Welcome to

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

Northwest Comprehensive Center at Education Northwest

CEELO
Center on Enhancing Early Learning Outcomes
www.ceelo.org

Children’s Institute

REL Northwest
Today’s moderator

Fiona Helsel
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
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
Effective use of data
Lens to motivate change, inform professional development, and monitor progress
Childhood matters, minutes count

6 ½ hours X 180 days = 70,200 minutes each year
### Cycle 1 - CODING - Child 1 (Child 1 of 1)

**Time:** 00:00:44  
**Previous:**  
**Current:**  
**Next:**  
**Resume:**

#### SHOW CODE HELP

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<thead>
<tr>
<th>Activity Settings</th>
<th>Content Areas</th>
<th>Student Learning Approaches</th>
<th>Teaching Approaches</th>
<th>Adult Identifier</th>
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<td>Transitions</td>
<td>Read To</td>
<td>Geometry</td>
<td>Collaboration</td>
<td>Teacher</td>
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<td>Whole Group</td>
<td>Reading</td>
<td>Operations and Algebra</td>
<td>Metacognition</td>
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<td>Small Group</td>
<td>Reading Comprehension</td>
<td>Science</td>
<td>Didactic</td>
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<td>Word Identification</td>
<td>Gross Motor</td>
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<td>Vocabulary</td>
<td>Social Studies</td>
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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

- Meals: 18%
- Transitions: 12%
- Whole Group: 10%
- Small Group: 2%
- Group Work: 5%
- Individual: 8%
- Choice: 45%

Activity Settings K

- Meals: 2%
- Transitions: 12%
- Choice: 8%
- Individual: 24%
- Group Work: 2%
- Small Group: 0%
- Whole Group: 52%
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

6 ½ hour school day

- Read To: 4% (16 minutes)
- Reading: 7% (28 minutes)
- Comprehension: 6% (24 minutes)
- Word Identification: 12% (48 minutes)
- Vocabulary: 4% (16 minutes)
- Writing: 5% (20 minutes)
- Oral Language: 15% (60 minutes)
Develop the whole child through exposure to content

Percentage of observation

<table>
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<th>Subject</th>
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<tr>
<td>Literacy</td>
<td>41%</td>
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<tr>
<td>Math</td>
<td>22%</td>
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<td>Science</td>
<td>5%</td>
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<td>Gross Motor</td>
<td>7%</td>
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<tr>
<td>Social Studies</td>
<td>11%</td>
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<tr>
<td>Aesthetics</td>
<td>8%</td>
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Student learning approaches

Collaboration: 6%
Metacognition: 1%
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

Percentage of observation

- Scaffolds: 23%
- Didactic: 36%
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

Dr. Sharon Ritchie
Frank Porter Graham Child Development Institute/FirstSchool

Emily Glasgow
Lewis Elementary School

Karen Murphy
Free Orchards Elementary School
Creating culturally responsive classrooms

Dr. Sharon Ritchie
FirstSchool
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.

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
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
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

Intrinsic motivation

Learner-driven: None of us succeeds unless all of us succeed.

Learner-centered: Communal celebrations for work and effort; no one is “in trouble;” logical supports are in place; growth mindset

Adult-centered: Behavior modification systems of punishment and rewards for groups

Extrinsic motivation

Adult-centered: Behavior modification systems of punishment and rewards for individuals

Learner-driven: None of us succeeds unless all of us succeed.
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?
“I would hate to have a child feel excluded from the neighborhood by something I had done or said.”
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 strengths-based approach to teaching children of color in my classroom.

b) I have attended professional development on using a strengths-based approach but need more practice.

c) I need both professional development and practice opportunities to feel confident in my ability to use a strengths-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
or email Vicki Nishioka at vicki.nishioka@educationnorthwest.org

**FirstSchool:**
firstschool.fpg.unc.edu
or email Sharon Ritchie at sharon.ritchie@unc.edu

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