

Welcome to

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



The webinar will begin promptly at 11:00 a.m. PT/2:00 p.m. ET

*The webinar will begin soon. While you wait, please share the following in the chat box: **your name, organization, city, and state.***



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



Webinar partners



**Children's
Institute**



Today's moderator



Fiona Helsel

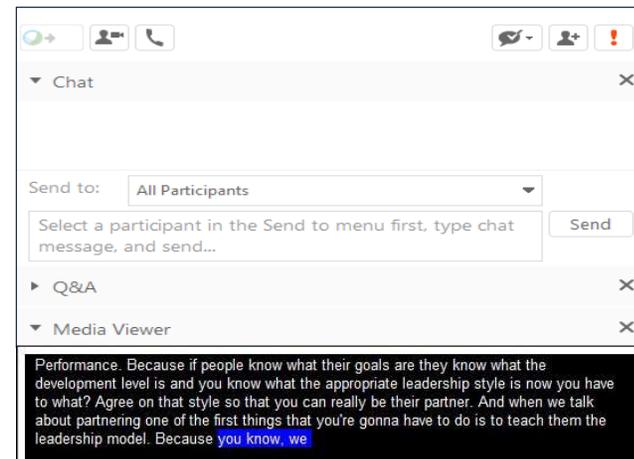
REL Northwest



Connecting to audio

The audio for this webinar is being streamed through your computer.

- If you have trouble hearing through your computer, you can dial in by phone at:
1-408-792-6300 and enter access code: **622 946 289**
- View closed captions in the Media Viewer panel

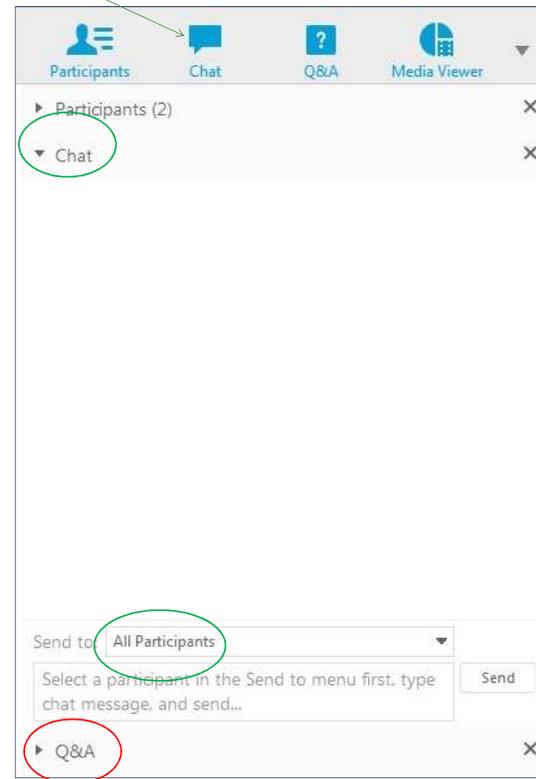


Tips for participating

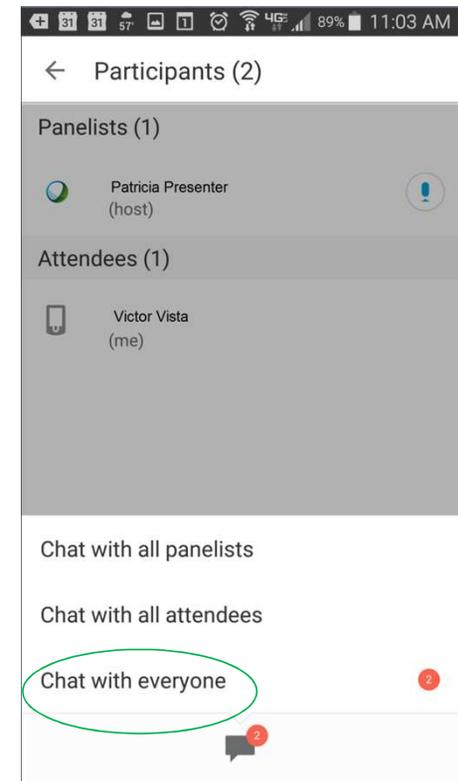
- Share comments and ideas in the Chat panel (send to “All Participants”)
- Ask questions in the Q&A panel (send to “All Panelists”)
- Some WebEx features are not available on mobile devices
- Links and a recording will be available in a few weeks

Click this button if you don't see the chat panel.

COMPUTER



MOBILE



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



Poll question: What is your current job role?



