



Improving educational equity through cultural responsiveness in schools and educator preparation programs: A virtual workshop series

Webinar #2: Research and practice in culturally responsive pedagogy, and how to sustain systemic changes

October 2, 2019

3:30–4:30 p.m. Eastern

Workshop transcript

Webinar producer: Hello, everyone, and thank you for attending today's webinar. Before we begin, we want to go over a few housekeeping items. At the bottom of your audience console are multiple application widgets you can use. You can expand each widget by clicking the maximize icon at the top right of the widget or by dragging the bottom-right corner of the widget panel. Additional materials, including a copy of today's slide deck, are available on the resources widget indicated by the green file icon at the bottom of your screen.

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Finally, an on-demand version of this webinar will be available approximately one day after the webcast, using the same audience link you used today. Now, I introduce Amy Johnson. Amy, you now have the floor.

Amy Johnson:

Thank you, Brian, and thank you to everyone for joining us for today's webinar, "Research and Practice in Culturally Responsive Pedagogy: How to Sustain Systemic Change." Today's webinar is sponsored by the U.S. Department of Education's Mid-Atlantic Regional Educational Lab. I'm Amy Johnson from Mathematica, which leads the work for the Regional Educational Lab.

This is the second webinar in a four-part series. And our goal for this series is that it will prompt you as audience members, either individually or ideally with a team of your colleagues, to put what you hear into action in one way or another. We think of this four-part webinar series as a workshop that will provide you with valuable guidance on how to create more equitable education environments that include culturally responsive practices.

Before I introduce today's speaker, I want to point audience members to an action plan that you all should have received electronically via email. The action plan is really intended to be a starting point for the critical conversations and strategic planning that we hope each of you and your colleagues will begin in working toward culturally responsive pedagogy and systems change. During the webinar, feel free to jot down thoughts or ideas or questions related to the prompts in the action plan, but most of all, please take this with you after today's session is over and take action. Please do something with the information you hear today.

Our speaker today is Eric Duncan. Eric is a state policy advisor at WestEd. Thank you, Eric, for joining us. And I'm going to turn it over to you.

Eric Duncan:

Great. Thanks, Amy. Good afternoon, everyone. Thanks again for joining. As Amy said, my name is Eric Duncan. I'm a state policy advisor here at WestEd and have worked with our federally funded technical assistance center, the Mid-Atlantic Comprehensive Center, directly with states on addressing some of these concerns around diversifying the teacher workforce in their state schools and districts, and ensuring that all teachers are culturally responsive in practice. It's a thrill for me to come on and just share a little bit about what I've learned and seen in this space, and hopefully

engage with you all as you start to think about how to influence the space, given your sphere of influence.

So let's go ahead and get started. Just briefly, I'm going to touch on some of the research base for culturally responsive practices, the evolution of that term, how it originated, and where it's at now, in terms of an understood definition of what it looks like to be culturally responsive in practice. Then, touch on some very important research that New America has done, and other organizations, to look at how culturally responsive practices are actually being carried out, in particular, through teaching standards across the country.

And then, share some of the policy levers that, when myself and my colleague Dr. Saroja Warner for the CCSSO helped to develop a network of states that we were working with at the time, that we've carried over to some of the technical assistance and support that we've been providing states while we've been at WestEd. Then, hopefully, the most robust portion of this will be the Q&A, where we'll be able to engage about some of the issues that you may be facing, some thoughts that you may have, in a way that you can infuse some of this into your policies and practices at the level that you're approaching this from.

All right, so briefly I wanted to sort of level set and talk about the research base for culturally responsive practices. And start with the person who came up with the term in some of her work. Gloria Ladson-Billings is sort of the godmother of this work. She started as an educator who was curious about the pockets or places or classrooms where Black boys in particular were pretty successful. And given the history [of] marginalized conditions of a lot of students of color, she wondered what were some of the key characteristics of teachers who were getting through to African American boys and helping them to succeed in the academic setting.

She came up with this term, "culturally relevant pedagogy," as a way to describe—again, I recommend you all [read] the book *The Dream Keeper*—"What are the things that teachers who are successful with African American boys, what are they doing?" She broke it into three main buckets.

