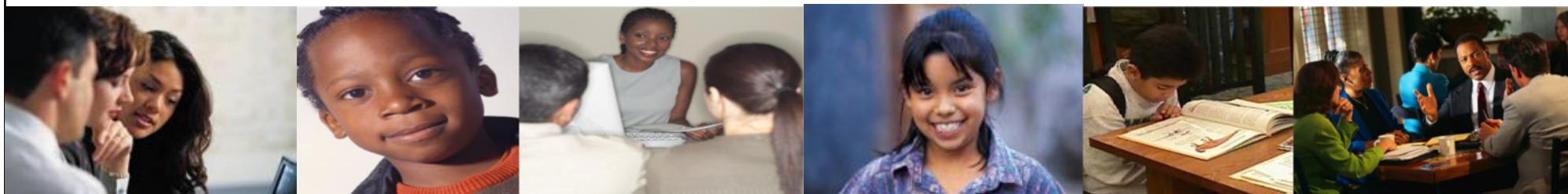




## B4 - Centering Equity & Reducing Student Discipline through Culturally Sustaining Instructional Practices



Dr. Payno-Simmons  
2019 PBIS National Forum

**Key Words: Academics, Classroom, Equity**

[miblsi.org](http://miblsi.org)



**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; Boneshefski & 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\la 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

Double-Check  
ReAct

MI Equity Pilot

Alternatives to  
Suspension Study

Bias VDP & NRs Study

Evaluations Studies

TFI & CR Guide

Engaging Academic Instruction

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–**

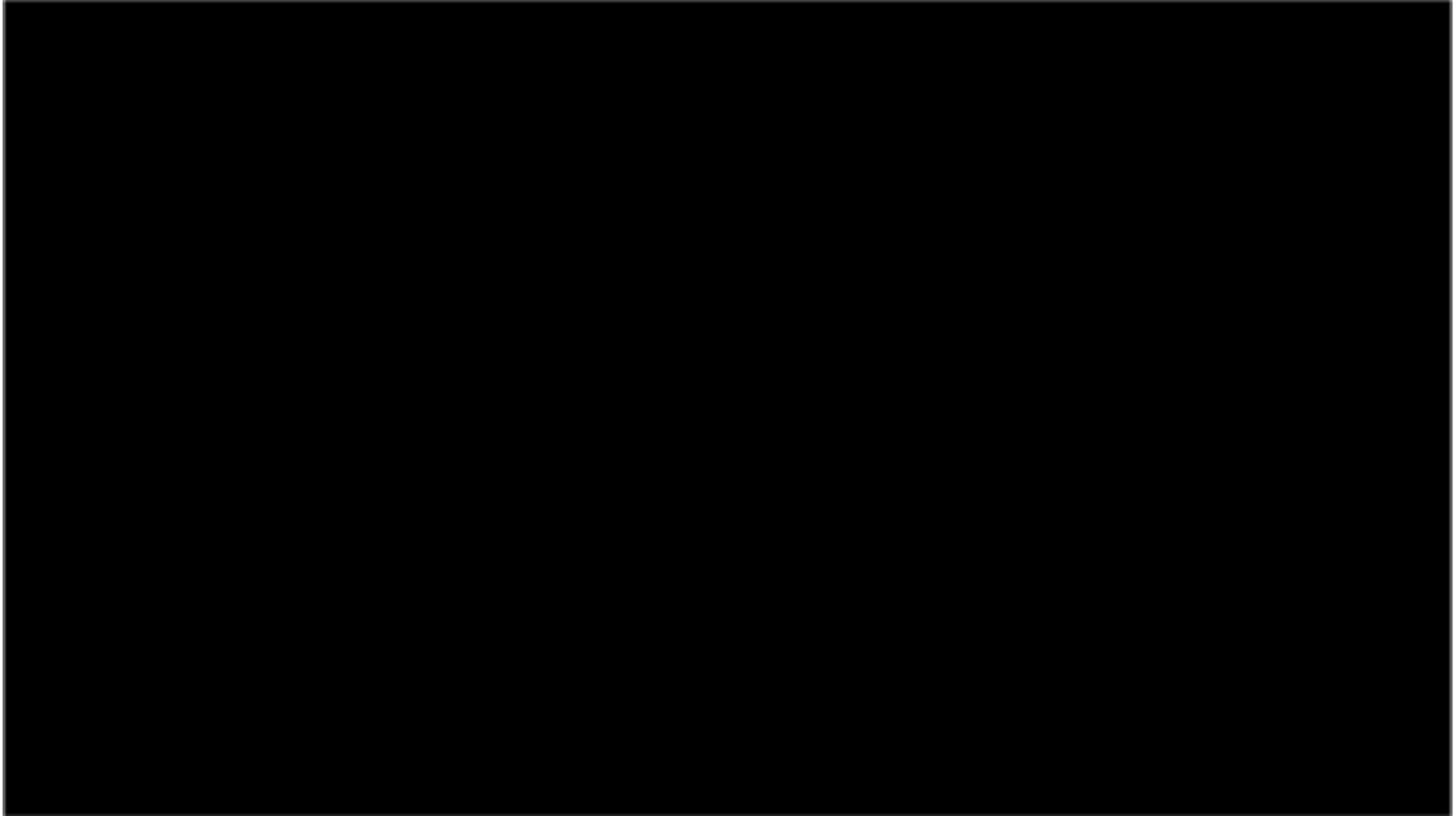
Solutions benefit all students towards self-determination and the ability to act as contributing citizens in a democratic society & global community (Waitoller & Kozleski, 2013).



