

Measuring Gaps in Cultural Relevant Teaching: Strategies for Diverse Schools

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Dr. Ignacio Lopez is Vice Provost for Academic Programs and Associate Professor of Education at National Louis University in Chicago, IL.

Dr. Lopez has been a high school English teacher, reading teacher, AVID teacher, and administrator in the Chicago Public Schools. A psychologist, Dr. Lopez's research focuses Culturally Responsive Teaching and Family-School-Community Engagement. Dr. Lopez has served as an advisor and engaged in collaborative research with several large urban school districts throughout the United States. Dr. Lopez is author of several presentations, articles and his new book *Building Real and Relevant Relationships in our Classrooms* will be release August 2017 through ASCD.



Agenda

- Introduction
- Part 1: Assumptions versus reality in the classroom
- Part 2: Culturally Responsive Teaching: 5 Methods That Matter
- Part 3: Monitoring and Measuring (non-evaluative processes)
- Part 4: The Lincolnwood Elementary School Case Study

Introduction



Culturally responsive teaching connects students' cultural knowledge, prior experiences, and performance styles to academic knowledge and intellectual tools in ways that legitimize what students already know. By embracing the sociocultural realities and histories of our students through what is taught culturally responsive teachers negotiate classroom cultures with their students to reflect the communities where students develop and grow. This is no small matter because it requires that teachers transcend their own cultural biases and preferences to establish patterns for learning which will engage all students to participate and ultimately achieve.

- Geneva Gay



Some key areas or topics this presentation connects to:

- Culturally Responsive Teaching
- Building Capacity of our Teachers (Teacher Leaders and Teacher Leader Teams)
- Learning Walks/Instructional Rounds in our Schools (Building a culture of trust in our schools)
- Monitoring and Measuring our Success in schools (not a punitive mindset)



PART 1: Assumptions Versus Reality

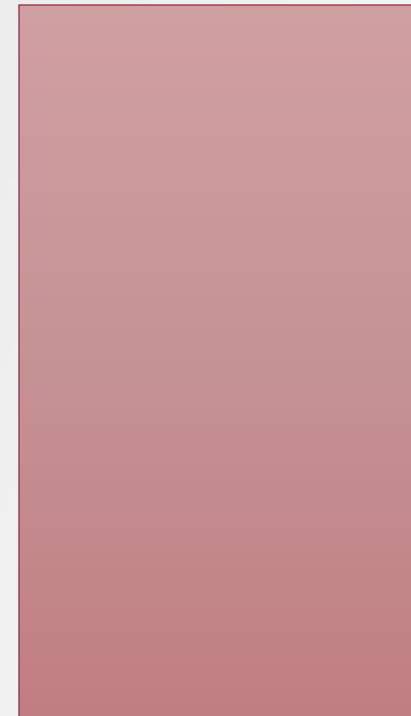
Who's this Lopez guy?



My Categories:

- Favorite Color?
- Where was I born?
- How old am I?
- Do I have kids?
- What degree is my undergrad in?
- Favorite Baseball team?

My Answers:



What's my point?



Assumptions of people, places, and things in the classroom-space can deter, alter, or halt student-learning.

Two Questions:

- 1. What happens when we don't break-down assumptions? Example*
- 2. How are teachers thinking about breaking down those assumptions?*



Masks

Draw two masks: One depicting what you look like on the outside and the other depicting what you look like on the inside. The outside mark can include how you think others perceive you.



PART 2:
**Culturally Responsive Teaching: 5 Methods
That Matter**

Phase 1 – Discovering

Phase 2 – Applying

Blank area for notes in Phase 1, Row 1.

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Blank area for notes in Phase 2, Row 3.



PART 3: Monitoring and Measuring

Two monitoring strategies you can use to leverage, lead, and prove change

Audience Participation



1. When we talk about “monitoring” and “measurement” what comes to mind?
2. When your teachers hear about “monitoring” and measuring, what do you think comes to their mind?

