Culturally Responsive Best Practices in Addressing Disproportionality

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Disproportionality Solutions Summit
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Agenda

- Review promising practices for addressing disproportionality
  - Culturally responsive systems
  - Culturally responsive pedagogy
  - Culturally responsive environments
- Apply awareness knowledge
Culture is to humans as water is to fish
Confronting the Issue of Culture

- Culture is inherent - everyone has it, not just ethnically and linguistically diverse students
- Cultural Competence - having the capacity to function effectively in cultural contexts which differ from one’s own
- Cultural Competence - requires the knowledge, skills, experience, and ability to engage in practices which result in improved outcomes for all students
- It is important to be mindful of culture in every activity.
What is Culturally Responsive Practice?

- Culturally responsive practices are specific educational practices, instructional strategies, team processes, and curricula content which have been established by research to increase the achievement of culturally diverse students.
Making Positive Change

- Providing early intervening services (EIS) and employing a response-to-intervention (RtI) process
- Strengthening parent/family involvement and community partnerships
- Utilizing culturally appropriate curriculum, developing culturally responsive teaching skills, and establishing a culturally competent school environment.
Intervening at the first sign of difficulty

- How might you provide a structure for providing evidenced-based strategies to support academic and behavioral concerns before those issues suggest a need for special education referral?
Tiered System of Prevention and Intervention

**Tier I: 80-90%**
- All Students
- Preventative, Proactive

**Tier 2: 10-15%**
- At-Risk Students
- Small Group

**Tier 3: 1-5%**
- Few Students
- Increased Frequency
- Longer Duration

**Core Curriculum and Instruction**
- Universal Screening (Benchmarking)
- Progress Monitoring

**Targeted, Supplemental Supports**
- Progress Monitoring, Additional Assessments

**Intense, Individualized Support**
- PM, Addtl Assessments

**Services across tiers are fluid and data-driven**

**District/Community Team**
Building Core Team

**Building Core Team**
Grade Level Teams

**Grade Level Teams**
Response to Intervention Team
School Improvement Team
## Guiding Questions

<table>
<thead>
<tr>
<th>Curriculum, Instruction, &amp; Intervention</th>
<th>Problem-Solving</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>In what ways is the curriculum culturally responsive?</td>
<td>In what way is the student culturally or linguistically diverse?</td>
<td>What types of assessments are used to measure student performance? Are they culturally appropriate?</td>
</tr>
<tr>
<td>How is the curriculum being taught? What materials are being used?</td>
<td>How might you use what you know about the student’s cultural background to improve his/her achievement?</td>
<td>Have authentic assessments been used in addition to progress monitoring?</td>
</tr>
<tr>
<td>What services/supports are available?</td>
<td>How has the context of the classroom be adapted in consideration of culture (i.e. diverse curriculum, instructional materials)?</td>
<td>What tasks can the student perform and in what contexts?</td>
</tr>
<tr>
<td>What evidenced based interventions are used?</td>
<td>In what way is instruction adapted to meet the cultural or linguistic needs of the student?</td>
<td>How is assessment data used to develop and intensify instruction/intervention?</td>
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<tr>
<td></td>
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<td>How does student performance differ as a function of the cultural demands of the assessments given?</td>
</tr>
</tbody>
</table>
Assessment Using a CHC Cross-Battery Approach

The appeal of the CHC Cross-Battery Approach lies in the fact that:

- It is based on the most validated and established contemporary theory of cognitive abilities within the psychometric tradition.
- It provides a defensible interpretive method for identifying cognitive processing strengths and weaknesses (important in LD evaluations).
- It guards against the major sources of invalidity in assessment and interpretation.
- It is psychometrically sound.
- It allows for flexibility in designing assessment batteries to meet the unique needs of the individual.
- It is systematic in its approach and specifies methods for evaluating the cognitive capabilities of all individuals, including those from diverse cultural and linguistic backgrounds.

Cultural and Linguistic Classification of Tests

PATTERN OF EXPECTED PERFORMANCE OF CULTURALLY AND LINGUISTICALLY DIVERSE CHILDREN

DEGREE OF LINGUISTIC DEMAND

LOW | MODERATE | HIGH

DEGREE OF CULTURAL LOADING

LOW | MODERATE | HIGH

PERFORMANCE LEAST AFFECTED

INCREASING EFFECT OF LANGUAGE DIFFERENCE

INCREASING EFFECT OF CULTURAL DIFFERENCE

PERFORMANCE MOST AFFECTED

(COMBINED EFFECT OF CULTURE & LANGUAGE DIFFERENCES)

Next Steps

- How might you begin to implement essential components of a response-to-intervention framework that will support monitoring a student’s response to those interventions?
- What components do you already have in place?
- What does the data tell you about the impact of these components on culturally and linguistically diverse students?
Engaging in Cultural Responsive Pedagogy

- How might we ensure the use of culturally responsive curriculum and instruction?