(Fraser, 2008; Great Lakes Equity Center, 2012)

# Dr. Gloria Ladson-Billings

AmericanStoriesContinuum.com



# 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.



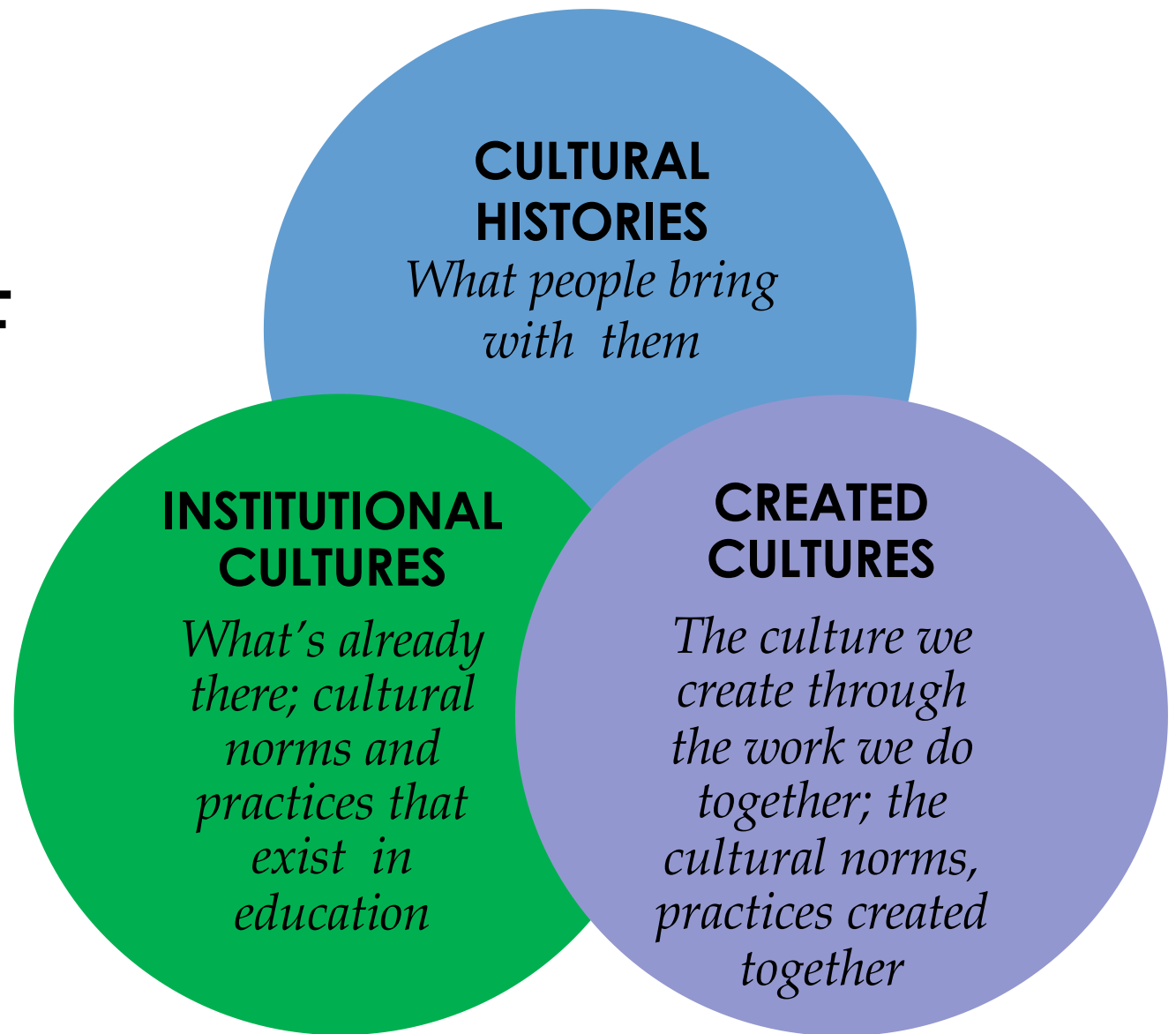


# Why Culturally Sustaining Instruction is an Essential Component of PBIS

- 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):

