

*Welcome to*

# Creating Caring and Culturally Responsive Classrooms for Students in Prekindergarten to Grade 3



# Webinar partners



# Today's moderator



Fiona Helsel

REL Northwest

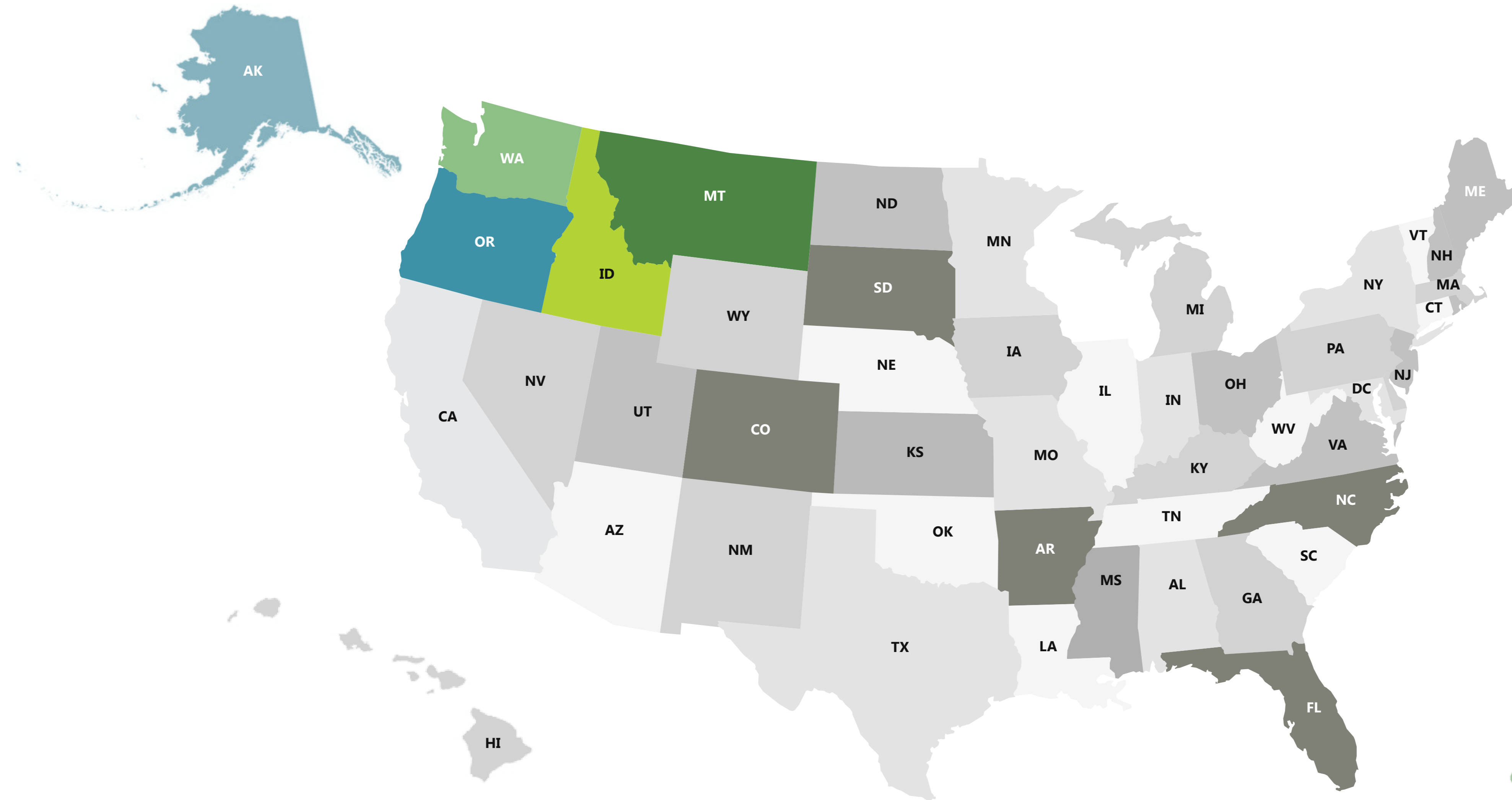
# About REL Northwest

Regional educational laboratories (RELs) partner with practitioners and policymakers to use data and evidence to help solve educational problems that impede student success. We do this by:

- Conducting rigorous research and data analysis
- Delivering customized training, coaching, and technical support
- Providing engaging learning opportunities



# Our region



# Agenda



- 1 Welcome and introductions
- 2 Using observation data to improve teaching practices
- 3 Q&A
- 4 Creating culturally responsive classrooms
- 5 Q&A
- 6 Close

# Session goals

- Learn strategies for using classroom observation data to guide professional development efforts that can improve teaching practices in pre-K–3 classrooms
- Learn culturally responsive practices that create caring and emotionally supportive learning environments for students in grades pre-K–3

