6B – New Research on Culturally Responsive Practices & Recommendations for Equitable PBIS Systems

Presenters:
Catherine Bradshaw & Jessika Bottiani, University of Virginia, Maria R. Santiago-Rosario, University of Oregon, Sandra Rouiller, Johns Hopkins University/Sheppard Pratt Health System (MD); Lorenzo Hughes, Anne Arundel County Public Schools (MD)

• Topic: Equity
• Keywords:
An Analysis of Teacher Instructional Practices by Student Race and its Relation to School Discipline

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Thanks to the team who led this work!

- John Gallo
- Kathleen Strickland-Cohen
- Kent McIntosh
- Sara Izzard
- Sean Austin
- Sheila Lopez
- Stephanie St. Joseph
Advance Organizer

- What is the Problem?
- Research Questions
- Method
- Results
- Key Findings
- Limitations
- Implications for Research and Practice
What is the Problem?

- Exclusionary discipline (e.g., discipline referrals, suspensions, expulsion) affects Black students significantly more than every other student (U.S. Department of Education, 2021).
- Several factors seem to contribute to racial inequities in student outcomes:
  - Underresourced schools and access to quality education (White et al., 2022)
  - Lack of classroom management and behavior supports training (Cook et al. 2018; Gregory et al., 2016)
  - Differences in teachers’ instructional behaviors toward students (Gion et al., 2022; Knochel et al., 2022; Scott et al., 2019)
- Black students receive more negative feedback from teachers, regardless of behavior (Gion et al., 2022; Scott et al., 2019).
Research Questions

1. To what extent do individual teacher rates of praises, corrections, and opportunities to respond (OTRs) vary by teacher demographics?
2. To what extent do teacher rates of praises, corrections, and OTR vary between Black and all other students?
3. To what extent do teacher rates of praises, corrections, and OTR relate to their use of discipline referrals (ODRs)?
METHOD
Setting and Participants

- 1 School District
- 8 elementary public schools
- 135 teachers and classrooms
  - Total # of students ($\bar{x} = 15$)
  - Total # of Black student ($\bar{x} = 4$)
  - Total # of All other students ($\bar{x} = 11$)
Measures

- Brief Classroom Interaction Observation – Revised (BCIO-R; Reinke et al., 2015).
  - Praises, Corrections, OTR
- Perceived Student Race
- Classroom Composition
- Discipline referrals - Raw counts
Procedure

• Recruitment

• Identifying Instructional Times to Code
  • 15 Consecutive Minutes
  • Teacher-led Large-group Instruction

• Identifying Classroom Composition
  • Counting Number of Students in the Classroom (Total, Black, All other students)
  • Point by Point Agreement of Student Count (IOA: 96%, 91%, 93%)
Procedure (cont)

- Counting Frequencies of Teacher Behaviors by Student Group
  - Training
  - Procoder DV (Tapp, 2006)
  - Reliability of Teacher Behaviors by Student Group
    - Point by Point Agreement of Total Praises, Corrections, OTRs (IOA: 86, 81, 93)
    - Intraclass Correlations (above 0.85 for behaviors, above 0.90 for groups)
Data analysis

- Descriptives teacher base rates for:
  - Praises, Corrections, OTR
  - Exchanges with students by race group
  - Interaction between praises, corrections, and OTR by student race group

- Teacher rates of practices by teacher demographic
  - Non-Parametric t-tests (Wilcoxon rank sum test)

- Differences in teacher rates of practices for Black and All-other students
  - Non-Parametric t-tests (Wilcoxon rank sum test)
Data analysis (cont)

- Teacher rates of practices and (a) use of ODRs – Negative Binomial Models
  - Assessed the effects of praises, corrections, and OTRs for Black students on raw counts of ODRs issued to Black students
  - Assessed the effects of praises, corrections, and OTRs for all other students on raw counts of ODRs issued to all other students
- Models accounted for grade level and classroom composition of group of interest
RESULTS
## Teacher 15-Minutes Rates of Practices

<table>
<thead>
<tr>
<th>Practices</th>
<th>M (SD)</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities to Respond</td>
<td>6.60 (7.67)</td>
<td>0.41 – 53.4</td>
</tr>
<tr>
<td>Praises</td>
<td>1.28 (1.49)</td>
<td>0 – 6.75</td>
</tr>
<tr>
<td>Specific Praises</td>
<td>0.36 (0.60)</td>
<td>0 – 3.60</td>
</tr>
<tr>
<td>General Praises</td>
<td>0.92 (1.16)</td>
<td>0 – 6</td>
</tr>
<tr>
<td>Corrections</td>
<td>1.86 (2.25)</td>
<td>0 – 16.05</td>
</tr>
<tr>
<td>Explicit Corrections</td>
<td>1.82 (2.21)</td>
<td>0 – 15.30</td>
</tr>
<tr>
<td>Harsh Corrections</td>
<td>0.04 (0.12)</td>
<td>0 – 0.75</td>
</tr>
</tbody>
</table>
### Difference in Teacher Rates of Praises, Corrections, and OTR Between Black and All Other Students

<table>
<thead>
<tr>
<th></th>
<th>Black students Mean</th>
<th>All other students Mean</th>
<th>Mean Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Praises</strong></td>
<td>0.74</td>
<td>0.57</td>
<td>0.17</td>
</tr>
<tr>
<td><strong>Corrections</strong></td>
<td>1.13</td>
<td>0.67</td>
<td>0.46*</td>
</tr>
<tr>
<td><strong>OTRs</strong></td>
<td>2.69</td>
<td>1.63</td>
<td>1.06</td>
</tr>
</tbody>
</table>

*Significant difference at p < 0.05.
Teacher Rates of Praises, Corrections, and OTRs by Teacher Demographics

Note. * = p < .05, ** = p < .01, *** = p < .001.
## Teacher Practices in Relation to Issuing ODRs

<table>
<thead>
<tr>
<th></th>
<th>Black Students</th>
<th>All Other Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praise</td>
<td>0.21</td>
<td>-0.08</td>
</tr>
<tr>
<td>Correction</td>
<td>0.10*</td>
<td>0.08**</td>
</tr>
<tr>
<td>OTRs</td>
<td>-0.00</td>
<td>0.01</td>
</tr>
<tr>
<td>Count of Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count of Black Students</td>
<td>0.19</td>
<td></td>
</tr>
<tr>
<td>Count of All Other Students</td>
<td></td>
<td>-0.00</td>
</tr>
<tr>
<td>Intermediate Grade</td>
<td>0.42</td>
<td>0.92***</td>
</tr>
</tbody>
</table>
DISCUSSION
Key Findings

- Teacher rates of OTR and praises are much lower than rates associated with positive student outcomes.