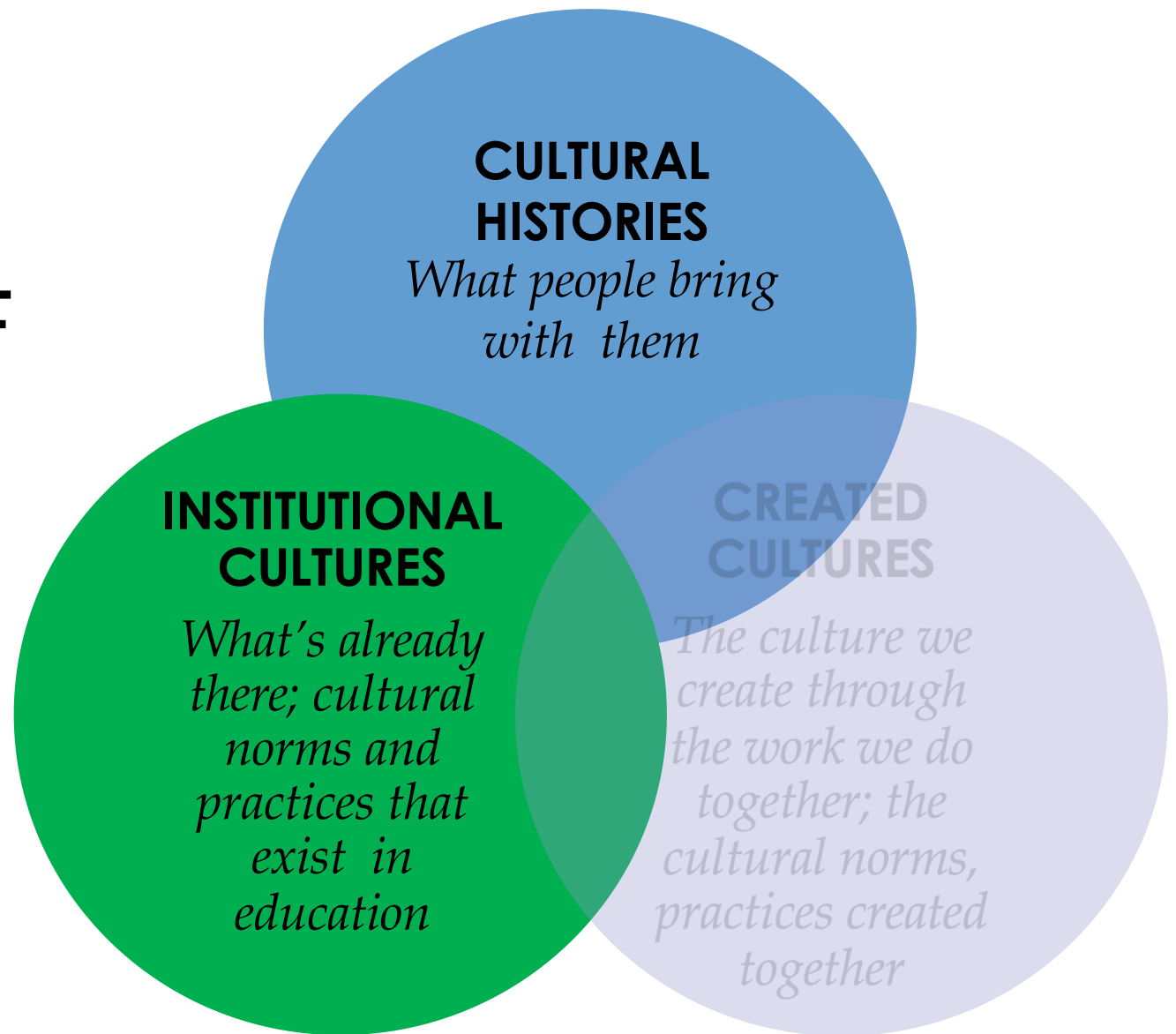


# CULTURAL NATURE OF LEARNING



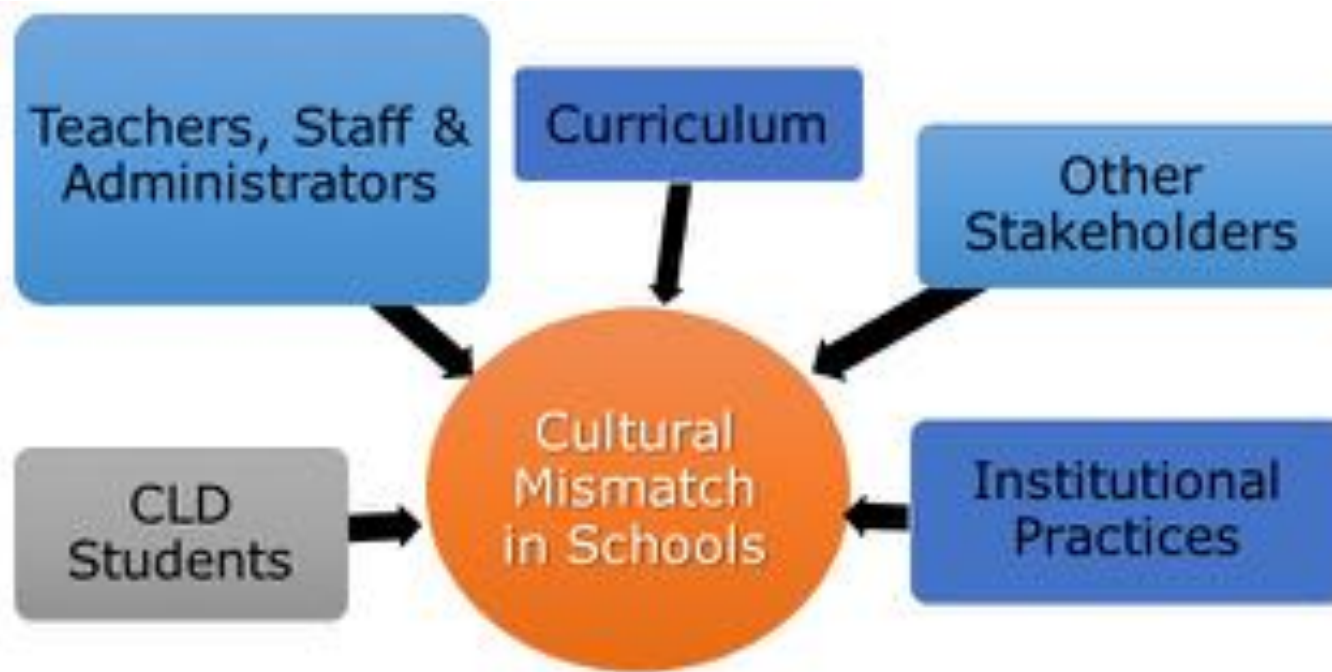
Midwest & Plains Equity Assistance Center 2017