One is this eye towards academic success and setting high expectations in terms of academic success for African American

boys. We've seen the research with that in particular, where, in a lot of contexts across the country, African American students are potentially held to lower expectations. I mean, they're sort of not thought of as folks who are able to succeed academically. This runs across the board for students of color, and the way that that had been carried out from teachers across race[s]. So identifying that there are teachers of color who disproportionately have higher expectations for their students of color than their White counterparts was one of the key tenets of this.

The second thing is helping to develop positive ethnic and cultural identity. As a field, we've talked about in a loose way what "culturally responsive practice" means, which is essentially connecting the curriculum, the resources that we share with students, textbooks, to their own cultural background and ethnic identities. Being able to bring those together and bridge the gap was something that she saw. I think one main thing that we don't necessarily talk about when we refer to culturally responsive practices is this supporting of the students in their ability to recognize and really critique some of the social inequalities that are facing our students of color across the country, and people of color, communities of color, to support them in their interrogation of the systems and structure that have been created and often have been created to keep them down. We wanted to empower them or cultivate their ability to critique those inequalities as they get older and as they are able to leverage that position of power.

So those three main buckets were the start, the framework of what does it mean to be culturally relevant and to have culturally relevant pedagogy: the academic success and high expectations, the positive ethnic and cultural identities, and connecting some of the curriculum and resources that we see in schools to that cultural and ethnic identity. And then, the ability to critique some of this and understand social inequalities and how they are positioned within those inequalities.

That is the foundation. Over the years, there's been an evolution, or a different way that we've spoken about those foundational pieces. One of the highlights is the shift to culturally responsive teaching, that Geneva Gay is sort of a pioneer of. She called on our position as practitioners and educators to start to make some changes in their practices on multiple levels: thinking about their instructional materials, like we brought up before, thinking about some of their instructional techniques and the way that they

approach students and families, positioning themselves to build and cultivate relationships with their students, thinking about ways to provide a positive climate in terms of the classroom. Then, again, a continuation, building student self-awareness and their position in society, and how they're affected by some of the ways that society views them. That was the next step.

We have a couple of other researchers who have continued that work. Zaretta Hammond and Django Paris, to name a couple. Not just building culturally responsive practices or helping students see themselves in a different light, but helping to position them to sustain that culture. Zaretta Hammond talks a lot about—and I'll talk a little bit more about this—about some of the brain science behind culturally responsive practices. I'll touch on that a little later.

The key ideas from this asset-based approach to learning are building on the assets and the values that different cultures and different approaches from students, how they are bringing that into the classroom, building on that, valuing it, and viewing it as an asset. And therefore, holding them to higher expectations and being able to tilt the line between holding them accountable and having high expectations, but showing the love and support on somebody that you believe in, that they believe in, to be successful.

Thinking about being critical about some of the inequalities that our society is facing and their position in them is another key idea and a big thing to build on. A big part of this is the community and their role in how to engage them and family members in the learning for all students, but in particular students of color, as we've seen the research show the importance of that. So, to talk about the effect of this, again, those key tenets, and what we've seen when they are carried out on the classroom level and the school level. First, it draws on brain science. Zaretta Hammond talked about understanding and drawing on a learner's background knowledge. This really helps in terms of comprehension, sharing it in a way that's relevant, using the knowledge that we already have but tying it to research and brain science around how learners process new information, and how important it is to link that and build upon what students already know, and what people already know. I think we understand this from an intuitive level, but Zaretta Hammond really helped to translate that into some of the research that she did on brain science.

The culturally responsive practices have led to deeper levels of engagement. We've seen the value of instructional materials, texts, assignments, and conversations in the classroom. Those things that reflect students' background are extremely critical in building on deep levels of engagement. There are few studies that carry that out and show the importance of that. Things that we're looking at on a national level are around what are some of those key out-of-classroom components that are really important, not only the academic achievement, but also some of the self-skills that we've talked about, such as persistence. But also, attendance, in seeing the effect on chronic absenteeism and interest in school in general, and how that sort of leads to decreasing the attendance. There have been studies that I've listed here, and I'll list at the end, that are linking this type of approach around creating schools that are culturally responsive and relevant and classrooms that are the same. It has seen positive results around those areas, attendance in particular, interest in school. And we know how that translates into academic achievement.

