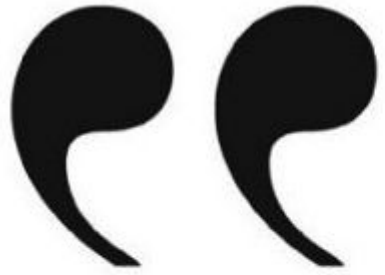An Evidence Based Approach to Closing Achievement Gaps

CRT Characteristic # 1

CRT Characteristic # 2

CRT Characteristic # 3

A Principal and Teacher's Journey To Culturally Responsive Teaching Certification

The process of REC [Racial, Ethnic, Cultural]-identity development...is not so much linear as circular. It's like moving up a spiral staircase; as you proceed up each level, you have a sense that you have passed this way before, but you are not in exactly the same spot.

Why are all the black kids sitting together in the cafeteria?
And other conversations about race. - Dr. Beverly Tatum, 2017

01

Setting the Stage – Looking Back to Move Forward

A Brief History of the Work at Lakeside

Eliminating Barriers & Inequity – Systematic Change Over Time

2018 - 19	2019 - 20	2020 - 21	2021 - 22	2022 - 23
Data Gathering *Prepping for Change:* ● **Curriculum Maps** ● Assessment ● PLC Work	**Elimination of Levels**: ● All English ● Math 6/7 Collapsed Standard & Adv *Professional Learning:* ● **Differentiation**	Providing high quality instruction in a virtual environment *Setting the Stage:* **Invitational Learning Environments & CRT**	**Examining and Implementing CRT** practices to increase our ability **differentiate instruction** for all students	

Teacher Impact – Shifts in Practice

Examining CRT Characteristics 1, 2 and 3

Resources

Doubet, Kristina & Hockett, Jessica. (2015) *Differentiation in middle school & high school: strategies to engage all learners.* ASCD.

Feldman, Joe.(2019) *Grading for equity: what It is, why it matters, and how it can transform schools and classrooms.* Corwin.

Fisher, D., Frey, N., Almarode, J., Flories, K., & Nagel, D. (202) *PLC +: better decisions and greater impact by design.* Corwin.

Hammond, Zaretta. (2015) *Culturally responsive teaching and the Brain.* Corwin (Reread)

Khalifa, Mohammad. (2020) *Culturally responsive school leaderships.* Harvard Education Press.

Safar, S., & Dugan, J. (2021) *Street data: a next generation model for equity, pedagogy, and school transformation.* Corwin. 2021

Tatum, Beverly. (2017) *Why are all the black kids sitting together in the cafeteria? And other conversations about race.* Basic Books, 2017
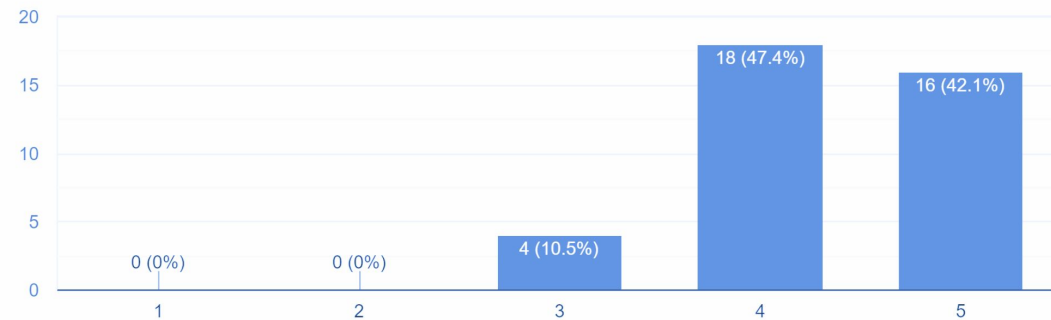
Tomlinson, Carol. (2021) *So each may soar: the principles and practices of learner-centered classrooms.* ASCD

