Centering Equity in Educator Effectiveness: Culturally Responsive and Sustaining Classrooms
AGENDA

Welcome and Overview

Key Characteristics of Culturally Responsive and Sustaining Practices

Educator Effectiveness & Culturally Responsive and Sustaining Practices

Culturally Responsive and Sustaining Classrooms
Great Lakes Equity Center

- One of ten regional Equity Assistance Centers
- Federally funded - Title IV of 1964 Civil Rights Act
- Provide On-Demand Technical Assistance
- Serve local and state educational agencies
- Desegregation, race, gender, national origin
Today’s Facilitators...

Presenters:

Tiffany Kyser, MA
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Technical Director:

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Assistant Director of Continuous Improvement
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Special thanks to Tammera Moore, Graduate Assistant, Great Lakes Equity Center for her contributions in developing this webinar.
Understanding Equity

Educational equity... when educational policies, practices, interactions, and resources, are representative of, constructed by, and responsive to all people such that each individual has access to, can meaningfully participate, and make progress in high-quality learning experiences that empowers them towards self-determination and reduces disparities in outcomes regardless of individual characteristics and cultural identities (Great Lakes Equity Center, 2011)
Centering Equity in Educator Effectiveness Series

Centering Equity in Educator Effectiveness: Culturally Responsive & Sustaining Classrooms
✓ November 18, 2015

Beyond Letter Grades and General Praise: Engaging Students Through Intentional Feedback
✓ February 24, 2016

Centering Equity in Educator Effectiveness: Utilizing Critical Literacy Strategies
✓ March 18, 2016
Welcome to Equi-Learn Webinar Series

This presentation is interactive. Participants are asked to join in real-time online discussions via chat.

To reduce noise distractions, participants’ microphones will be disabled.

Webinar materials are accessible on the Great Lakes Equity Center website www.greatlakesequity.org
Participants in this webinar will:

Explore key characteristics of culturally responsive and sustaining practices;

Discuss the importance of utilizing culturally responsive and sustaining practices in classrooms supportive of all students;

Examine the qualities of culturally responsive and sustaining classrooms; and

Identify Culturally Responsive and Sustaining Practices in an example classroom lesson.
Framing the Discussion

What do you KNOW about culturally responsive and sustaining practices already?

What CONNECTIONS can you make between educator effectiveness & culturally responsive and sustaining practices?

What do you hope to LEARN from today’s webinar?
Why is utilizing culturally responsive and sustaining practices in classrooms important for educators and students?
Inclusive and Responsive Practices Prepare Educators to Teach All Students

It’s about ensuring that **ALL** educators have the capacity to provide robust, responsive, relevant and rigorous learning opportunities for every student, in every classroom in every school, everyday.

It’s not about reassigning “good” teachers and administrators to specific schools and classrooms.
Why Are These Pedagogies Important?

Educators fulfill a desire for social justice by working with historically marginalized students.

(Duncan-Andrade, 2007; Ladson-Billings, 1994).

Educators deepen authentic engagement in their school communities, appreciate their school communities’ and students’ assets, and learn from them.

(Ladson-Billings, 2014)
Why Are These Pedagogies Important?

School leaders promote multicultural capital among teachers, which leads to more diverse faculties committed to working with historically underserved students.

(Achinstein et al., 2010; Ingersoll & May, 2011; Lau et al., 2007; Partee, 2014)

The learning environment benefits all students and communities, reduces barriers to quality learning opportunities, and is a path to leveling the playing field for historically marginalized communities while still preserving the richness and beauty those communities possess.

(Ladson-Billings, 1994; Paris & Alim, 2014)
What is Culturally Responsive and Sustaining Pedagogy Anyway?

Culturally responsive and sustaining practices derive from asset pedagogies that promote academic achievement, cultural competence, preservation of heritage practices, and high outcomes for students and their communities (Ladson-Billings, 1995; Paris, 2012).

Students maintain “their community and heritage ways with language and other cultural practices in the process of gaining access to dominant ones” (Paris, 2012, p. 94).

Within-group and between-group cultural practices are promoted, along with explicit instruction on how to connect the two (Laing, 2013; Paris & Alim, 2014).