# CULTURAL NATURE OF LEARNING



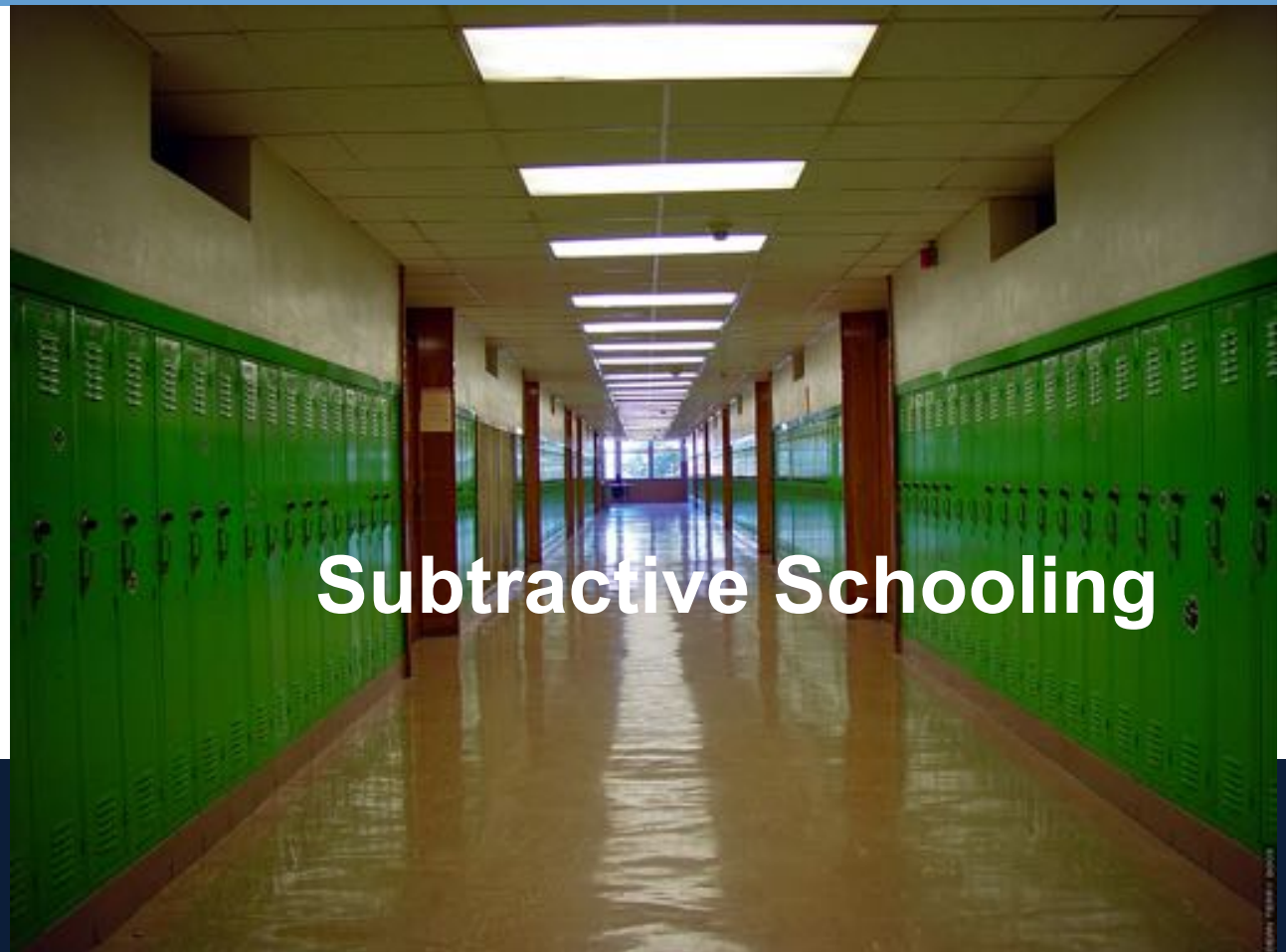
Midwest & Plains Equity Assistance Center 2017

# Cultural Mismatch



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.

