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

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- Sara Izzard

- Sean Austin

- Sheila Lopez

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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)?
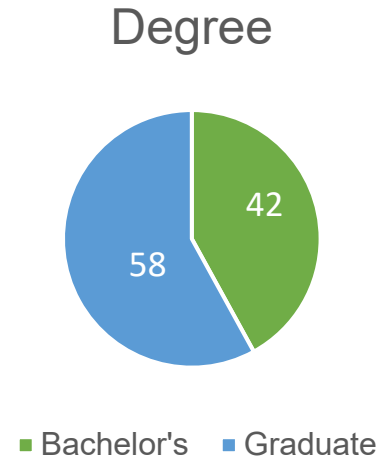
METHOD

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)

Degree

- Bachelor's - Graduate

42

58

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 .85 for behaviors, above .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
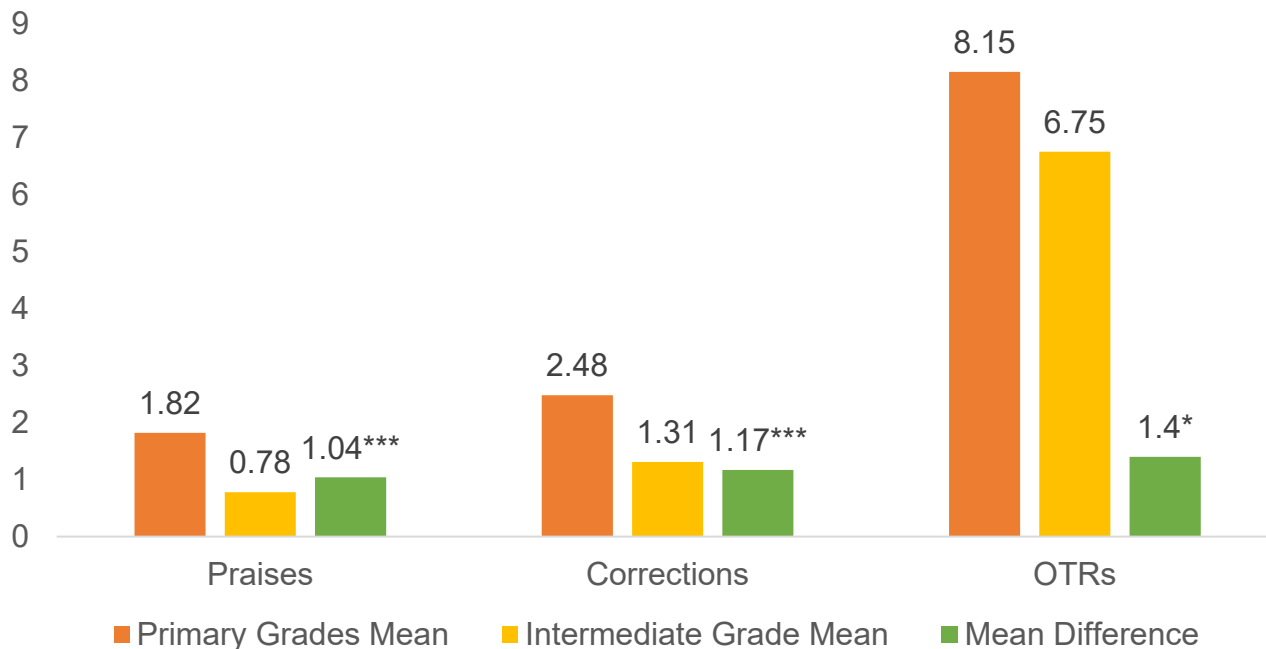
RESULTS

Teacher 15-Minutes Rates of Practices

Practices	*M* (*SD*)	Range
Opportunities to Respond	6.60 (7.67)	0.41 – 53.4
Praises	1.28 (1.49)	0 – 6.75
Specific Praises	0.36 (0.60)	0 – 3.60
General Praises	0.92 (1.16)	0 – 6
Corrections	1.86 (2.25)	0 – 16.05
Explicit Corrections	1.82 (2.21)	0 – 15.30
Harsh Corrections	0.04 (0.12)	0 – 0.75