I think something that is critically important is self-esteem and well-being. We see this with a lot of our school safety work and the initiatives around building safer schools and positive school climate. Culturally responsive practices do the same thing in terms of building more positive school climates and helping students to feel better about not only their value in school but in society, and to feel better about their ability to persist and do well in school and succeed.

We've seen some of the research base and some of the positive impacts of culturally responsive practices. I want to narrow this into some of what New America, which we draw a lot of our work from, calls "competencies." A lot of the way we talk about culturally responsive practices, building on this idea of an asset-based approach to learning, helping to cultivate this critical thinking among students, to think about their position in society and the inequalities that they face. And then just building on the community and how that's interwoven in the interrogational instructional materials and practices to ensure that they are culturally relevant. At the foundation, those are sort of the key tenets, but New America did a really good job. They did a 50-state scan, essentially, of teaching standards and looked at what are some of the competencies that define in a comprehensive way what it means to be culturally responsive in teaching. What does it look like?

Again, we have a research resource at the end, but I wanted to just briefly touch on some of these characteristics and qualities. Some of these are just good teaching, right? And the way that we think about, what does it mean to be a high-quality instructor. So understanding things like the value of collaborating with families and being part of the local community. We know that, that's a huge part of any good teacher. And so that is just something that is across the board, something that's important in terms of being a good classroom teacher. But bringing real-world issues and relevancy into the classroom. Modeling high expectations for all students, we've talked about this. Really critically narrowing down into the importance of having those high expectations, high expectations for all students, not just the traditionally successful students but all students who come into a classroom. Promoting this respect for student differences. Again, these are sort of foundational.

I think what I'm going to narrow in on, show where New America illuminated some areas of concern, where teachers are not necessarily expected to address it at the rate or the level in terms of teaching standards that we would want to see or that they would want to see. One is reflecting on one's cultural lens. Understanding where we as educators or people in general are approaching our biases, our cultural lens, how that either enhances our ability to be good classroom teachers for all students or hinders the ability of educators to be effective for all students. That sort of reflection point, putting that into a standard, evaluating teachers and supporting teachers, and really all educators, including school leaders. That area is something that is not necessarily institutionalized from a policy perspective. Because of that, it is probably not happening in practice at a level that is universal and can be applied and prioritized at all schools in all classrooms.

The other thing is what we've talked about a lot, but is something that is not necessarily institutionalized in these standards, which is recognizing and redressing some of the biases in the systems that students and families are in. That sort of empowerment and that approach is something that—as New America was looking at the scan of each of the teaching standards across the board—those are areas that weren't necessarily being highlighted as much. Whereas some of the others, again, are qualities of just being a good teacher that we've sort of understood as effective outside of the umbrella of culturally responsive teaching. I'm going to go a little

bit deeper into these two. And then, as I've said, there's a resource here, a link to it.

Those two competencies again, reflecting on one's cultural lens. This is how New America defines it, which I think is really effective. Culturally responsive educators routinely reflect on their own life experiences and membership in various social groups, such as by race, ethnicity, social class, and gender. They routinely do this, and then they ask themselves how these factors influence their beliefs about cultural diversity. The importance of just routinely doing that, reflecting on their own biases, their own experiences and understanding and asking critical questions about how this influences beliefs about cultural diversity.

This is not something that necessarily shows up in some of the standards, and therefore [in] the evaluation measures and tools, in terms of the ways that educators are evaluated on their effectiveness, and also on some of the support and ways that districts and states and schools can build programming to guide educators on that pathway and support them in terms of asking those tough questions. What are the right questions? And sort of illuminating that. I think, as we know and what we've seen, largely, I think, the large amount of educators, the majority of them want or obviously care about students, who want to be the best teachers that they can be. And so having that as a routine and as something that can be guided and directed is really important. That's where I think some of the policy makers on this call and on this webinar just sort of take the lead in doing the research and influencing some of the institutional measures that we use to ensure that teachers are routinely reflecting on their cultural lens. And then, competency, too, which is kind of tied into this to an extent, but recognizing and redressing bias in the system.