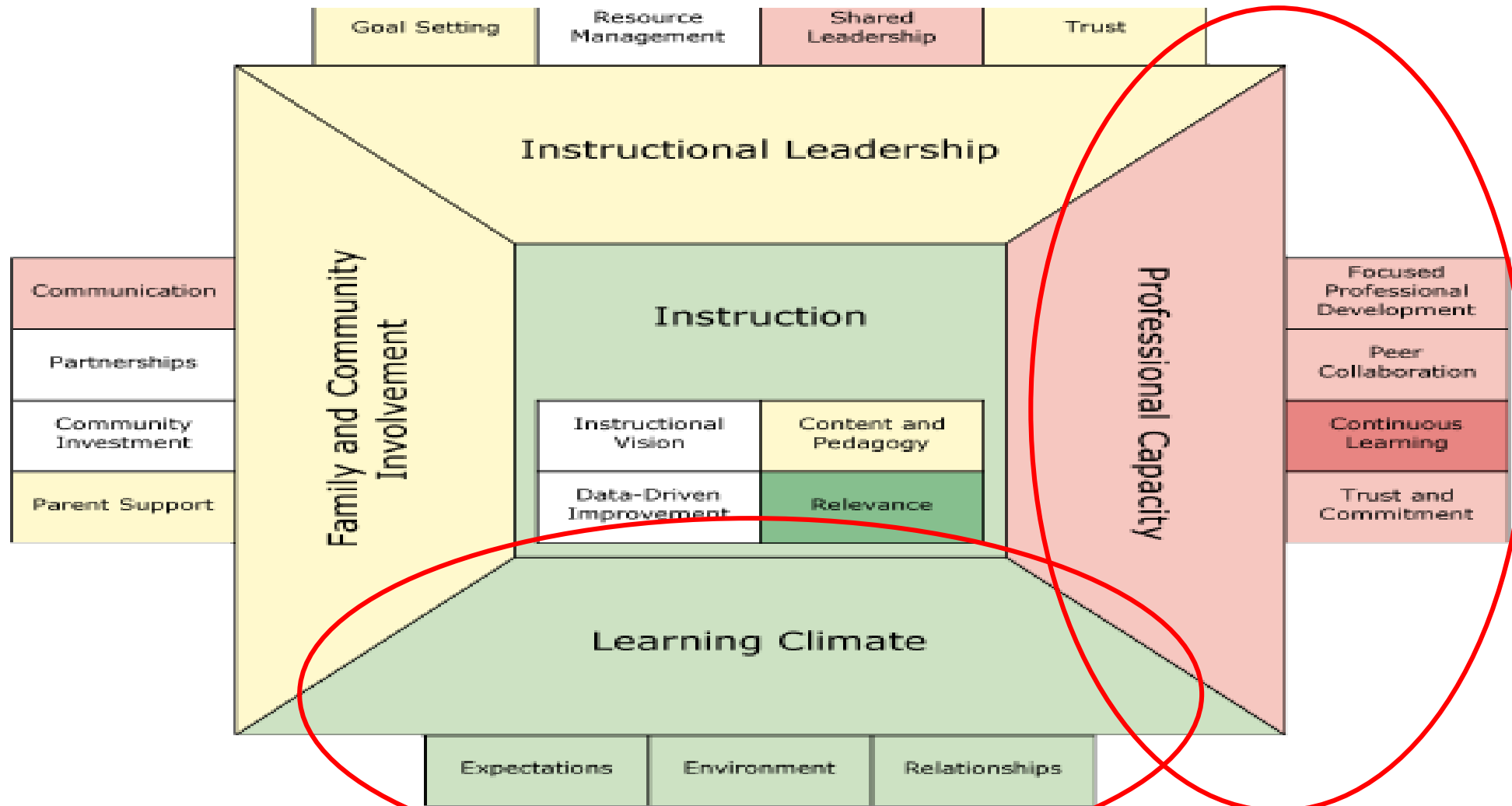


Not having effective monitoring and measurement processes is like driving at night without the headlights on — you know that you are moving but you can't tell where you are going!

As a school leader monitoring and measurement help you:

1. evaluate environmental performance (not the people performance)
2. analyze root causes of problems;
3. assess compliance with legal requirements;
4. identify areas requiring intervention and,
5. improve performance and increase moral.

Organizing Schools for Success



How to add this diagram to a powerpoint

Legend

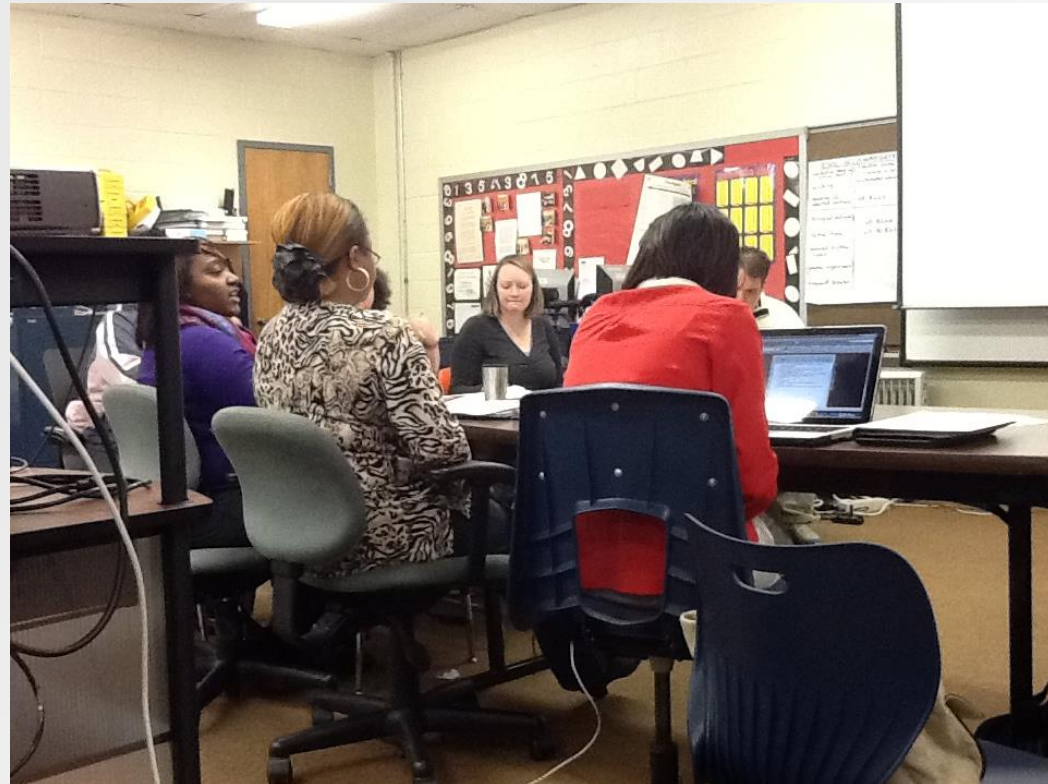
- Far Above Average
- Above Average
- Average
- Far Below Average
- Below Average
- Response Rate Too Low
- No Survey Questions



Strategy #1: Thinking about being present (We can't help if we don't “see” what's going on?)