# Today's speakers



Dr. Sharon Ritchie

Frank Porter Graham  
Child Development  
Institute/FirstSchool



Emily Glasgow

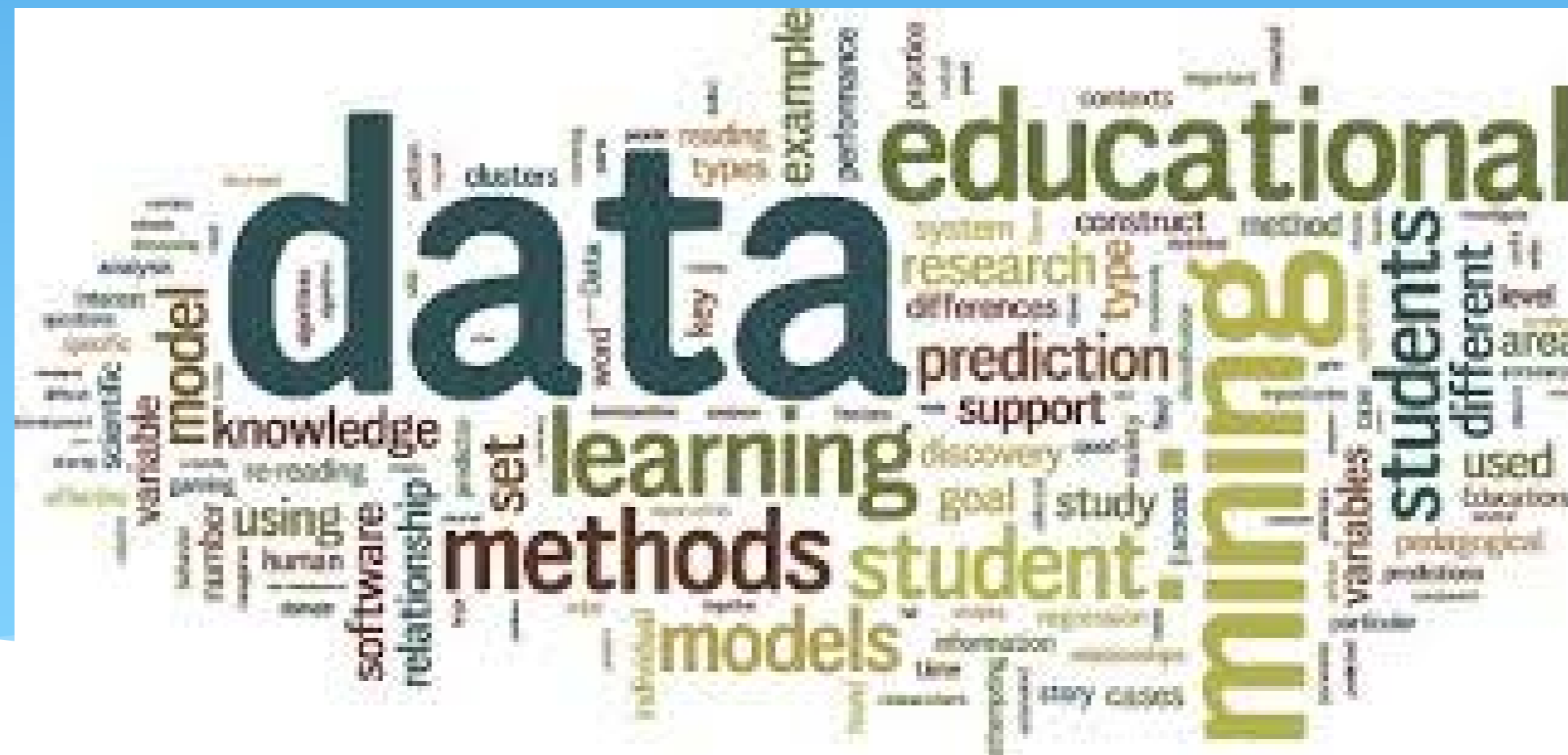
Lewis Elementary  
School



Karen Murphy

Free Orchards  
Elementary School

Lens to motivate change, inform professional development, and monitor progress



# Childhood matters, minutes count



# EduSnap

iPad

11:53 AM

100%

Observe

Finish

Cycle 1 - CODING - Child 1 (Child 1 of 1)

Time: 00:00:44

Previous

Current

Next

Resume

SHOW CODE HELP

16 Seconds

Activity Settings

Transitions

Whole Group

Small Group

Group Work

Individual

Choice

Meals

Can't Watch

Content Areas

Read To

Reading

Reading Comprehension

Word Identification

Vocabulary

Writing

Oral Language

Numbers

Geometry

Operations and Algebra

Science

Gross Motor

Social Studies

Aesthetics

Student Learning Approaches

Collaboration

Metacognition

Teaching Approaches

Scaffolds

Didactic

Adult Identifier

Teacher

Teaching Assistant

Student Teacher

Other School Adults

Parent

# Data feedback goals

- \* The primary goal of data feedback at the school, grade, and individual classroom levels is to foster collaborative inquiry and reflection upon classroom practice.
- \* Conversations include questions about meeting the needs of students, the impact of school and district expectations, and the research base that helps prioritize instructional decisions.
- \* Conversations value teachers' expertise, take context into account, and include teachers in decision making.
- \* The overall goal is to increase teachers' intellectual curiosity; recognize their competence; and promote a willingness to share expertise, questions, and thoughts.

# It's all about BALANCE

- \* There is no single set of right answers
- \* What is happening in classrooms is dependent on context
- \* What we are striving for is balance—that students are exposed to a variety of content, all aspects of literacy and math, different learning settings, and a variety of teaching and interactions

