

Using Data to Promote Culturally Responsive Teaching: Session 2

June 4, 2020

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Welcome and Introductions



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Who Are We?

REL Northeast & Islands is one of 10 Regional Educational Laboratories.

We work in partnership with educators and policymakers to develop/use research that improves academic outcomes for students.

What we do:

- Conduct research studies
- Disseminate research findings to those we serve
- Strategically engage with partners to use findings
- Design and deliver technical assistance focused on the use of data and research



Workshop Series Overview

- Session 1: November 6, 2019
 - Explore data literacy and culturally responsive practice
 - Hands-on and interactive activities
- Take away homework for your institution
- Session 2: June 4, 2020
 - Considerations about how and where to integrate culturally responsive data literacy
 - Takeaways and next steps

Today's Agenda

Welcome and overview

Activator: Revisit practice scenarios from Session 1

Recap of Session 1

Analyzing outcomes maps

Revisit the CRDL conceptual diagram

Discussion: Transforming data into action

Next steps and closing

Today's Goals

- Recap culturally responsive data literacy concepts covered in Session 1
- Identify where—within existing content, methods, and clinical courses—faculty and cooperating teachers can teach data literacy focused on equity and culturally responsive teaching
- Discuss how and where to infuse culturally responsive data literacy (CRDL) learning opportunities in teacher preparation program curriculum and course of study
- Introduce tools, resources, and supports that can be used in teacher preparation program courses to strengthen culturally responsive data literacy (CRDL) among candidates

Learning Norms

The key to moving forward is what we do with our discomfort. We can use it as a door out—blame the messenger and disregard the message. Or we can use it as a door in by asking, Why does this unsettle me? What would it mean for me if this were true?

—Robin DiAngelo

- Be present; listen carefully to your colleagues.
- Be kind, not “nice.”
- State your views in ways that invite challenge.
- Be suspicious of that little voice that says, what’s the point?
- Remind yourself to get curious and inquire into others’ views.
- Be patient; people process in different ways and at different speeds.
- Help each other do the above.

Activator: Discuss Pre-work

Scenario #1: Think about an asset vs. deficit model

Explain your answer in the chats below.

How would the data differ?



How would the interpretations and actions differ?



Activator: Discuss Pre-work

Scenario #2: Think about an asset vs. deficit model

Explain your answer in the chats below.

How would the data differ?



How would the interpretations and actions differ?



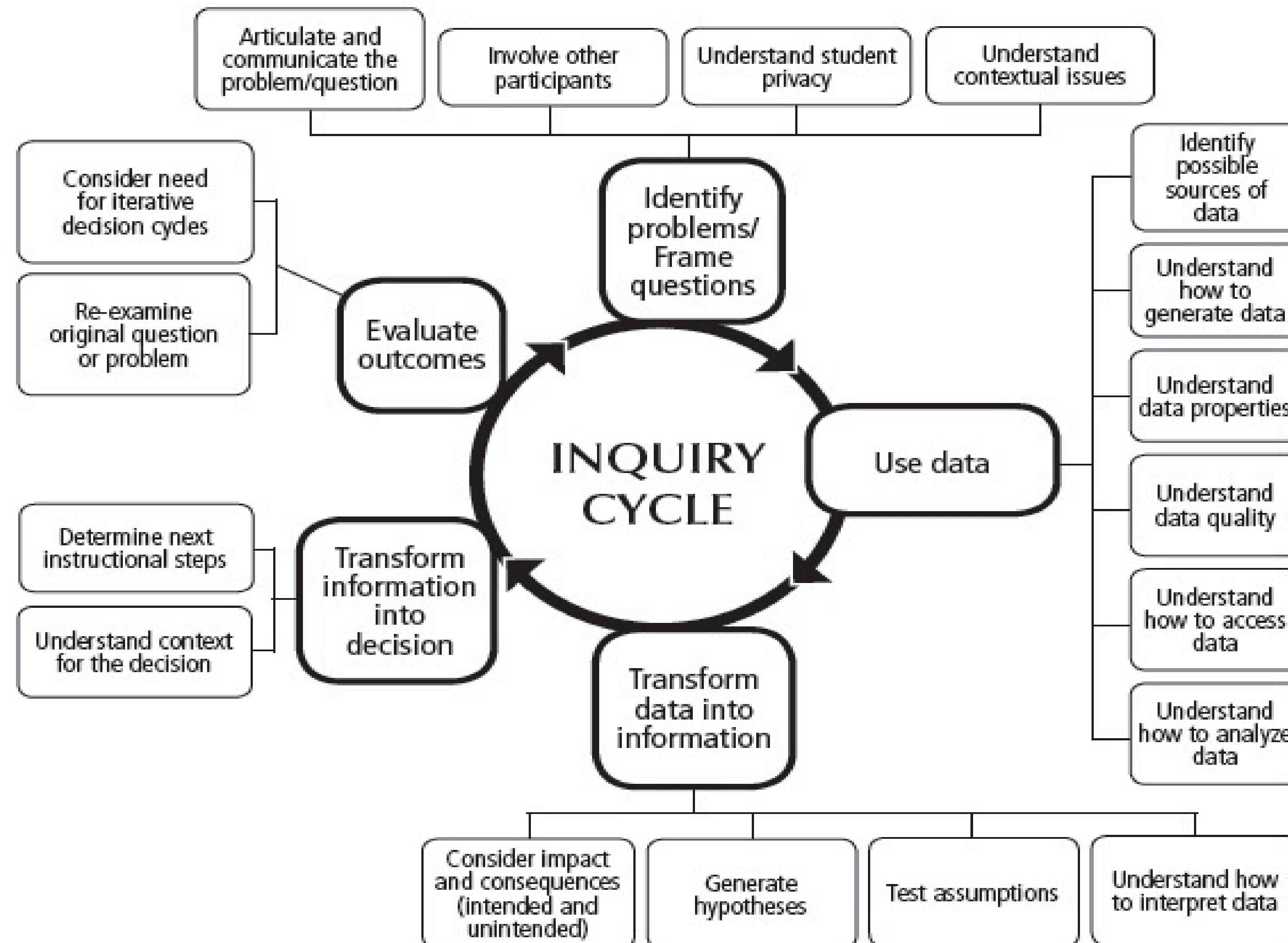
Data Literacy for Teachers—An Iterative Inquiry Process

