focus on topics related to CRE and cross state sharing

Many states just getting started on their efforts

Year 3

Opened group for new state participants

Focus on committees and creating shared products

Year 4

Opened group for new state participants

Adjusted committees for new focus areas

Committees

Original





- Professional Development
- Infrastructure Supports



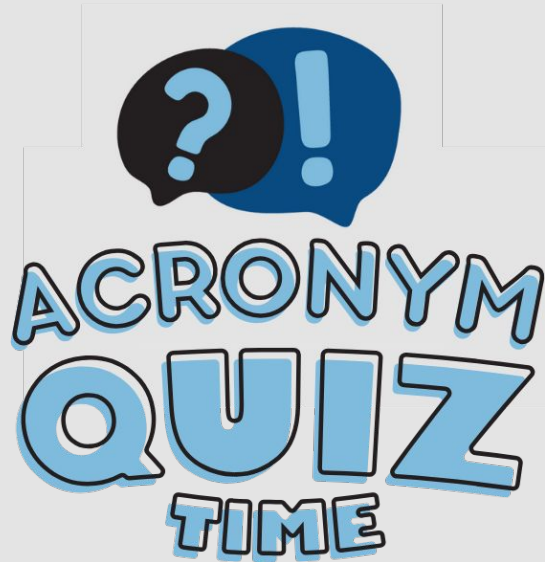
Refreshed

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

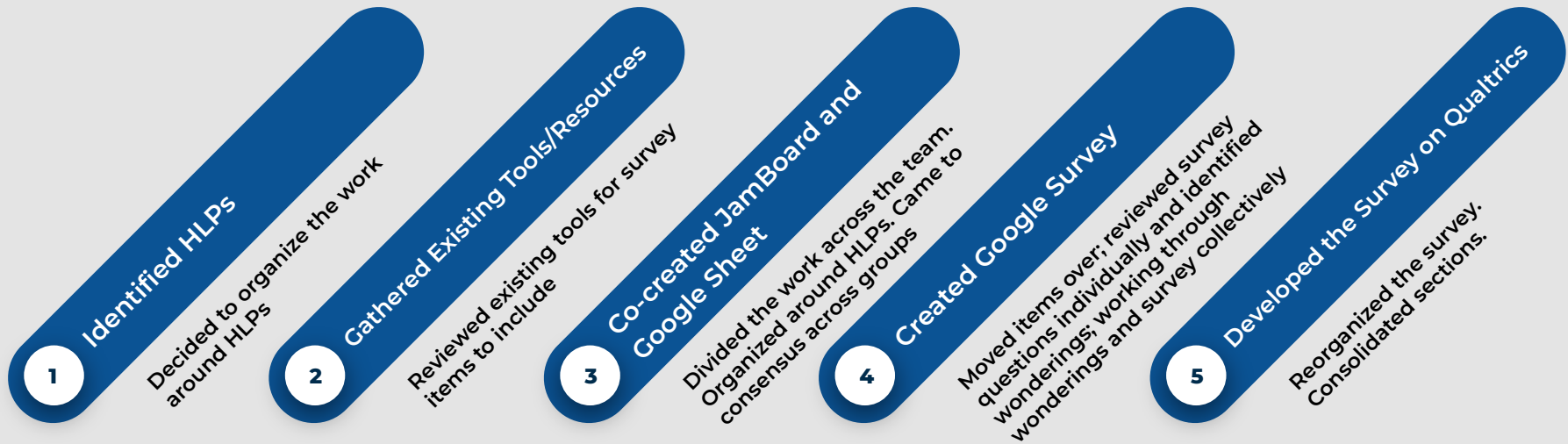
Four Briefs

-  **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



<https://tinyurl.com/muk8znze>

Culturally Responsive

Rate how confident you are in your ability to do each task related to teaching. Please rate your confidence at all (no confidence at all) to 100 (completely confident) between 0 and 100.