Carter (2009); Delpit (1995a, 1995b); Fruchter (2007); Gay (2000); Ladson-Billings (1994, 1995); Lang (2013); Lareau (1987); Noguera (2003a 2003b); Valenzuela (1999)

# 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)

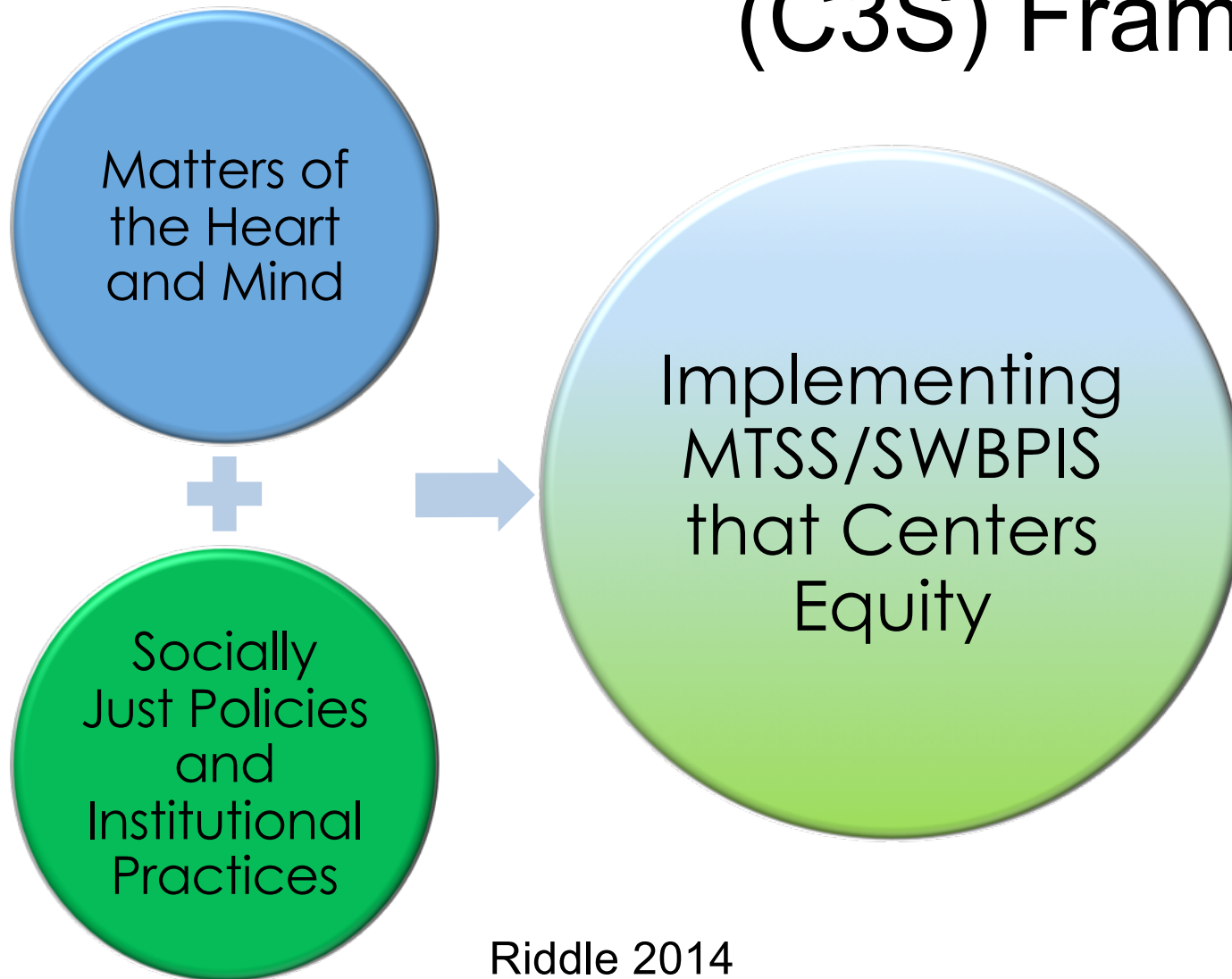
So, How do we do this at  
the classroom level?

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.