Educators, students, and communities work together to question and change an unjust status quo (Ladson-Billings, 1995, 2014; Paris, 2012).
RECALLING OUR DEFINITION OF EQUITY

Access

Representation

Meaningful Participation

Positive Outcomes
Relationship to Equity

Access
• Provides cultural and linguistic access to curriculum

Representation
• Centers students’ lived experiences in curriculum and in co-construction of knowledge
Relationship to Equity

Meaningful Participation
- Students are rich in assets that contribute to the learning environment
- Students are engaged in their communities

Positive Outcomes
- Realizes achievement gains, but also social, cultural, and personal identity development
Journaling Activity:
How prepared are you to embrace the essential concepts associated with Culturally Responsive and Sustaining Pedagogies?

Reflect upon your own personal identities, educator preparation, conversations with colleagues, and professional development.
Foregrounding Equity

Equity by Design
Rethinking Quality: Foregrounding Equity in Definitions of “High Quality” Educators

Rodney S. Whiteman
Kathleen A. K. Thorius
Seena M. Skelton
Tiffany Kyser

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Equity-Focused Educators and Culturally Responsive and Sustaining Pedagogy

Personal Qualities (Values, Skills, and Knowledge)

Student Outcomes (Achievement, Personal Growth, and Social Growth)

Performance (Critical Pedagogies and Universal Design)
Personal Qualities

- Values all students; committed to communities.
- Views students’ backgrounds as assets.
- Understands relationships between language, culture, privilege, power, and learning.
- Reflects on how identities position themselves and others.
Culturally Responsive and Sustaining Pedagogies & Equity-Oriented Educators

**Performance**

- Promotes learning for all students.
- Responds to and maintains students’ heritage practices.
- Provides students with tools to critique and redress injustice.
- Provides learners with multiple means of accessing and demonstrating knowledge.

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(Adapted from Whiteman et al., 2015)
Culturally Responsive and Sustaining Pedagogies & Equity-Oriented Educators

Student Outcomes

- High achievement outcomes for all students.
- Development of individual identities and agency to express identities.
- Prepared to live among others in a pluralistic society.

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(Adapted from Whiteman et al., 2015)
Overarching Strategies for Implementing Culturally Responsive and Sustaining Practices in the Classroom

- Explicitly communicate the assets of varied lived experiences, particularly those that have been historically marginalized (Ladson-Billings, 1995; Duncan-Andrade, 2007; Laing, 2013).

- Assist students in developing an opposition to oppression (Stovall, 2006; Gay, 2010; Laing, 2013; Aronson & Laughter 2015).

- Foster a value and commitment for students’ lived experiences as well as knowledge of how to connect to and honor other lived experiences (Paris, 2012; Paris & Alim, 2014).

- Seek out and facilitate participation by community members in the development of counter narratives (Perry, Steele, & Hilliard, 2003; Duncan-Andrade, 2007).
Key Culturally Responsive and Sustaining Classroom Practices

1. Base curriculum on the cultural-linguistic realities of students, and view those realities as assets.

2. Perpetuate and foster linguistic, literate, and cultural pluralism by sustaining in-group cultural practices and cross-group cultural practices. Paris (2012) calls this “linguistic and cultural dexterity and plurality” (p. 95).

3. Reflect and support communities’ language and cultural practices in ways both traditional and evolving.

4. Address the fact that what it means to have an identity (e.g., Female, Transgender, African American) shifts in time and space as culture shifts.

Recognizing Culturally Responsive and Sustaining Practices in the Classroom

Watch the video and respond to the following questions.

- Identify some of the culturally responsive and sustaining practices used in the video.
- Why do you suppose the educator chose to use the practices you’ve identified?
How do/can culturally responsive and sustaining practices support our understandings of educator effectiveness?
Welcome to the Great Lakes Equity Center, one of ten regional Equity Assistance Centers (EACs) funded by the U.S. Department of Education. We provide technical assistance, resources, and professional learning opportunities related to equity, civil rights, and systemic school reform throughout our six-state region of Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. Please explore our website to learn more about what we do and how we may serve as a resource for you. We look forward to hearing from you!

Centering Equity: Culturally Responsive and Sustaining Classrooms

EQUILEARN WEBINAR
NOVEMBER 18, 2015
3:30 - 4:30 PM (EST)
Equity by Design
The State of Education: Equity Considerations for Asian American, Immigrant, American Indian, and Dis/abled Students

Rodney S. Whiteman
Kathleen A. K. Thorius
Seona M. Skelton
Tiffany S. Kyser

"When instructional methods privilege cultural and language practices, knowledge, and abilities of dominant groups, they become barriers for students’ learning and participation, and tools for assimilation to dominant school cultures."

- Waitoller & Thorius, 2015
References


References


Thank you for your participation!

Feedback: Post-Session Feedback

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