Difference in Teacher Rates of Praises, Corrections, and OTR Between Black and All Other Students

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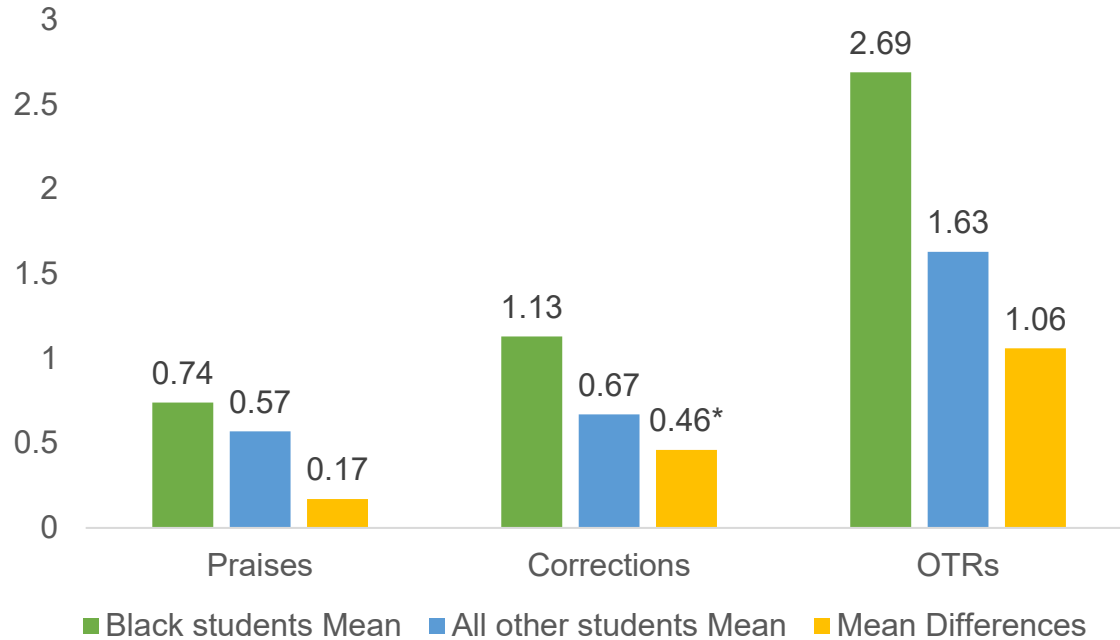
Teacher Rates of Praises, Corrections, and OTRs by Teacher Demographics

Note. *= p <.05, **= p < .01, ***= p < .001.

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Teacher Practices in Relation to Issuing ODRs

	Black Students	All Other Students
Praise	0.21	-0.08
Correction	0.10*	0.08**
OTRs	-0.00	0.01
Count of Students		
Count of Black Students	0.19	
Count of All Other Students		-0.00
Intermediate Grade	0.42	0.92***

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).

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

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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