- Neither teacher race, gender, degree, or years of experience predicted differences in praises, corrections, or OTR rates.

- Teachers in grades 3, 4, and 5 used fewer praises, corrections and OTRs.

- Teachers corrected Black students more than all other students.

- More corrections positively predicted issuing more discipline referrals.
Limitations

• Single observations and possible reactivity
• Observers’ reported perception of student race
• Limited information as to the number of students and adults in the classroom, as well as other student or teacher characteristics that may come into play
• Naturalistic observations – limits findings to associations
• Limited sample in size and diversity (schools, teachers, and students)
Implications for Research

• More naturalistic and intervention research needs to be done to clarify the relationship between teacher instructional behaviors, effective instructional rates, and student engagement among students from diverse backgrounds.

• Further, more research exploring its relation with school discipline equity and equitable academic student outcomes is also critical.
Implications for Practice

- Ensure strong PBIS acknowledgement and response systems are in place.
- Interventions addressing higher rates of teacher instructional behaviors are necessary.
- Interventions that bring awareness to teacher instructional behavior are promising to enhance equity in student-teacher interactions (Gion et al., 2022; Knochel et al., 2022).

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- Topic: Equity, Coaching, Data-Based Decision-Making
- Keywords: Research, Discipline, Climate
Learning Objectives

1. Understand how core dimensions of culturally sustaining and equity-supportive practices can be assessed
2. Identify key intervention foci for improvement in culturally sustaining and equity-supportive classroom practices addressed through coaching and structured practice opportunities
3. Learn about a virtual approach to teacher cultural responsiveness coaching and professional development offered online
4. Identify vulnerable decision points using SWIS Data
Double Check Coaching: A Culturally Responsive Student Engagement Model

Catherine P. Bradshaw, PhD, Project Director
Sandy Rouiller, M.S., Lead Coach
What is the Double Check Model?

• A *professional development* and *coaching* framework that builds on *positive behavior support* to help teachers enhance 5 core components of culturally responsive practices.

• Addresses overrepresentation of students of color in disciplinary referrals, suspensions, and special education referrals.
  
  • Assumptions:
    
    • Classroom management and SW-PBIS are necessary but not sufficient
    
    • Traditional focus of diversity training has been on power and privilege, not skill development (Bradshaw et al., 2018; Hershfeldt et al., 2008)
Goals of Double Check

- Increase staff culturally responsive practices
- Increase student engagement
- Increase teacher classroom management skills
- Reduce disproportionality

(Bradshaw et al., 2018; Bottiani et al., 2012)
Core CARES Domains

- Connection to the Curriculum
- Authentic Relationships
- Reflective Thinking
- Effective Communication
- Sensitivity to Students’ Culture

(Bradshaw et al., 2018; Hershfeldt et al., 2008)
Feedback

“Can I tell you how much I love these?!! They are the perfect length on the most relevant topic in education today. I truly appreciate them and being able to add them weekly!”

Middle School Principal
The Classroom Check-Up

Step 1
- Teacher Interview
- Teacher Completes Ecology Checklist

Step 2
- Coach Conducts Classroom Visits
- Coach Trains Teacher in Data Collection Process

Step 3 & 4
- Personalized Feedback Session
- Develop Menu of Options

Step 5
- Collaborative Goal Setting

Step 6
- Teacher Monitors Daily Implementation
- Coach Provides Continued Support
Approach to Personalized Feedback

- Motivational Interviewing (MI; Miller & Rollnick, 1992, 2002, 2012)
  - Develop discrepancy
    - Listen for values
    - Accentuate discrepancies between where they are and where they want to be
  - Listen for Change Talk
  - Express Empathy
  - Roll with Resistance
  - Support Self-Efficacy
# Motivational Interviewing (MI)

<table>
<thead>
<tr>
<th>What MI is not…</th>
<th>What MI is….</th>
</tr>
</thead>
<tbody>
<tr>
<td>A way of tricking or persuading people</td>
<td>A purposeful tool focused on behavior change</td>
</tr>
<tr>
<td>Therapy</td>
<td>A non-directive and supportive conversation</td>
</tr>
<tr>
<td>Easy to learn</td>
<td>A simple action that takes a lot of practice to engage in well</td>
</tr>
<tr>
<td>Practice as usual</td>
<td>Helping others to find their own capacities for change</td>
</tr>
<tr>
<td>Done “TO”</td>
<td>Done “WITH”</td>
</tr>
</tbody>
</table>
The Spirit of MI

If those you work with come to believe that you genuinely accept and understand them, you have created the setting for them to move in a positive direction.

- Client-centered
  – Not just a set of techniques
- Collaborative
- Evocative
  – Listening more than telling
- Respectful
  – Honoring a person’s autonomy, resources
Roadblocks to Listening

- Agreeing, approving, praising
- Reassuring, sympathizing, or consoling
- Giving advice, suggestions, solutions
- Questioning or probing
- Interpreting or analyzing
- Persuading with logic, arguing, or lecturing
- Moralizing, preaching, telling what should do
- Withdrawing, distracting, humoring, or changing subject
- Ordering, directing, commanding
- Disagreeing, judging, criticizing, blaming
- Shaming, ridiculing, labeling
- Warning or threatening
Importance & Confidence Ruler

How important would you say it is for you to ____________? On a scale from 0 to 10, where 0 is not at all important and 10 is extremely important, where would you say you are?

0 2 4 6 8 10

Not at all important

Why are you at a ____ and not zero?

What would it take for you to go from ___ to [a higher number]?

How confident would you say you are, that if you decided to ____________, you could do it? On the same scale from 0-10, where would you say you are?
5 Research Projects (2011 – present)

- **Year 1**: Development work in 4 schools (2 ES & 2 MS)
- **Year 2**: Pilot 6 schools (3 ES & 3 MS)
- **Year 3**: Test of coaching model in 12 schools (6 ES & 6 MS)
  - All schools received Double Check Professional Development and SW-PBIS
- **Year 4**: Test “teacher-to-teacher” coaching model in 6 schools (3 ES & 3 MS)
  - Simultaneously coach two teachers
  - Examined sustainability
- **Years 5 - 10 (completed in 2023)**: Group randomized controlled trial of Double Check in 41 middle schools
- **Years 9 – 15 (current)**: Double Check online development, testing, and dissemination
A few of many!