Teacher Mindset Shifts- CRT 1
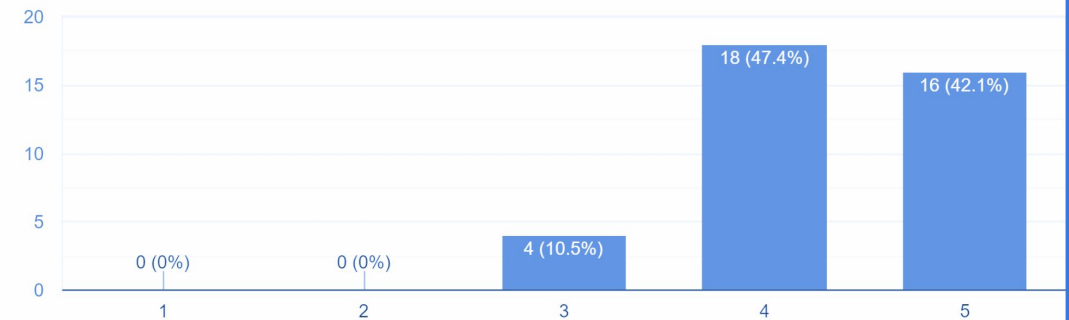
Teacher Self Reported

I consider my students' culture when designing experiences more than in previous years after engaging in this year's professional learning sessions.

38 responses

I take into consideration how my culture preferences might be sending either covert or overt messages to my students when making instructional decisions.

38 responses

Teacher Mindset Shifts- CRT 1
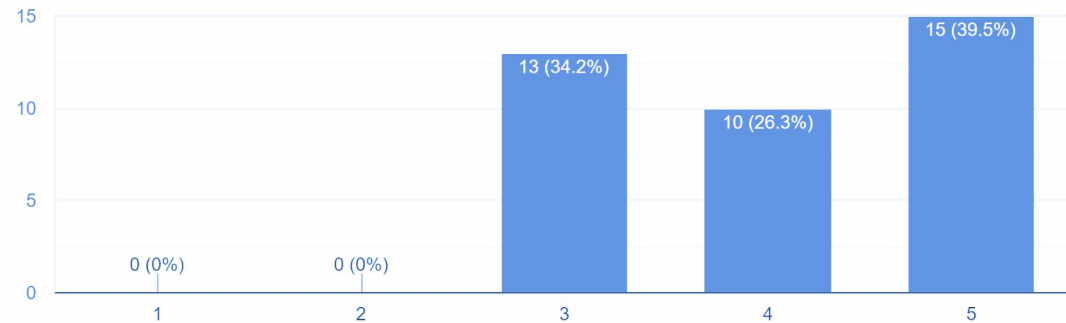
Self-Reported Change in Practices

- "In collaborating with teachers, I have been able to use some of the same language from our professional development to help them build stronger relationships with students. **Sharing language around "social threats" has increased teacher understanding of the student experience.** Using the Mindful Reflection Protocol, I have also been to get feedback from teachers on how I can support their partnerships with students."

- **"I incorporate strategies such as story-telling in my units in consideration of cultures that use storytelling for learning,** I offer choice boards for my units for students to use when they complete a task that allows students to choose topics they find interesting to deepen their learning within a unit."

- "Activate students prior knowledge using cultural context **- they share details regarding culture, societal influences that impact the way in which they engage in the creative process...** "

- "I've done **a lot of work this year, regarding assumptions I make about student reactions.** If a student is not engaging in material/class, I am working to **create space and conversation that allows students to express their perspective so that we can work together** to create an environment/activity that supports their needs."

Teacher Mindset Shifts- CRT 2
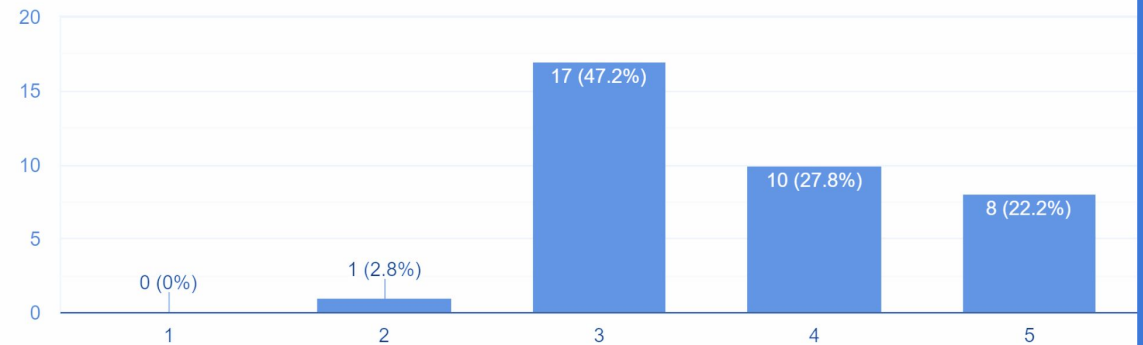
Teachers Self Reported

The equity audit at midyear helped me reflect on my data in new ways and consider my student results through a new lens.