- A. Childcare provider
- B. Preschool teacher/assistant teacher
- C. Elementary school teacher/assistant teacher
- D. Principal or assistant principal
- E. School counselor
- F. Coach or technical assistance provider
- G. District staff member
- H. State education agency staff member
- I. Higher education staff member
- J. Other

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

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

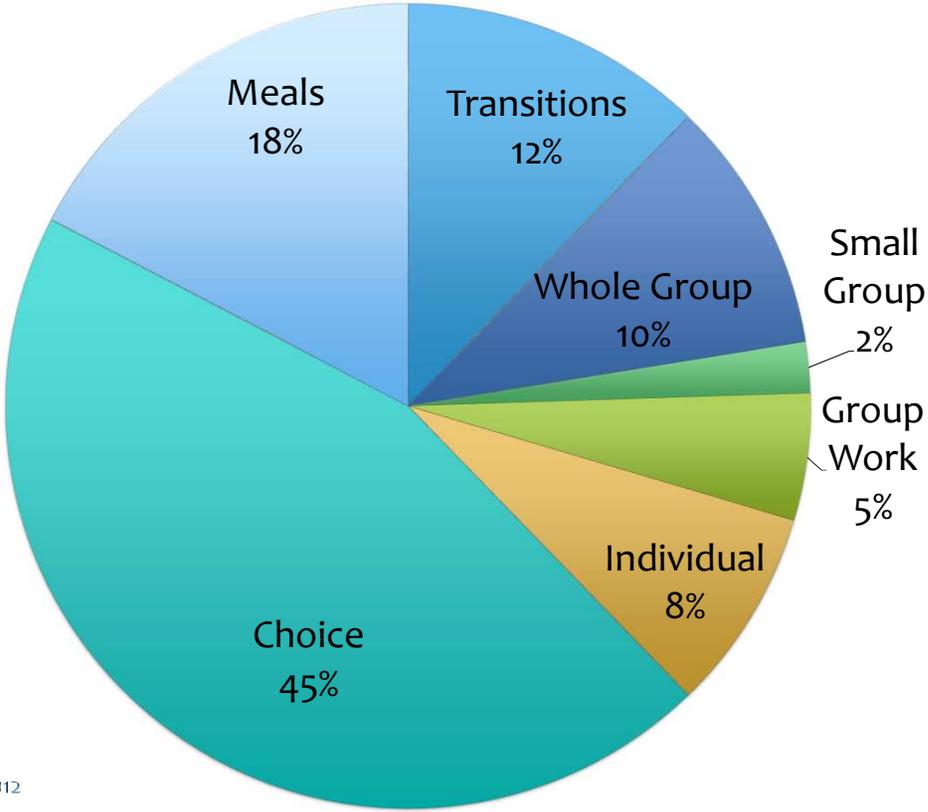
Focus on the predictors

Top predictors for positive grade 3 outcomes:

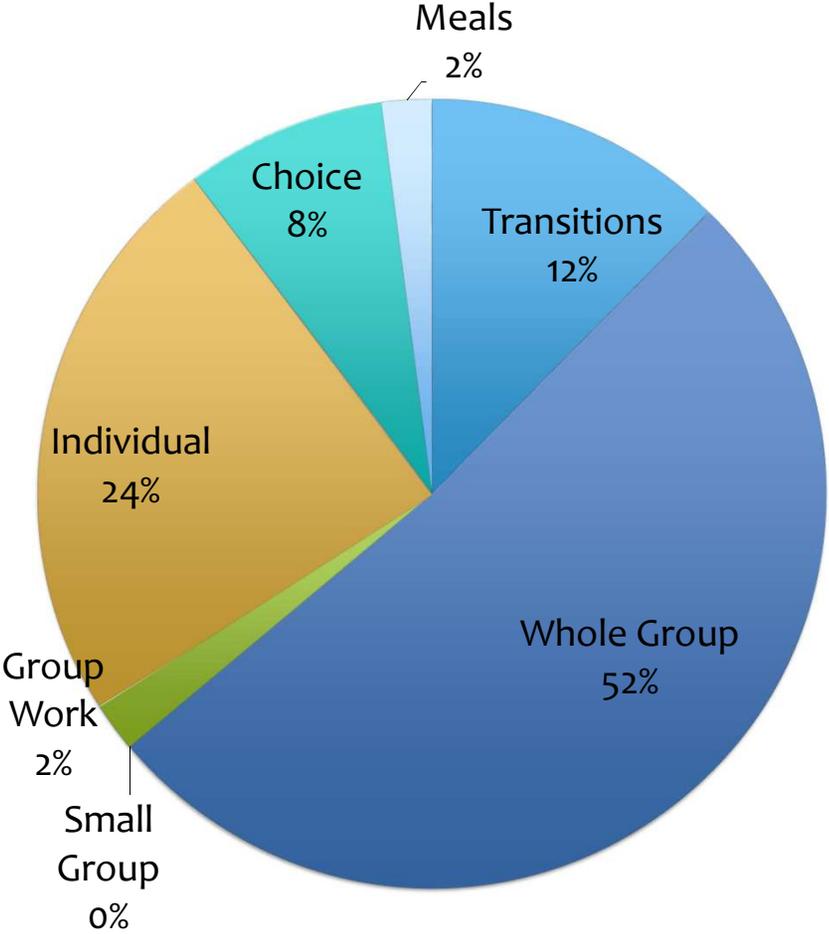
- * Small-group instruction
- * Collaboration
- * Oral language development
- * Vocabulary development
- * Math
- * Scaffolded instruction
- * Metacognition

