CULTIVATING EQUITY ORIENTED EDUCATORS: WHAT SEAs CAN DO TO PROMOTE CULTURALLY RESPONSIVE AND SUSTAINING PRACTICES AT THE LEA LEVEL

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Thank you for joining today’s webinar.
This initiative is a partnership among

- Central Comprehensive Center
- South Central Comprehensive Center
- Intercultural Development Research Association Region II Equity Assistance Center – South
- Midwest and Plains Region III Equity Assistance Center
HOUSEKEEPING

This webinar is interactive - join the discussion live via the chat feature.

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

Today’s webinar is being recorded. We will be able to share a link with you after the event is complete.
TODAY’S FACILITATORS

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COMMITMENTS FOR ENGAGING IN COURAGEOUS CONVERSATIONS

- Stay engaged
- Speak your truth
- Experience discomfort
- Expect and accept non-closure

(Singleton & Linton, 2006, p. 18)
OBJECTIVES

Articulate a strong rationale for advancing educational equity in local settings

Explore key characteristics of culturally responsive and sustaining practices

Discuss the importance of developing professional learning opportunities that center equity and cultivate culturally responsive and sustaining classroom practices

Provide key recommendations for SEAs
SYSTEMIC INEQUITIES IN EDUCATION

Review fact sheet and share your reactions in chat window (5 min)

- What insights do you have regarding students’ learning experiences across group?
WHO IS BEING PUSHED OUT?

In 39 states 20% or more of low-income students

In 37 states 20% or more of Black students

In 32 states 20% or more of Latina/o students

In 33 states 30% or more of emergent bi/multi-lingual learners

In 33 states 30% or more of students with dis/abilities

(DePaoli, Balfanz, Bridgeland, Atwell, & Ingram, 2017)
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.

(Fraser, 2008; Great Lakes Equity Center, 2011)
EQUALITY VS EQUITY

What is the difference between equality and equity?

Take 2 minutes to share what you think in the chat window.
Only focusing on equality works when everyone has a fair chance to win the race.
But it is not enough - The reality is some must run the race carrying the baggage of historical injustices in the forms of contemporary attitudes and beliefs, and current policies and practices.
ADVANCING EDUCATIONAL EQUITY THROUGH ESSA

- Closing Funding Gaps
- Improving Low-Performing Schools
- Increasing Access to Effective Teachers and Leaders
- Supporting English Learners
- Increasing Access to Advanced Coursework
- Addressing Disproportionate Discipline Practices
- Addressing Students’ Social-Emotional Learning Needs
- Improving Access to High-Quality Instructional Materials

(The Aspen Education & Society Program and the Council of Chief State School Officers, 2016)
EQUITY BEGINS WITH UNDERSTANDING THAT LEARNING IS A CULTURALLY MEDIATED PROCESS.

(Artiles & Kozleski, 2007)
WHAT IS CULTURALLY RESPONSIVE AND SUSTAINING PEDAGOGY?

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)

• **Culturally Responsive Pedagogy:** A pedagogy that “connects students’ cultural knowledge, prior experiences, and performance styles to academic knowledge and intellectual tools in ways that legitimize what students already know.” (Kozleski, 2010, p.1)

• **Culturally Sustaining Pedagogy:** A theoretical stance that “seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling” (Paris, 2012, p. 95).
RECALLING OUR DEFINITION OF EQUITY

Access

Representation

Meaningful Participation

High Outcomes

(Great Lakes Equity Center, 2011)
KEY CRSP CLASSROOM PRACTICES

Appreciation and respect for diverse cultural experiences, histories and community practices are demonstrated in curricular content.

New material is connected to students' lived experiences.

Inclusive language is used in class discussion and materials.

Students’ home/heritage languages are recognized, valued and used in the classroom.

Information is presented from multiple points of view, centering the perspectives/stories from historically marginalized groups.

(Kyser & Whiteman, 2015)
KEY CRSP CLASSROOM PRACTICES

There are meaningful interactions between school and community

Multiple methods of presenting content, engaging students and allowing students to demonstrate knowledge are used

Classroom community is inclusive

High expectations for student success are maintained

Equitable supports for student success are provided

(Kyser & Whiteman, 2015)
Watch the video and respond to the following questions.

What are some examples of culturally responsive and sustaining practices discussed in the video?

How might these practices address systemic inequities at the school level?
Why are Culturally Relevant Courses important to you?
What are some examples of culturally responsive and sustaining practices discussed in the video?

How might these practices address systemic inequities at the school level?
LEVERAGING PROFESSIONAL LEARNING TO CULTIVATE CULTURALLY RESPONSIVE AND SUSTAINING TEACHERS
The curricularization of racism- or oppression as we talk more broadly about difference- refers to the ways in which school practices, policies, and schools as an institution, devalue difference; particularly, difference from White, Eurocentric, dominant norms.
PEELING THE LAYERS OF IMPLICIT AND EXPLICIT BIAS

(Radd & Macey, 2014)

**PARADIGMATIC ASSUMPTIONS:**
Deeply held, most difficult to notice. Fundamental “truths” that run through other types of assumptions.