- Competing and changing priorities
- Keeping up with the times
- Challenges when limited tier 1 structure
- Teacher retention/turnover
- Support from leadership
- Critical role of coaching
- CCU is a nice flexible framework!
- Like the focus on motivational interviewing
- Teachers need performance feedback
- Commitment to sustainability
Findings from our 1st Randomized Controlled Trial of Double Check

Design: All 158 teachers received pd and teachers randomly assigned to received coaching (ES and MS)

**Classroom Observations**
- Better classroom management (i.e. proactive behavior management)
- Better anticipation of and responsiveness to student
- Higher ratings of student cooperation
- Lower number of non-cooperation
- Lower number socially disruptive behaviors

**Office Disciplinary Referrals**
- Lower number of office referrals to Black students

**Sustainability Follow-up Study**
- 1 year out, effects were not sustained due to lack of ongoing coaching support (Bradshaw et al., 2018; Pas et al., 2021)
Findings from Our 2\textsuperscript{nd} Randomized Controlled Trial of Double Check

- Design: 41 MS only, PD + Coaching vs. control (351 teachers)
- Classroom Observations
  - Better instructional support
  - Greater use of proactive behavior management behaviors
  - Increased teacher use of praise/approvals
  - Higher ratings of student engagement
  - Reductions in students’ disruptive behavior
- Higher teacher report of culturally responsive teaching efficacy

(Debnam et al., finalizing for peer-review: IES funding PI Bradshaw)
Double Check Online

Welcome

Double Check is a framework designed to improve teacher culturally responsive behavior management and practices with the goal of decreasing disproportional disciplinary referrals for culturally and linguistically diverse students. Our goal is to make evidence-based training and resources easily accessible to school professionals in their efforts to create positive learning environments.

The Double Check CCU contains web-based tools and training in the form of intervention modules to support both teachers and coaches in identifying and implementing culturally responsive behavior management practices in the classroom. Each module incorporates elements such as videos, assessment instruments, strategy tools, and action planning tools to facilitate effective and efficient implementation of evidence-based classroom management practices. Intervention modules include:

- CARES
- Positive Behavior Supports & Classroom Climate

For Teachers: Learn More

For Coaches: Learn More

For Administrators:
Coaching Home

Welcome to the Double Check Coaching section. This section is intended for instructional coaches, administrators, and other school professionals who regularly work with teachers about culturally responsive teaching practices, student engagement, and classroom management. Becoming proficient in the Double Check coaching model requires that you develop knowledge and skills in (1) implementing the Double Check structure and procedures and (2) conducting collaborative coaching meetings using motivational interviewing skills. Motivational interviewing is a way of communicating with others that helps them talk about making a change. It is a helpful tool to employ when consulting with teachers.

Ideally, effective coaches are also knowledgeable about culturally responsive teaching practices, ways to increase student engagement, and effective classroom management strategies. However, for coaches who are new in this knowledge base, this website is designed so that you and the teachers you work with can easily identify simple and effective classroom strategies to implement to enhance their classroom.

Getting Started

1. Review each step of the coaching process by reading the content, reviewing videos, and reflecting on your comfort with each step.
2. Invite the teacher(s) who you will begin coaching by going to the My Teachers step.
3. Begin the coaching process (e.g., Step 1: Set up a Getting to Know You interview with your teacher). All the tools needed are embbeded within each step of the coaching process.

Double Check Coaching Process

This section provides an overview of the procedures and tools needed for coaches to conduct an effective Classroom Check-Up. A flowchart is provided to illustrate the overall process and the key steps:

1. Interview
2. Assess Classroom
3. Check-Up Meeting
4. Selecting an Intervention
5. Implementing the Intervention
6. Evaluating the Intervention

Clicking within each step takes you to resources, videos, forms, and detailed descriptions for how to complete the step.

Double Check Teacher Resources

The Double Check CUL provides tools for teachers to improve areas that need attention and to implement strategies suggested during the coaching process.
Online Training for Coaches

Module MI-1
Introduction to Motivational Interviewing

Module MI-2
Motivational Interviewing: Skills & Techniques

Module A-3
Motivational Interviewing: Application

National PBIS Leadership Forum
Professional Development Modules

Coach Professional Development

Overview

Research has shown that each of the five CARES elements has a significant impact on students and their behavior when used regularly over time. Students who feel known and understood by their teachers report deeper connections academically and to their school. When teachers understand their own cultural heritage, they better understand the differences between themselves and their students and report higher levels of mutual respect with students. In classrooms where students actively learn, teachers welcome exploration, invite cultural differences, make connections to the curriculum, listen attentively to understand how each student is approaching the concept, and use humor and other communication tools to engage students.

Get prepared to work with teachers:
Motivational Interviewing

Learn about the CARES elements in the following order:
1. Sensitivity to Students’ Culture
2. Authentic Relationships
3. Connection to the Curriculum
4. Effective Communication
5. Reflective Thinking

Motivational Interviewing

Motivational interviewing is a collaborative, goal-oriented style of communication that pays particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring an individual's own reasons for change with an atmosphere of acceptance and compassion. Motivational interviewing skills take time and practice to perfect, but you can learn...
## Professional Development Modules

<table>
<thead>
<tr>
<th>Domain</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connection to the Curriculum</td>
<td>Culturally Responsive Teaching</td>
<td>Examining Bias in our Curriculum</td>
<td>Creating Space to Talk About Race and Racism in our Curriculum</td>
</tr>
<tr>
<td>Authentic Relationships</td>
<td>Building Authentic Relationships with Students</td>
<td>Building Authentic Relationships with Families</td>
<td>Building Your Communities</td>
</tr>
<tr>
<td>Reflective Thinking</td>
<td>Mindful Teaching</td>
<td>Dissecting Disrespect: Function-Based Thinking</td>
<td>Interrupting Microaggressions</td>
</tr>
<tr>
<td>Effective Communication</td>
<td>Effective Communication Overview &amp; Skills</td>
<td>Positive Affirmations &amp; Interactions</td>
<td>Repairing Harm</td>
</tr>
<tr>
<td>Sensitivity to Students’ Culture</td>
<td>Reflecting on Identity</td>
<td>Perspective Taking</td>
<td>Code-Switching</td>
</tr>
<tr>
<td>Motivational Interviewing</td>
<td>Introduction to Motivational Interviewing</td>
<td>Motivational Interviewing: Skills &amp; Techniques</td>
<td>Motivational Interviewing: Application</td>
</tr>
</tbody>
</table>
Double Check Coaching Process