Smooth transitions in meaningful and developmentally appropriate ways

Activity Settings PreK



Activity Settings K



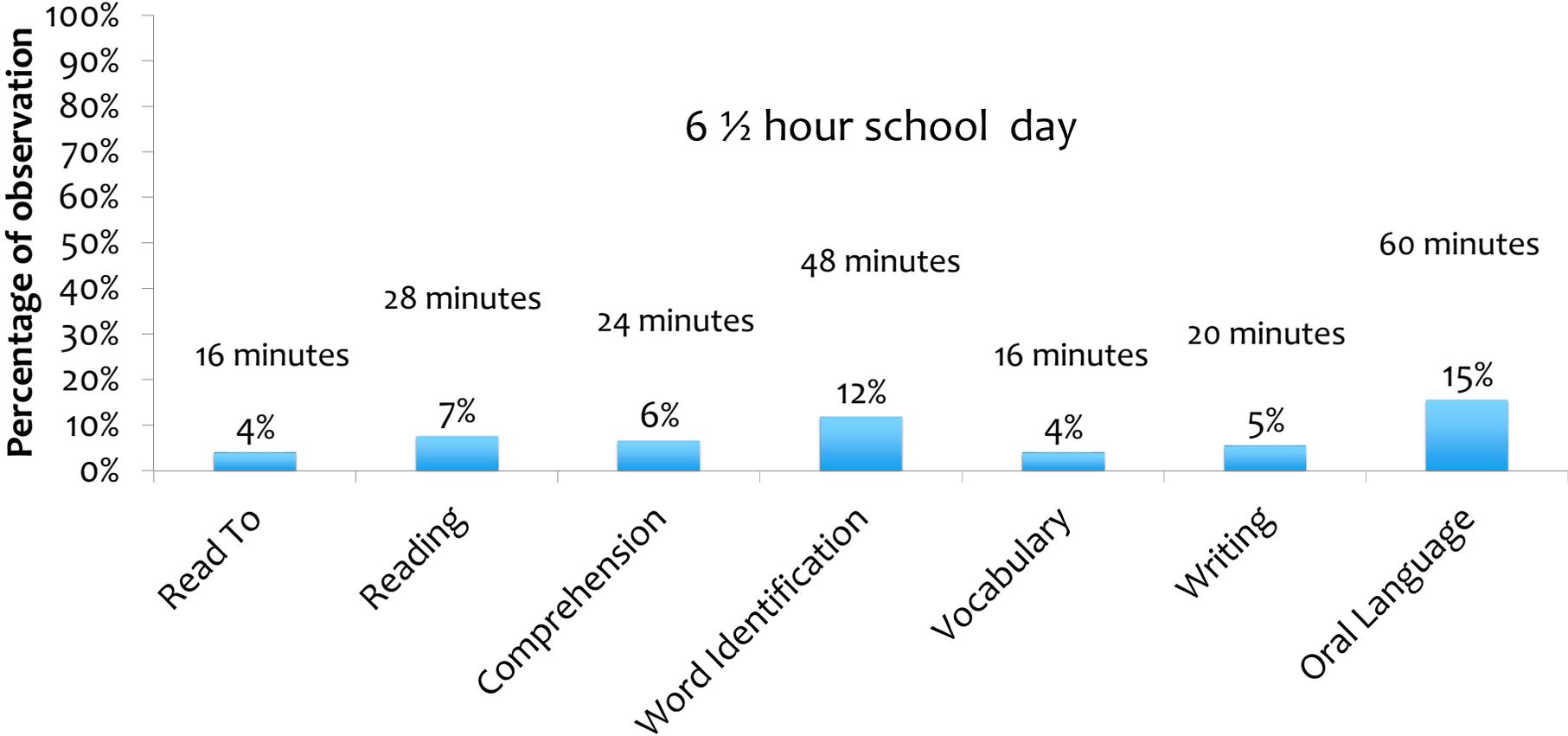
Self-regulation cannot develop when adults regulate behavior