- Learning walks or instructional rounds
- The case of TS Elementary Schools

Professional Capacity (Modeling)



Leading and Learning Together







What did the learning walk “wonderings” tell us...

- We wondered about student interaction and engagement...
- We wondered if students were excited to go to class
- We wondered how we could help communicate, to the entire school, a culture of “engagement” in our classrooms

We talked to students...



Teacher Leaders led the discussions in their teams...



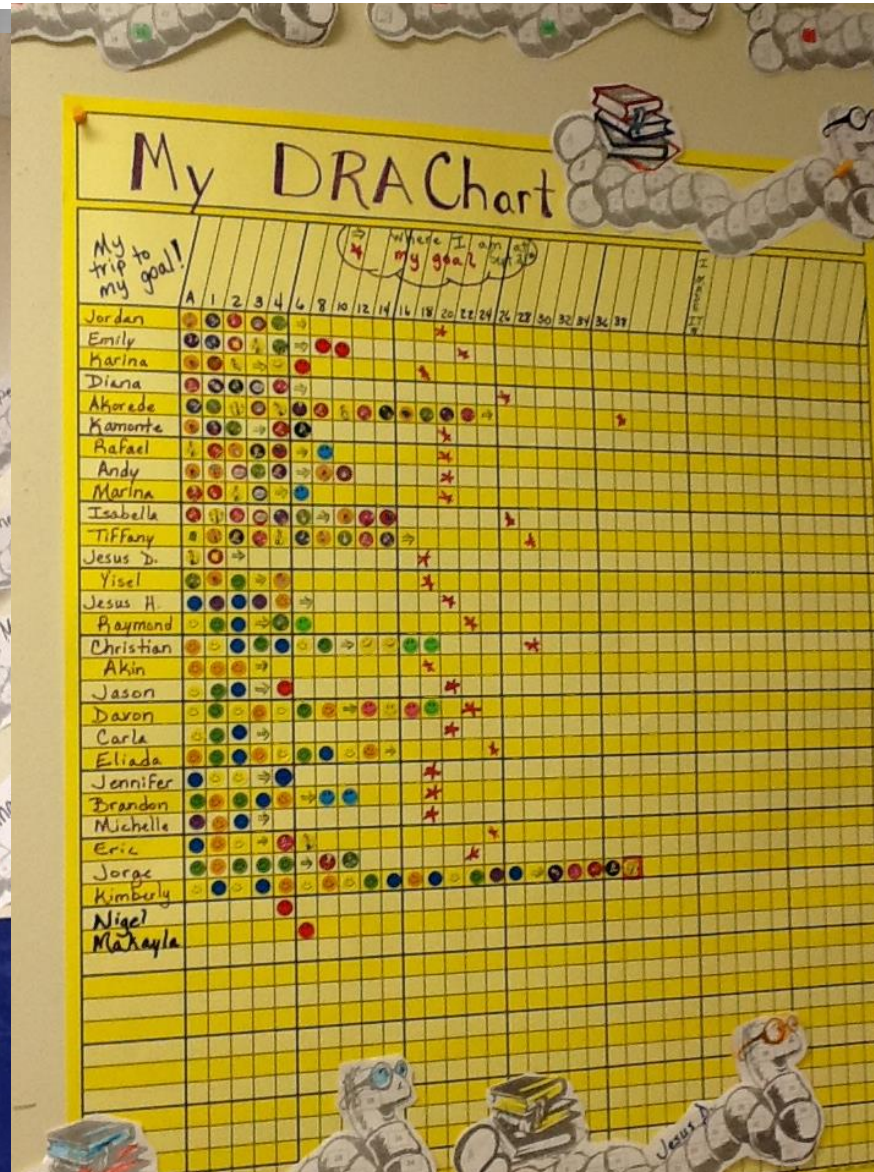
Changes we saw in “engagement”

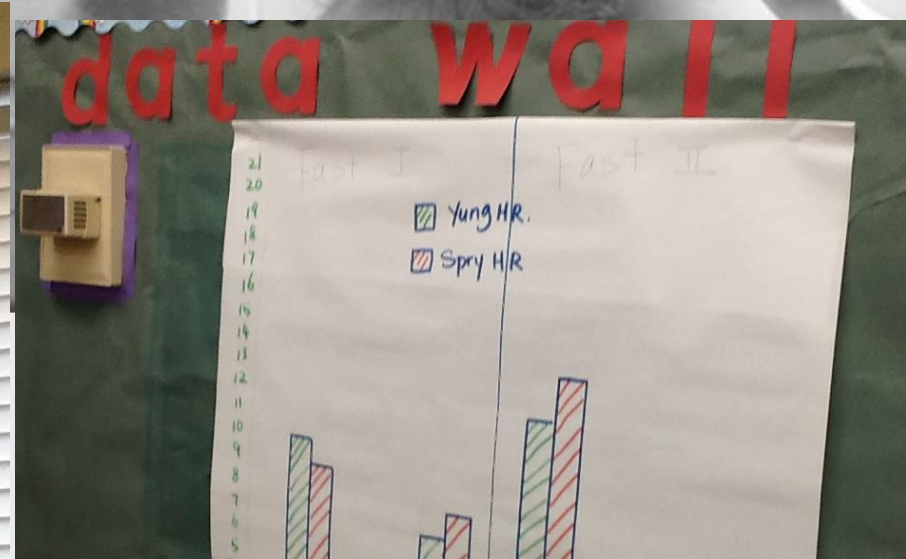


Engagement and Technology...