1. Interview
   - Professional Development: Sensitivity to Students’ Culture
     - Procedure Overview
     - Learn this process
     - Reflection & Tips
   - Professional Development: Authentic Relationships
     - Procedure Overview

2. Assess Classroom
   - Professional Development: Connection to the Curriculum
     - Procedure Overview
     - Learn this process
     - Reflection & Tips

3. Check-Up Meeting - Feedback
   - Professional Development: Effective Communication
     - Procedure Overview
     - Learn this process
     - Reflection & Tips

4. Menu of Options & Choose Intervention
   - Professional Development: Reflective Thinking
     - Procedure Overview
     - Learn this process
     - Reflection & Tips

5. Implement Intervention
   - Procedure Overview
     - Learn this process
     - Reflection & Tips

6. Evaluate Intervention
   - Procedure Overview
     - Learn this process
     - Reflection & Tips
Interview

Procedure: Interview

Overview
In the first meeting with the teacher, you will conduct a Getting to Know You Interview. As the name implies, it is for you to learn more about the teacher both professionally and personally. The first meeting sets the stage for the entire coaching relationship and for gathering information about the classroom. Typically, the meeting lasts between 30 to 45 minutes: ideally, it occurs in one setting but can be spread across two meetings if needed given the constraints on a teacher’s time.

Purpose
The main purpose of the Getting to Know You Interview is to build a trusting, collaborative relationship with the teacher. In addition, it is helpful to learn about past experiences the teacher has had with coaching or consultation in an effort to remedy any misperceptions. Lastly, the interview is a way to help you learn more about the teacher’s values and perceptions toward helping them meet personal development goals.

There are five elements to an effective interview:

1) Create a partnership with the teacher. Using collaborative language (“we”) will help you to reach the ultimate goal of this session, which is to build rapport with the teacher.

2) Clarify the purpose of the interview and expectations for the entire consultation relationship.

3) Ask questions in a conversational manner, but provide structure for guiding the interview through selective open-ended questions and reflections.

4) Use effective listening skills. As a rule, you will find that the teacher does more talking than you during the interview. As an effective listener, you will use open-ended questions, provide affirmations, reflect back what you hear the teacher saying, and provide brief summaries of the conversation.

5) Explore a teacher’s values in relation to their personal and professional development goals.
Interview – Coach Reflection
## CARES Data Collection

### Assess Classroom

**Assessment of Student Engagement**

Give attention to how engaged the students are during the observation. Make a ballpark estimate by looking up and determining approximately what percentage of students were engaged on average during the first 10 minutes of observation. Provide the same estimate for the next 10 minutes. Average the two estimates for your estimate of student engagement.

<table>
<thead>
<tr>
<th>In general, what percentage of students were engaged during instruction?</th>
</tr>
</thead>
</table>

### Connection to the Curriculum

**Connection to the Curriculum**

Connection to the curriculum refers to the way that teachers are able to bring students' diverse backgrounds into lessons and the classroom while minimizing instances of ethnic stereotyping.

When gathering evidence of connection to the curriculum, important indicators to note are:

1. **Teacher activities**
   - Teacher attempts to make connections to the curriculum for students in the classroom.
   - Teacher displays people of color in broad range of professional roles across the classroom and displays student work around the classroom.
   - Teacher displays people of color in broad range of professional roles across the classroom and displays student work around the classroom.
   - Students are given opportunities to take leadership roles in instructional activities.
   - Cultural "keys" are included during lessons. Activities vary in style and quality with multiple opportunities for student involvement.
   - Connections to the curriculum are evident around the classroom.

2. **Teaching strategies**
   - Use of multiple approaches to assess student understanding.
   - Involves students in multiple ways (classroom discussion, role-playing).
   - Different strategies are evident and respected (e.g., debate, dialogue, Socratic seminars, cooperative learning, readings, hands-on multiple curriculum).
   - Asks higher level questions equally.
   - General display of the goal of the class being taught for the material together.

3. **Instructional strategies**
   - Students are clearly a part of the decision-making process for how the classroom is organized and ways in which the content is taught.
   - Grouping students in multiple ways can allow for greater connection between classmates and the different perspectives they have.
   - Students are encouraged to take on a variety of leadership roles within the classroom.
   - When students are provided with an opportunity to share what they would like to learn and how, they feel more connected to the curriculum and classroom in general.
   - When teachers allow students to provide critical feedback and input on the design of the classroom and lessons, students feel more ownership.

### Rubric: Gathering Frequency Data

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Date</th>
<th>Lesson Topic</th>
<th>Start Time</th>
<th>Stop Time</th>
</tr>
</thead>
</table>

### Specific praise:

- **Specific praise**
  - Praise for specific behaviors or actions.

### General praise:

- **General praise**
  - Praise for general behaviors or actions.

### Reprimand/Correction:

- **Reprimand/Correction**
  - Reprimand for specific behaviors or actions.

### Opportunity to Respond (OCR):

- **Opportunity to Respond (OCR)**
  - Opportunity for the student to respond to the reprimand.

### Disruptive Behavior:

- **Disruptive Behavior**
  - Behavior that disrupts the learning environment.

### Notes:

- **Notes**
  - Additional notes or comments about the observation.

### Interval 1 (0-10 minutes) Interval 2 (11-30 minutes)

<table>
<thead>
<tr>
<th></th>
<th>Interval 1</th>
<th>Interval 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific praise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General praise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reprimand/Correction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity to Respond (OCR)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruptive Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Look For:

- **Look For**
  - Specific cues or behaviors that indicate connection to the curriculum.

### Observations:

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No evidence of teacher efforts to make cultural connections to the curriculum for students in the classroom.</td>
<td>Teacher attempts to make connections to the curriculum for students but connections may be modified or vague.</td>
<td>Teacher displays people of color in broad range of professional roles across the classroom and displays student work around the classroom.</td>
<td>Students are given opportunities to take leadership roles in instructional activities.</td>
<td>Cultural &quot;keys&quot; are included during lessons. Activities vary in style and quality with multiple opportunities for student involvement.</td>
<td>Connections to the curriculum are evident around the classroom.</td>
</tr>
</tbody>
</table>

### Notes:

- **Notes**
  - Additional notes or comments about the observations.