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

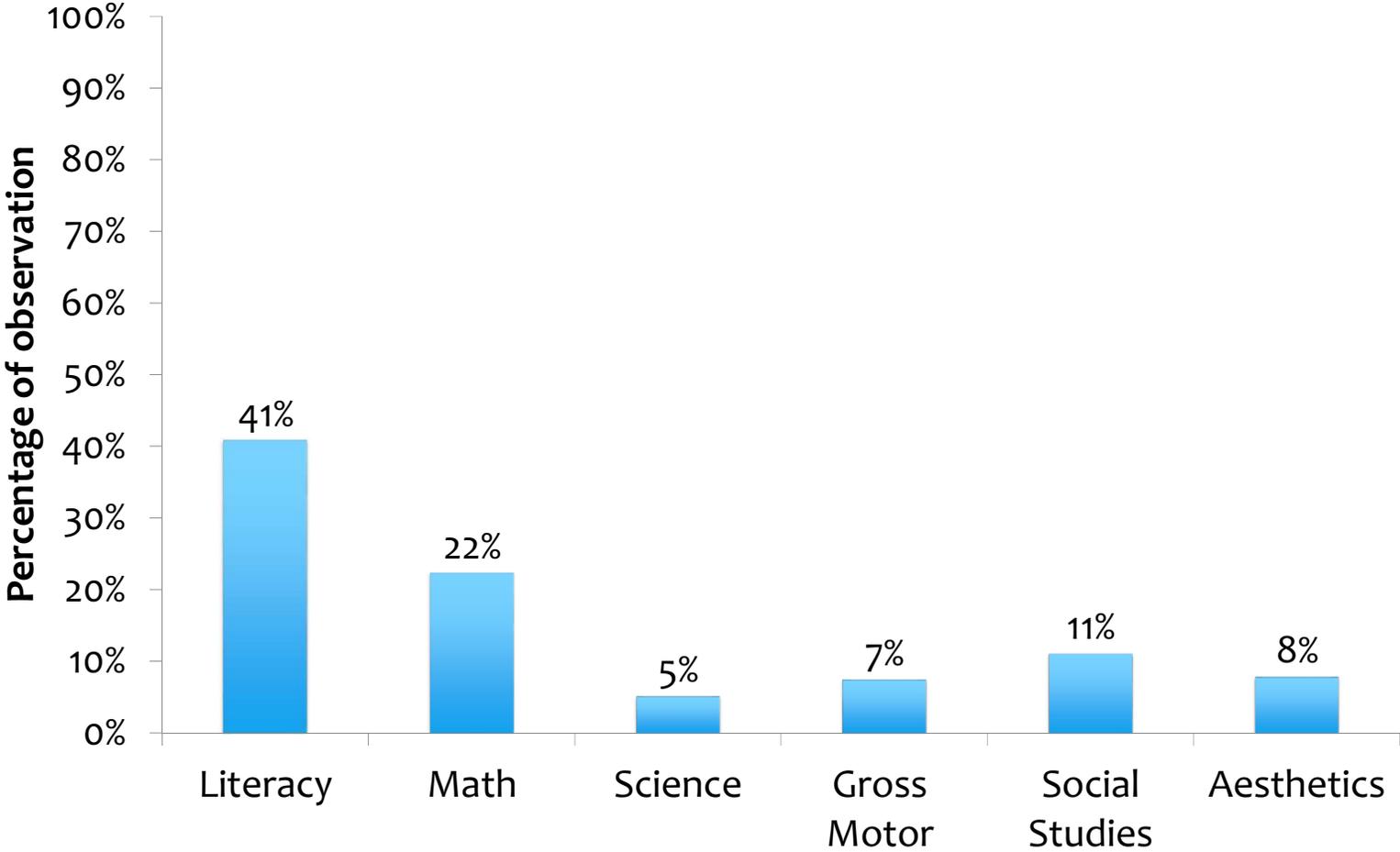
- * Offering choices within learning activities
- * Supporting children's autonomy
- * Believing in children's competencies
- * Teaching children how to be productive when working alone and with peers
- * Making practicing fun!