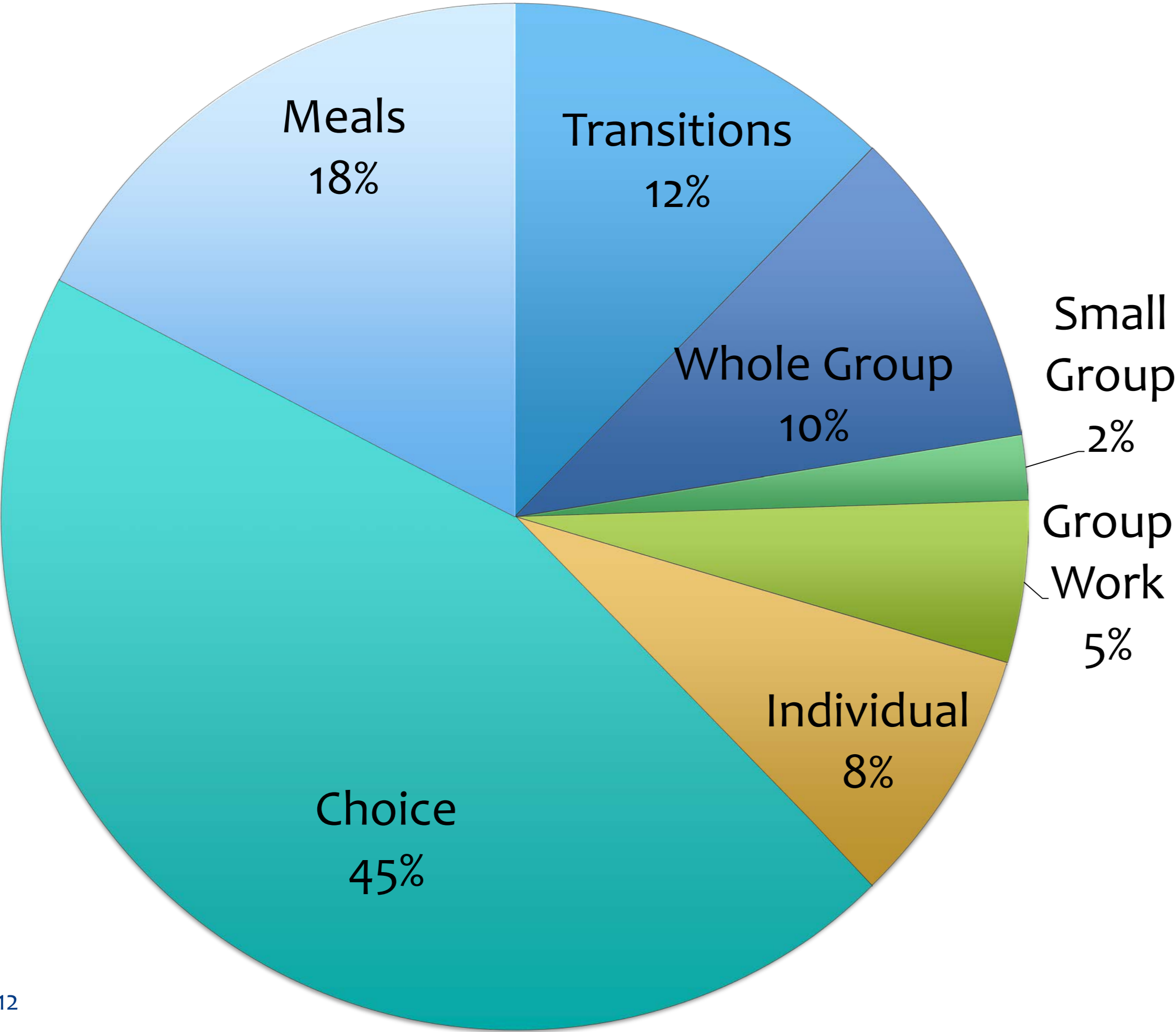
# Focus on the predictors

Top predictors for positive grade 3 outcomes:

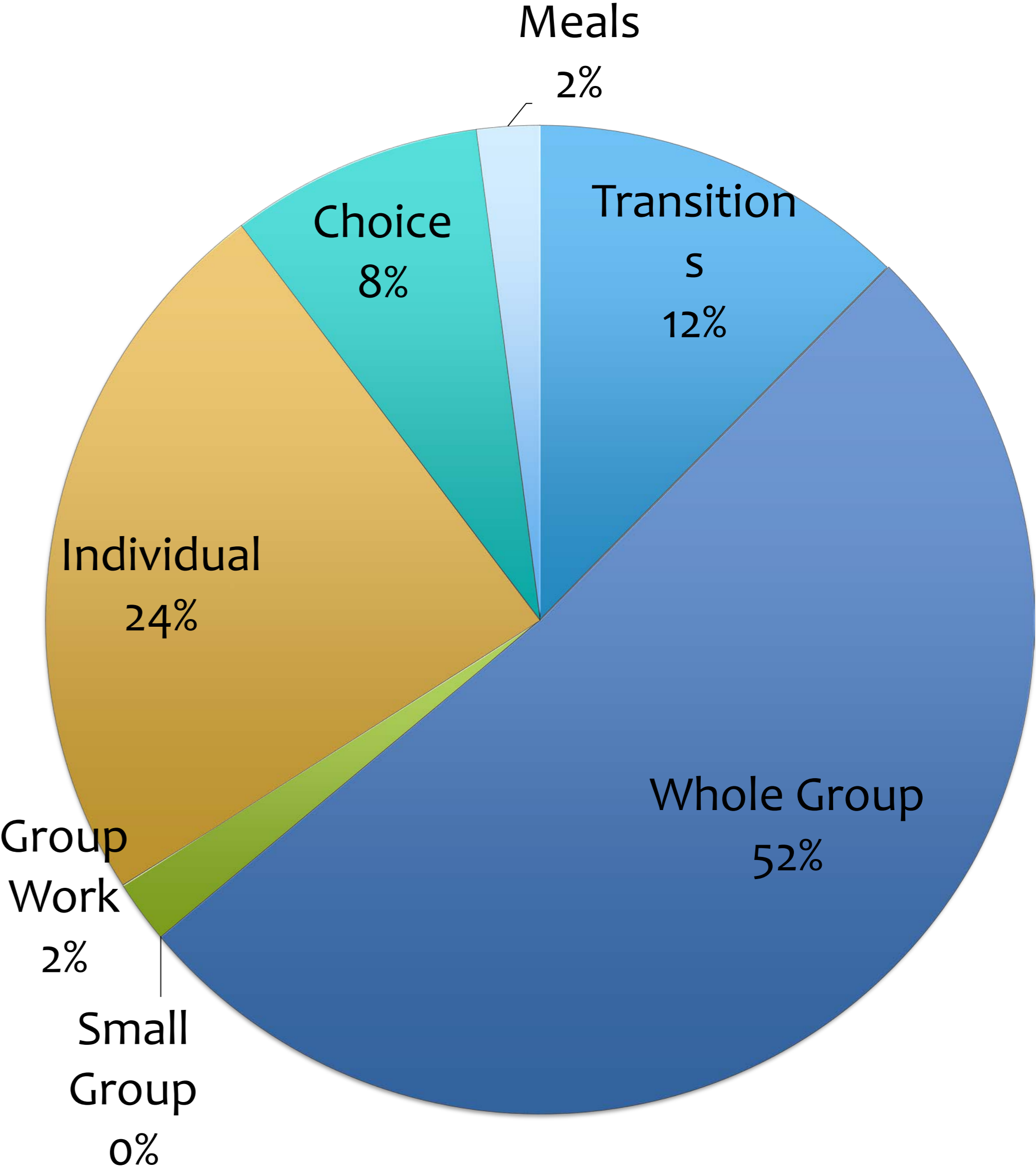
- \* Small-group instruction
- \* Collaboration
- \* Oral language development
- \* Vocabulary development
- \* Math
- \* Scaffolded instruction
- \* Metacognition