The knowledge, skills and dispositions for effective and responsible use of data.

- Data Literacy for Teachers (DLFT) is comprised of five components:
 1. Identify a problem of practice or frame a question
 2. Use data
 3. Transform data into information
 4. Transform information into a decision
 5. Evaluate outcomes
- It forms an iterative cycle of inquiry.

Data Literacy Inquiry Cycle

Handout 2: Data Literacy for Teachers Graphics



Why is data literacy for teachers important?

- There is an increased emphasis on evidence-based education.
- It is no longer sufficient to rely on experience and anecdotes.
- The education field is moving from data for accountability and compliance to data for continuous improvement.

Why have we merged data literacy and culturally responsive practices into Culturally Responsive Data Literacy?

- Attends to the whole child
- Adopts an asset-based model
- A more comprehensive view of the student
- Uses diverse data sources

Analyzing Outcomes Map

Once we've mapped the program outcomes, how do we identify ways to strengthen CRDL preparation for candidates?

Poll

Have you and/or your team completed a program outcomes map?

Choose a response below.



Warner School of Education: CRDL Outcomes Map [SAMPLE] UG Elementary Education Program



	Culturally responsive practice (CRP)	Data Literacy (DL)
Core Requirements		
MATH 115: Principles of Elem School Math		Assigned reading (the work of Horn)
PHED 190: Movement Education for ELED and ECED/SPED		Assignment: Outline the data that need to be collected to understand what metrics indicate progress. Implement a lesson plan that collects such data.
SPED 403: Orientation to Special Education	Assigned reading (Geneva Gay, CRT in SPED) Assignment: Create a CRT lesson for use with SPED students in your mainstream classroom.	Assigned reading on data literacy (Hamilton, Halverson, Jackson, <u>Mandinach, Supovitz, & Wayman</u>)
SPED 406: Observation and Participation in Special Education	Implement lesson developed in SPED 403 and complete reflection assignment.	
Professional Education Courses		
EDUC 101: Introduction to Education	Assigned readings about: <ul style="list-style-type: none"> History of Ed in US, examination of the impacts of Eugenics movement, segregation, Brown v Board, implicit bias, and white supremacy CRP, CRT, and CRSP (Ladson-Billings, Geneva Gay, and Django Paris). Reading response assignments.	Assigned readings about data literacy: <ul style="list-style-type: none"> Data driven decision making (Hamilton, Halverson, Jackson, <u>Mandinach, Supovitz & Wayman</u>) The DLFT construct (<u>Mandinach & Gummer</u>) Equity in data use (<u>Datnow & Park</u>)
EDUC 201: Human, Growth and Development	Examination of Jane Elliot's "Brown eyes-Blue eyes" exercise and implications of segregation and racial bias on student academic performance and learning.	