38 responses

The revision policy has provided a structure for me to alternatively assess student learning.

36 responses

Teacher Mindset Shifts- CRT 2

Self-Reported Change in Practices

- The *Equity Audit:*
- helped me **identify where my practices might be disadvantaging students**, in particular, I noticed that HL students were less likely to reassess work, and in doing so, I was able to address this disparity and correct it.
- I use *Illuminate* **data to guide my personal reflection on student achievement and ways to change instruction** to help close achievement gaps ... I also provide *scaffolding* of text or assignments.
- Completing an equity audit allowed me to **notice the students/families that were not accessing counseling services. This allowed me to consider different ways to reach out to students and families and to consider different ways to build trust and relationships.**

- I have really experimented a lot with the revision protocol this year. I have gotten feedback from students that they feel supported and cared about. **They feel like the classroom is a space where they can make mistakes and aren't punished for small careless errors. This makes me feel valuable as a teacher providing feedback and less centered on grades.** The culture is one of mastery, not quantity.

- Using the school assessment data to analyze student learning engagement in the classroom and to develop a plan of action for how to increase productivity. Based on the data provided, **entered into a process of addressing specific students in a grade level and working on specific strategies to increase productivity, engagement, and begin goal setting.** *Back Talk Strategy* **is one example**.

Teacher Reflections - CRT 3

Reflections

I have partnered/collaborated more with students, families, and colleagues to support learning this year because of the CRT work.

38 responses
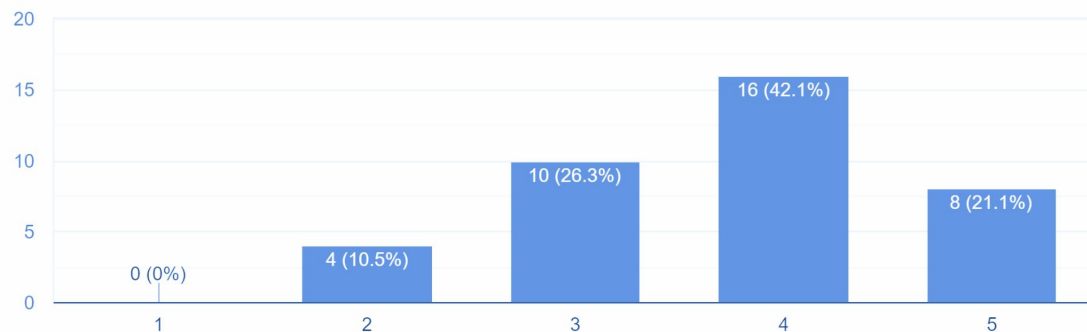
Change in Practices

- I started **having individual conversations with students about their growth between the pre-assessments, formative assessments, and summative assessments.**

- I meet with my Call To Action students to discuss their achievement and reflect on what is working and what is not working. **I recently implemented learning disposition choices for all students for each lesson as a means to help students set "soft" goals to help them establish day-to-day mini-goals.**

- **Using Talking Points this year has been a great tool to communicate with families who do not speak English as their first language. As a result of this increased communication, I had more meetings with families** about their high school transition and I was able to to affirm their culture and language by inviting interpreters into those meetings.

- I implemented a checklist of learning goals to **help students track their own progress.**