0 10 20 30 40
No Confidence At All

I am able to:

1. adapt instruction to meet the needs of all students
2. obtain information about my students' backgrounds
3. determine whether my students' learning styles are different
4. determine whether my students' home culture is different
5. identify ways that the school culture is different from students' home culture
6. implement strategies to minimize home culture and the school culture differences
7. assess student learning using various methods
8. obtain information about my students' home culture
9. build a sense of trust in my students
10. establish positive home-school relationships
11. use a variety of teaching methods
12. develop a community of learners
13. use my students' cultural background
14. use my students' prior knowledge
15. identify ways how students communicate
16. obtain information about my students' home culture
17. teach students about their culture
18. greet English Language Learners
19. design a classroom environment

NEW AMERICA

JENNY MUÑOZ

CULTURALLY RESPONSIVE A REFLECTION

ILLINOIS STATE BOARD OF EDUCATION
TITLE 23: EDUCATION
CHAPTER 1: GENERAL PROVISIONS
SUBCHAPTER 1: GENERAL PROVISIONS
CULTURALLY RESPONSIVE ILLINOIS

Section 24.10 Purpose
24.10 The Illinois Culturally I
24.100 The Illinois Professional
24.110 Language Arts Standard
(Repealed)
24.120 Technology Standards I
(Repealed)
24.130 The Illinois Professional

AUTHORITY: Implementing Article School Code [105 ILCS 5/Art. 21 and

SOURCE: Adopted at 26 Ill. Reg. 118 11505, effective July 26, 2010; amend amended at 44 Ill. Reg. _____, effective

Section 24.10 Purpose

This Part establishes certain standards educator licenses endorsed in teaching field. The standards set forth the programs that prepare them. This

- a) Beginning October 1, 2021, study in any teaching, s Board of Education's n shall be based on the co applicable standards idr or course-of-study-in-a Certification (23 Ill. Ad

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 types of practices that foster such an environment. If, upon the completion of the checklist, you find you may not be utilizing practices that promote a culturally learning environment for your students or their families. If you find you may want to adjust your practices. It is important to aspects of your students' education, including awareness a backgrounds. The following checklist can be used to ensure the best possible education.

DIRECTIONS: Please select 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

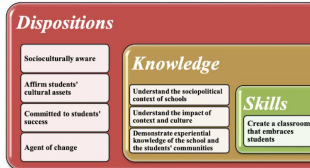
1. I display pictures, posters, and other materials that n backgrounds of children and families served in my ea
2. I select props for the dramatic play/housekeeping an dolls, clothing, cooking utensils, household articles, f
3. I ensure that the book/literacy area has pictures and cultures of children and families served in my school
4. I ensure that tabletop toys and other play accessories representative of the various cultural and ethnic gro society in general.
5. I read a variety of books exposing children in my earl various life experiences of cultures and ethnic group
6. When such books are not available, I provide opporto to create their own books and include them among t early childhood program or setting.
7. I adapt the above referenced approaches when prov interventions in the home setting.
8. I encourage and provide opportunities for children a through storytelling, puppets, marionettes, or other props to support the "oral tradition" common among many cultures.
9. I plan trips and community outings to places where children and their families can learn about their own cultural or ethnic history as well as the history of others.

THE MULTICULTURAL TEACHING

Background: Although multicultural is a common term used in education, it is often used in a school-based reform movement and a multicultural teacher is one who has the knowledge, skill ultimately society. Acknowledging that teachers are not simply multicultural or not, multie multicultural.

Description: The *Multicultural Teacher Capacity Scale (MTCS)* is a self-assessment tool c outlined by the included characteristics. Teachers reflect on the 11 multicultural characteris formative use to better understand where teachers fall on the continuum and to then seek ways is organized into three domains: **dispositions, knowledge, and skills**. Dispositions are the v skills. The next layer is knowledge, which is the information that is used to inform the skills classroom. Domains are the organizing categories and within each is a set of characteristics. Ei **progressing, advancing, and transformational**. The goal is for everyone to find a place on t knowledge, or skill. At the emerging level, the teachers are developing an awareness, which t advancing level and is intentional and sustained at the transformational level. The ultimate goal changes in their classrooms and beyond. By reflecting on their multicultural characteristics, te areas to work toward. This tool has implications for teacher education programs, teacher educat

Instructions: To identify their respective levels, teachers **review each characteristic** and refle until they reach a point where they do not meet the criteria listed. Levels are cumulative. subsequent level. It can be overwhelming to focus on 11 characteristics, therefore after reflecte



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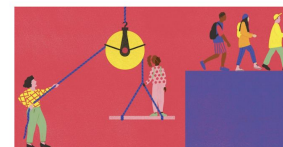
[Our Community](#) [Take Action](#)

[Press Center](#) [News](#) [Q](#)

High-Leverage Practices

Teaching Students with Disabilities—and All Students Who Need a Learning Boost

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



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>



Scan me!

High Leverage Practices Through a Culturally Relevant Lens Survey

Instructions: Please rate the extent to which you feel confident in your understanding and application of high leverage practices related to culturally and linguistically relevant pedagogy.