Engagement and student self-monitoring..





FIRST IN MATH

Technology & Res

1st Place: Team Royalty
2nd Place: Team Dream
3rd Place: Team Excel

Player of the Day: Aniyah +179, Fatimata +94, Keshon +20

Top 5 Players:

Aniyah 4,888	Carlton 2,179	Keshon 3,076
Hilda 4,181	Fatimata 1,957	Yoel 1,651
Sabrina 2,003	David 1,315	Kitera 1,529
Daniel 2,001	Alexcia 1,249	Carlson 1,437
Rushan 1,638	Karina 1,194	Muhammed 1,014

FAST 2 Results (Oct, 2012)

of students in Performance band

Teacher	Band 1	Band 2	Band 3	Band 4
Ms. Davis HR	98	128	208	78
Ms. Changs HR	116	136	66	56
Ms. Hutchs HR	94	168	118	124

FAST 2 RESULTS

Teacher	Band 1	Band 2	Band 3	Band 4
Ms. Davis HR (55% P+A)	81	82	83	84
Ms. Changs HR (62% P+A)	85	86	87	88
Ms. Hutchs HR (43% P+A)	91	92	93	94

What the Results for FAST 2 tell us

Celebrations:

- 1. Ms. Davis & Ms. Changs increased in overall performance
- 2. 10 students moved up a performance band!
- 3. 36 students made some gain
- 4. 12 students made double-digit gains!

What we need to work on -

- 1. Ms. Hutchs - work down in overall performance
- 2. 35 students made double-digit gains
- 3. Goal for Fast 3 - increase P+A by 20% points (or better) AND no one will move down at all!

Strategy 2: Thinking in “gap” terms

Value vs. Frequency: Read the five tenets below assess 1) how much you value the statement and 2) assess the level of enactment in the classroom/School



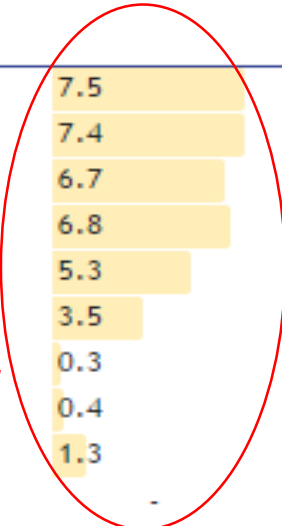
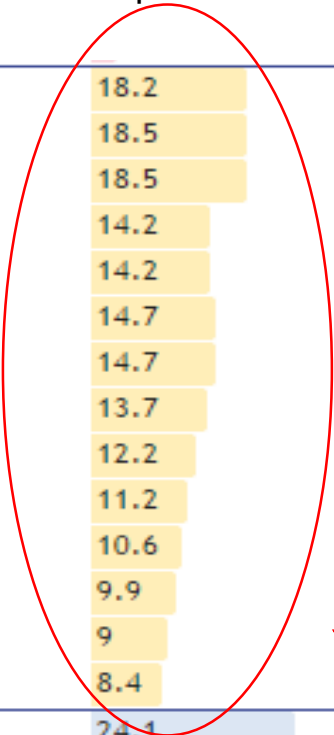
	<u>VALUE</u> 1 = unimportant 2 = Somewhat important 3 = Essential	<u>Frequency</u> 1 = Never 2 = Sometimes 3 = Always
1. Integrating Cultural Traditions		
2. Creating Welcoming environments		
3. Making Personal Connections with Families		
4. Value Families’ native language		
5. Communication with ELL parents		



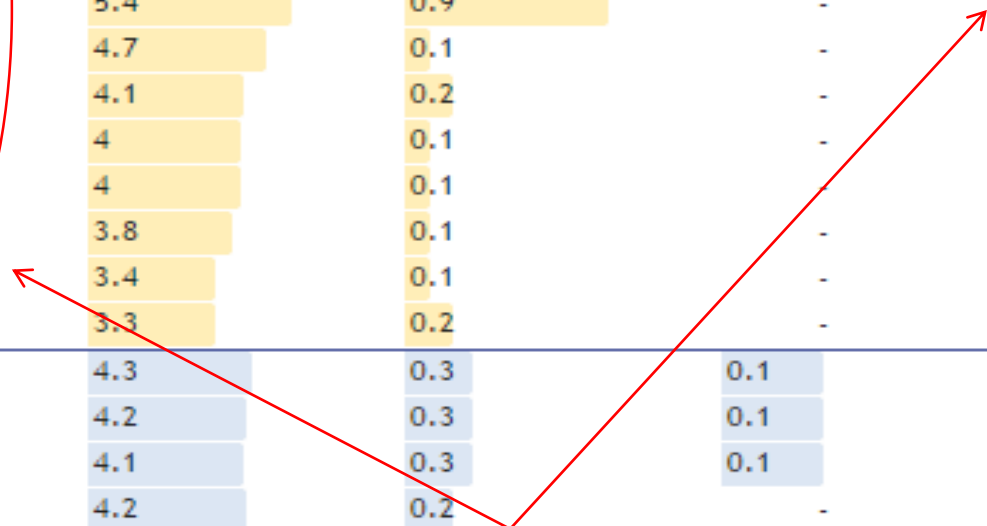
Part 4:

Measuring CRT: The Lincolnwood Elementary School Case Study

	Year	%White	%Black	%Hispanic	%Asian	%American Indian	% Pacific Islander	%Multiracial
D I S T R I C T	2013	43.8	25.6	18.2	4.5	0.3	0.1	7.5
	2012	42.7	26.5	18.5	4.5	0.2	0.1	7.4
	2011	43.6	26.2	18.5	4.6	0.2	0.1	6.7
	2010	44.3	29.2	14.2	4.9	0.6	-	6.8
	2009	43.5	31.5	14.2	5.3	0.2	-	5.3
	2008	42.8	33.5	14.7	5.2	0.3	-	3.5
	2007	42.4	36.4	14.7	5.4	0.9	-	0.3
	2006	42	39.1	13.7	4.7	0.1	-	0.4
	2005	41.4	40.8	12.2	4.1	0.2	-	1.3
	2004	41.3	43.4	11.2	4	0.1	-	-
	2003	42.3	43	10.6	4	0.1	-	-
	2002	42.4	43.8	9.9	3.8	0.1	-	-
	2001	42.1	45.3	9	3.4	0.1	-	-
	2000	42.8	45.3	8.4	3.3	0.2	-	-
S T A T E	2013	50.6	17.6	24.1	4.3	0.3	0.1	3
	2012	51	18	23.6	4.2	0.3	0.1	2.8
	2011	51.4	18.3	23	4.1	0.3	0.1	2.8
	2010	52.8	18.8	21.1	4.2	0.2	-	2.9
	2009	53.3	19.1	20.8	4.1	-	-	2.5
	2008	54	19.2	19.9	3.9	-	-	2.7
	2007	54.9	19.6	19.3	3.8	0.2	-	2.2
	2006	55.7	19.9	18.7	3.7	0.2	-	1.8
	2005	56.7	20.3	18.3	3.7	0.2	-	0.7
	2004	57.7	20.8	17.7	3.6	0.2	-	-
	2003	58.6	20.7	17	3.6	0.2	-	-
	2002	59.3	20.8	16.2	3.5	0.2	-	-
	2001	60.1	20.9	15.4	3.4	0.2	-	-
	2000	61.1	20.9	14.6	3.3	0.2	-	-



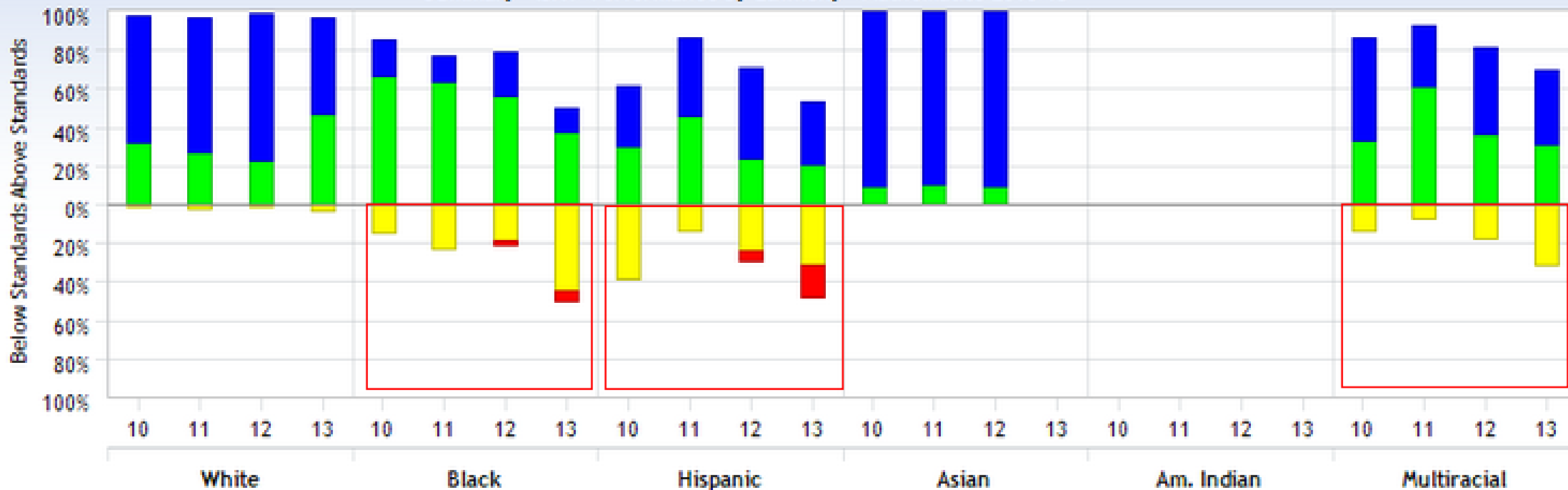
Growth in Minority populations





LINCOLNWOOD ELEM SCHOOL-EVANSTON CCSD 65

Summary - ISAT Performance By Ethnicity - Mathematics 2010-13



Percent of Students at Each Level

	White				Black				Hispanic				Asian				Am. Indian				Multiracial							
% Meets & Exceeds	98	97	99	97	85	77	79	50	61	86	71	53	100	100	100	-	-	-	-	-	-	-	-	-	87	92	82	69
% Exceeds	66	70	76	50	19	14	23	13	31	41	47	32	91	90	91	-	-	-	-	-	-	-	-	-	53	31	45	39
% Meets	33	27	23	47	67	63	56	37	31	45	24	21	9	10	9	-	-	-	-	-	-	-	-	-	33	62	36	31
% Below	2	3	1	4	15	22	19	44	38	14	24	32	0	0	0	-	-	-	-	-	-	-	-	-	13	8	18	31
% Warning	0	0	0	0	0	0	2	6	0	0	6	16	0	0	0	-	-	-	-	-	-	-	-	-	0	0	0	0