# Smooth transitions in meaningful and developmentally appropriate ways

Activity Settings PreK



Activity Settings K



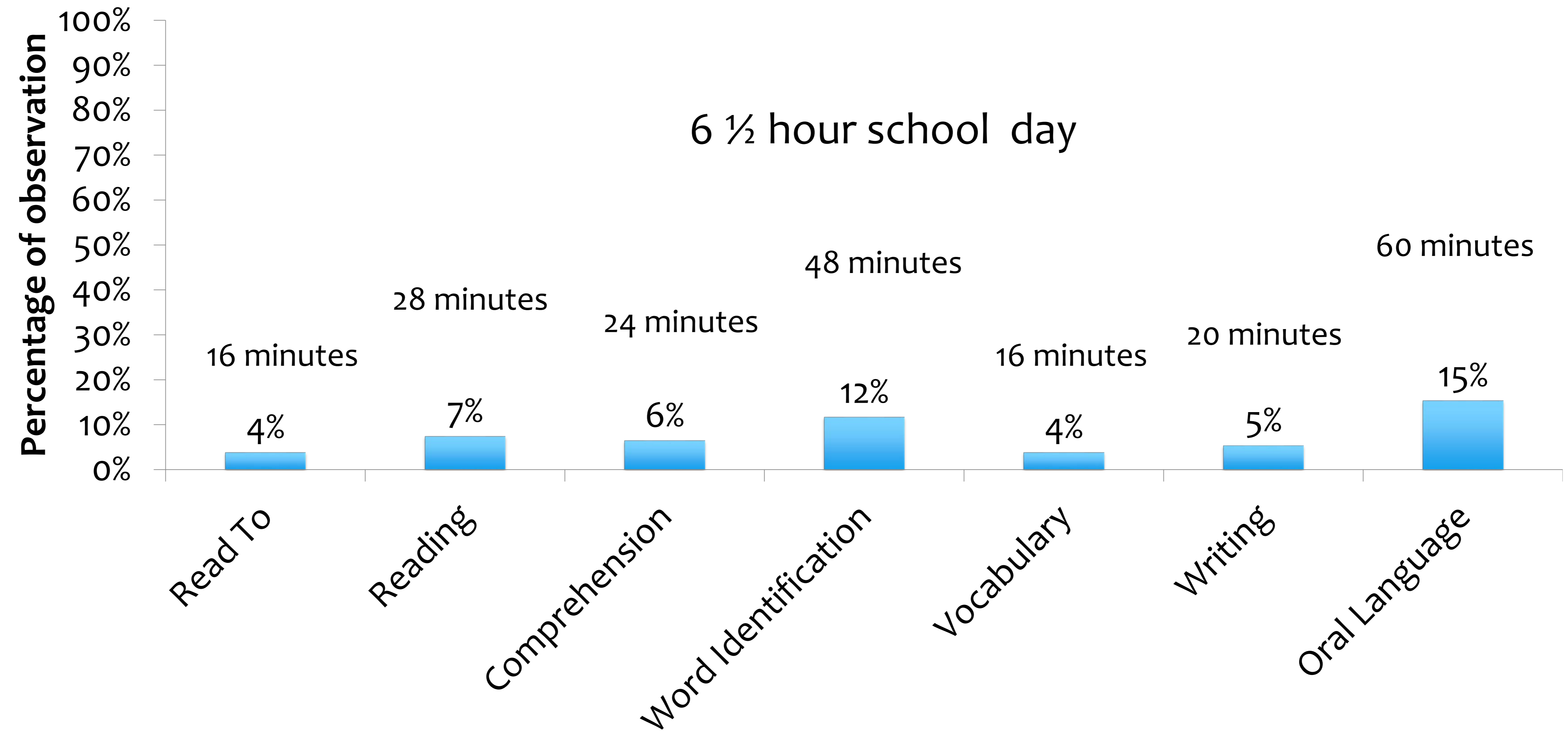
# Self-regulation cannot develop when adults regulate behavior

Students need to practice self-regulation just like they practice reading, counting, and writing.