We recommend, you take this assessment with a particular role in mind (for example, your role as a teacher or your role as a family member. The results of this survey will help you identify strengths and areas for growth within your practice.

Responses:

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.

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

Please share about how your positionality influences your teaching.

	Consistently applies this skill	Applies this skill often	Beginning to understand this skill	Knows this skill's importance, but not how to apply it	Unfamiliar	Does not apply
I examine how my own cultural and educational background differ from my student(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of how my position (experiences, biases, and culture), power, and privilege impacts my students and families experience at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know all of my students' individual abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use my students' linguistic, racial, and cultural backgrounds to guide my practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intentionally work to communicate with multilingual learners and families in their home language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?



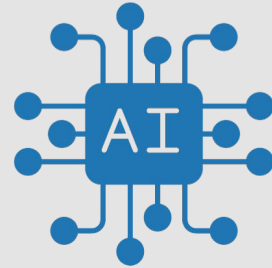
Currently in Progress



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



Course Review Guiding Document

CLRE workgroup informed the
WA-CEEDAR Curriculum Development
and Design Workgroup



Scan me!

<https://tinyurl.com/23x6k4jv>

Powell, S., Beam-Conroy, T., Park, C., Oppenheim, R. & Dunn, M. (2022)

DRAFT Course Review Guiding Document

This tool is intended for educators to review their syllabus, course materials, and instructional practices to help address and promote topics about race, equity, and inclusion. Initial questions represent a lead into the activity. Be thinking about your knowledge, experiences, and perspectives being favored initially in this process; aim to consider your students, families, and other community members' perspectives in how you think and work to address each subtopic.

This tool is not a template for creating your course's syllabus, but a rubric to evaluate your own or your program's course for how it promotes inclusion. Please adapt this tool to include your institution's syllabus required language.

Course title and description:			
Component of Racial Equity/Inclusion	Present*	Examples	Notes and ideas for Improving
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?	Y* N	<ul style="list-style-type: none">• "The racially inequitable educational system in which you will work..."• "The racially inequitable societies in which we live..."	
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?	Y N	<ul style="list-style-type: none">• "Instructional methods that support all learners..."• "Instructional methods create a sense of belonging for all learners..."• "Instructional methods that support all learners by..."	
Course title and description: You may not be able to change these, but consider: Does your course description include a land acknowledgement?	Y N	<ul style="list-style-type: none">• "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."	

Guiding Document: Equity Based Core Practices

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

<https://tinyurl.com/486788jj>



UNIVERSITY of WASHINGTON
COLLEGE OF EDUCATION

UW Special Education Equity-Based Core Practices

Teacher Candidate

Supervisor

CT

Date

Practice	Evidence/Critical Reflection- <i>Confronting Racism and Ableism</i>	
Data Collection & Assessment: TCs regularly collect and analyze student data to monitor student's growth and inform instructional practices. TCs acquire knowledge of students interests, goals, and strengths from ongoing, collaborative, person-centered planning efforts. Data sources may include observations, assessments, rubrics, conversations, student self monitoring or self reporting systems.	Evidence: How was this practice observed?	Critical Reflection: How am I making judgements about what counts/doesn't count as data? How am I seeing or viewing this information? Is the data/assessment objective or subjective? Are there implicit or explicit biases in the data collection system? If so, what are they? Who is using the data and for what purpose? What factors or elements are missing from the data/assessment? How do the assessments and evaluations acknowledge and address differences based on gender, home language, immigrant experience, race, culture, socio-economic status or ability? Are my assessments based on the learning objective and not comparisons across students?
Class Climate OR Student Engagement: TC uses multiple strategies to elicit every student's attention. TCs use strategies to build community with groups and individual students through which the worth and belonging of all students is affirmed. TC	Evidence: How was this practice observed?	Critical Reflection: Have I invited my students to create classroom agreements and norms? How am I viewing behavior? Am I seeing students as individuals or am I responding to them as part of a group? How does my own identity and implicit bias influence my understanding of behavior? What factors need to be considered to increase student engagement, student voice, student agency? What power dynamics are at play when addressing behavior and student engagement?