When observing in the classroom, consider how connection to the curriculum may be optimized:

- **Students are clearly a part of the decision-making process for how the classroom is organized and ways in which the content is taught.**
- **Grouping students in multiple ways can allow for greater connection between classmates and the different perspectives they have.**
- **Students are encouraged to take on a variety of leadership roles within the classroom.**
- **When students are provided with an opportunity to share what they would like to learn and how, they feel more connected to the curriculum and classroom in general.**
- **When teachers allow students to provide critical feedback and input on the design of the classroom and lessons, students feel more ownership.**
Check-up Meeting: Feedback

Procedure: Check-Up Meeting – Feedback

Overview
After you have prepared for the Check-Up meeting to provide feedback, you will schedule a meeting where you will share the information you have gathered from the interview and the classroom visits/observations. Ideally, when you schedule the feedback session with the teacher, you will want to allow for enough time to present the feedback, create a menu of options, and complete the goal setting in one meeting. If needed, you can move the goal setting process to a separate meeting if time will not allow; however, conducting all of these steps together makes the process seamless and more cohesive. The first part of this Check-Up meeting is focused on delivering feedback to the teacher in a very structured way.

Purpose
Personalized feedback is a well-documented method for evoking change talk and motivating the teacher to make positive changes in the classroom environment or the teacher’s pedagogy. Teachers are in a better position to make good decisions about their classrooms when they receive very specific information about things that are going well in the classroom and things that could be improved.

There are four elements to delivering effective feedback:

1) Create a safe and accepting environment for the teacher and withhold judgments.
2) Deliver feedback in a brief, matter-of-fact tone in the spirit of collaboration and support.
3) Check in often to clarify understanding and shared agreements.
4) Use open-ended questions, affirmations, reflections, and summaries to facilitate the conversation.
**Check-up Meeting: Feedback**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Notes</th>
<th>Area to Improve</th>
<th>Needs Attention</th>
<th>Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARES</td>
<td></td>
<td>Connection to the Curriculum</td>
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<td>Authentic Relationships</td>
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<td>Reflective Thinking</td>
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<td>Effective Communication</td>
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<td>Sensitivity to Students’ Culture</td>
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<td>Student Engagement</td>
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<td>Level of Disruptive Behavior</td>
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<td>Pacing of Instruction</td>
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<td>Clear Expectations</td>
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<td>Use of Praise</td>
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<td></td>
<td></td>
<td>Use of Reprimands</td>
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<td>Smooth Transitions</td>
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<tr>
<td>Other:</td>
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</tbody>
</table>
Menu of Options

Procedure: Menu of Options & Choose Intervention

Overview
After delivering feedback, the Check-Up meeting focuses on the menu of options you created during the feedback process. You will use this menu of options to choose what to work on with the teacher to guide the development of a plan to address goals directly related to the feedback.

Purpose
Research shows that people are much more likely to follow through on a plan if they are given choices for what to do. The menu allows the teacher to choose what will work best for them. After making a decision, the meeting proceeds in a structured way to help the teacher develop a specific goal and plan of action to implement.

There are six elements of effective menu creation and planning:

1) Use the Check-Up Menu to identify area(s) of focus.
2) When identifying an area to improve, ensure it is based on the feedback.
3) Allow the teacher to choose an area of focus based on the feedback.
4) Offer advice only when invited or after you ask permission to give advice.
5) Once an area(s) of focus is selected, develop a specific plan to decide on strategies to implement to address the area(s) of focus in the classroom.
6) Discuss the importance and level of confidence the teacher feels about the plan.
Menu of Options

Check-Up Menu

Filter by Criteria

- CARES
- Connection to the Curriculum
- Authentic Relationships
- Reflective Thinking
- Effective Communication
- Sensitivity to Students' Culture

Positive Behavior Supports & Classroom Climate

- Smooth Transitions
- Pacing of Instruction
- Student Engagement
- Clear Expectations
- Use of Praise
- Use of Reprimands
- Level of Disruptive Behavior

Showing 5 of 24 resources.

Cooperative Learning
Student Engagement, Check-Up Menu, Connection to the Curriculum, Authentic Relationships, Sensitivity to Students' Culture

Cultural Relevance in Content
Student Engagement, Level of Disruptive Behavior, Check-Up Menu, Connection to the Curriculum, Reflective Thinking, Sensitivity to Students' Culture
Implement Intervention

Procedure: Implement Intervention

Overview
After the Check-Up meeting where you provided feedback, developed a menu of options, and chose interventions, the teacher will implement the plan that you jointly developed. It will be important to monitor how well the intervention is implemented.

Purpose
To determine if an intervention works the way it is expected, the intervention must be implemented as intended. Sometimes, the best plans don’t work the way we thought. The teacher may have trouble implementing the intervention. If this occurs, you will want to problem solve with the teacher to overcome barriers to implementing or to revise the plan.

There are four elements to supporting effective implementation of an intervention:

1) Follow through with the plan developed during the Check-Up meeting. Complete the tasks you agreed to and encourage the teacher to complete tasks, as well.
2) Check in with the teacher during the first day or two of implementation to encourage the teacher and to assess whether the plan needs any adjustment.
3) Develop a plan for monitoring whether the intervention was implemented. If possible, visit the classroom so that you can observe the implementation of the intervention.
4) Meet with the teacher to problem solve as needed. If the teacher is struggling with the implementation of the strategies and interventions chosen, problem solve the barriers that are occurring.
Implement Intervention

Teachers can access an identical form to use for self-monitoring
Evaluate Intervention

Procedure: Evaluate Intervention

Overview

Once the teacher is implementing an intervention in the classroom, it will be important to monitor whether the intervention is working. If an intervention is not working as expected, problem solving, planning for adjustments to the intervention, and ongoing monitoring are needed.

Purpose

Sometimes interventions don’t work the way we thought. It is important to develop a plan for gathering data to see if the interventions work when implemented well. If the intervention is not working as planned, it will need to be adjusted. It is important to know two things:

1. Was the intervention implemented? If not, then you can’t determine if it is working. You will need to problem solve with the teacher about barriers to implementation.
2. Is the intervention working? If student behaviors are not changing and the intervention is being implemented, you will need to problem solve with the teacher. Problem solving involves using data from observations in the classroom, evaluating what is/isn’t working, determining if the plan needs to be adjusted, and/or whether an entirely new plan needs to be created.

