B4 - Centering Equity & Reducing Student Discipline through Culturally Sustaining Instructional Practices

Dr. Payno-Simmons
2019 PBIS National Forum
Key Words: Academics, Classroom, Equity
**Purpose:** Consider culturally sustaining instructional practices aimed at increasing student engagement and reducing discipline issues.

**Intended Outcomes:**

- Define educational equity as we consider what it means to facilitate culturally sustaining learning.
- Understand that culturally sustaining instructional practices are an essential part of implementing PBIS in classrooms.
- Examine an integrated social studies and literacy lesson where culturally sustaining instructional practices were used.
Acknowledgments

- Michigan’s Integrated Learning and Behavioral Supports Initiative
- Positive Behavioral Intervention Supports National Technical Center, Oregon University
- Midwest and Plains Equity Assistance Center, Indiana University Purdue University Indianapolis
- RPS Educational Impact
Housekeeping

• Signal for coming back together
• Blue slides have embedded activities
Foundational Beliefs

• Teachers and administrators are:
  • Life long learners who seek opportunities to increase their knowledge and skills
  • Work hard to support all students.
  • Want good outcomes for all students
• Unfortunately, access and outcomes are not always equitable for everyone, which means….
• That some students and student groups have opportunities and outcomes that are different or disproportionate when compared to others.
SWPBIS Efficacy

1. It is a part of an integrated multi-tiered systems of support (MTSS)

2. Implemented with high fidelity & reliable measurement tools are used to evaluate its level of fidelity & efficacy

3. Barriers perceived or real are removed or addressed for teachers

4. Schools systematically review disaggregated behavior data and build action plans that addresses disproportionality

(Freeman et al., 2015; Horner, Sugai, & Anderson, 2010; Sugai & Horner, 2009) (Bradshaw, Debnam, Koth, & Leaf, 2009; Bradshaw, Reinke, Brown, Bevans, & Leaf, 2008; Mass-Galloway, Panyan, Smith, & Wessendorf, 2008; Simonsen et al., 2012; Bambara, Nonnemacher, & Kern, 2009; Kincaid, Childs, Blasé, & Wallace, 2007; Boneshfski & Runge, 2014; McIntosh, Ellwood, McCall, & Girvan, 2018; Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011)
Continuing to Support All Students

While tremendous gains have been made in PBIS schools, disproportionality and exclusionary practices adversely affecting culturally and linguistically diverse students (CLDS), especially African American and Latino\a students, continues to exist across the country (Skiba et al., 2011).
Consequently, experts are reframing SWPBIS to consider issues of racial disproportionality, equity, and bias.
Promising PBIS Studies & Practices that Focus on Equity

- 5 Point Intervention for Addressing Equity
- MI Equity Pilot
- Bias VDP & NRs Study
- TFI & CR Guide
- Engaging Academic Instruction
- Double-Check ReAct
- Alternatives to Suspension Study
- Evaluations Studies
- Many Other Studies & Work Around PBIS and Equity
Define educational equity as we consider what it means to facilitate culturally sustaining learning.
Educational Equity

...is when educational policies, practices, interactions, and resources [in the classroom] are representative of, constructed by, and responsive to all students [in the classroom] so that each individual has access to, meaningfully participates in, and has positive outcomes from high-quality learning experiences [in the classroom], regardless of individual characteristics and group memberships (Fraser, 2008; Great Lakes Equity Center, 2012)
Core Constructs of Equity

Access – All students have entrance into, involvement with, and full benefit of quality learning opportunities (Paris, 2012).

Representation – Having presence in decision making and in content (Mulligan & Kozleski, 2009).

Meaningful participation – All students have agency and are empowered to contribute in effectual ways (Fraser, 1998).

High Outcomes – Solutions benefit all students towards self-determination and the ability to act as contributing citizens in a democratic society & global community (Waitoller & Kozleski, 2013).