So culturally responsive educators want to deepen their understanding of how these types of social markers that we've talked about influence educational opportunities for all students. And the way that we've seen this, and this carries out across so many different issues in ways that teachers sort of lead to students feeling disconnected from school and not feeling like they have a place or the ability to succeed, is if you are not as informed about these biases, you sort of take a more deficit-based approach and blame learners and blame the sort of what are perceived as cultural deficiencies and not differences for the academic achievements of students.

Like we've seen in the research in the previous slides, we know that there are ways to help and support all learners, even folks who are traditionally marginalized or viewed in a different light as sort of the traditional student. We've seen that having those high expectations, having an asset-based approach to their culture, their learning, their style, can really help. So we know in the inverse, when teachers do not have that understanding, do not understand how these social markers influence this case and opportunity, it can be very detrimental to students. Those are sort of two of the core areas.

And again, when we talk about action plans that you are doing, I think this is a key place to sort of look at and interrogate, "What are my standards?" "How will you evaluate teachers?" "How do we talk about teaching competencies?" and "How do we support our educators to ensure that they are best positioned to support the diversity of learners and the different cultural backgrounds [that] learners bring to school each day and families bring to school each day?"

And so, to narrow down, all practitioners have a key role to play. Obviously, there are more folks, maybe not on the line, but who play a key role in the education space, particularly around ensuring that all teachers are culturally responsive in practice. But focusing in on these core areas, starting with state education agencies. Based on some of the work that we've seen done through the Diverse and Learner Ready Teachers Initiative, what states have done, like Washington State, like New York State, to engage stakeholders around a definition of like, "How do we value culturally responsive practice?" "What do we value?" "What do we name this as?" "What are the core competencies around culturally responsive practices that are important to our state and important based on the research for all of our schools to follow and lead on?" And then, making sure that the evaluation measures in the state reflect that, and not just evaluation, but standards, professional development opportunities.

SCAs really have a key role in using their platform to ensure that, and to advocate for these changes and utilize the stakeholders in their state to come up with that definition. District leaders—there are a lot of districts—control HR and hiring processes but also are tasked and have the capacity to build programming around professional learning. So being able to provide high-quality

professional learning on culturally responsive practice, but also promoting it and saying, “Hey, these are opportunities that you all have to build on this skill.” And that can be for both teachers, but also leaders and anyone who’s overseeing the day-to-day lives of children, making sure that they are focusing on opportunities to do things like, reflect on their own cultural lenses and recognizing their bias in the system.

School leaders—this is another place in terms of hiring and recruiting. A lot of teachers, not most teachers, this is important for me, are sort of tied to school leaders and want to be under a school leader or working for a school leader that creates positive culture, that they feel supported by and all those things. So I think school leaders have a big role towards setting the tone for how the building prioritizes culturally responsive practices. But also, when thinking about hiring and recruiting, and this can also be from an HR perspective outside of the school leader, there are ways to prioritize and look for culturally responsive practices. Also, the state, when hiring candidates and when recruiting. It is a priority at the school level. It is a priority at the district level. And so that will definitely influence the candidate pool. I think it’s really important that school leaders and district leaders who are in charge of hiring new educators really set that tone when doing that work.

And then teachers and support staff. In what ways are teachers seeking out opportunities to grow and lead in this space in terms of developing culturally responsive practices? But also, how our teachers are sort of creating networks or systems that support and ways to hold each other accountable. I know that was really important for me when I was a classroom teacher—that my colleagues, their view of me and the work I’m doing, was really important. And so when there’s that culture that starts from the school leader’s perspective, that has seeped into and educates our workforce, that helps to serve the changes and the culture that is really necessary at that school level.

So thinking about the policy levers, not just in practice, but in sort of, “What are the ways that broad policies can start to influence and shape the way that we look at culturally responsive practices?” I think that at a state level, when you look at prep programs, I haven’t really touched on them as much because I think there’s so much great leadership. I think a lot of prep programs really care about this and prioritize this—have taken the lead, I think, in creating programming and curriculums and valuing culturally

responsive practices. I know colleagues of mine that I've worked with who are educators and are prep program leaders who prioritize this, brought this into their curriculum and have influenced a lot of the educators that they serve. There's a place, in terms of the program approval, that the state needs to make sure that culturally responsive practices are reflected in the curriculum and instruction, and in order to matriculate through as a teacher in a prep program, you must prioritize culturally responsive practices and at least be introduced to it, and taught at a certain level. So there's one lever.