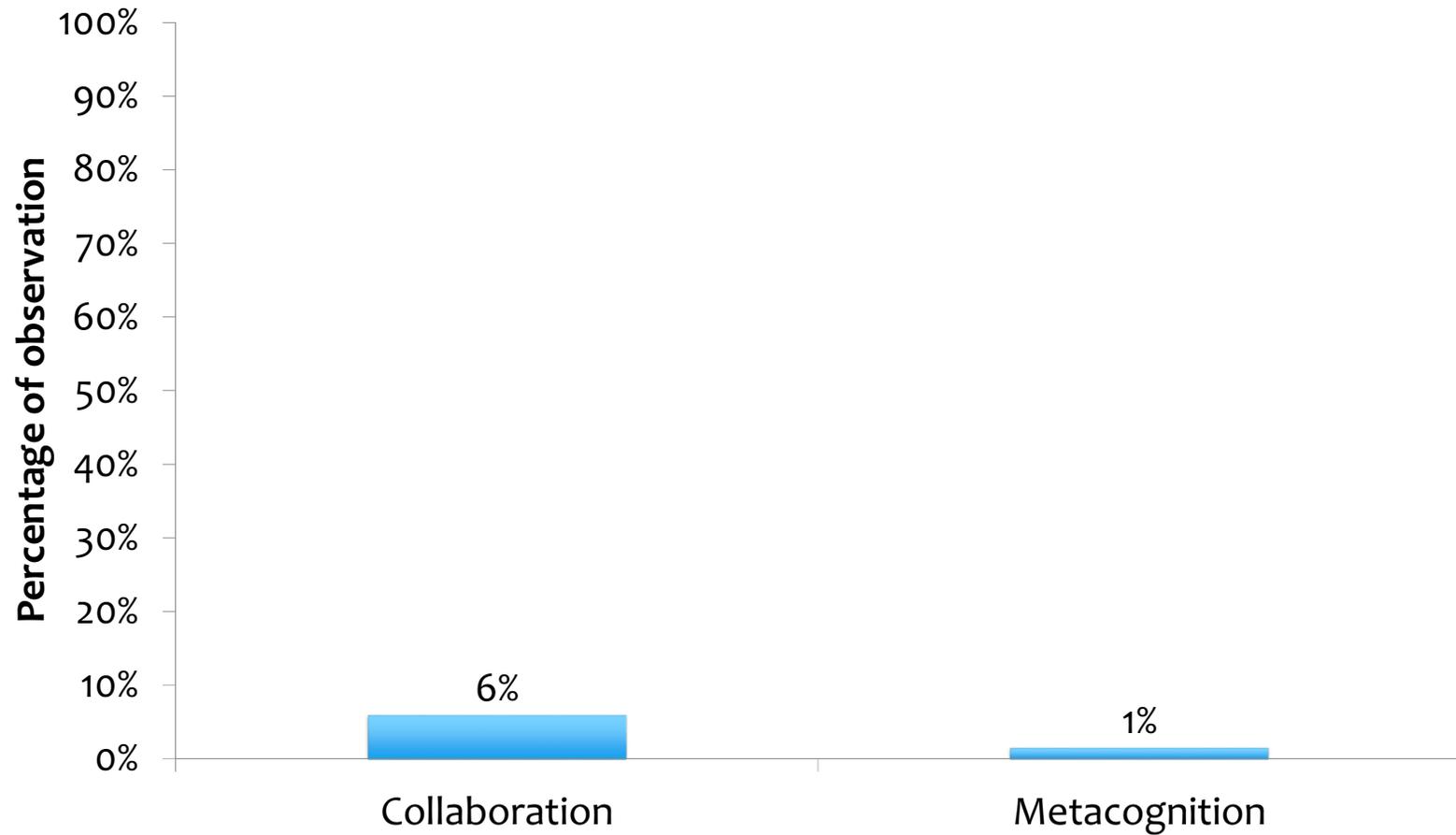
Ensure rich literacy throughout the pre-K–3 years



Develop the whole child through exposure to content



Student learning approaches



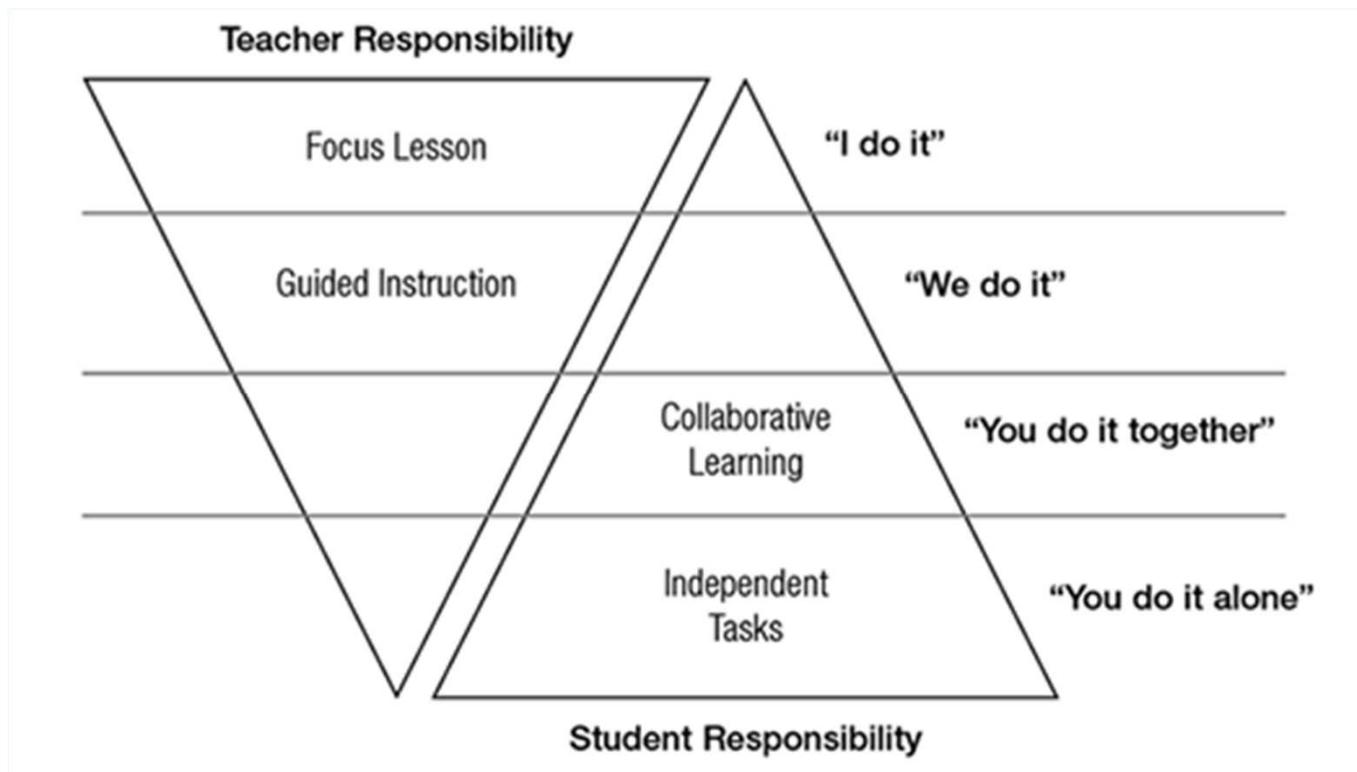
Student Voice: Let the Children Talk With You