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

Core CARES Domains

C — Connection to the Curriculum

A — Authentic Relationships

R — Reflective Thinking

E — Effective Communication

S — Sensitivity to Students' Culture
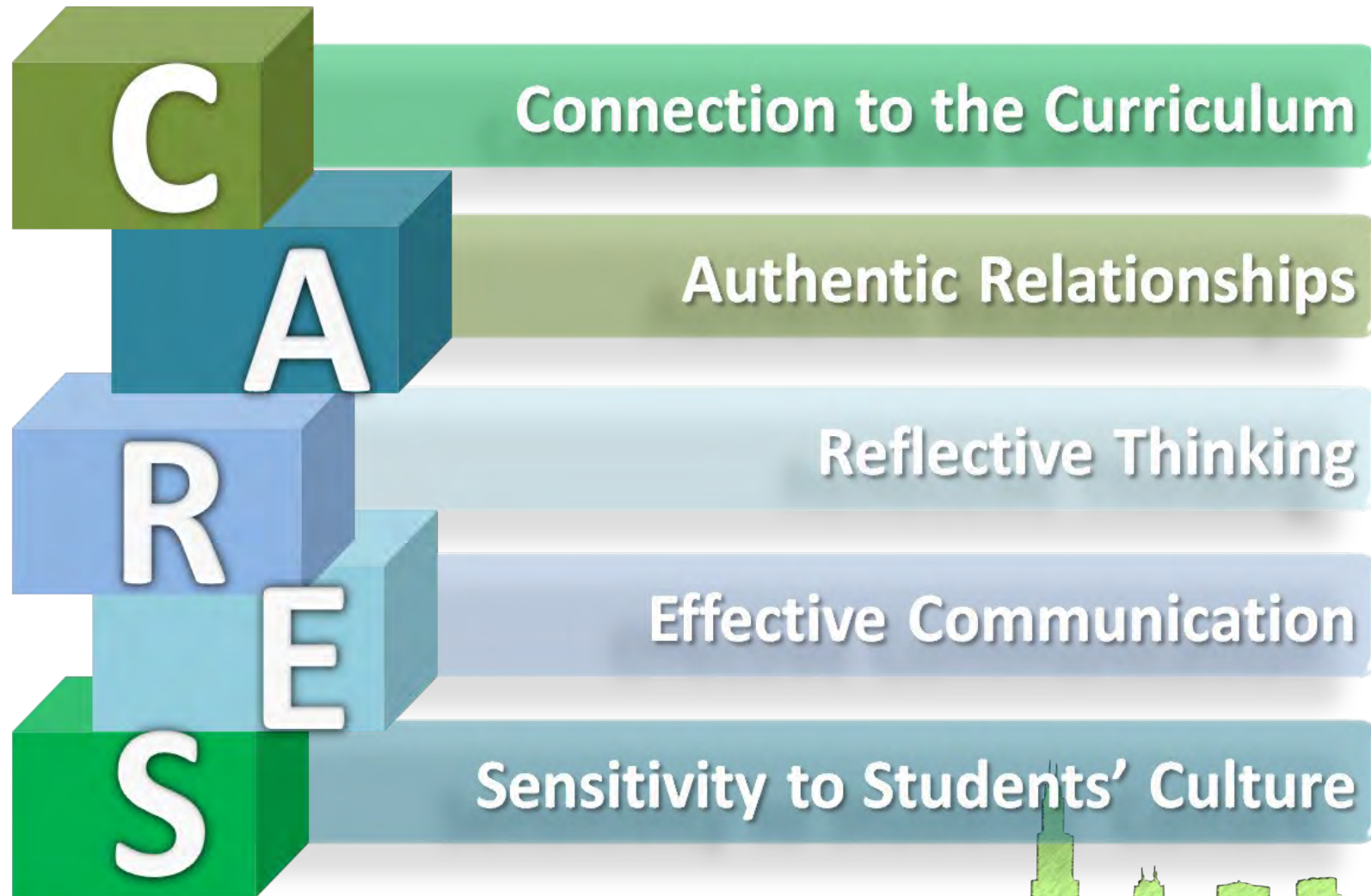
Feedback

"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 | Support and Training in Effective Classroom Management

www.classroomcheckup.org

The Classroom Check-Up

Step 1	Step 2	Step 3 & 4	Step 5	Step 6
- Teacher Interview - Teacher Completes Ecology Checklist	- Coach Conducts Classroom Visits - Coach Trains Teacher in Data Collection Process	- Personalized Feedback Session - Develop Menu of Options	- Collaborative Goal Setting	- 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)

What MI is not…	What MI is….
A way of tricking or persuading people	A purposeful tool focused on behavior change
Therapy	A non-directive and supportive conversation
Easy to learn	A simple action that takes a lot of practice to engage in well
Practice as usual	Helping others to find their own capacities for change
Done "TO"	Done "WITH"