We've talked about teaching standards and school leaders' standards to an extent, but also, the licensure and certification process. Again, there are areas from the state level where culturally responsive practices are at the forefront of what you want to see as a state in terms of what teachers display and show in order to get a license or certified. There's a lot of ways to make sure those competencies are reflected through those processes of getting your licensure and certified. And so bills are just sort of high-level policy leverage at that the state level, district level. I think the professional learning opportunities and incentivizing through the structures that you have, whether it's through the sort of microcredentialing or other ways that promote culturally responsive practices and help educators develop that sense. But also, from a district level in—I put this under policy level, but just sort of promoting the importance of culturally responsive schools and what they look like and why they are important. It can be a really important way to influence the practice of schools.

We talked a little bit about the teacher prep program level, and we talked a little bit about program requirements, but I wanted to also home in on culturally responsive educators. So, like I've said before, there are a lot of really, really great prep program instructors who are teaching aspiring teachers or prospective teachers about the importance of culturally responsive pedagogy. But, I think, maybe not at a wide scale, where we haven't seen that expectation that those educators themselves are culturally responsive and are sort of showing those practices in a way that they are instructing future teachers. So I know that there's work not being done to widely show that that's a big priority. But from a prep program standpoint, when thinking about what are those qualifications that those educators who are educating future teachers need to have? That's an area where I think we haven't necessarily homed in on that. And I think that could do a lot of—or

can be very influential as we start to build a teacher workforce that we'd like to see.

Here are some of the key takeaways and things that I may not have really homed in on but wanted to sort of bring back into the forefront. We've talked about the importance, obviously, as we're looking at under-represented minorities and communities of color, why it's so important for culturally responsive practices to be part of their educational experience. But it's good for all students, and it's good for all teachers. Again, what we've talked about with the core eight competencies, being able to promote respect for student differences, high expectations for all students, bringing real-world issues into the classroom, collaborating with families and local community members. I mean, like I've said, these are universally, across-the-board important for all students regardless of race, ethnicity, any of those background indicators.

It's also important to reflect on the cultural lens and understand things like your place in society and how, traditionally and historically, you've been viewed as a group based on whatever characteristics, and understanding bias in the system and what your role is as a future leader, as a future influencer of the space. It's important for all students and all teachers to have classrooms that reflect those core competencies. So I just wanted to put that out there.

In the culturally responsive workforce, I think as we've seen, there are practice and policy levers that if one sort of entity or group doesn't necessarily buy into it, if school leaders are not culturally responsive in practice, if prep leaders are not culturally responsive in practice, if state leaders are not prioritizing this and ensuring that there's the right policy conditions to promote this in their space, this work is not going to be sustained. It can't be based on the hearts of a select few leaders, who will in due time leave their locality or the area that they're in. It has to be at all levels institutionalized.

What we think at WestEd and what we've worked on at CCSSO is that the state, really the SCA in particular, has a lot of power and influence to, at the top, create the right policy and practice conditions, sharing the best practices, and provide information and content for folks. What we hope is that, with the state, being able to build on their leadership. If the state can lead the various levels to get buy-in and support for this work, then it will be sustained.

And it will make the influence and change that we want to see. And like I just said, policy and practice measures are important in terms of building a culturally responsive teacher workforce.

While I've just briefly touched on the practice points, the series will continue, and you'll start to know a little bit more about what this looks like at a school level, and what this looks like at a classroom level. We wanted to bring this as the flow of the series, to start at a higher level. Think about—what does it look like for a teacher to have these broader competencies? And then—what can that look like from a set of policy levers? But also narrowing in and focusing on some of the key competencies that are not necessarily prioritized at a policy and state level.

So, some critical questions, and this can really be helpful, I think. I hope it's helpful as you all are thinking about from whatever purview you're approaching this. What can I do in terms of an action plan and as a way to jump-start this work, if you haven't already, or to continue to give work that's already going on? In a lot of places, there's pockets of work where this is being done well, but how do we make this into sort of a broader or whole-system approach? I believe that you all have this information and have these questions in the action plan document, but for each level, I think there's critical questions that align to some of the practice pointers and ways that we have talked about. What does it mean to be culturally responsive in practice and from each level? They sort of align with this. I hope this is helpful as you start to shape and think about some of the ways that you all are supporting the work from whatever purview you are approaching this.