- * 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

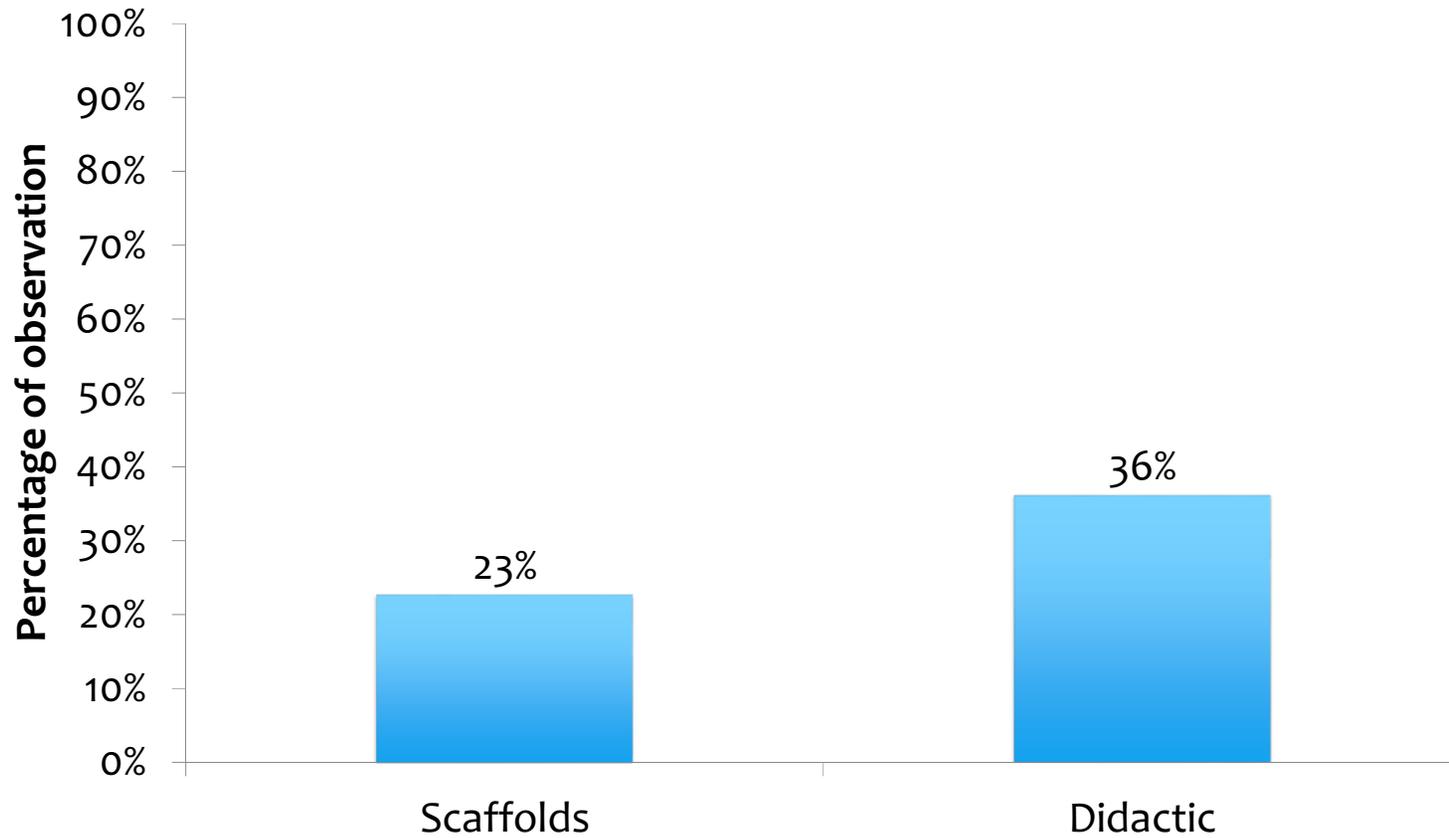
(McCaslin & Good, 1996).