There are four elements to effective implementation and evaluation:

1) Identify a timeline for when you will assess whether the intervention is working as expected. If the intervention is being implemented well, the impact should be readily observed.

2) Gather data on the area targeted by the intervention. Compare these data to the same data gathered prior to feedback and the teacher implementation of the intervention to see if there is improvement.

3) Problem solve and adjust the intervention when needed. If the intervention is being implemented well, and there is no improvement, consider adjusting the intervention using effective problem solving.

4) Encourage continued use of an intervention that is working. If an intervention is effective, it is important to keep it up. Problem areas will pop back up if the intervention is dropped.
## Evaluate Intervention

### Example:

**Double Check**

**Evaluate Intervention: Evaluation Feedback Form**

**Intervention(s) Used:**
- Using Smooth Transitions & Using Behavior-specific Praise

**Date:** 02 / 03 / 2023

### How well was the intervention implemented?

<table>
<thead>
<tr>
<th>Smooth Transitions: Use of Praise</th>
<th>Level of Disruptive Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well</td>
<td>Well</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Not Well</td>
</tr>
</tbody>
</table>

### Targeted Areas:

- Smooth Transitions: Use of Praise and Level of Disruptive Behavior

### Data Gathered

<table>
<thead>
<tr>
<th>Specific Praise</th>
<th>Current Date</th>
<th>Data Prior to Intervention</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Praise</td>
<td>10</td>
<td>6</td>
<td>Yes</td>
</tr>
<tr>
<td>General Praise</td>
<td>5</td>
<td>5</td>
<td>Yes</td>
</tr>
<tr>
<td>Reprimands/Criticism</td>
<td>3</td>
<td>12</td>
<td>Yes</td>
</tr>
<tr>
<td>Opportunity to Respond</td>
<td>15</td>
<td>9</td>
<td>Yes</td>
</tr>
<tr>
<td>Disruptive Behavior</td>
<td>4</td>
<td>12</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Engagement</td>
<td>85%</td>
<td>62%</td>
<td>Yes</td>
</tr>
<tr>
<td>Connection to the Curriculum</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

### Reflection & Tips: Evaluate Intervention

Take a moment to reflect on your skills and comfort in evaluating whether the intervention is working. Look over the list of skills below and then ask yourself the following questions:

**Key Intervention Evaluation Skills**
- Knowing if the intervention was implemented as intended
- Gathering data on the areas targeted by the intervention
- Summarizing and evaluating data in a nonjudgmental manner
- Problem solving when the intervention needs to be adjusted
- Encouraging teachers to continue implementing an intervention when it is working

1. What are the aspects of evaluating interventions that I do especially well?
2. What are the aspects of evaluating interventions and problem solving that I could improve upon?
3. What will get in the way of me being an effective problem solver with teachers?
4. How can I overcome these potential challenges?
5. What is something I would like to improve upon when it comes to supporting teachers in evaluating interventions?

Complete the following sentences in your own words:

**Improving my skills in evaluating interventions and problem solving is important for me because...**

**I am confident that I can improve my skills in evaluating interventions and problem solving because...**
Resources for Coaches

The Double Check CCU resource center provides tools for coaches to help teachers improve areas that need attention and to implement strategies suggested during the coaching process.

<table>
<thead>
<tr>
<th>CARES</th>
<th>PBSCC</th>
<th>Coaching Process</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filter by Criteria</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Connection to the Curriculum</td>
<td></td>
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<tr>
<td>□ Increasing Opportunities to Respond</td>
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<tr>
<td>□ Cultural Relevance in Content</td>
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<td>□ Cooperative Learning</td>
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<tr>
<td>□ Using Group Contingencies</td>
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<tr>
<td>□ Interest Survey</td>
<td></td>
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<tr>
<td>Authentic Relationships</td>
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<tr>
<td>□ Using Journals to Build Relationships</td>
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<tr>
<td>□ Interest Survey</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>□ Charting Tool for Building Authentic Relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Teaching Behavior Expectations</td>
<td></td>
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</tr>
</tbody>
</table>

Showing 172 of 172 resources.

- Avoiding Power Struggles: Goal Setting
- Avoiding Power Struggles: Reflection
**Coach Nudges**

### Time to Reflect

**Why Take Time to Reflect?**
Focus on getting to know your students and establishing routines and expectations.

**Benefits of Taking Your Time**
- Creates feelings of **security**
- Establishes the importance of routines and expectations
- Shows that you mean what you say
- Makes the school day more **relaxing and predictable**

### Ways to establish good classroom management
- Avoid competing with your fellow teachers; do not worry if they get slightly ahead in the curriculum.
- Get to know your students as **individuals**; their heritage and their likes and dislikes.
- Establish routines and expectations with your students so they feel like part of the process.
- Model and practice your expectations.
- Use **clear and concise language** when developing your expectations.
- When your class isn’t perfect, stay calm, regroup, discuss the importance of following expectations, and practice.
- It is **OK** if things go wrong—**REFLECT** and make changes based on your reflections.

### Tips for Success
1. Think about things that have gone well; maybe write them down in a journal.
2. Think about what you would like to change and work with your class to make those changes.

### Benefits of Taking Your Time
- Creates feelings of **security**
- Establishes the importance of routines and expectations
- Shows that you mean what you say
- Makes the school day more **relaxing and predictable**

### Teacher Challenge
Sometime during the week, reflect on how your students are following the routines and expectations. Think about if the routines are easy for you and your students to remember. Do they need to be modified slightly? What might make the day run more smoothly for you and your students?

Think about ways to help your students remember the routine. Maybe take pictures of the way you want areas of the room set up and put those pictures near the areas to help remind students how you want that space to look. Create visuals of the expectations and use pictures that model the correct behavior.
Double Check Online Feedback from Viewing Site on their Own

- Study of 41 First Time Users of the Double Check Online Website
  - 89% said the program was easy for them to follow the coaching process
  - 85% said the resources were valuable
  - 86% agreed that the content on the Double Check website is relevant to their work and that the images on the website are reflective of their school community
  - 83% agreed that the materials on the website increased their understanding of how to work with culturally diverse students
  - 80% reported that they would recommend Double Check Online to others

(Beahm, Henderson Smith, & Bradshaw, under review)
User Feedback

• “The training materials are very helpful because they break [the practice] down, providing the rationale giving you all the tools and steps (like the models) are also really helpful. For example, here’s a form, and here’s an example of the form completed. It’s nice to see what it looks like.” Another mentioned the videos, “I like the videos, they break down the topic, and they’re brief. I think they are very purposeful to what is experienced in the classroom.”
Coaching Website

https://www.doublecheckcoaching.org/

Sandy Rouiller  srouiller@jhu.edu
Funding and Acknowledgements

This work is supported in part by the National Center for Rural School Mental Health, which is funded by the Institute of Education Sciences (IES), U.S. Department of Education, through Grant R305C190014 to the University of Missouri (PIs: Wendy Reinke & Keith Herman), and the University of Virginia (Co-PI: Catherine Bradshaw). The work on the Double Check model was funded by a series of grants to the University of Virginia funded by IES (R305A150221 and R324A110107) and the Spencer Foundation (PI: Catherine Bradshaw). Lora Henderson’s work was partially supported by a grant from the W.T. Grant Foundation (PI: Jessika Bottiani).