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

Extremely
important
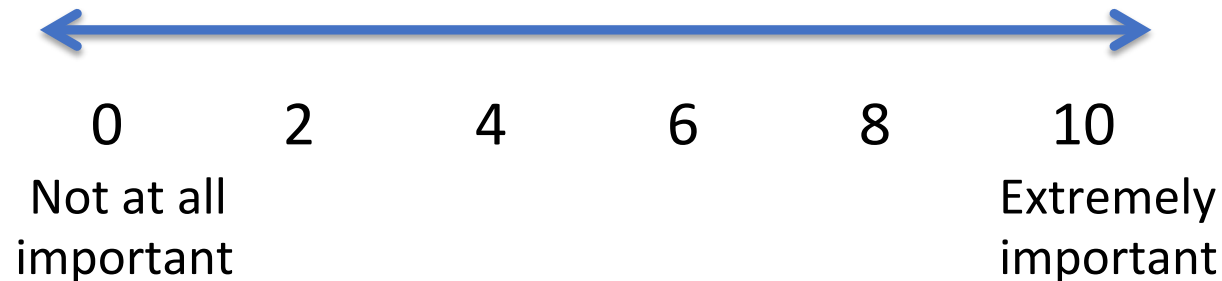
– Why are you at a _____ and not zero?

– 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
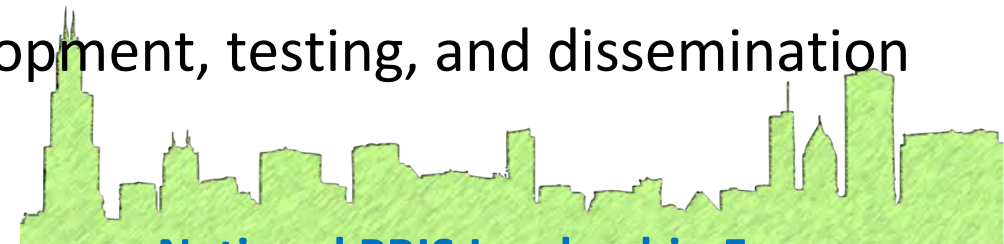
A few of many!

- 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 2ⁿᵈ 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

National Center for
Rural School Mental Health

Double Check Coaching Home

Coaching Home

Welcome to the Double Check Coaching section. This section is intended for instructional coaches, administrators, and other school professionals who regularly consult with teachers about culturally responsive 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 elicit talk about making a change. It is a helpful skill 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 practices. However, for coaches less fluent in this knowledge base, the website is designed so that you and the teachers you work with can readily 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** page.
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 embedded within each step of the coaching process.

Double Check Coaching Process

📄 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.

✓ Check-Up Menu

📄 Coach Resources

Double Check Teacher Resources

The Double Check CCU 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

Double Check
www.doublecheckcoaching.org

The Classroom
Check-Up
www.classroomcheckup.org

Module MI-2

Motivational Interviewing:
Skills & Techniques

Double Check
www.doublecheckcoaching.org

The Classroom
Check-Up
www.classroomcheckup.org

MODULE A-3

Motivational Interviewing:
Application

Double Check
www.doublecheckcoaching.org

The Classroom
Check-Up
www.classroomcheckup.org

Professional Development Modules

⭐ **Coach Professional Development**

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

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.