(Fraser, 2008; Great Lakes Equity Center, 2012)
Turn and Talk

• Reflect on Dr. Ladson-Billings’ comments.
• Share one take away from Dr. Ladson’s comments.
Understand that culturally sustaining instructional practices are an essential part of implementing PBIS in classrooms.
Why Culturally Sustaining Instruction is an Essential Component of PBIS

- Behavior and learning are interconnected
- Learning is a culturally mediated, social process rather than a “culturally neutral,” individual cognitive process
- The *Cultural Nature of Learning Framework* best describes learning as a culturally mediated social process (Artiles, 2003; Gutiérrez & Rogoff, 2003; Rogoff, 2003):
CULTURAL NATURE OF LEARNING

CULTURAL HISTORIES
What people bring with them

INSTITUTIONAL CULTURES
What’s already there; cultural norms and practices that exist in education

CREATED CULTURES
The culture we create through the work we do together; the cultural norms, practices created together

Midwest & Plains Equity Assistance Center  2017
CULTURAL NATURE OF LEARNING

CULTURAL HISTORIES
What people bring with them

INSTITUTIONAL CULTURES
What’s already there; cultural norms and practices that exist in education

CREATED CULTURES
The culture we create through the work we do together; the cultural norms, practices created together

Midwest & Plains Equity Assistance Center 2017
Cultural mismatch exists in schools because the dominant culture typically influences all functions of school that often unintentionally excludes the voices of historically marginalized children and their experiences (Riddle 2014, Fruchter, 2007, Noguera, 2003).
“When instructional methods privilege cultural and language practices, knowledge, and abilities of dominant groups, they become barriers for students’ learning and participation, and tools for assimilation to dominant school cultures.”

Subtractive Schooling

Waitoller & Thorius, 2015
Why Culturally Sustaining Instruction is an Essential Component of PBIS

• Students do not resist learning, they resist:
  • Nonresponsive schooling; not education
  • When teachers & learning experiences lack authentic connections with them
  • Giving up their non-dominant capital or when it is diminished by instructional practices in schools.

Culturally Sustaining Practices Requires

CREATED CULTURES

The culture we create through the work we do together; the cultural norms, practices created together (Midwest & Plains Equity Assistance Center 2017)

Using instructional practices that:

- Base curriculum, teaching and learning on the cultural-linguistic realities of students, and view those realities as assets.
- Perpetuate and foster linguistic, literate, and cultural pluralism by sustaining in-group cultural practices and cross-group cultural practices.
- Reflect and support communities’ language and cultural practices in ways both traditional and evolving.


So, How do we do this at the classroom level?
Culturally Sustaining Systems of Support (C3S) Framework

- Matters of the Heart and Mind
- Socially Just Policies and Institutional Practices
- Implementing MTSS/SWBPI that Centers Equity

Riddle 2014
THE C3S FRAMEWORK

Becoming Critically Aware – *Who is benefitting from the ways things are?*

Examine & Address Adult Beliefs, Deficit Thinking, & Practices

Matters of the Heart & Mind

 Cultivate Asset Thinking

Build Real Relationships & Connections with Students

Model based on Riddle 2014, Payno-Simmons 2017, Payno-Simmons Publication Submitted for review
THE C3S FRAMEWORK

- Remove Oppressive/Bias Language & Practices From School Structures
- Infuse Cultural Sustaining Practices in School Systems
- Socially Just Policies & Institutional Practices
- Implement Cultural Responsive & Sustaining Curriculum, Resources and Instructional Practices
- Job Embedded Professional Development on Our Socio-Historical Context, Implicit Racial Bias, Cultural Understanding & Power Privilege &

Implement Culturally Relevant Curriculum, Resources and Instructional Practices

- Infuse multicultural & global learning
- Highlight students’ strengths
- Balance between skill & process
- Promote developing cultural critical consciousness & self-reflection
- Promote interrogation of oppressive systems & practices
- Include representation of intersecting identities i.e. race, gender, (dis)ability, in the curriculum across content areas
- Allow students to use their native language and embrace their culture
- Promote a community of learners
- Funds of knowledge
- Rigorous

Socially Just Policies and Institutional Practices

Riddle 2014
Culturally Responsive & Sustaining Teaching is the overall approach used to deliver instruction, use curricular materials, make educational decisions, including student discipline; & interact with students & their families.