**PRESCRIPTIVE ASSUMPTIONS:**
Guide our thinking about what we think should happen.

**CASUAL ASSUMPTIONS:**
Guide our understanding of how things work in the world and how they can be changed. Most willing to change casual assumptions.
SURFACING BIAS IN ENGLISH-ONLY POLICIES

What are the underlying assumptions of English-only policies?

Who do these policies oppress?

Who do these policies privilege?

(Radd & Macey, 2014)
THIS IS NOT “TOLERANCE/DIVERSITY/INCLUSION.”

From: “Getting students” to assimilate
To: Rethinking the structures and organizations of the classroom

From: Assimilative Goals
To: Culturally Sustaining Practices

From: Disciplining the failure to assimilate
To: Authentically valuing students’ cultures, including youth culture

**THIS IS NOT**

**“TOLERANCE/DIVERSITY/INCLUSION.”**

Teachers should understand their positionality in a racialized system.

Teachers should understand the duality of education as an institution that endorses and resists inequity.

Teachers should understand what deficit assumptions are, and identify their own.

Teachers should understand that critical asset approaches do increase academic outcomes.

Teachers should understand that humanizing relationships of fundamental care are essential to teaching and learning.

(Paris, 2017)
School leaders who develop professional learning cannot “isolate teaching skills, strategies, and pedagogical moves from the political, ideological, and moral commitments on which such practices are grounded” (Paris, 2017, p. 4).
MOVING FROM CURRICULARIZING RACISM TO CURRICULARIZING EQUITY (PARIS, 2017)

“Name the ways in which systemic racialized discrimination remains a central part of the explicit and implicit curriculum” (p.3)

Cultivate critical consciousness, reframe school success away from “achievement gaps” and toward addressing and redressing systemic inequities.

Foster opportunities for PLCs to examine and reflect on their practices within sustained, collaborative community.
LEVERAGING ESSA’S PROFESSIONAL LEARNING REQUIREMENTS TO DEVELOP CULTURALLY RESPONSIVE AND SUSTAINING PEDAGOGY-FOCUSED PROFESSIONAL LEARNING EXPERIENCES
# ESSA’S REQUIREMENT FOR PROFESSIONAL LEARNING

*(Dagli, Jackson, Kyser, Skelton, & Thorius, 2017)*

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<td>Sustained</td>
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Embed equity throughout all professional learning. One way to do this is by attending to the sociocultural contexts in which learning takes place.

Build critical consciousness (Radd & Macy, 2013) by examining the ways in which power and positionality impact classroom practices.

Focus conversations away from achievement gaps, and toward providing equitable education for all students (Coomer, Jackson, Kyser, Skelton, & Thorius, 2017).
REFRAMING THE ACHIEVEMENT GAP
(COOKER, JACKSON, KYSER, SKELTON, & THORIUS, 2017)

Moving away from locating school success solely within individual students

- Recognizing public education as a socio-cultural and sociopolitical enterprise
- Acknowledge generational malpractices that students from disinvested communities have experienced
- Resituate school success away from student performance

Shift from deficit orientations toward “asset pedagogy” (Paris, 2017, p.1)

- Address the ways school professionals think and talk about students
- Shift from deficit assumptions and stereotypes toward asset pedagogies
- Engage parents and caregivers as key partners (Warren, Kyser, Moore, Skelton, & Thorius, 2016)
THREE PRINCIPLES TO REMEMBER

Establish an Equity Vision

• Develop “core principles” (Moore, Jackson, Kyser, Skelton, & Thorius, 2016) to serve as the foundation for professional learning experiences

Cultivate Critical Consumption of Professional Development

• Include critical considerations within professional development planning: “Who is speaking?” (Moore, Jackson, Kyser, Skelton, & Thorius, 2016), What images are being used? What resources are being relied upon? What language is being used?

Commit to Continual Learning

• Cultivate opportunities for continued discourse, practice, and learning

(Moore, Jackson, Kyser, Skelton, & Thorius, 2016)
INCORPORATING EQUITY-CENTERED PLCS INTO THE PROFESSIONAL LEARNING AGENDA (KING, ARTILES, & KOZLESKI, 2009)

• Professional learning communities (PLCs) can be conceptualized as a means by which teachers co-construct and co-facilitate their own learning, embedding it into their practice of teaching.

• PLCs include ongoing collaborative teacher reflection, engage inquiry as a key element of improvement process (p. 10), and situation professional learning within the contexts of daily practice (p. 10)
Collaborative Teacher Reflection

Engaging critical inquiry as a key element of the improvement process

Situates professional learning within the contexts of daily practice (King, Artiles, & Kozleski, 2009, p. 10)
3-2-1 WRAP UP

3 insights you made from today’s session

2 next steps to forward this work personally

1 action you can take right away
REFERENCES


REFERENCES


THANK YOU FOR YOUR PARTICIPATION!

PLEASE PROVIDE YOUR FEEDBACK

Post-Session Questionnaire

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