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



Dr. Sharon Ritchie

Frank Porter Graham
Child Development
Institute/FirstSchool



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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

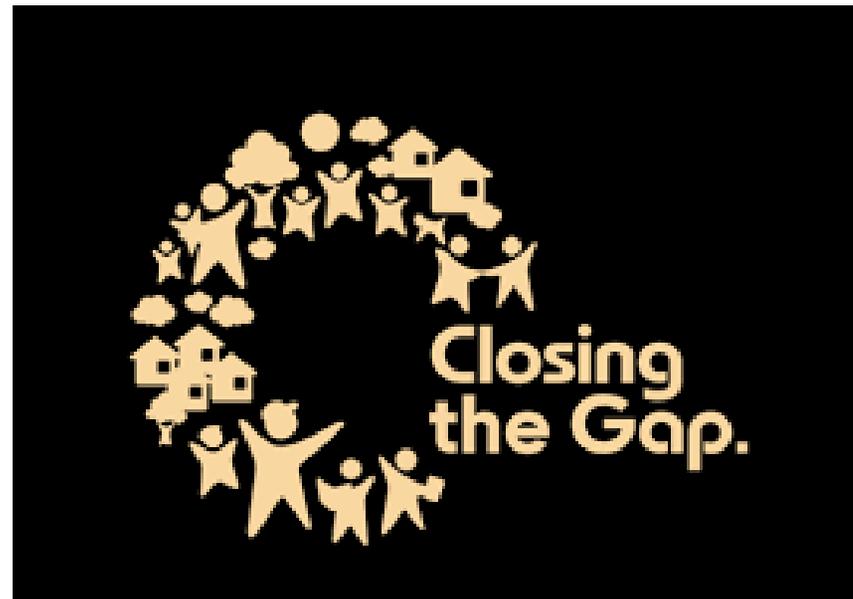
We need an approach to early childhood education that allows children of color and those who come from less advantaged homes to experience school as a welcoming **place** in which they are encouraged to see themselves as smart and capable individuals and know they belong.



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

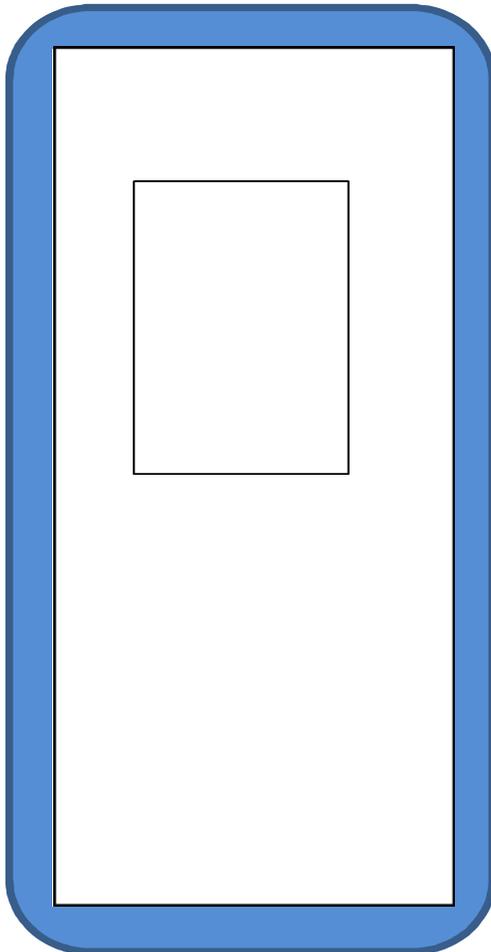
Children form academic trajectories early in their school careers, which tend to be stable and difficult to change over the course of their schooling.