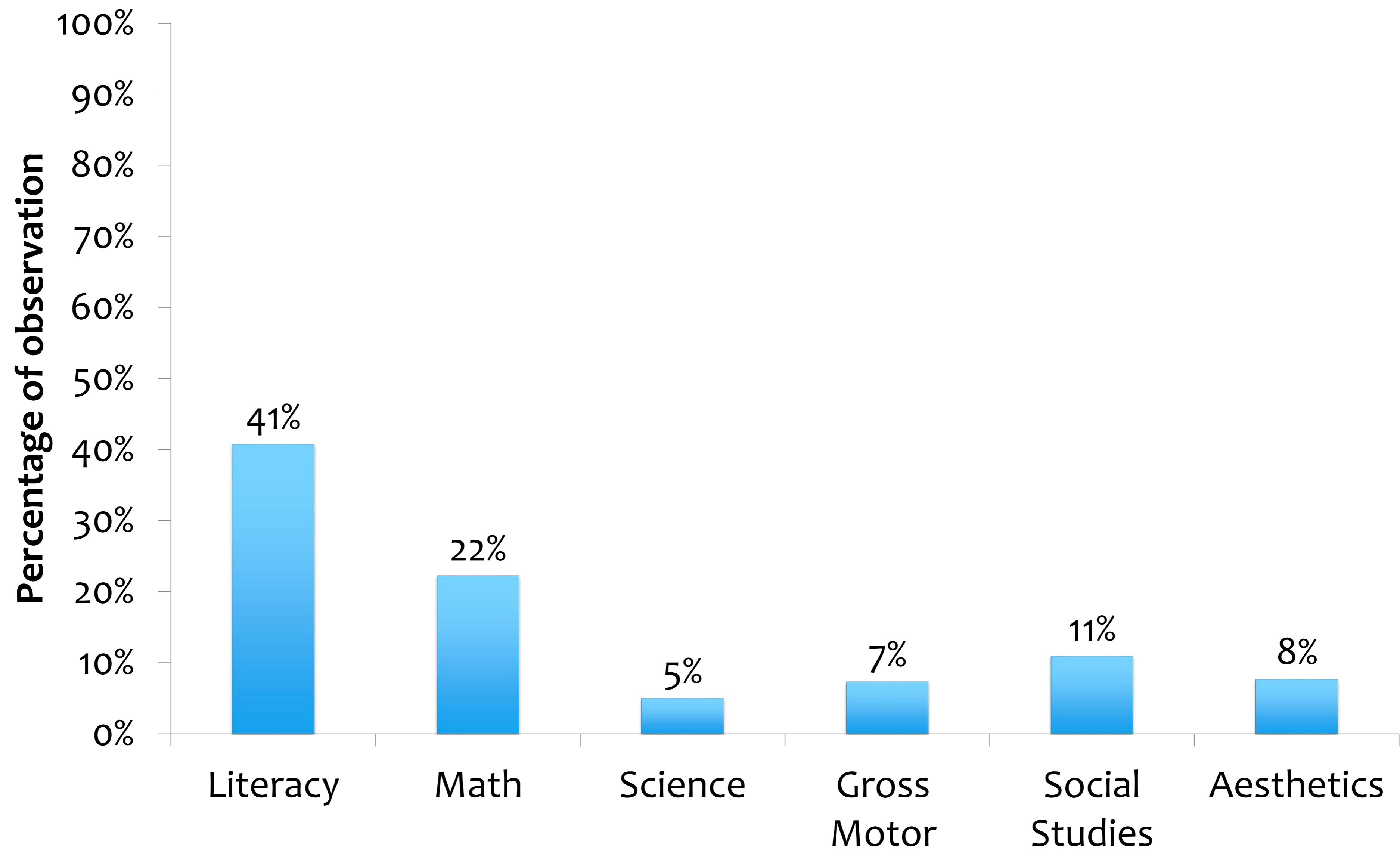
- \* Offering choices within learning activities
- \* Supporting children's autonomy
- \* Believing in children's competencies
- \* Teaching children how to be productive when working alone and with peers
- \* Making practicing fun!



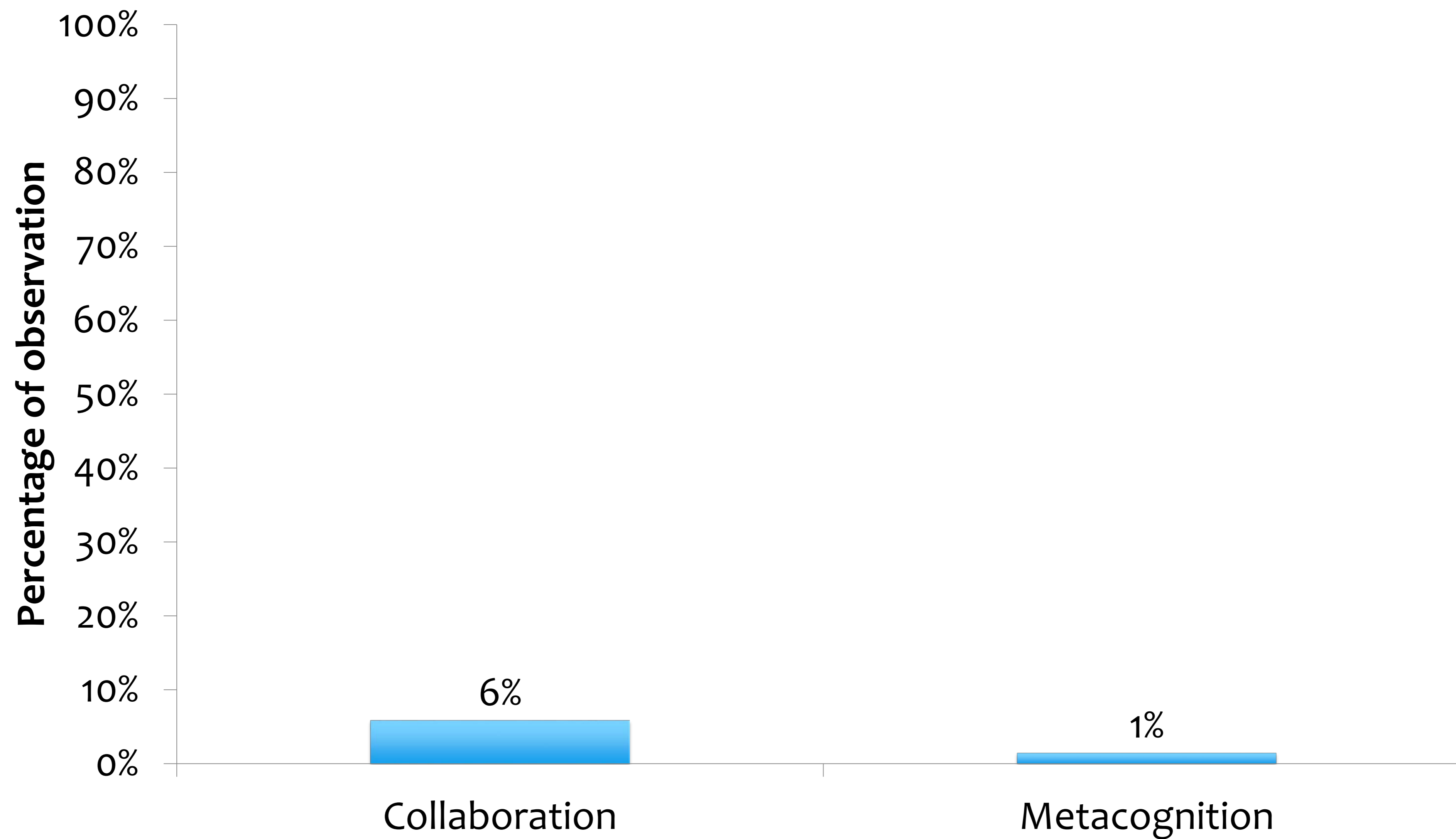
# Ensure rich literacy throughout the pre-K–3 years