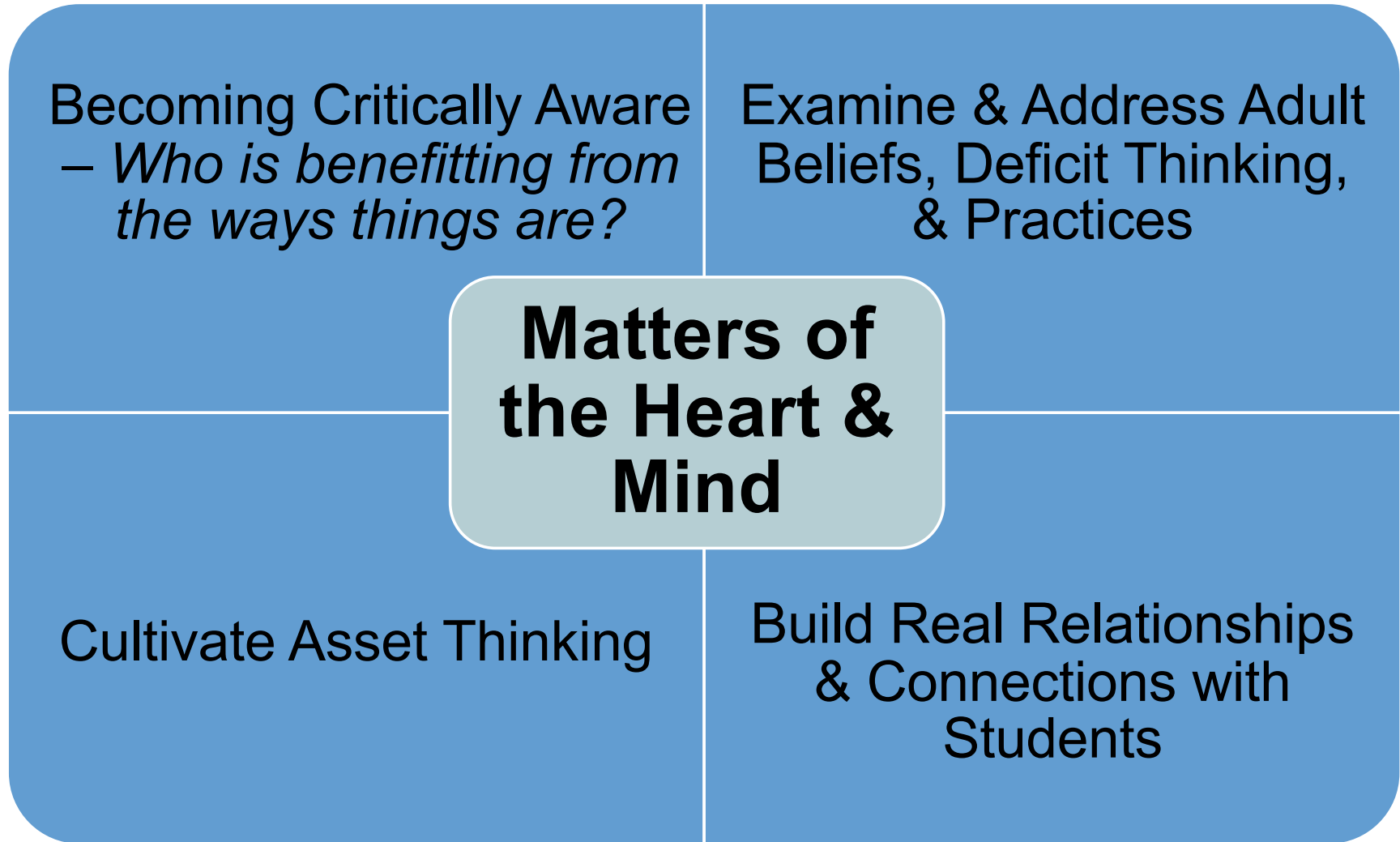
Paris (2012) and Paris and Alim (2014)

# Culturally Sustaining Systems of Support (C3S) Framework



Riddle 2014

# THE C3S FRAMEWORK



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 &

Carter (2009); Delpit (1995a, 1995b); Fruchter (2007); Gay (2000); Ladson-Billings (1994, 1995); Lang (2013); Lareau (1987); Noguera (2003a 2003b); Paris (2012) Riddle, (2014); Valenzuela (1999)