Guiding Document: Candidate-Student Interactions Observation Cultivating Caring Relationships with Students

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>



UW Special Education Teacher Candidate-Student Interactions Observation Cultivating Caring Relationships with Students

TC CT Placement Supervisor Date

Teacher Candidate practices:	Obs.	N/A	Noticings/Growth Opportunities
Expressing Care and Creating Inclusiveness			
● Interacts often with students	<input type="checkbox"/>	<input type="checkbox"/>	
● Structures activities/conversations/activities that enlist skills and experiences that student(s) bring from their families, cultures and backgrounds for deepening relationships and learning	<input type="checkbox"/>	<input type="checkbox"/>	
● TC shares stories or insights about themself with students and invites students to do the same	<input type="checkbox"/>	<input type="checkbox"/>	
● Listens actively and attentively when students share personal information	<input type="checkbox"/>	<input type="checkbox"/>	
● Facilitates and encourages peer collaboration and relationship building	<input type="checkbox"/>	<input type="checkbox"/>	
● Shared positive affect (smiling, laughter, enthusiasm)	<input type="checkbox"/>	<input type="checkbox"/>	
● Models respect (uses child's names, correct pronouns, acknowledges students when they express care by listening and being warm and friendly to one another)	<input type="checkbox"/>	<input type="checkbox"/>	
● Gets on children's level when engaging with them	<input type="checkbox"/>	<input type="checkbox"/>	
Being Emotionally Responsive and Encouraging			
● Notices and celebrates the ways in which student(s) contribute to the class	<input type="checkbox"/>	<input type="checkbox"/>	

Updated 9/2022

References: Dweck, Walton, & Cohen (2011). *Academic tenacity: Mindset and skills that promote long-term learning*. Seattle, WA: Bill and Melinda Gates Foundation.

CLASS™ *Observational Tool*

Delta State University- CEEDAR partner since 2016

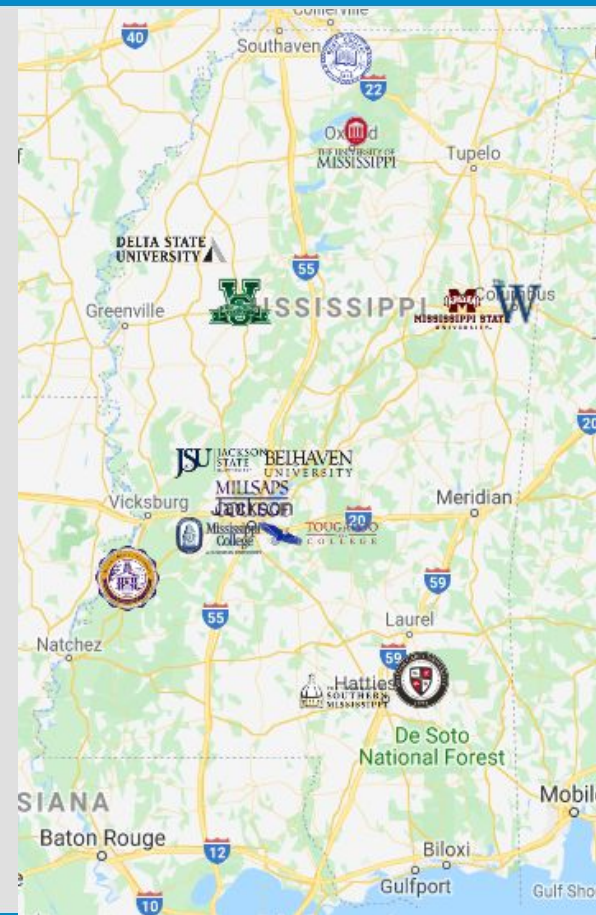
- Embedded evidence-based practices in literacy courses
- Developed a collaborative partnership to create a day-1-ready model for teacher prep
- Embedded Culturally Responsive Practices within teacher preparation coursework



**DELTA STATE
UNIVERSITY** 
COLLEGE OF EDUCATION
AND HUMAN SCIENCES

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

Conference Format

Two-day conference

Speakers addressed specific needs.

Working Sessions

Sharing

Student Panel



Conference Evaluation

Ratings		
Overall satisfaction	4.75 /5	
Level of confidence in implementing HLPs in teacher ed or leadership curriculum	4.57 /5	
Level of confidence in implementing CLRP in teacher ed or leadership curriculum	4.43 /5	

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

Favorite Part of Conference

Collaboration; working sessions; interactions

Dr. Kennedy

Both Speakers

Dr. Hunter

All of the conference

Student Panel

Least Favorite Part of Conference

Culturally responsive discussion; difficulties following Friday's keynote; ideological presentation

Cold temps

Didn't receive examples of how to use culturally responsive teaching in classroom

Student panel duration and questions

Inability to collaborate with colleagues from other universities

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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