# Develop the whole child through exposure to content



# Student learning approaches



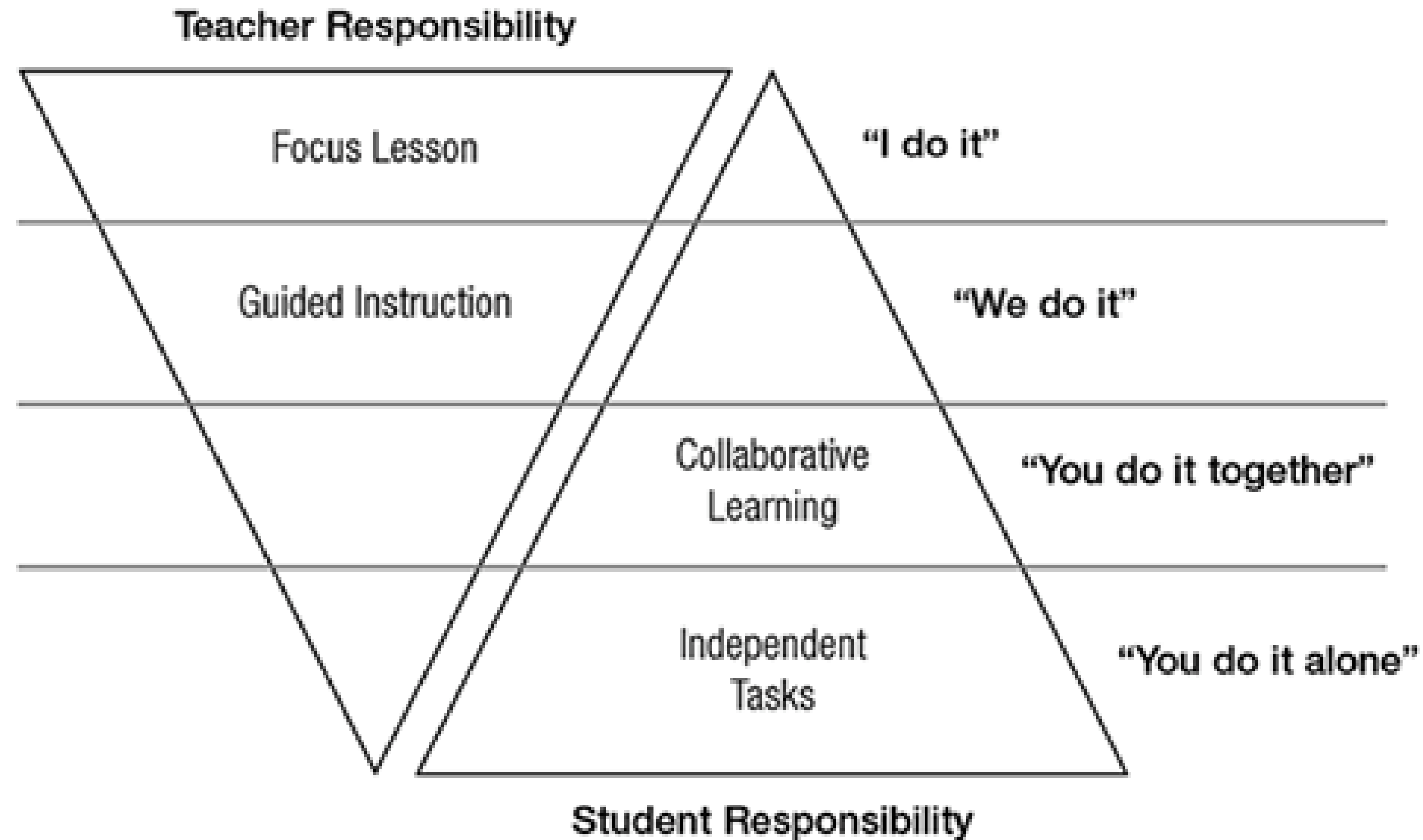
# Student Voice: Let the Children Talk With You

- \* Student talk promotes learning and student success. Learning how to express one's thoughts and ideas is critically important for:
  - \* adult-child relationships
  - \* identity
  - \* cognitive development
  - \* formative assessment
  - \* motivation