- Recently I have tried to **host some kids for lunch** and am looking to add a few more if they are able. During this time **I am able to have a more open and direct, individualized conversation.**
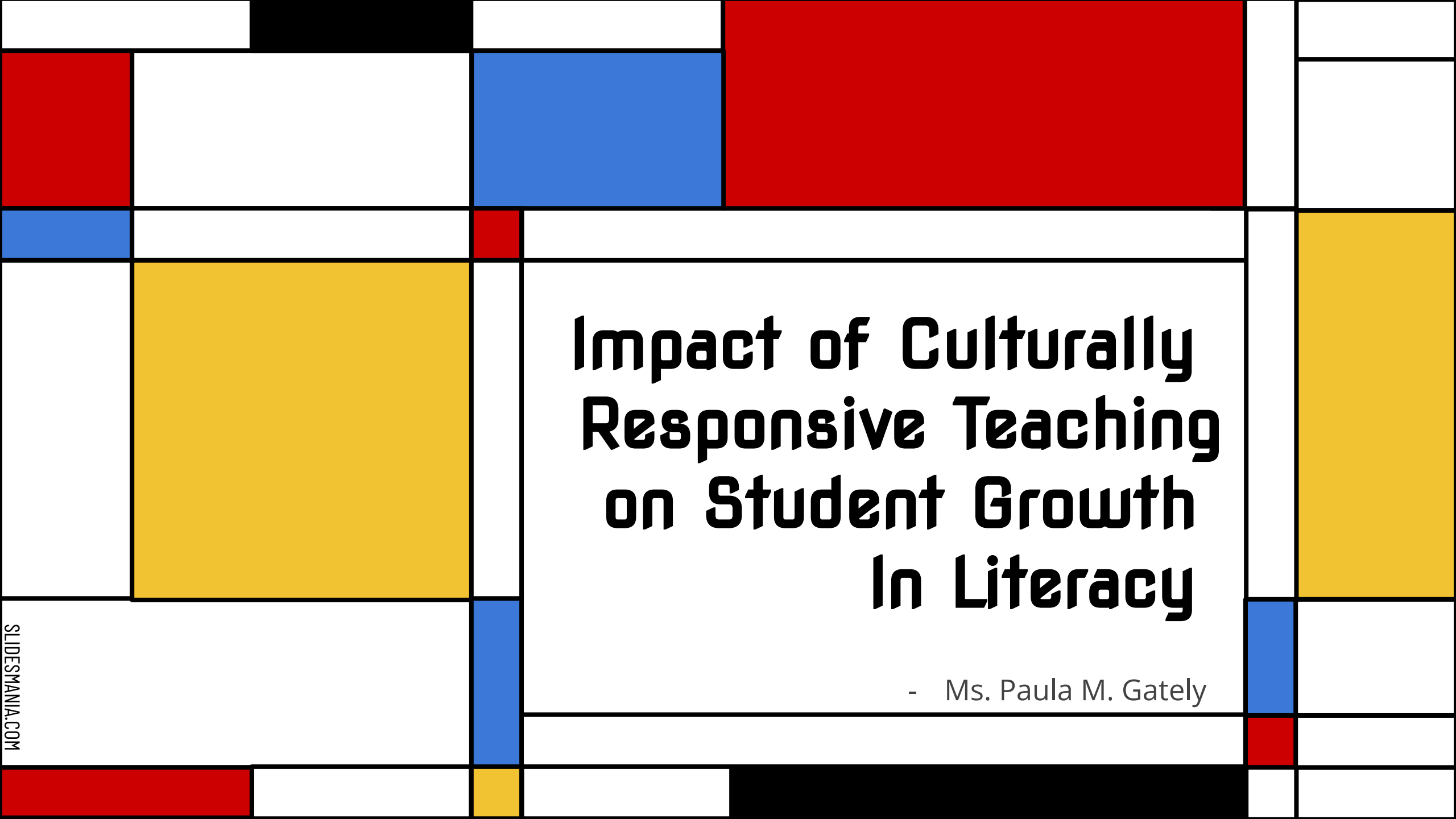
Impact

Increased the number of CRT Certifications & Microcredentials

- **0 → 4** Fully Certified Staff Members: 1 School Counselor, 1 Classroom Teacher, 2 Administrators
- **1 → 8** Microcredential Teachers and Counselors

Student Achievement Data

As compared the 18 - 19 pre-pandemic data, with growth data we have:

- **Nearly eliminated** the achievement gap in reading and math for black students
- Reduced the reading achievement gap for **Students with Disabilities**
- **Increased reading and math** performance for **Economically Disadvantaged students**
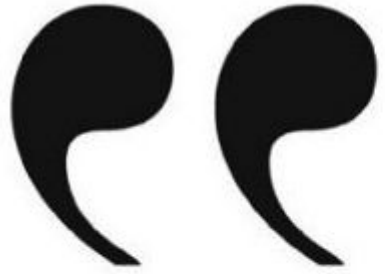
Impact of Culturally Responsive Teaching on Student Growth In Literacy

- Ms. Paula M. Gately

Equity Audit

Critically Analyzing Data for Inequities and Achievement Gaps

- **What patterns are present between academic achievement and cultural/identity factors?**
  - Disaggregating fall reading data including Fall 2021 Growth Assessment Data, Quarter 1 reading assessment data, and schoolwide bus referral data led me to selecting my focus students
  - 100% of my African American students were not yet experiencing equitable outcomes in reading. This data illuminated the achievement gap in reading proficiency between my African American students and the rest of the students in my class.