The **lens** through which teachers see their students and their students' learning.

The **filter** through which teachers listen to and understand how students express their needs and desires.

(Skelton 2012).
What Does CRSP Look, Feel,& Sound Like Across

Curriculum

Instruction & Assessment

Climate
Curriculum Includes:

- Multicultural & global perspectives
- Asset-based representation of culture, race, & intersecting identities across content areas
- Interrogation of oppressive systems & practices
Instruction & Assessment

- Rigorous & differentiated based on student learning needs, interests & preferences
- Balance between skills, inquiry & process
- Promote developing critical consciousness & self-reflection
- Different ways of engaging, learning, & showing that learning
Climate

Establishes physical, cultural, intellectual, social & emotional safety & inclusion

Promotes a community of learners

Uses Asset-based language & practices that highlight students strengths

Allows students to use their native language and embrace their culture
Examine an example of an integrated social studies and literacy lesson where culturally sustaining instructional practices were used.
Example of Culturally Responsive & Sustaining Instruction Practices

5th Grade Exploring Freedom Unit
<table>
<thead>
<tr>
<th><strong>Matrix Activity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum</strong></td>
</tr>
<tr>
<td>Multicultural &amp; global perspectives</td>
</tr>
<tr>
<td><strong>Instruction &amp; Assessment</strong></td>
</tr>
<tr>
<td>Rigorous &amp; differentiated based on student learning needs, interests &amp; preferences</td>
</tr>
<tr>
<td><strong>Climate</strong></td>
</tr>
<tr>
<td>Safe &amp; Inclusive: physically, culturally, intellectually, socially &amp; emotionally</td>
</tr>
</tbody>
</table>
Example of Culturally Relevant Pedagogy

5th Grade Exploring Freedom Unit

• District Pacing Guide/Scope & Sequence
• Focus on skills and students’ interests
• Teacher questions
• Students’ questions
• Anchor text
• Multiple texts with varying perspectives

Damico & Riddle 2004
Example of Culturally Relevant Pedagogy

5th Grade Exploring Freedom Unit

• What is Freedom?
• Students wanting me to give them the answer
• Opportunities to examine the meaning of freedom
• Students shifting from wanting me to give to answer to questioning Webster’s definition

Damico & Riddle 2004
Example of Culturally Relevant Pedagogy

5th Grade Exploring Freedom Unit

• “Just because Webster defined freedom to mean… doesn't’t mean that that is the true meaning”

• “There are different kinds of freedom”

• “Harriet is not free”

• “Well, she is not physically free, but she is mentally and spiritually free”

• “A person can be mentally free and not physically free”

• “There is physical freedom, mental freedom, emotional freedom, and spiritual freedom”

Damico & Riddle 2004
Example of Culturally Relevant Pedagogy

5th Grade Exploring Freedom Unit

Questioning the way knowledge is constructed and the way the information is transmitted:

Text: “The slaves came to America…”

T: What do you think when you read this?
S: That Black people came to America willingly.
T: Is that a true representation of history?
S: No, slaves were forced to come here in chains and in inhuman conditions
T: How could this sentence be rephrased/rewritten to reflect what actually happened?