Number of Students Tested

(N)*	White				Black				Hispanic				Asian				Am. Indian				Multiracial							
	126	113	106	115	54	49	54	54	13	22	19	19	11	10	11	-	-	-	-	-	-	-	-	-	15	13	11	13

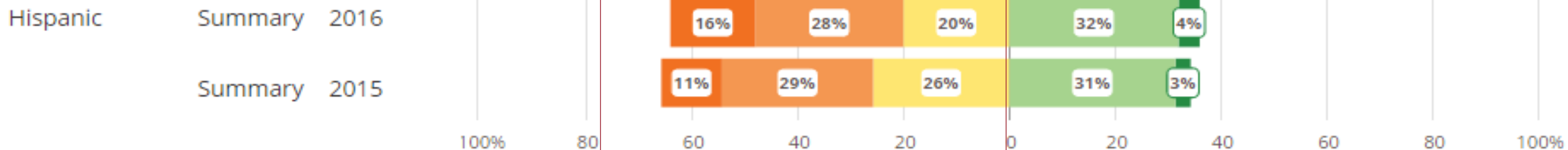
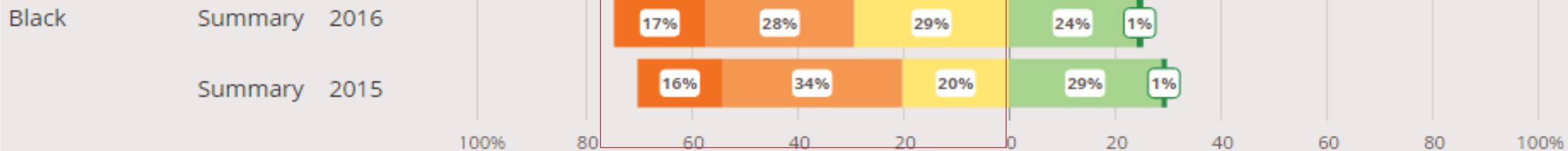
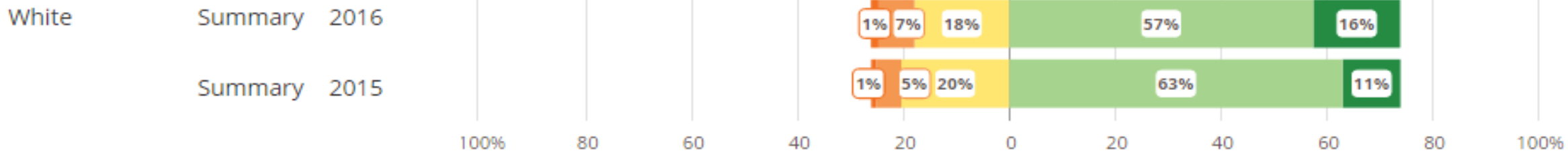
* - Results for fewer than 10 students are not reported or this subject was not tested for this grade/year.

■ Did Not Meet
 ■ Partially Met
 ■ Approached
 ■ Met
 ■ Exceeded

% Ready for Next Level

Demographics **Grade** **Year**

% of Students Achieving Performance Level





Sample Teacher Leader Meeting Objectives (year 1)

A conversation:

1. Understand how teacher leaders help to facilitate the mission/goals of culturally responsive teaching
2. Understand/define a culturally responsive teaching framework for our school
3. Begin to identify a “road-map” understanding and assessing teacher-leadership and CRT



Teacher Leadership? (Year 1)

1. Describe your role as a teacher leader here?
2. Describe the perceptions teachers have of teacher leaders?
3. Describe “trust” at this school?

Culturally Responsive Teaching? (Year 1)



1. What do we understand this to mean?
2. How do you see yourself as a culturally responsive teacher?
3. If we asked other teachers in the building to define this, how would they define it?