We would also like to thank Sandy Rouiller and Hannah Rollins for their significant contributions to this work.
Select References


Please Complete this Session’s Evaluation

10/27/2023

Session ID- 6B - New Research on Culturally Responsive Practices & Recommendations for Equitable PBIS Systems

Four options, pick one!

1. Mobile App
   Click “Take Survey” under the session description.

2. QR Code
   Scan the code on this slide.

3. Online
   Click on the link located next to the downloadable session materials posted online at:
   www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link
   Click the link provided in the email reminder you receive after your session ends.

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After you submit each session evaluation, click the link to enter the gift card raffle!

Presenters:
Catherine Bradshaw & Jessika Bottiani, University of Virginia; Maria Santiago-Rosario, University of Oregon; Sandra Rouiller, Johns Hopkins University/Sheppard Pratt Health System (MD); Lorenzo Hughes, Anne Arundel County Public Schools (MD)

• Topic: Equity, Coaching, Data-Based Decision-Making
• Keywords: Research, Discipline, Climate
Learning Objectives

1. Identify vulnerable decision points using SWIS Data
2. Learn about a virtual approach to teacher cultural responsiveness coaching and professional development offered online
3. Identify key intervention foci for improvement in culturally sustaining and equity-supportive classroom practices addressed through coaching and structured practice opportunities
4. Understand how core dimensions of culturally sustaining and equity-supportive practices can be assessed
THE CARES360 PROJECT
DEVELOPING AND OBSERVATIONAL MEASURE OF TEACHERS' CULTURALLY SUSTAINING AND ANTI-RACIST CLASSROOM PRACTICES

Jessika Hattie Bottiani
University of Virginia
School of Education and Human Development
Problem: Classrooms as Oppressive Spaces
Solution: Asset-Based Pedagogies


Culturally Relevant Pedagogy
Gloria Ladson-Billings

Culturally Responsive Teaching
Geneva Gay

Culturally Sustaining Pedagogy
Django Paris

Culturally Revitalizing Pedagogy
Tiffany Lee
Solution: Anti-racist Pedagogies

Transforming the Classroom into a Liberatory Space

Pedagogy of the Oppressed
Pedro Paulo Freire

Teaching to Transgress
bell hooks

How to Be Antiracist
Ibram X. Kendi

Abolitionist Teaching
Bettina Love

Education as the Practice of Freedom
MEASURING THIS MATTERS
How We Measure This Matters

Observer Report
“**What Teachers Do**”
**Teacher Practices**
*(Action)*

Teacher Self-Report
“**Who Teachers Are**”
**Teacher Dispositions**
*(Intent)*

Student Report
“**What Students Experience**”
**Teacher Effect**
*(Impact)*
CARES 360°
A Tool for Building Culturally Sustaining and Equitable Classrooms

CARES
- Culturally-sustaining
- Anti-Racist
- Equity Supportive

360
- Teacher
- Observer
- Student

National PBIS Leadership Forum
CARES Domains

- Connection to Curriculum
- Authentic Relationships
- Reflective Thinking
- Effective Communication
- Sensitivity to Students’ Identity

Culturally-Sustaining, Anti-Racist, & Equity Supportive (CARES) Practices
<table>
<thead>
<tr>
<th>CARES Domains &amp; Dimensions</th>
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<tbody>
<tr>
<td><strong>Connection to Curriculum</strong></td>
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<tr>
<td>Power Sharing</td>
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<td>Trust and Respect</td>
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<td>Building Community</td>
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<td><strong>Reflective Thinking</strong></td>
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<tr>
<td>Mindfulness</td>
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<tr>
<td>Attunement</td>
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<tr>
<td><strong>Effective Communication</strong></td>
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<tr>
<td>Plain Language</td>
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<tr>
<td>Pacing</td>
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</table>
Broader Themes from Expert and District Feedback

1. Positionality and reflexivity on positionality
   *Positionality shapes what teacher practices are appropriate, identity shapes interpretation of indicators*

2. CARES practices can go either way depending on trust
   *Measuring not just what teachers are doing but for what purpose and how it is received*

3. The content can be deeply personal, painful, and humbling
   *Antiracist transformative work unleashes powerful emotions*
   - Shame, disgust, rage, confusion, exhaustion
Next Steps

• Piloting the measure in four districts this fall/winter
• Conduct further quantitative analyses and combine with qualitative findings to further refine the measure
• Investigating video data collection as an observation to make the approach scalable
• Developing a teacher individualized confidential report to support their processing the data and making decisions about their professional development, as well as a school-level aggregated report with implications for school improvement
The Path to R-CITY

2019 | R-CITY Project (NIMHD)

2016 | Coping Power in the City (NIJ)

2015 | Double Check Efficacy Trial (IES)

2014 | Early Adolescent Coping Power (IES)

2011 | Double Check Development Project (IES)

2004 | Coping Power (NIMH)

2004 | Coping Power (NIMH)

2015

2014

2011

2016

2019

National PBIS Leadership Forum
We know there is a need for Social Emotional Learning & Equity Literacy

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
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<tbody>
<tr>
<td>2019</td>
<td>Ready to launch with a strong partnership with AACPS – alignment with the OEASA office (now OEI: Office of Equity &amp; Innovation)</td>
</tr>
<tr>
<td>2020</td>
<td>Pandemic shuts down schools</td>
</tr>
<tr>
<td>2021</td>
<td>Cohort 1 of R-CITY participating schools launches in AACPS. Effects of the pandemic were still evident.</td>
</tr>
<tr>
<td>2022</td>
<td>Cohort 2 of R-CITY participating schools launches at AACPS. Attempt at normalcy in schools with new challenges (i.e., teacher retention, stress, increased trauma effects, etc.)</td>
</tr>
<tr>
<td>2023</td>
<td>Cohort 3 of R-CITY participating schools to launch this fall. Using lessons learned from the first two years of implementation to finish strong.</td>
</tr>
</tbody>
</table>
Equity “Literacy” – Learning a Language
Building Equity “Stamina”
What is R-CITY?