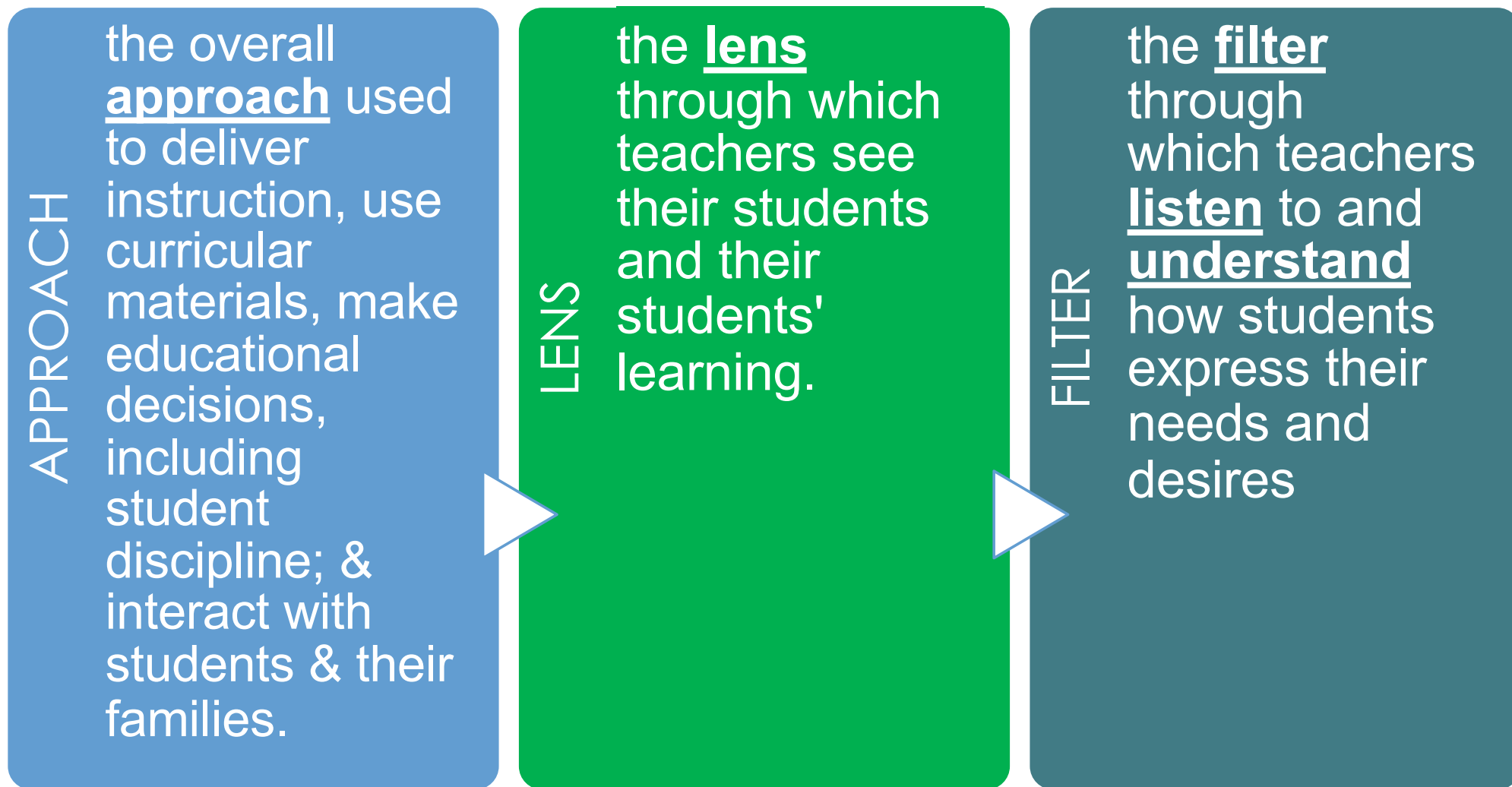
## **Implement Culturally Relevant Curriculum, Resources and Instructional Practices**