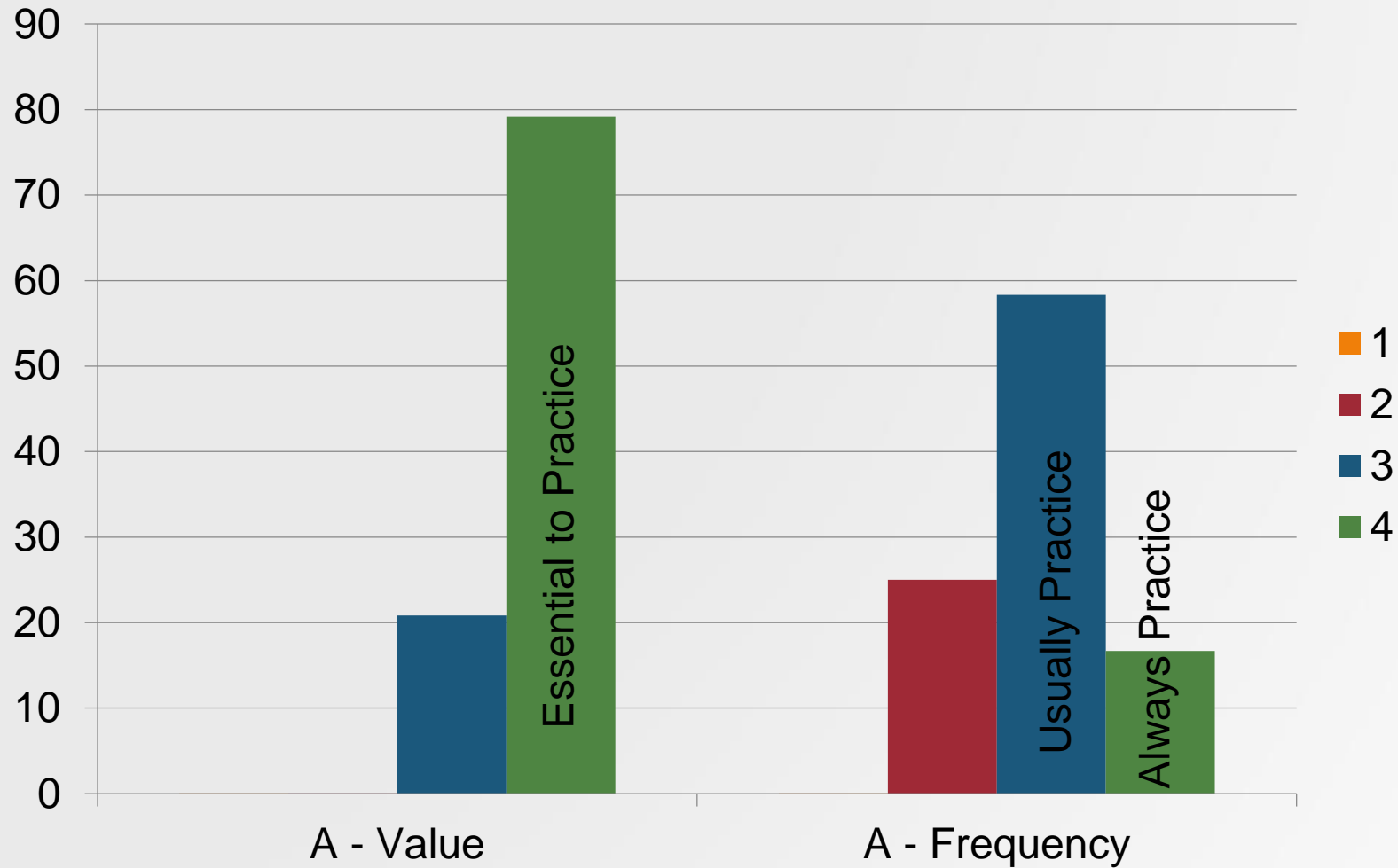
How I value the statement

Frequency I perform the action

		1.Unimportant –	2.Somewhat important –	3.Usually important –	4.Essential –		1.Never –	2.Sometimes –	3.Usually –	4.Always –
A	– I display pictures, posters and other materials that reflect the cultures and ethnic backgrounds of children served	0.00% 0	0.00% 0	20.83% 5	79.17% 19		0.00% 0	25.00% 6	58.33% 14	16.67% 4
B	– I ensure that the book/literacy area has pictures and storybooks that reflect the different cultures of children and families served in my classroom	0.00% 0	0.00% 0	8.33% 2	91.67% 22		4.35% 1	4.35% 1	43.48% 10	47.83% 11
C	– I read a variety of books exposing children in my early childhood program or setting to various life experiences of cultures and ethnic groups other than their own	0.00% 0	0.00% 0	0.00% 0	100.00% 24		0.00% 0	12.50% 3	29.17% 7	58.33% 14
D	– I plan trips and community outings to places where children and their families can learn about their own cultural or ethnic history as well as the history of others	0.00% 0	4.17% 1	41.67% 10	54.17% 13		13.04% 3	65.22% 15	13.04% 3	8.70% 2
E	– I select videos, films, or other media resources reflective of diverse cultures to share with children and families served in my classroom	0.00% 0	4.17% 1	41.67% 10	54.17% 13		4.35% 1	39.13% 9	43.48% 10	13.04% 3
F	– I am cognizant of and ensure that curricula I use include traditional holidays celebrated by the majority culture, as well as those holidays that are unique to the culturally diverse children and families served in my classroom.	0.00% 0	0.00% 0	20.83% 5	79.17% 19		8.70% 2	8.70% 2	43.48% 10	39.13% 9
G	– I encourage and invite parents and family members to volunteer and assist with activities in my classroom	0.00% 0	25.00% 6	25.00% 6	50.00% 12		14.29% 3	28.57% 6	28.57% 6	28.57% 6

Question 3 – Indicator A

I display pictures, posters and other materials that reflect the cultures and ethnic backgrounds of children served