How can I adjust my instructional practices and strategies to intentionally disrupt this pattern and improve problems of practice?

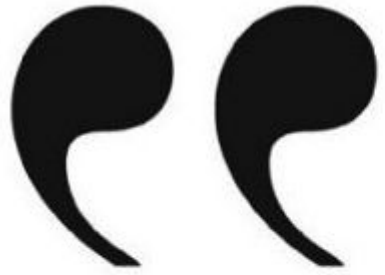# Taking Action: Aligning Instructional Strategies with the Cultural Values of Students

		Student Preferences (based on student conference feedback and observation)		
	Score	Individualist (I'd rather show that I understand myself) Collectivist (I'd rather show that we understand together)	Oral (I'd rather talk it out to understand and show what I know) Written (I'd rather read and write it out to understand and show what I know)	Directive (I'd rather you told me exactly how you want me to show what I know) Open Ended (I'd rather you leave it to me to decide how I'll show what I know
Focus Student #1	24%	Collectivist	Written	Open ended
Focus Student #2	45%	Collectivist	Oral	Directive
Student 3	61%	Individualist	Oral	Open ended
Student 4	67%	Individualist	Written	Directive
Student 5	52%	Collectivist	Oral	Directive
Student 6	61%	Collectivist	Oral	Open ended
Student 7	73%	Individualist	Written	Open ended

Taking Action: Aligning Instructional Strategies with the Cultural Values of Students

Average score of Collectivists: 51% Average score of Individualists: 57% Class Makeup: Percent of Collectivists: 42% Percent of Individualists: 58% Takeaways: More individualists in my class and individualists averaged 6% better on the reading midyear exam. Both of my focus students are collectivists.	Average score of Oral: 49% Average score of Written: 55% Class Makeup: Percent of Oral: 63% Percent of Written:37% Takeaways: Students who prefer to show what they know through writing averaged 6% better than students who preferred to express their thinking orally. One of my focus students prefers written while one prefers oral and I need to provide opportunities for both of them to express their learning in ways that they prefer.	Average score of Directive: 53% Average score of Open ended: 54% Class Makeup: Directive Average: 47% Open Ended Average: 53% Takeaways: There was not a significant difference between the scores of the students who preferred open ended or directive assessments.

"Students with increased brainpower can accelerate their own learning, meaning they know how to learn new content and improve their weak skills on their own."
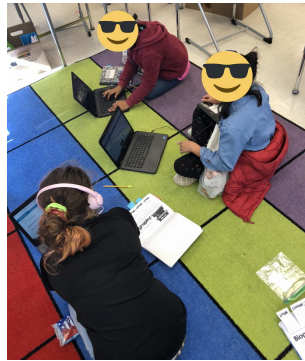
Zaretta Hammond, CRT and the Brain, p. 15

