2c - Culturally Responsive Classroom Practices to Support Each Learner

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• **Topic:** Equity
• **Keywords:** Discipline, Climate, Implementation
Learning Objectives

1. Identify how to make core features of classroom PBIS culturally responsive and anti-racist
2. Explore ways to implement culturally responsive core features of classroom PBIS practices with equity
3. Identify ways to implement core features of classroom PBIS with cultural responsiveness and from an anti-racist lens
Examining the Framework for Equity
Culturally Responsive Practices

“Instead of viewing culture as a description of a group of people, perhaps a more useful approach for educators is to think of culture as the lens through which people view the world based on their backgrounds and experiences.” (Grant & Ray, 2016, p. 137)

Cultural competence

Cultural sustaining pedagogy/ culturally responsive practices
Anti-racist Practices

Racist: One who is supporting a racist policy through their actions or inaction or expressing a racist idea.

Anti-racist: One who is supporting an antiracist policy through their actions or expressing an antiracist idea.

(Kendi, 2019)
Remodeling vs. Demolition
### 3 Components of Culturally Relevant Pedagogy (Ladson-Billings, 1995)

<table>
<thead>
<tr>
<th>Student Learning</th>
<th>The students’ intellectual growth and moral development, but also their ability to problem-solve and reason.</th>
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<tr>
<td>Cultural Competence</td>
<td>Skills that support students to affirm and appreciate their culture of origin while developing fluency in at least one other culture.</td>
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<td>Critical Consciousness</td>
<td>The ability to identify, analyze, and solve real-world problems, especially those that result in societal inequalities.</td>
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A 5-Point Intervention Approach for Enhancing Equity in School Discipline

1. Collect, Use, and Report Disaggregated Discipline Data
2. Implement a Preventative, Multi-Tiered, Culturally-Responsive Behavior Framework
3. Use Engaging Instruction to Reduce the Opportunity Gap
4. Develop Policies with Accountability for Disciplinary Equity
5. Teach Strategies for Neutralizing Implicit Bias in Discipline Decisions

Take a look at the center’s practice brief on “A 5-point intervention approach for enhancing equity in school discipline”
Centering Equity in Data-Based Decision Making:
Considerations and Recommendations for Leadership Teams
Supporting and Responding to Educators’ Classroom PBIS Implementation Needs: Guide to Classroom Systems and Data
PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches
Discussing Race, Racism, and Important Current Events with Students: A Guide with Lesson Plans and Resources
Lesson Plan: Co-creating Classroom Expectations with Students (Elementary Schools)

The purpose of this lesson is to partner with students to create a classroom matrix together, based on existing schoolwide expectations. See Creating a Classroom Teaching Matrix, for foundational content and sample matrices. A sample blank classroom matrix template is included in the Appendix.

Approach the lesson collaboratively with your students and adjust as necessary to meet their needs.

**Lesson Details**

- **Participants:** Students in elementary classrooms
- **Prerequisites:** There should be an established set of 3 to 5 positively stated schoolwide behavior expectations, developed with student and family input, and a list of classroom activities (e.g., all the time, entry and exit, teacher-led instruction, group work, independent work). This sample lesson plan will use these expectations: "We are Kind, We are Responsible, We are Safe."
- **Time:** 45 to 60 minutes
- **Materials needed:** Poster of schoolwide behavior expectations and a blank classroom matrix, listing the expectations in the first column and activities in the first row, with blank cells for expectations by activities. It can be helpful to have sticky notes and a larger writing surface (e.g., whiteboard, flipchart paper) to capture all student ideas.

**Steps:**

1. Introduce (or reintroduce) schoolwide expectations. For example, say, "In our school, we have a set of schoolwide expectations that we have developed together with our school's students and families. They are [insert school-wide expectations, such as We are Safe, We are Responsible, We are Kind]. They are not just for you. They are for all the students and all the adults in our school."

2. Discuss the purpose of schoolwide expectations. Invite students to share why they have these expectations. Ask students why they think they could be important. For example, ask, "Why do you think we have these expectations? What do you think our school would look like, sound like, and feel like without them?" If students are slow to share, it may be useful to provide a few examples.