- **Collaborative Intervention with Teachers and Youth**
  - Build teachers’ equity literacy and equity stamina
  - Prevent and remedy youth exposure to bias in the classroom
  - Promote cultural humility and anti-racist socialization of teachers and youth

Multi-year intervention research project funded by the National Institute on Minority Health and Health Disparities (NIMHD)
The R Defined

**Recognizing:** To increase teachers’ ability to see and acknowledge when students may be experiencing bias related to their identity and cultural insensitivity in the classroom and in your thoughts and actions (i.e., relationships, climate, practices).

**Responding:** To employ strategies to effectively counter and resolve culturally insensitive and biased situations in the classroom.

**Restoring Relationships:** To repair harm caused and enhance opportunities for building, developing, and maintaining authentic connections with and among students and colleagues through culturally responsive, anti-racist, and equity supportive communication skills.

**Foster Resilience:** To support each other’s ability to sustain new mindsets and practices despite ongoing stressors and challenges in promoting equity.
R-CITY School-Based Intervention Components

1:1 Coaching

Support for District Professional Development & School-Based Needs

Student Lessons

Aligned with Second Step

National PBIS Leadership Forum
Teacher 1:1 Coaching

- Structured, evidence-based model focused on:
  - Motivational interviewing to connect teachers to values that brought them to teaching and drive their change process
  - Data-based feedback through classroom observation by coaches and independent observers
  - Supports for well-being and stress reduction
  - Acknowledge and overcome resistance to the work and build “equity stamina”

Image credit: https://www.davidpohl.com/racial-class-gender-identity
Coaching Process: Phases and Steps

Phase 1: Engagement
  - Step 1: Teacher Interview & Values Card Sort

Phase 2: Focusing and Evoking
  - Step 2: Teacher Reflection Survey
  - Step 3: Strategy Mapping

Phase 3: Planning
  - Step 4: Goal Setting Action Plan

Phase 4: Fidelity
  - Step 5: Strategy Observation

National PBIS Leadership Forum
School & Systems-Level Support

**District Equity PDs**
- R-CITY coaches attend Equity PD trainings provided by the Office of Equity & Innovation (formerly OEASA)
- R-CITY coaches work with Equity teams and provide support for implementation of district PD sessions – to include planning and participation

**PBIS/MTSS**
- R-CITY coaches support PBIS/MTSS meetings
- R-CITY coaches support SIT meetings
- R-CITY coaches support alignment of initiatives in schools within the MTSS framework
• Student Equity Curriculum
  • A unit of 6 lessons
  • Grade-differentiated (4th – 8th)
  • Teachers implement in their classroom as a complement to Second Step

Lesson Topics:
1 – Identity
2 – Equity vs. Equality
3 – Prejudice & Microaggressions
4 – Empathy
5 – Speaking Up
6 – Equity Action Planning
R-CITY Project Take-aways

The Lessons
- Developmental considerations – talking about equity with 4th graders versus 8th graders
- Vignettes, role plays, and equity action planning provide opportunities to practice *speak up skills*
- Lessons are relevant to students, the content is engaging, and teachers feel supported by coaches to teach the content

Coaching
- Concerns about talking about race specifically by district elevated with student content
- The coaching model provided a place for teachers to talk freely about issues around equity and how to address it in their classrooms
- Designed to be a zero-depth entry approach for teachers who will also learn these skills with coaching alongside students

National PBIS Leadership Forum
Developing and Implementing a District-Wide Equity Policy
Anne Arundel County Public Schools

Enrollment by Race/Ethnicity

2012–2013 and 2021–2022

[Graph showing enrollment trends by race/ethnicity with data points for White, Black or African American, Hispanic or Latino, Two or More Race, and Asian.]

(238)—American Indian or Alaskan Native—(233)
(234)—Native Hawaiian or Pacific Islander—(158)
The Board of Education of Anne Arundel County is committed to ensuring that AACPS will have the procedures and practices in place to provide for educational equity and ensure that there are no obstacles to accessing educational opportunities and academic success for any AACPS student.
Educational Equity Regulation

To identify the procedures and best practices in place to provide for educational equity and eliminate obstacles to accessing educational opportunities for all Anne Arundel County Public Schools (AACPS) students, enrich their educational career, and prepare them for academic and career success.
Session Links
Participants will be able to:

- define “culturally responsive teaching” and “equicentricity” and explain how they apply to curriculum development
- define “equity lens” and be able to apply one to curriculum considering the four abilities of equity literate educators
- Examine ways to embed a focus on Equity considering Self, Systems, Steps into the curriculum writing process

Equity Regulation Procedure #8: Require that an equity lens be used in reviews of staff, curriculum, pedagogy, professional development, instructional materials, and assessment design;
Academic Achievement for All (AAA) & Black Boys Mentoring Programs

AAA: Schools awarded approximately $25,000 a year for three years for innovative programming to address existing opportunity gaps. Funds are competitive and awarded through a Request for Proposal process. An OEASA Liaison is assigned to each school.

Black Boys Mentoring: Schools are awarded approximately $10,000 a year to provide one on one mentors for Black boys to bond through cultural enrichment activities. Participants establish a goal for academics, attendance, and behavior.

Equity Regulation Procedure #1: Allocate resources to achieve fiscal equity and provide the necessary resources required to close all gaps;
A diverse and inclusive body of student representatives from grades 8 – 12 in Anne Arundel County Public Schools. Through personal and professional development activities, students exercise their agency and advocacy towards raising awareness about equitable expectations and practices within the AACPS system.

Membership in S.E.A.T. offers a multi-tiered range of learning opportunities intended to help students assess, address, and facilitate discussions around issues of equity and social justice to enact meaningful change. These student partners will give voice and vision to how we can build and sustain bias free environments that are inclusive for all.

Equity Regulation Procedure #12: Identify the process for analysing data to develop goals, objectives, strategies, and timelines for the implementation of equitable and culturally competent procedures and practices in each school;
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10/27/2023

Session ID- 6B - New Research on Culturally Responsive Practices & Recommendations for Equitable PBIS Systems

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