- 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**

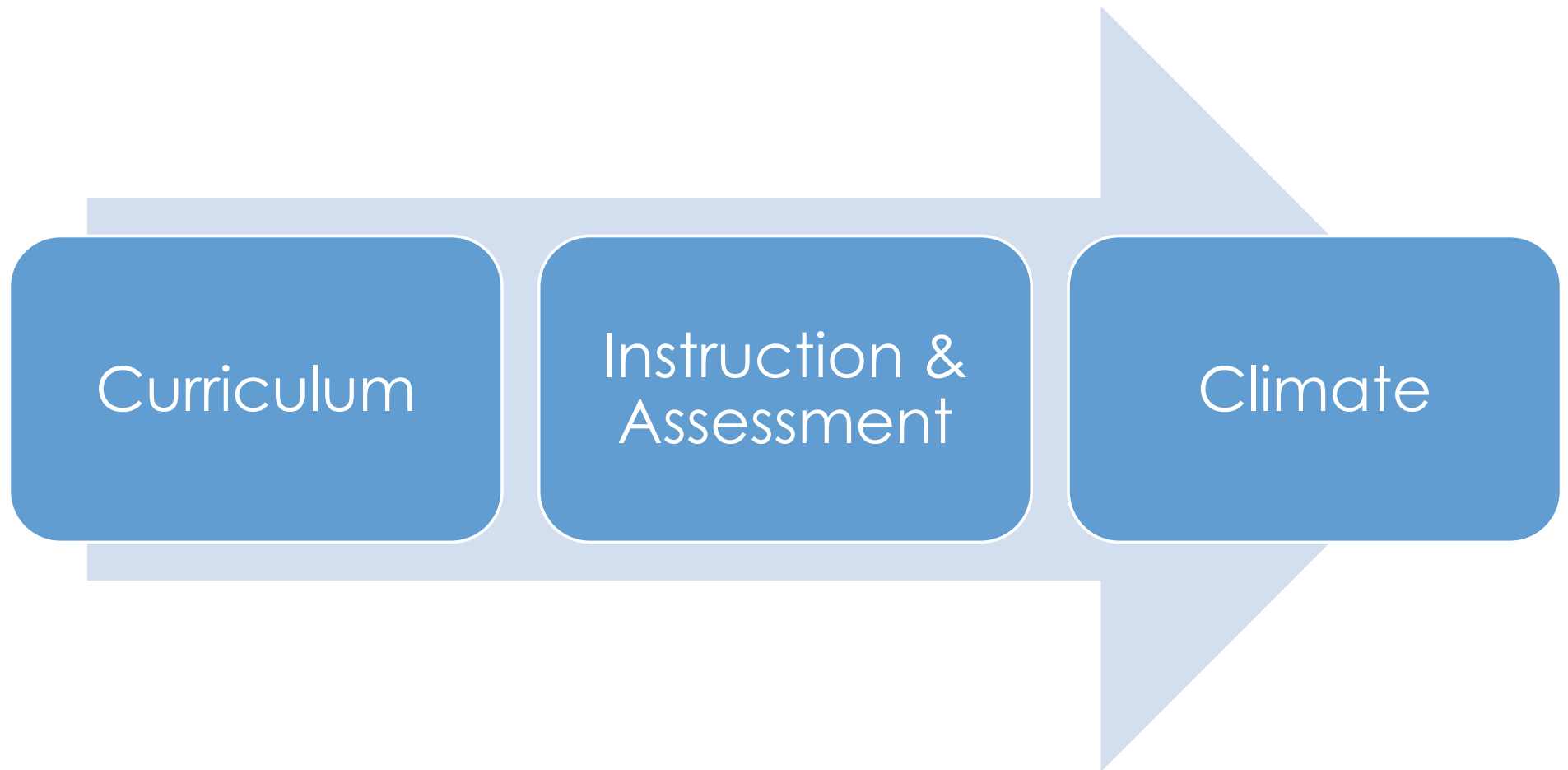
Riddle 2014

# Culturally Responsive & Sustaining Teaching is



(Skelton 2012).

# What Does CRSP Look, Feel, & Sound Like Across



## 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

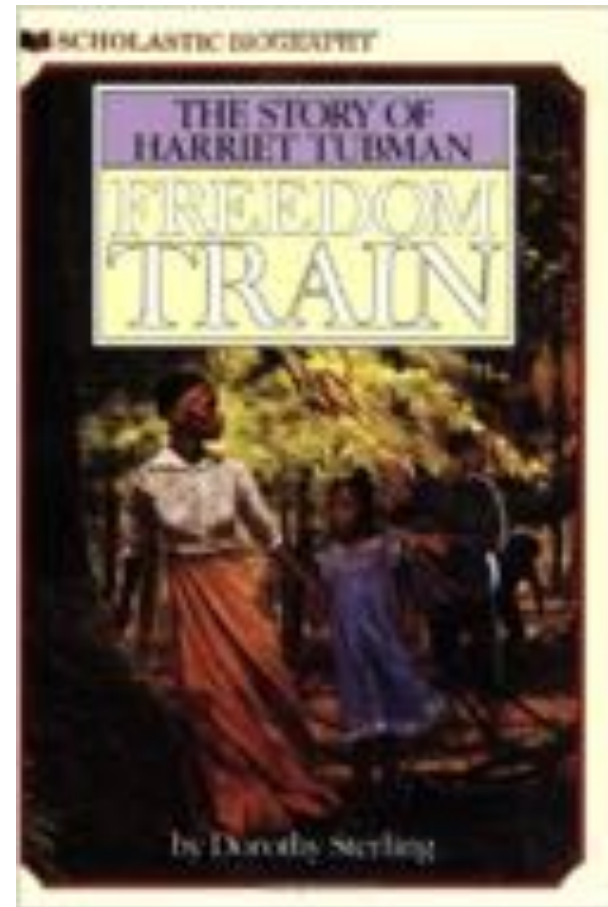
Allows students to use their native language and embrace their culture

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

5<sup>th</sup> Grade Exploring Freedom Unit



# Matrix Activity

<b>Curriculum</b>	Multicultural & global perspectives	Asset-based representation of culture, race, & intersecting identities across content areas	Interrogation of oppressive systems & practices	
<b>Instruction &amp; Assessment</b>	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
<b>Climate</b>	Safe & Inclusive: physically, culturally, intellectually, socially & emotionally	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

# Example of Culturally Relevant Pedagogy

## **5<sup>th</sup> 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

## 5<sup>th</sup> 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

## 5<sup>th</sup> Grade Exploring Freedom Unit

- “Just because Webster defined freedom to mean... doesn'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

## 5<sup>th</sup> 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

## **5<sup>th</sup> 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



# Matrix Activity

<b>Curriculum</b>	Multicultural & global perspectives	Asset-based representation of culture, race, & intersecting identities across content areas	Interrogation of oppressive systems & practices	
<b>Instruction &amp; Assessment</b>	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
<b>Climate</b>	Safe & Inclusive: physically, culturally, intellectually, socially & emotionally	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

# 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 5<sup>th</sup> grade received zero office referrals during their 5<sup>th</sup> 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?

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