3. Introduce the classroom matrix. For example, say, "For our expectations to be as useful as possible, we can come up with specific examples of what they look and sound like, so we all understand them. And our expectations are going to look different depending on what activities we are doing in our classroom. For example, when we are transitioning or during an emergency, we need our voice level to be whisper level, but when we are working as a group, we can talk at a conversation level. In this classroom, we are going to work together to make this matrix." See Appendix for a sample blank classroom matrix.
**Exemplar**

**Vision**

*To prepare students to imagine and realize any future they desire.*

**Mission Statement**

*All sectors of public education in Philadelphia will work with urgency to provide every student with the opportunity to achieve positive life outcomes in partnership with diverse families, educators, and community members who are valued and respected.*

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**Tynara Blount**

Director, CR-PBIS

Office of School Climate & Culture

*We Support safe, positive, equitable learning environments in which all students can experience belonging, build strong relationships, and fully engage with academic and social emotional learning.*
Demographic Makeup of SDP

**Total Student Enrollment**: 197,288
- District Enrollment: 113,443
- Charter Enrollment: 64,498
- Alternative Enrollment: 3,624

**Total Number of Schools**: 329
- District Operated: 217
- Charter Operated: 83
- Alternative Education: 29

**Student Diversity**
- Black / African American: 51%
- Hispanic / Latino: 23%
- White: 13%
- Asian: 7%
- Multiracial/Other: 5%

**Languages Spoken by students/family**: 173

**Advanced Placement Enrollment**: 4950

**Career & Technical Education Programs**: 43

**Special Education (not gifted)**: 17%
Demographic Makeup of CR-PBIS Schools

- 128 Schools / SY 23-24 (59% of district operated schools)
  - 16 High Schools
  - 112 Elementary/Middle Schools (K-8)
- 19 Planning year
- 23 District Coaches
  - 21 Support K-12 (Tier 1)
  - 2 Support CICO (Tier 2)
History of PBIS in Philly

1st Demonstration Project

2001 - 2005 DOE Grant
2 Schools + Parent Education

2003 - 2006 Project REACH
9 Schools - Counselor Consultation

2008 - 2012 CDC Grant
2 Schools - MH Services at Tier II

2009 - 2010 (United Way)
20 Schools SWPBIS - funding disrupted & discontinued after 1 year

2009 - 2012 Project ACCELERATE

2014 - 2019 School Climate Transformation Grant
31+ New Schools and added supports for implementing schools

2020 - 2023 PCCD Grant
107+ Schools / Expanded Coaching Capacity

128 Schools K-12 Independent District Coaching

National PBIS Leadership Forum
SDP’s Journey from PBIS to “CR-PBIS”
Data Collection

- Created a Hybrid TFI scoring document
  - CR-TFI (v2.1.7)
- Administered to Implementing & Baseline schools
- Changed method of delivery (anonymous)
  - CR-TFI scores were lower across each feature in comparison to TFI
- Feedback from the field
  - Shock
  - Frustration
  - Defensive
  - Questions
Next Steps: Re-Branding

- Name change
  - PBIS to CR-PBIS
- Language shifts
  - Expectations \(\rightarrow\) *Norms*
  - Rules \(\rightarrow\) *Skills*
  - Incidents/Violations \(\rightarrow\) *Behavior Concerns*
  - Rewards \(\rightarrow\) *Acknowledgements (tangible/intangible)*
  - Behavior Matrix \(\rightarrow\) *Teaching Matrix*
  - Lesson Plans \(\rightarrow\) *CR-PBIS/SEL Teaching Guides*
- District PBIS Coach to **CR-PBIS Coach**
- CR-PBIS Lead Position (district level)
CR-PBIS Team Changes & Collaborations

• Required additional school based team members
  • Student Engagement Liaison
  • Family Engagement Liaison
  • ELL/Multilingual Representative

• Collaborations
  • Dr. Kent McIntosh
    • VDP
    • ReAct
  • Collaborative Organizational Revitalization for Equity (C.O.R.E)
  • SDP DEI Office
CR-PBIS Training Revisions

- Part 1 - 3 New School CR-PBIS training review
  - Revisions included:
    - Equity focus
    - Student voice
    - Relationships Firsts
    - Data Driven decisions (disaggregated)
    - Contextual Fit
Data: Collection & Disaggregation

- Incorporation of additional data (TIPS)
  - Discipline referrals (office/classroom managed)
  - Student Well Being Survey
  - Acknowledgements (PBIS Rewards)
- Student Information System (SIS) CR-PBIS Dashboard (replaced SWIS)
  - Internal SDP System (Infinite Campus)
  - Filters
    - Gender
    - SpEd Status
    - Race/Ethnicity
    - EL Status
- Demographic Page
What we’ve learned so far