Teaching To and Through Culture: Shifts In Instructional Practices

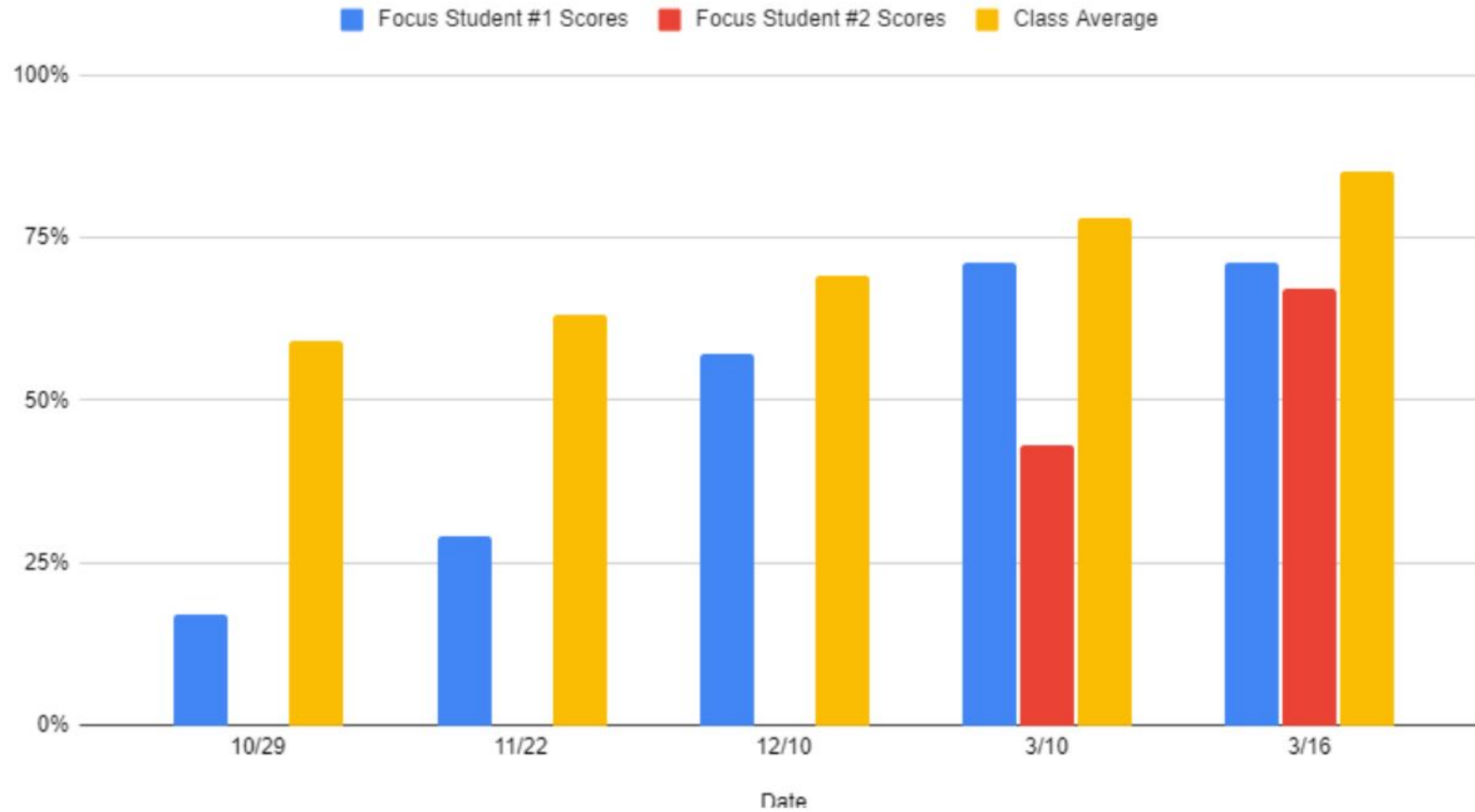| Oral/Written Balance	Collectivist
Empowerment through **choice** between celebrating their learning orally (preparing a book talk for their group) or through writing (creating biography flipbooks)	Opportunities for processing learning as an interdependent group where the success of the whole group is celebrated (skits, STEM challenges, Minecraft)

"I'll do more book talks because it's easier for me to talk about stuff I know and I like to teach my friends that way."
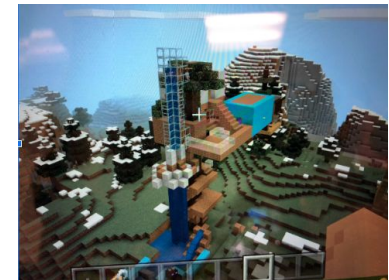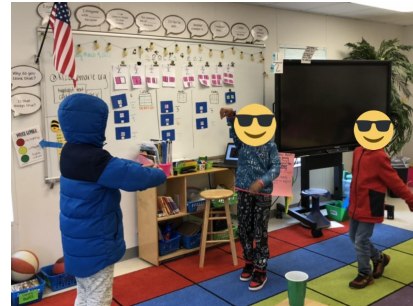
"I like working in a group because I get to do what I am good at and help the group. I feel important."

Impact on Student Growth

Readworks Comprehension Scores