(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 Competence

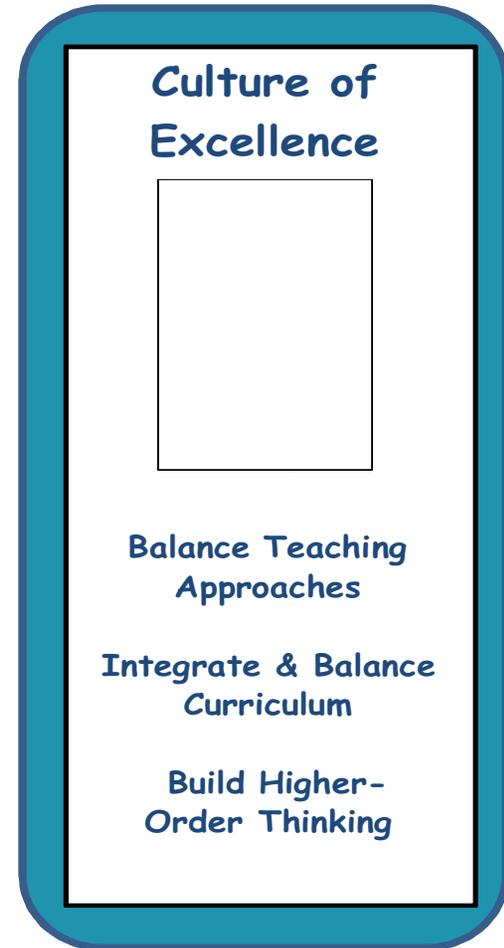


**Prioritize
Communication**

**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

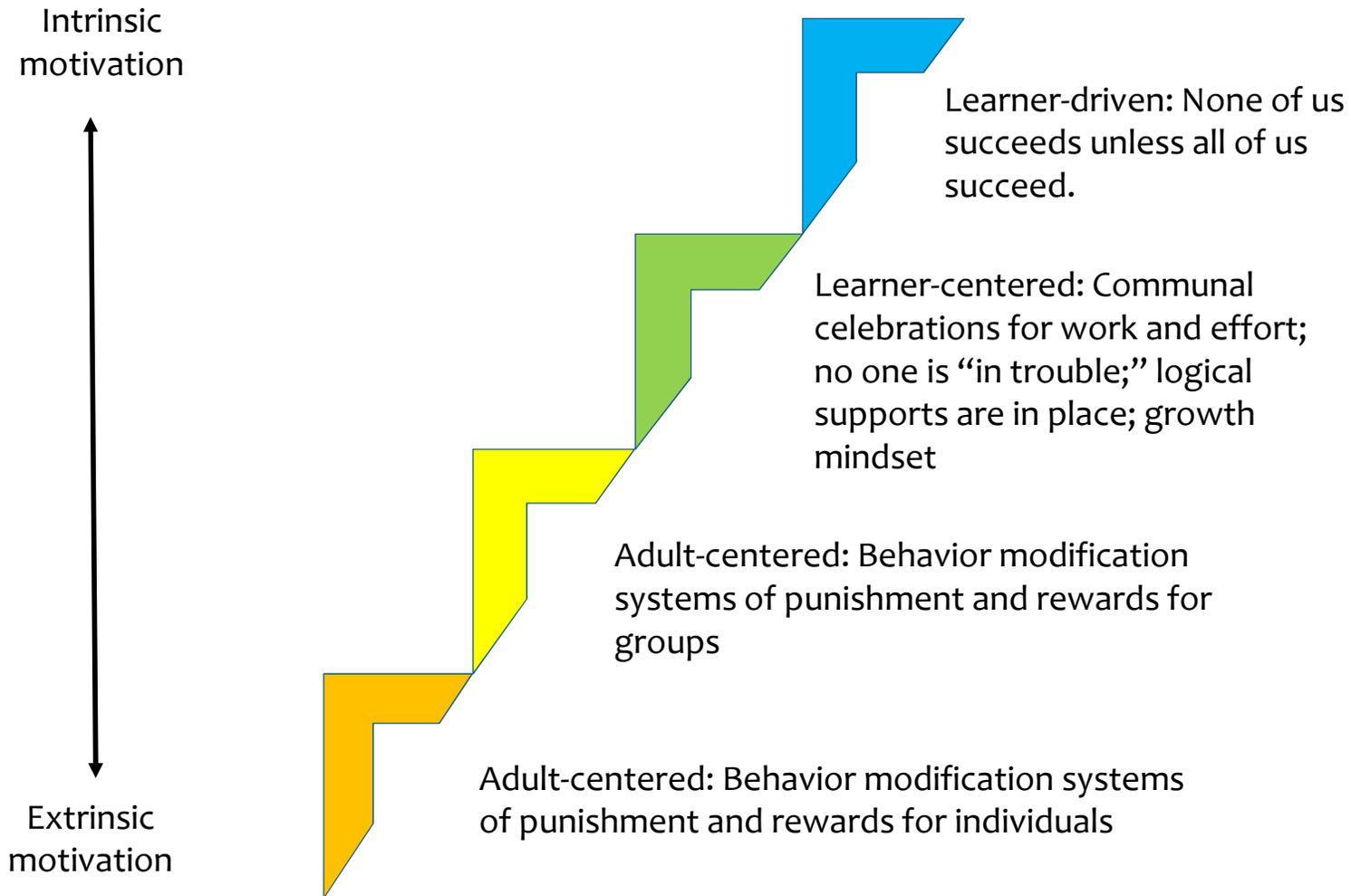
For White children, classrooms that support the positive identity of diverse populations:

- * 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



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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

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