C Connection to the Curriculum

A Authentic Relationships

R Reflective Thinking

E Effective Communication
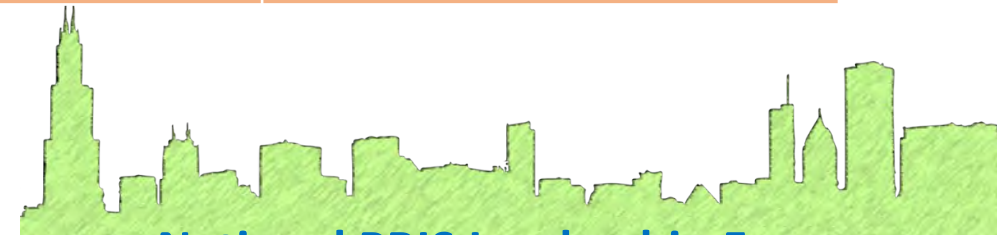
S Sensitivity to Students' Culture
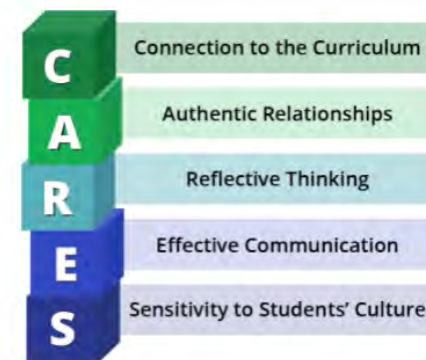
Motivational Interviewing

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
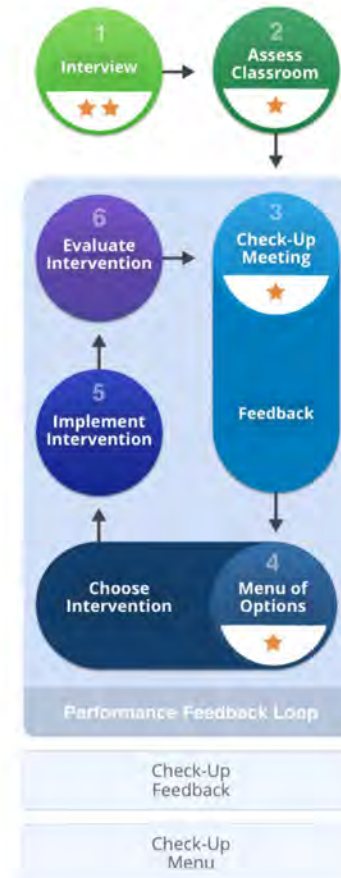
Professional Development Modules

Domain	Module 1	Module 2	Module 3
Connection to the Curriculum	Culturally Responsive Teaching	Examining Bias in our Curriculum	Creating Space to Talk About Race and Racism in our Curriculum
Authentic Relationships	Building Authentic Relationships with Students	Building Authentic Relationships with Families	Building Your Communities
Reflective Thinking	Mindful Teaching	Dissecting Disrespect: Function-Based Thinking	Interrupting Microaggressions
Effective Communication	Effective Communication Overview & Skills	Positive Affirmations & Interactions	Repairing Harm
Sensitivity to Students' Culture	Reflecting on Identity	Perspective Taking	Code-Switching
Motivational Interviewing	Introduction to Motivational Interviewing	Motivational Interviewing: Skills & Techniques	Motivational Interviewing: Application