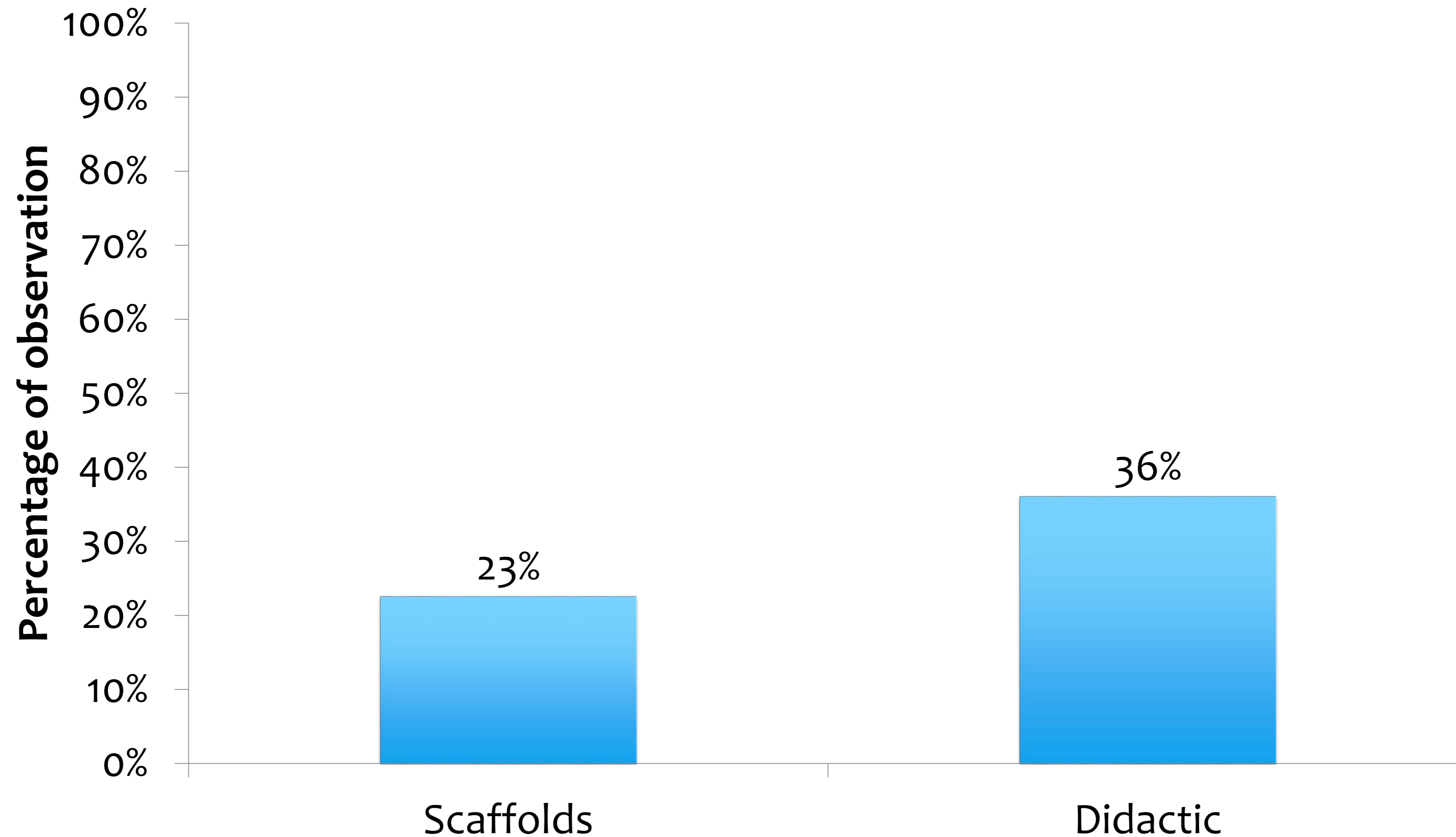
(McCaslin & Good, 1996).

# Gradual release instructional model

Fisher & Frey, 2007



# Teaching approaches: Seeking balance



# Remember: The one doing the talking is the one doing the learning

- \* Research makes it clear that children learn best through active questioning and information-gathering combined with hands-on experiences and direct social interactions (Chouinard, 2007).
- \* Having the opportunity to express one's thoughts and ideas is critically important for cognitive development, social development, formative assessment, and motivation (McCaslin & Good, 1996).

# Small changes make a BIG difference

As teachers increase children's engagement in content and exposure to teaching that supports higher order thinking, instructional time grows dramatically:

- \* 3% = 12 minutes/day, 60 minutes/week, 5.5 days/year
- \* 5% = 20 minutes/day, 100 minutes/week, 9.2 days/year
- \* 10% = 40 minutes/day, 200 minutes/week, nearly 4 weeks/year

# Focus on quality: You don't need data to inquire into practice:

- \* **Focus on the predictors:** Small-group instruction, collaboration, oral language development, vocabulary development, math concepts, scaffolded instruction, metacognition
- \* **Focus on balance:** Activity settings, literacy, overall content, student learning, and teaching approaches
- \* **Use research to guide your practice**

Poll question: Is the following question true or false in your setting?



We routinely use classroom observation data to guide professional development efforts and engage in collaborative inquiry to improve teaching practices in my school or agency.

1. True
2. False

# Panel Q & A



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Free Orchards  
Elementary School

# Creating culturally responsive classrooms



Dr. Sharon Ritchie  
FlrstSchool

# Are we reaching them?



# Dropout prevention starts early

We need an approach to early childhood education that allows children of color and those who come from less advantaged homes to experience school as a welcoming **place** in which they are encouraged to see themselves as smart and capable individuals and know they belong.



# No wonder we have an achievement gap!

Gaps in:

- \* Instruction
- \* Caring
- \* Access
- \* Relevance
- \* Funding
- \* Research



# Fulfilling three universal needs

- \* **Relatedness**

- Connect with others

- \* **Competence**

- Experience success

- \* **Autonomy**

- Possess agency



# Good teachers are critical to children's success

Children form academic trajectories early in their school careers, which tend to be stable and difficult to change over the course of their schooling.

(Alexander & Entwisle, 1993)

Children's negative perceptions of competence and attitudes become stronger and harder to reverse as they progress through school.

(Valeski & Stipek, 2001)

# FirstSchool Instructional Practices for Achieving Equity

## Culture of Caring



**Nurture Positive Relationships**

**Strengthen Self-Efficacy & Racial/Cultural Identity**

**Develop the Whole Child**

## Culture of Competence



**Prioritize Communication**

**Promote Peer Interactions**

**Develop Self-Regulation**

**Encourage Independence**

## Culture of Excellence



**Balance Teaching Approaches**

**Integrate & Balance Curriculum**

**Build Higher-Order Thinking**

# Strength-based approach

- \* African American students' **oral-narrative skills** are a unique area of strength that may promote later success in reading achievement.

(Gardner-Neblett, Pungello, & Iruka, 2012; Gardner-Neblett & Iruka, 2015).

# Culturally responsive teaching

- \* Collectivism fosters and values interdependence, group success through adherence to norms, respect for authority, and group consensus.

(Trumbull, Rothstein-Fisch, & Greenfield, 2000)

- \* African American and Latino students learn more in—and prefer—learning experiences that allow them to interact with others. (Dill & Boykin, 2000)

- \* Intentional development of metacognition appears to be especially important for children who come from poverty.

(Pressley & Gaskins, 2006; Veenman, Van Hout-Wolters, & Afflerbach, 2006)

# The soft bigotry of low expectations

Thinking that the kids aren't capable stops their growth and development.