• New school team members
  • Student & Family Engagement Liaison
• Coach level of comfort (disparity data)
• Impact of team member involvement
  • # Years at the school
  • # Years on the team
  • # of meeting attended
• Administration of CR-TFI
• School implementation progress monitoring
  • Not aligned with CR-TFI scores
Next Steps: CR-PBIS

- Coach facilitated CR-TFI
  - Data walk to include SDP implementation progress monitoring tool
- Coach training (summer 2023 symposium)
  - Via Case study w/ internal DEI team
    - Used actual disaggregated data
    - Equity Specialist ongoing Collaboration
    - VDP
    - Multilingual Collaboration
- TIPS add-ons
  - Incorporation of street data
  - Root Cause Analysis
  - Celebrations & Concerns
- Dismantled district lead position
  - ALL district coaches responsibility
Focus on Classroom CR-PBIS

“Classroom PBIS is critical to students’ and school personnel success. When PBIS is implemented in the classroom, individual student outcomes improve. At the schoolwide level, schools experience overall improved outcomes and are more likely to sustain PBIS implementation.”

- The Center on PBIS
Classroom PBIS Data Collection

PBIS Self-Assessment Survey (SAS) Report

- Almost 4,000 responses across district PBIS schools SY 20-21
- Classroom Systems
  - Expected student behavior & routines in classrooms are taught directly = 75% in place
  - Expected student behaviors are acknowledged regularly (positively reinforced) = 67% in place
  - Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching) = 65% in place
- School wide systems
  - Booster training activities for students are developed, modified, & conducted based on school data = 46% in place
  - All staff are involved directly and/or indirectly in school-wide interventions = 59% in place
  - The school team has access to ongoing training and support from district personnel = 63% in place
Previous Approaches Targeting Classroom PBIS

- Special Project
  - Direct coaching from district coaches 2.5 days/week
- Limitations
  - Incorrectly assumed no one else at the school level was doing the coaching/supporting
  - Assumed that PBIS coach role was only to coach teachers, but did not take into consideration the other responsibilities and limited coaching time
- Result: not a good fit
Classroom Next Steps: Prioritizing the Work

- Engaged with the experts
  - Dr. Brandi Simonsen and Dr. Jennifer Freeman (UCONN)
  - Identified a need for a model of Classroom PBIS that does not utilize district coaches
- Narrowed the focus of a district coach
  - Created the “Classroom Implementation Specialist” role
- Determined the criteria for schools and timeline
- Identified School-based staff as the experts
  - Administrators
  - Coaches
  - Teachers
Prioritizing the work cont’d

- Capacity for Commitments
  - Releasing at least 3 PBIS Team Members to attend trainings
  - Ensuring there is an administrator present
  - Dedicating professional development time
  - Allocating opportunities for data collection
Successes We Noticed

- Classroom CR-PBIS supplemental approaches created
- Specific and intentional inclusion of school based teacher leads (SBTL)
- Deeper focus on classroom data and supports
- Tools for classroom teachers to monitor their
- Classroom specific modules
Barriers We Experienced

Extenuating Circumstances

- Scheduling and Attendance
  - Staggered start times
  - Access to coverage for classroom teachers
  - Staffing shortages due to COVID
    - 130 schools shifted to virtual learning at some point during 2021-22 school year.
    - 760 roles were filled by central office staff due to teacher absences.
Capacity

- Internal district level staffing transitions
- School based staff transitions
- District mandates on allocation of school planning time
- Transition in coaching supports
  - Including Classroom Implementation Specialist
- Lack of training for incoming coaching staff
Classroom Behavior Data: SY 22-23

- September thru February (99 schools)
  - 27,028 Referrals
    - 17,985 - Classroom Managed (Minor)
    - 9,043 - Office Discipline Referrals (Major)
  - 33% of schools written up between 25% and 56% of students enrolled
What’s the Plan: Next Steps

- Expanding Classroom CR-PBIS to all SDP CR-PBIS schools (SY 23/24)
  - Includes classroom/personal matrix
- CR-PBIS/SEL Teaching Guides
- Planning during SY 22/23:
  - Training of all PBIS coaches from the experts:
    - Dr. Brandi Simonsen and Dr. Jennifer Freeman
- CR-PBIS Coach Feedback / Readiness
Implementation Support

- CR-PBIS Coach training from the experts (SY 22-23)
  - Dr. Brandi Simonsen & Dr. Jennifer Freeman
- Collaboration with district SBTL Director
- Summer planning
- Ongoing Support from experts after roll out
District School Plans

- Incorporation into school plans
  - CR-Classroom PBIS Action Steps and Indicators
- Accountability
- Progress Monitoring
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