Double Check Coaching Process

1 Interview — ★★

2 Assess Classroom — ★

6 Evaluate Intervention

3 Check-Up Meeting — ★

5 Implement Intervention

Feedback

Choose Intervention

4 Menu of Options — ★

Performance Feedback Loop

Check-Up Feedback

Check-Up Menu

1 Interview

★ **Professional Development:** Sensitivity to Students' Culture

| Procedure Overview | + Learn this process | Reflection & Tips |

★ **Professional Development:** Authentic Relationships

2 Assess Classroom

| Procedure Overview | + Learn this process | Reflection & Tips |

★ **Professional Development:** Connection to the Curriculum

3 Check-Up Meeting - Feedback

★ **Professional Development:** Effective Communication

| Procedure Overview | + Learn this process | Reflection & Tips |

4 Menu of Options & Choose Intervention

| Procedure Overview | + Learn this process | Reflection & Tips |

★ **Professional Development:** Reflective Thinking

5 Implement Intervention

| Procedure Overview | + Learn this process | Reflection & Tips |

6 Evaluate Intervention

| Procedure Overview | + Learn this process | Reflection & Tips |

Interview

Procedure: Interview
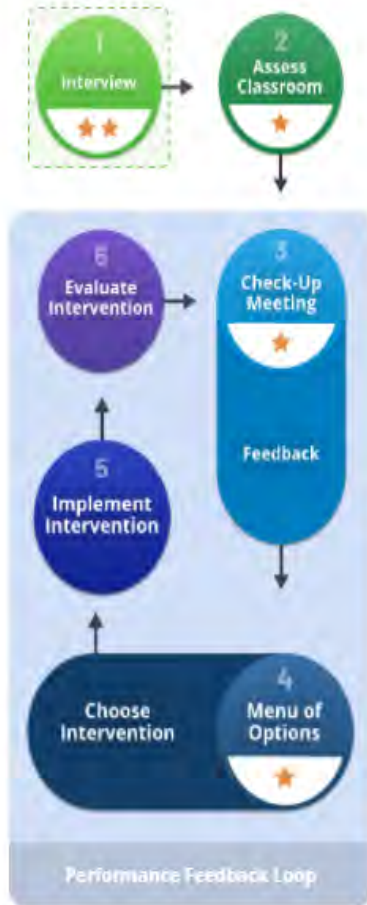
Overview

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.

ership Forum

Interview – Coach Reflection

Double Check | Reflection & Tips: Interview

Take a moment to reflect on your skills and comfort in conducting a Getting to Know You Interview. Look over the list of skills below and then ask yourself the following questions:

Key Interviewing Skills

- Creating a partnership and building rapport
- Clarifying purpose and expectations
- Using a conversational tone
- Providing structure (sticking to the agenda, ending on time)
- Exploring values
- Asking open-ended questions
- Giving authentic affirmations
- Using reflections
- Using concise summary statements
- Pacing (not too fast, not too slow)
- Ending the interview summary with an optimistic tone

- What are the aspects of interviewing that I do especially well?
- What are the aspects of interviewing that I could do better?
- What will get in the way of me conducting effective interviews with teachers?
- How can I overcome these potential challenges?
- What is one thing I would like to improve upon when it comes to interviewing?

Complete the following sentences in your own words:

Improving my interview skills is important for me because...

I am confident that I can improve my interview skills because...

Clear form

Double Check | Reflection & Tips: Interview

Challenges	Tips from the Field
There's not enough time to complete the entire interview.	Complete the interview in segments, but be sure not to rush through any section. In any five-minute interaction, be sure to spend at least a minute focused on rapport building.
Teachers sometimes get emotional when discussing their values and why they became a teacher.	If a teacher becomes sad, or if they cry during your meeting, remember your role is simply to be present and accept where they are coming from and empathize if possible. You do not need to fix anything. Just acknowledge whatever the person is experiencing, wait a moment, and then proceed.
I prefer to be more directive and tell teachers what to do.	This skill (confidence, advice-giving) will be an asset to you during different phases of consultation (e.g., goal setting and action planning). However, premature or uninvited advice-giving can undermine motivation and rapport building.
I ask too many questions.	Great insight! Try setting goals related to other aspects of listening skills by increasing your use of affirmations, reflective statements, or summaries.

Assess Classroom

CARES Data Collection

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)** whether the teacher uses a variety of teaching modalities and activities to engage all students; **2)** whether students are represented in the classroom through displays of work and areas of interest; **3)** whether students play active roles in the classroom and learning process; **4)** if the teacher encourages and solicits different viewpoints without judgment; **5)** whether the teacher asks higher order questions equitably across the classroom; **6)** if displays in the classroom include people of color in a broad range of professional roles; and **7)** whether the teacher connects their content to real-world experiences of their students in a meaningful and engaging way.

0	1	2	3	4	5
No evidence of teacher efforts to make cultural connections to the curriculum for students in the classroom	Teacher attempts to make connections to the curriculum for students but connections may be misinformed or inappropriate.	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 "hooks" are included during lessons. Activities vary in style and modality with multiple opportunities for student involvement.	Connections to the curriculum are evident around the classroom (e.g., displays around room, during lessons (e.g., cultural hooks and multi-modal activities), and instruction is mastery-focused with higher order questions asked equitably to all students.