Damico & Riddle 2004
Example of Culturally Relevant Pedagogy

5th Grade Exploring Freedom Unit

Questioning the way knowledge is constructed and the way the information is transmitted:

Students’ reconstructed sentence:

“Black Africans were forced into slavery and brought to America against their wills”

Original Text: “The slaves came to America…”

Damico & Riddle 2004
Example of Culturally Relevant Pedagogy

Activities during this unit included but not limited to:

• Daily assigned reading from the anchor text
• Opportunities to read any of the other texts
• **Explicit reading instruction large and small group reading/writing conferences**
• Daily small group instruction based on skill needs and the pacing guide
• Writing prompts connected to the anchor text
• The writing process
• Student interest research tied to themes in the unit
• Students made movies based on their research and presented to their families, in several classrooms and at the State Technology Conference
• Field trip to the African American Museum in Detroit
<table>
<thead>
<tr>
<th>Matrix Activity</th>
<th>Curriculum</th>
<th>Instruction &amp; Assessment</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Multicultural &amp; global perspectives</td>
<td>Rigorous &amp; differentiated based on student learning needs, interests &amp; preferences</td>
<td>Safe &amp; Inclusive: physically, culturally, intellectually, socially &amp; emotionally</td>
</tr>
<tr>
<td></td>
<td>Asset-based representation of culture, race, &amp; intersecting identities across content areas</td>
<td>Balance between skills, inquiry &amp; process</td>
<td>Promotes a community of learners</td>
</tr>
<tr>
<td></td>
<td>Interrogation of oppressive systems &amp; practices</td>
<td>Promote developing critical consciousness &amp; self-reflection</td>
<td>Uses asset-based language &amp; practices that highlight students strengths</td>
</tr>
<tr>
<td></td>
<td>Different ways of engaging, learning, &amp; showing that learning</td>
<td>Allows students to use their native language and embrace their culture</td>
<td></td>
</tr>
</tbody>
</table>
Some Anecdotal Student Outcomes

• 6 students left the classroom for the district’s G&T program. All 6 consciously left the G&T within the first two weeks to engage in the learning in the classroom.

• No suspensions from the classroom

• From a few classroom referrals to zero classroom referrals across all subgroups with the exception of one White student who needed wrap around support services for severe abuse and neglect suffered at the hands of his estranged father.
Some Anecdotal Student Outcomes Cont.

• Students who struggled with behavior issues prior to 5th grade received zero office referrals during their 5th grade year.

• On the last day of school, all of the students lingered and did not want to leave for summer break.

• Inquiry learning carried over into the other content areas throughout the year.

• All reading scores improved
What is Needed to do This Work

Responsive & Inclusive Educators

1. Possess a critically conscious purpose.
2. Possess a sense of duty.
3. Focus on preparation.
4. Balance between confidence in their ability as teachers, frequent self-critique
5. Work constantly to earn the trust of students and communities

Duncan-Andrade (2007)
Systems Needed to Support This Work

- Policies that promote diversity across all aspects of schooling
- PL Calendars the Centers and integrates ongoing learning about CRSP
- Teacher Leaders
- Instructional Coaches
- Teachers Opening their Classrooms i.e. TLTs
- Assessing Systems & Practices i.e. ECAP Tool
Discussion

1. How does this compare to our priorities?
2. Who would do this work?
3. Where would this work live (e.g., responsibility)?
4. What should we stop doing to make room for this work?
5. How will we assess whether it’s (a) implemented well and (b) working?
References


References


Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. Focus on Exceptional Children, 42(8), 1-16.

References


CALL FOR PAPERS OPENS
JUNE 2019

Miami, FL
Hyatt Regency Miami
March 11-14, 2020

For more information, visit: conference.apbs.org
Please Complete the Session Evaluation to Tell Us What You Thought of This Session

Three Ways to Complete Evaluation:

1) **Mobile App**: click on "session evaluation" under the session description.

2) **Online**: click on the link located next to the downloadable session materials posted at [http://www.pbis.org/presentations/chicago-forum-19](http://www.pbis.org/presentations/chicago-forum-19)

3) **QR Code**: Scan the code here (or in your program book) and choose your session from the dropdown Menu.
THANK YOU