- \* Not having a growth mindset
- \* “Excusing” children from achieving high levels of work because they come from difficult circumstances
- \* Believing your kids come into a new school year with no skills

# Becoming a citizen of the world

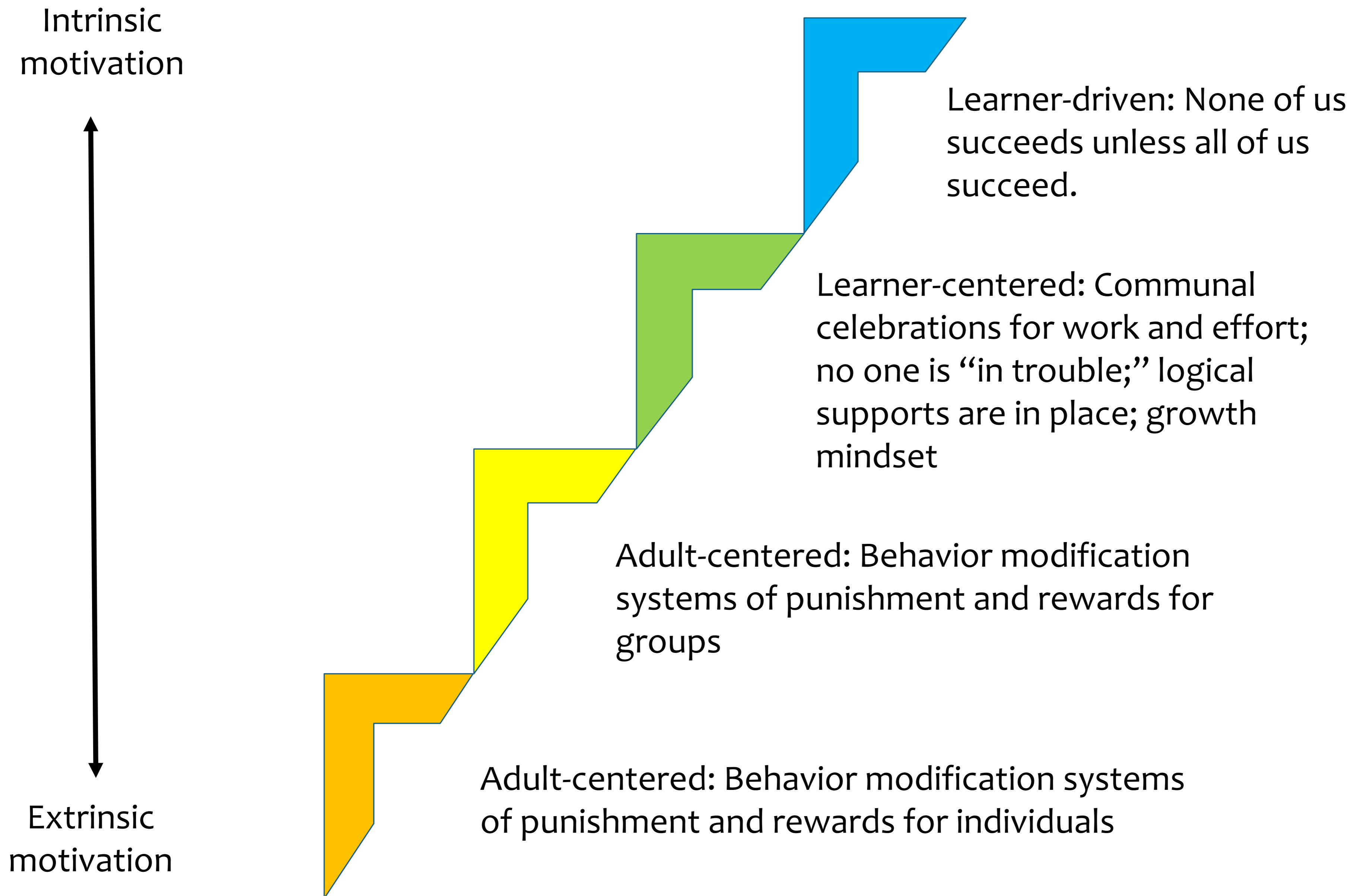
For White children, classrooms that support the positive identity of diverse populations:

- \* Broaden their view
- \* Provide more balanced exposure to the strengths and contributions of people of color
- \* Better prepare them to navigate an increasingly diverse world

# Our job is to TEACH: The dichotomy of teaching and discipline

- \* Most of what we call discipline problems are simply undeveloped, immature executive skills
- \* Our job as teachers is to be their frontal lobe as it develops

# Shaping student behavior



# Mindset components

- \* I can succeed at this.
- \* My ability grows with my effort.
- \* I belong in this school community.
- \* The work has value for me.

— Zaretta Hammond

# What are you doing?

- \* To honor the lives of the children, families, and communities you serve?
- \* To ensure that children are independent and collaborative learners?
- \* To ensure that children's voices are honored and valued?
- \* To ensure risk-free environments?
- \* To prioritize children working together in meaningful ways?
- \* To smooth transitions, both big and small?
- \* To value oral narrative, dictation, story telling, and sharing?

# From an interview with Mr. Rogers

“I would hate to have a child feel excluded from the neighborhood by something I had done or said.”

# First School



<http://firstschool.fpg.unc.edu>



Follow us on Twitter: @firstschoolfpg  
[sharon.ritchie@unc.edu](mailto:sharon.ritchie@unc.edu)

Poll question: How confident are you in your ability to use a strengths-based approach to teaching children of color?



- a) I am very confident in my ability to use a strength-based approach to teaching children of color in my classroom
- b) I have attended professional development on using a strength-based approach but need more practice
- c) I need both professional development and practice opportunities to feel confident in my ability to use a strength-based approach to teaching children of color

# Panel Q & A



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# Thank you for participating!

Please complete the feedback survey at <https://tinyurl.com/relnw042418> after this webinar.

## Contact us

### **REL Northwest at Education Northwest:**

[ies.ed.gov/ncee/edlabs/regions/northwest](https://ies.ed.gov/ncee/edlabs/regions/northwest)  
or email Vicki Nishioka at  
[vicki.nishioka@educationnorthwest.org](mailto:vicki.nishioka@educationnorthwest.org)

### **FirstSchool:**

[firstschool.fpg.unc.edu](https://firstschool.fpg.unc.edu)  
or email Sharon Ritchie at  
[sharon.ritchie@unc.edu](mailto:sharon.ritchie@unc.edu)

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