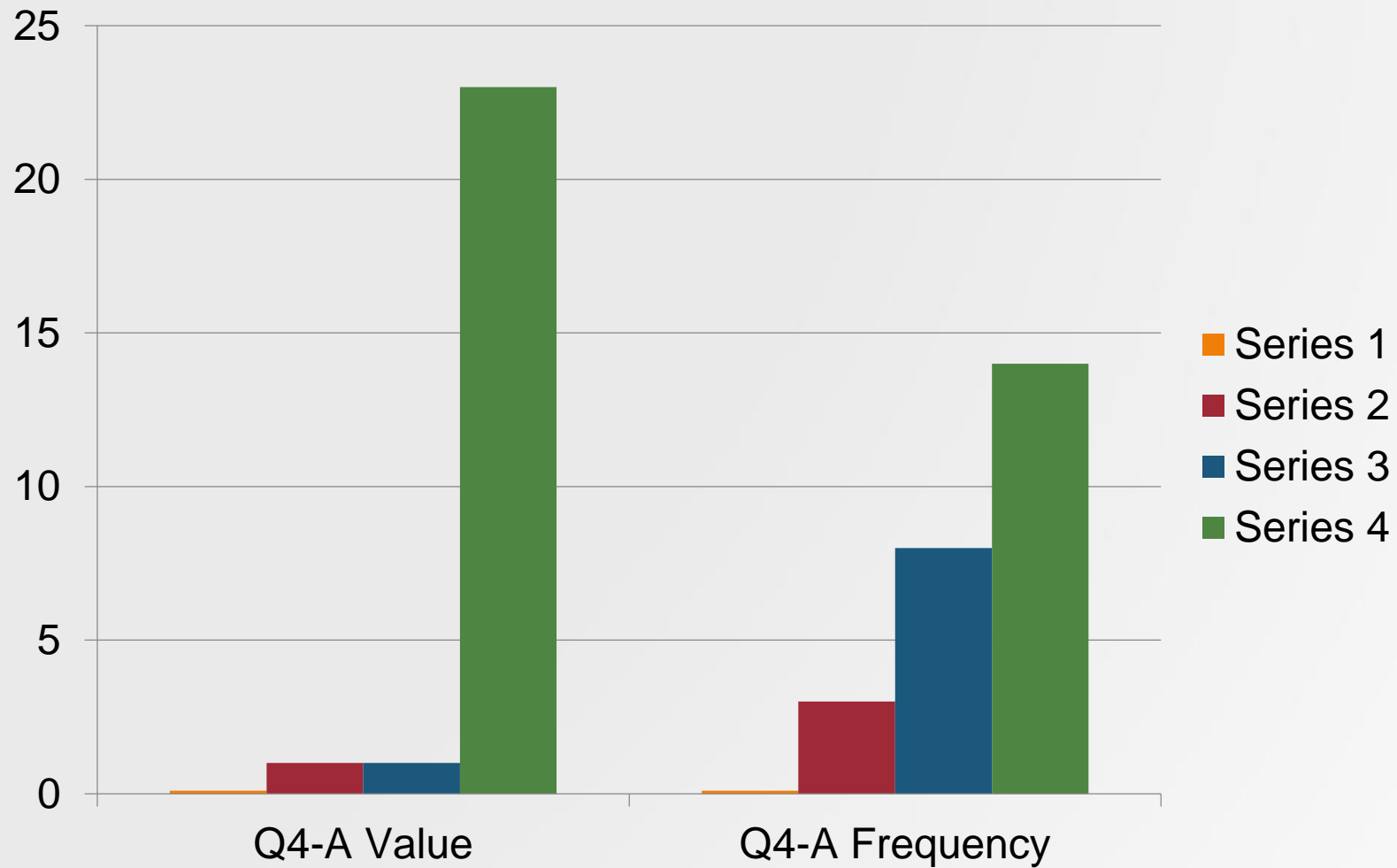


How I value the statement

Frequency I perform the action

		1.Unimportant	2.Somewhat important	3.Usually important	4.Essential		1.Never	2.Sometimes	3.Usually	4.Always
A	I reflect on how race, ethnicity, language, socioeconomic status, gender, and cultural experience influence behavior, performance, and climate	0.00% 0	4.00% 1	4.00% 1	92.00% 23		0.00% 0	12.00% 3	32.00% 8	56.00% 14
B	I reflect on how cultural variations and nuances of communication related to verbal and nonverbal cues such as gestures, timing, walking, eye glances, dress, and presentation style	0.00% 0	0.00% 0	20.00% 5	80.00% 20		0.00% 0	16.00% 4	44.00% 11	40.00% 10
C	I use curriculum materials that describe historical, social, and political events from a wide range of racial, ethnic, cultural and language perspectives	0.00% 0	0.00% 0	8.00% 2	92.00% 23		4.17% 1	20.83% 5	37.50% 9	37.50% 9
D	I help each student understand his or her personal perspective, of "self" as one of many cultural perspectives	0.00% 0	0.00% 0	16.00% 4	84.00% 21		4.00% 1	12.00% 3	48.00% 12	36.00% 9
E	I provide curriculum material on social, economic, and political issues related to ethnicity, gender and exceptionalty	0.00% 0	0.00% 0	28.00% 7	72.00% 18		4.00% 1	32.00% 8	40.00% 10	24.00% 6
F	I use information about students' families, culture, and communities to connect to learning activities	0.00% 0	0.00% 0	12.00% 3	88.00% 22		0.00% 0	8.00% 2	44.00% 11	48.00% 12
G	I use culturally relevant visual representations of all cultural groups	0.00% 0	0.00% 0	32.00% 8	68.00% 17		0.00% 0	28.00% 7	44.00% 11	28.00% 7
H	I use culturally relevant books, pictures, and bulletin board items	0.00% 0	0.00% 0	36.00% 9	64.00% 16		0.00% 0	20.00% 5	44.00% 11	36.00% 9
I	I recognize culturally relevant events	0.00% 0	0.00% 0	32.00% 8	68.00% 17		0.00% 0	32.00% 8	40.00% 10	28.00% 7
J	I use manipulatives, models, artifacts, and concrete representation of concepts	0.00% 0	0.00% 0	32.00% 8	68.00% 17		0.00% 0	24.00% 6	44.00% 11	32.00% 8

I reflect on how race, ethnicity, language, socioeconomic status, gender, and cultural experience influence behavior, performance, and climate





Thank you!

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Resources



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