- How might we intentionally acknowledge that cultural competence is a necessary developmental process?
A Developmental Process

- Continual examination of one’s own life experiences and biases
- Accepting and learning multiple worldviews
- Defining a set of values and principles
- Defining a set of behaviors and attitudes
Culturally Responsive Pedagogy

- Cultural diversity is inherent part of:
  - Course conceptualization
  - Objectives
  - Learning materials
  - Activities for learning
• Start with a **culturally responsive curriculum**
• Increase knowledge about students’ culture, language and learning style
• Modify curriculum and instruction accordingly
Culturally Responsive Curriculum

- Three levels of curriculum transformation
  1. Exclusive
     - Teaches minor aspects of diversity at the lowest level.
  2. Inclusive
     - Adds diversity content but retains the traditional, original structure.
  3. Transformed
     - Challenges traditional views and encourages reconceptualization and new ways of thinking.
Practices of Culturally Responsive Educators

- Build connections between academic learning and student’s prior understanding, knowledge, and values
- Culture, language and dialect are valued and used as assets in learning
- Empower students
- High expectations and standards set
- Remedial work not acceptable
- Activities for higher order thinking
Practices of Culturally Responsive Educators

- Most effective practice
  - Hands-on
  - Cooperative and collaborative
  - Culturally aligned
- Less emphasis on lecture
“dig knowledge out of students” rather than “fill them up with it.”

-- Ladson-Billings
Effective Teaching Practices for African American Children

- Set high expectations
- Stress interpersonal relationships
- Stress involvement with family and community
- Expand curriculum to appeal to strengths and interests of African American students
- Acknowledge culture in the classroom
  - White teachers developed “hyperconsciousness” about race in the classroom
Training culturally responsive teachers

- Communicate commitment to cultural responsiveness
- Teach to remove barriers to learning
- Provide resources for teachers to develop effective culturally responsive pedagogical methods
- Train teachers to place students and their cultures at the center of learning
- Ensure that all teachers respect the culture of their students
- Teach cultural sensitivity
- Train teachers to empower students
Application

- Review the scenario provided.
- Pair with your neighbor to:
  - determine ways in which you would re-design the scenario so that it is culturally responsive.
- Be ready to share out your responses.
Promoting Positive Behavior

- How might you increase the focus on positive behavior across the school environment and support school staff’s knowledge of teaching and supporting positive behavior among all students?
- How might you assist staff in understanding the differences between behaviors that maybe cultural differences as opposed to those behaviors that warrant disciplinary actions?
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**Resources & Services Intensity**
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- Building Core Team
- Grade Level Teams
- Response to Intervention Team
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<td>What do we teach all students about behavior?</td>
<td>What types of assessments are being used to measure student performance?</td>
<td>What happens when a teacher or parent has a concern about a student?</td>
</tr>
<tr>
<td>In what ways are we teaching behavior expectations? What materials are being used?</td>
<td>How are we measuring the progress of all students?</td>
<td>How are we identifying students who are in need of additional supports?</td>
</tr>
<tr>
<td>What services/supports are available?</td>
<td>How is assessment data being used to develop and intensify instruction/intervention?</td>
<td>How is assessment data being used for groups of students and individual students?</td>
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Strategies for Enacting Culturally Responsive Environments

- Organizing the Physical Environment
- Establishing Expectations for Behavior
- Communicating in Culturally Consistent Ways
- Creating Caring, Inclusive Classrooms
- Collaborating with Families
Organizing the Physical Environment

- Use the environment strategically to communicate respect for diversity

Examples:
- Posters depicting people from various cultural groups
- Desks arranged in clusters to promote social interaction
Establishing Expectations for Behavior

- Explicitly teach students about expectations for behavior and engage students in decision making about the rules.

Examples:
- Collaboratively develop 3-5 rules
- Demonstrate, Demonstrate, Practice, Prove
Communicating in Culturally Consistent Ways

- Recognize the ways in which differences in discourse style impact behavior.

- Examples:
  - Use of directives vs. politeness formulas
  - Use effective “control statements”
Creating Caring, Inclusive Classrooms

- Engage in practices that promote a classroom community.

Examples:
- Greet students with phrases used in their culture
- Communicate high expectations
- Collaborative learning activities
Collaborating with Families

- Broaden definition of family involvement and consider divergent expectations about appropriate school behavior.

Examples:
- Identify parent perspectives regarding school involvement
- Make “mutual accommodations” regarding behavior expectations
Next Steps

- Examine the data around behavior.
- How might you support positive behavior among all students? What components do you already have in place?
- In what ways can you ensure that families feel valued?
Resources

- **Tiered Systems:**
  - National Center on Student Progress Monitoring: [http://www.studentprogress.org/chart/chart.asp](http://www.studentprogress.org/chart/chart.asp)
  - IRIS Center: [http://iris.peabody.vanderbilt.edu/resources.html](http://iris.peabody.vanderbilt.edu/resources.html)
  - Blumberg Center@ISU: [http://www.indstate.edu/soe/blumberg/cpsp/cps-res.html](http://www.indstate.edu/soe/blumberg/cpsp/cps-res.html)

- **Pedagogy:**
  - National Center on Student Progress Monitoring: [http://www.studentprogress.org/chart/chart.asp](http://www.studentprogress.org/chart/chart.asp)
  - IRIS Center: [http://iris.peabody.vanderbilt.edu/resources.html](http://iris.peabody.vanderbilt.edu/resources.html)
  - Blumberg Center@ISU: [http://www.indstate.edu/soe/blumberg/cpsp/cps-res.html](http://www.indstate.edu/soe/blumberg/cpsp/cps-res.html)

- **Classroom Environment:**
  - Behavior Lesson Plans: [http://education.uncc.edu/bric/](http://education.uncc.edu/bric/)