Warner School of Education: CRDL Outcomes Map [CODED SAMPLE] UG Elementary Education Program

KEY	I	Introduced	R	Reinforced	D	Demonstrated	M	Mastered
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	Culturally responsive practice (CRP)	Data Literacy (DL)
Core Requirements		
MATH 115: Principles of Elem School Math		Assigned reading (the work of Horn)
PHED 190: Movement Education for ELED and ECED/SPED		Assignment: Outline the data that need to be collected to understand what metrics indicate progress. Implement a lesson plan that collects such data.
SPED 403: Orientation to Special Education	Assigned reading (Geneva Gay, CRT in SPED) Assignment: Create a CRT lesson for use with SPED students in your mainstream classroom.	Assigned reading on data literacy (Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman)
SPED 406: Observation and Participation in Special Education	Implement lesson developed in SPED 403 and complete reflection assignment.	
Professional Education Courses		
EDUC 101: Introduction to Education	Assigned readings about: <ul style="list-style-type: none"> History of Ed in US, examination of the impacts of Eugenics movement, segregation, Brown v Board, implicit bias, and white supremacy CRP, CRT, and CRSP (Ladson-Billings, Geneva Gay, and Django Paris). 	Assigned readings about data literacy: <ul style="list-style-type: none"> Data driven decision making (Hamilton, Halverson, Jackson, Mandinach, Supovitz & Wayman) The DLFT construct (Mandinach & Gummer) Equity in data use (Datnow & Park)

Teacher Preparation Program CRDL Outcomes Analysis Protocol

1. Assemble core team
2. Pre-work for core team; initial analysis using guiding questions
3. Team analysis

Handout 7: Sample Analyzed Outcomes Map

Warner School of Education: CRDL Outcomes Map [ANALYZED SAMPLE] UG Elementary Education Program

KEY	I	Introduced	R	Reinforced	D	Demonstrated	M	Mastered	AO	Added Opportunity
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	Culturally responsive practice (CRP)	Data Literacy (DL)
Core Requirements		
MATH 115: Principles of Elem School Math		Assigned reading (the work of Horn)
PHED 190: Movement Education for ELED and ECED/SPED		Assignment: Outline the data that need to be collected to understand what metrics indicate progress. Implement a lesson plan that collects such data.
SPED 403: Orientation to Special Education	Assigned reading (Geneva Gay, CRT in SPED)	Assigned reading (Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman)
	Assignment: Create a CRP lesson for use with SPED students in your mainstream classroom.	Revise assignment to be inclusive of CRDL.
SPED 406: Observation and Participation in Special Education	Implement lesson developed in SPED 403 and complete reflection assignment.	Revise reflection assignment to be inclusive of CRDL.
Professional Education Courses		
EDUC 101: Introduction to Education	Assigned readings about: <ul style="list-style-type: none"> History of Ed in US, examination of the impacts of Eugenics movement, segregation, Brown v Board, implicit bias, and white supremacy CRP, CRT, and CRSP (Ladson-Billings, Geneva Gay, and Django Paris). Reading response assignments.	Assigned readings about data literacy: <ul style="list-style-type: none"> Data driven decision making (Hamilton, Halverson, Jackson, Mandinach, Supovitz & Wayman) The DLFT construct (Mandinach & Gummer) Equity in data use (Datnow & Park)
EDUC 201: Human, Growth and Development	Examination of Jane Elliot's "Brown eyes- Blue eyes" exercise and implications of segregation and racial	Revise signature assignments used to introduce CRP to address CRDL.

Activities: Your Turn!

- Next Steps for Completing Your Map:
 - Begin working on your teacher preparation programs outcomes map
 - Begin analyzing your completed program outcomes map and identifying “added opportunities”
 - Respond to the questions identified as “pre-work” on the analysis protocol

Share Out via Chat

Please share one key takeaway from the activity you did during the independent work time.

Enter in chat below.

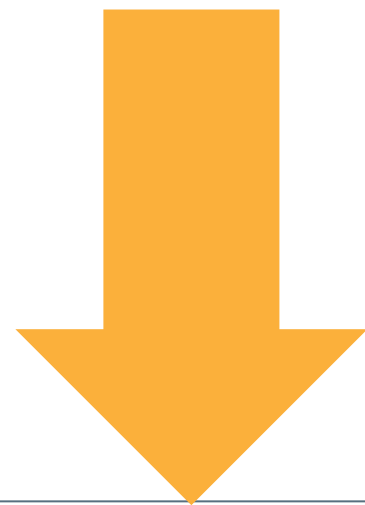




Share Out via Chat

Please share your thoughts of the off-diagonal quadrants.
Do you think it is possible to be low CRP and high DL?
Do you think it is possible to be high CRP and low DL?

Enter in chat below.



Share Out via Chat

Given the discussions, do you now think there are places in your curriculum where CRDL can be integrated and, would the faculty be amenable?

Enter in chat below.



Questions?

Please add them to the chat.



We Listen to You!

Your feedback is essential to our work.
Please [take our survey](#) to help us improve.



To Contact Today's Presenters

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