Here are some sources and, again, you all have access to the slide deck, but this is just some of the research and studies that I talked about a number of slides back about just how this is positively affecting students from across the spectrum, some of the research base. So I encourage you all to read some of this work. I think this is really important for you all to dig deeper into this. I would love to talk even more about other resources that could be impactful as you're starting to build a rationale, build a subject matter knowledge of why this is important. What are the key competencies? Know what you can do from your shared influence to ensure that this work is being done.

All right. I'll turn it over to Amy to facilitate the Q&A session. Thank you.

Amy Johnson: Great. Thanks, Eric. That was a great and very rich and informative presentation, so thank you for that. And thank you also for reminding folks of some of the sessions in this workshop series still to come.

Just quickly, before we turn this over to questions for Eric—the next webinar will focus on, as Eric alluded to, what does this look like at the district and school level, as the third webinar in this series? And then the fourth one is going to turn to this very important question that Eric also noted around teacher preparation. So looking at—what are teacher preparation programs doing to prepare teachers to be culturally responsive in their classes?

We've got some questions coming in. I'll encourage people to keep submitting your questions. We have about 20 minutes for questions, so that's great. The first question, Eric, for you. You had mentioned both New York and Washington at one point in your presentation. So the question is "How can we learn about the practices used by New York and Washington so that we can follow in their footsteps faithfully, at least as far as their process is relevant for our state?"

Eric Duncan: Yeah, it's a really great question. What I would recommend, I'd start with the New America paper. That goes through some of these teaching competencies and how states are shaping their standards to reflect them. You can sort of get a sense of a way, from visiting their website, a way that they sort of approach this issue, and what steps they took to create some of these high-level teaching standards and engage communities in this work around that. So I would start with the New America paper, which you have only two. The other thing is, honestly, I mean, I don't know who asked that question, and I don't want to overstretch my—well, either way, you have my contact information. These states are obviously eager, and folks who are working and the leaders in this space are eager to work with one another to share best practices and think about their approach.

The way that I know about the approaches and the ways that leaders in those states have taken on this work is through conversations with them, honestly. And hearing, "Okay, this is the problem that we wanted to look at and view. And this is how I approached it." Again, you can find all of these resources online. And I'm happy to send and share and point you directly to those

resources, to where they sort of chronicle the way that they approached these issues. Why they thought it was a problem, how they either advocated for a legislative level or helped to sort of spur a program and create a program through funding sources.

Washington State has a comprehensive approach to this, where they both worked and advocated through their state legislature to sort of institutionalize these within the educator evaluation system and teacher standards. But they also sort of were creative in terms of the funding streams that they had and could utilize to incentivize folks who had the ability to do this work. So, yeah, I'm happy to share those resources. I'm also happy to connect with anybody offline who's interested in—even if you are sort of at the state level and want to connect with folks in the state, folks who are really, really happy to talk about the work that they have done and led and are eager to partner with one another. Washington State, like I said, is a really good one.

New York State wanted to sort of pull out the fact that they had this stakeholder engagement model where they started with a framework or definition and said, "Okay, this is what we are operating from in terms of what it means to be culturally responsive in this state. Let's engage, use some of our funding and resources to engage or to go to each district or set of districts and essentially invite them to comment on this document, and we're going to take notes from that." But you have the best ways to incorporate that feedback. And then, share out what this definition looks like in the framework and in concert with that work through our policy channels and levers to ensure that the policies that we have in place around teacher standards, teacher evaluation, teacher licensure, all of those aligned with this definition. So again, there's some resources that are included in this that you can sort of glean from. I'm happy to talk to anybody, and I'm also happy to make connections.

Amy Johnson: Eric, just a quick question from me. Would there be any materials available through CCSSO on these questions about state practices? Would that be a resource for folks?

Eric Duncan: Yes. So, again, I hope I included this. I think I did. But if not, there is a CCSSO-led initiative called the Diverse and Learner Ready Teachers Initiative. And one of the things that we, Saroja R. Werner and myself, created was the Policy and Guidance document. Part of that document includes a list of what states are

doing in terms of best practices in this area. And so if it's not included in this presentation, I'll share it with Amy or whomever.

Amy Johnson: Yes, we can make sure to get it.

Eric Duncan: The website also has some other really good—there's a webinar series on best practices in this space. So there's a lot of good resources that CCSSL led on. So thank you, Amy, appreciate that.

Amy Johnson: Okay, great. Let's switch gears a little bit. Your next question. Could you provide an example of how guiding a teacher to reflect on their cultural lens or biases might lead to a specific realization and some type of constructive behavior change? And what specific behavior could be changed? Tell me if you want me to ask you that again. Could you provide an example of how guiding a teacher...?

Eric Duncan: I think that is a really, really good question. I'm sure that my colleagues who are and have been school leaders and are going to reflect on this will answer that in a way that is better and more eloquent than I would. I don't know if there is necessarily a realization or a spark moment where it's sort of—I can say that we've seen, or people have seen—it's just like a light bulb going off. It would be nice if that happened every time and we knew what that meant. But I think for most people, and I don't want to speak out of turn, but I think for most people, particularly educators, I don't think there's this sort of understanding or knowledge that—or I don't think that it comes from a bad place when people are confronted with certain biases. I think it is something that if done well and in a good, comfortable setting, people sort of understand it's important to helping them become better educators, which is ultimately what every educator wants to do.

I think the best places from what I know and heard, the best places where this has happened hasn't necessarily been like a one-on-one therapy session or a sort of, this teacher is talking to a coach and there's a light bulb moment. It really does come from sort of school leader[s] creating the right culture and the right learning conditions so that teachers are set up to support one another in this area in particular, but also any other sort of self-reflection and self-assessment. So I would hold that question for our school leaders who will probably be able to talk a little bit better in terms of the ways that they've tried to influence the space

and have seen concrete evidence of success. From my purview, I think, it is so important for school leaders to sort of see or position their school to be at communities where you can ask tough questions of one another. You can help one another in sort of a critical way to get to a point where there's comfort in talking about these issues but also there's sort of that collaboration where teachers who know that another teacher is having success with a certain thing or can speak articulately about it are sort of working with one another to support that. So I would definitely hold that question until sort of school-based practice folks are able to speak more eloquently about it.

Amy Johnson: In the next webinar, yup. All right, Eric, I'll shift gears a little bit again. The next question is "What are some of the specific programs or methods emphasizing cultural responsiveness that could be included in the licensure process?"

Eric Duncan: Yeah, that's really a good question. So a lot of what has been done—based on conversations that I've had with folks when we've worked with like the ETSS and the organizations that are sort of leading some of the licensure tests. To be honest with you, those organizations who are leading sort of the practice core and all those are thinking about and have really hired folks who have been able to interrogate the questions that are being asked and sort of where that comes from and how it can sort of be tailored towards culturally responsive practices. I would also recommend—there's folks, and I don't want to toot our own horn, but there are folks at WestEd who have sort of led in this space in terms of creating the right content that would lead to looking and aligning the competencies around culturally responsive practices to licensure requirements, particularly around entry exams and the like. And I'm trying to remember the resource that Saroja created, and I can send that out as well, about the way that folks have interrogated those types of licensure tests and NCPA models, that sort of the licensure requirements have been interrogated. I have a couple of resources in mind that I can share in terms of ways that folks have approached that issue and that problem. And I'm happy to share that. I don't know if I included it in the sources, but....

Amy Johnson: Yeah. We can take a look and add to that if it's not there. Good. Okay, another question for you, Eric. Do you have some examples or measurements for incentives for teachers to demonstrate more culturally responsive practices?

- Eric Duncan: Yeah, absolutely. Again, I don't want to keep going back to Washington State, I hope I included this as well, if you want to look at a sort of system or approach that does that really, really well, Washington State has been really, really effective in terms of microcredentialing in particular and offering teachers the opportunity to get extra credentials, and therefore lead to a process of getting more leadership opportunities. And building this sort of framework or system where teachers have that incentive to get something a little extra. It's usually like at Washington State where it's built into existing channels of leadership pathways and having that being one of the core areas. And so I think that's probably the best in terms of the incentives that I've seen that are from the policy perspective, from what I've heard has been effective in getting folks engaged. I think, it also really starts from the school leaders' perspective. I think really, really high-quality school leaders that build a culture of collaboration and sort of showing the importance of culturally responsive practices can do wonders in enticing teachers or pointing them in the right direction. And so, if I were starting from this or approaching this, I think microcredentialing is a really good and effective way. So I think ensuring that our school leaders have the tools and information and knowledge to create cultures that promote some of these pursuits of these opportunities and show that it is important to work in these settings to have these competencies. I think that's a really important lever as well.
- Amy Johnson: Eric, your next question is, Do you have any examples of good trainings at the district level on this topic? And that could also be a good question for the next webinar, but—yeah.
- Eric Duncan: I have some resources that I can share. There's an individual that we have worked with in the past who works directly with districts in charter networks, who has some really good resources. I would ask him if we can share that. We've used him in the past because he's done a really good job of working with—I think he worked in Texas—over a period of time, [he] built programming that's been used and developed some online modules, which is another way that we approach this work, and how others approach this work as well. So that's something that I can share. I would also recommend—I don't know if Ohio has completed this yet—but going on to Ohio's website. They have also created online modules and learning modules. I don't know for sure if they're up now, but they were in the process and were supposed to complete those. I would look at those as well in terms of ways that they as a state

have led to create and set up a suite of resources for district leaders to use with their own teachers. I'll do a little bit more investigating and dig into those.

Amy Johnson: All right, great.

Eric Duncan: I'll share those links as well.

Amy Johnson: Good. Eric, I'm going to shoot you one last question. I probably just have time for a brief answer on this one. The question is "How might you measure growth in cultural competency?"

Eric Duncan: In terms of like the teacher growing in cultural competency? Or...?

Amy Johnson: Yeah, it's not specific, but I would think maybe starting with the teacher. Yeah, how would you know whether that teacher is in fact growing in terms of cultural competency? Or how would you sort of measure their behavior in that area?

Eric Duncan: Well, I think starting from those competencies that we've talked about. Being able to sort of build or break those down. So there are things that you see in terms of a classroom and ways that as you're sort of evaluating teachers. Are they showing these levels of competency in—I think, if you break it down to things like bringing real-world issues into the classroom, there are ways to view lesson plans, view other sorts of observations, whatever the likes, modeling high expectations for all students. I think there are ways to do that through student surveys, through those types of classroom observations. I think most of these are pretty similar, but not the same as any of the core competencies. That's why I really like these competencies and how they're broken down, because you're not necessarily just saying, "Oh, you're culturally competent." You're saying, "Here's what that means. Here's what it looks like." There are descriptions of it. So creating a set of rubrics, I think, is important. And there are a ton of resources online from states and areas, localities that have created those rubrics to show the progression of each of these competencies in particular. How teachers have evolved. So, similar measures, but, I think, being thoughtful and deliberate about looking at those competencies and using some of the similar evidence tools that we've used in the past to sort of rate teachers and their growth.

Amy Johnson: Great, okay. Well, thank you, Eric, for today's webinar and the great Q&A session. Folks, you'll see on your action plan the

questions that Eric had posed at the end. Again, I just want to remind everybody to take those and use them. They are the start for your own action plan.

I'm also putting up here this slide, just as a reminder for the upcoming webinars in this series. The next webinar is going to be on October 15th. We have George Guy, who is the principal of a middle school in New Jersey, who is going to present on what it looks like to implement CRP in districts, in schools. So he will start to give much more detail on some of the questions that were posed today. That's going to be followed by our final webinar in this series, that focuses on educator preparation programs, at the end of the month.

So thank you all for joining us. We look forward to having you join us again on the 15th. Bryan, I'll turn it back to you.

Webinar producer: Thank you. This concludes the webinar for today. Please note that in this webinar a survey will appear on your screen. Please take the time to fill out the survey because your information is important to us. Your feedback is important to us. When you're done doing so, please hit the submit button. As a reminder, the on-demand version of this webcast will be available one day after the webcast using the same audience link. Thank you, and have a great afternoon.

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