Look Fors:

- Displays of people of color in broad range of professional roles (i.e., scientist, physician, attorney, engineer, professor – and not only stereotypical roles like professional athlete, musician)
- Displays of student photos and work
- Culturally relevant artifacts, "hooks" (current events, youth and diverse cultures), or real world examples to connect with student experiences
- Activities vary in terms of style and modality (e.g., movement, games, music, use of manipulatives, projects) and concepts are linked across activities
- Uses multiple approaches to assess student understanding of content
- Involves students in multiple roles (including co-leading instruction)
- Different viewpoints are solicited and respected (e.g., debate, dialogue, Socratic seminars, cooperative learning, readings from multiple perspectives)
- Asks higher order questions equitably
- General display of the goal of the class being mastery of the material together

A higher score means that the teacher is exhibiting all positive behaviors associated with that score and the preceding scores as well (e.g., to achieve a 4, a teacher must exhibit the behaviors associated with 1–3).
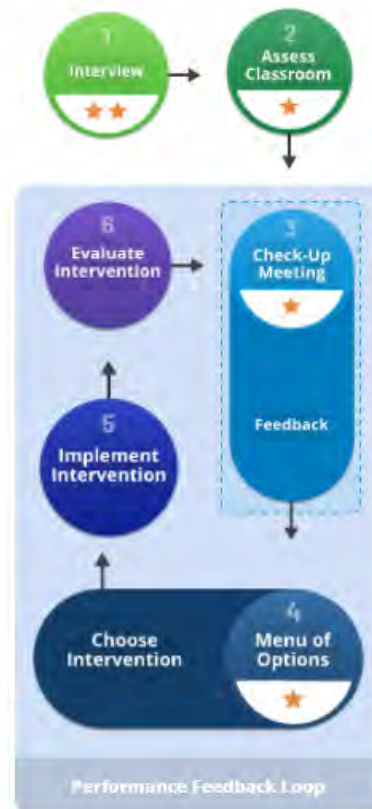
Notes:

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.

Double Check | **Rubric:** Gathering Frequency Data

Classroom	
Date	
Lesson Topic	
Start Time	
Stop Time	

Observe the classroom for 20 minutes, tallying the number of times you hear teacher praise, teacher use of reprimands, teacher providing an OTR (i.e., academic question), and number of disruptive student behaviors. Take notes as you observe.

	Interval 1 (1-10 minutes)	Interval 2 (11-20 minutes)
SPECIFIC Praise		
GENERAL Praise		
Reprimand/ Correction		
Opportunity to Respond (OTR)		
Disruptive Behavior		
Notes:		

Assessing 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 the observation. Provide the same estimate for the next 10 minutes. Average the two estimates for your estimate of student engagement.

In general, what percentage of students were engaged during instruction?		

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.

> Personalized feedback fosters motivation to change and increases teacher use of effective practices.

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.

National PBIS Leadership Forum

Check-up Meeting: Feedback

Double Check | **Check-Up Feedback**

	Goal	Notes	Area to Improve	Needs Attention ←———————————→ Strength					
CARES			Connection to the Curriculum						
			Authentic Relationships						
			Reflective Thinking						
			Effective Communication						
			Sensitivity to Students' Culture						
PBS & CC			Student Engagement						
			Level of Disruptive Behavior						
			Pacing of Instruction						
			Clear Expectations						
			Use of Praise						
			Use of Reprimands						
			Smooth Transitions						
			Other: _____						

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.

Structured planning and goal setting will help ensure the successful implementation of an intervention.

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.

Diagram labels:
1 Interview ★★
2 Assess Classroom ★
3 Check-Up Meeting ★ / Feedback
4 Menu of Options ★
Choose Intervention
5 Implement Intervention
6 Evaluate Intervention
Performance Feedback Loop

Menu of Options

Implement Intervention

Procedure: Implement Intervention
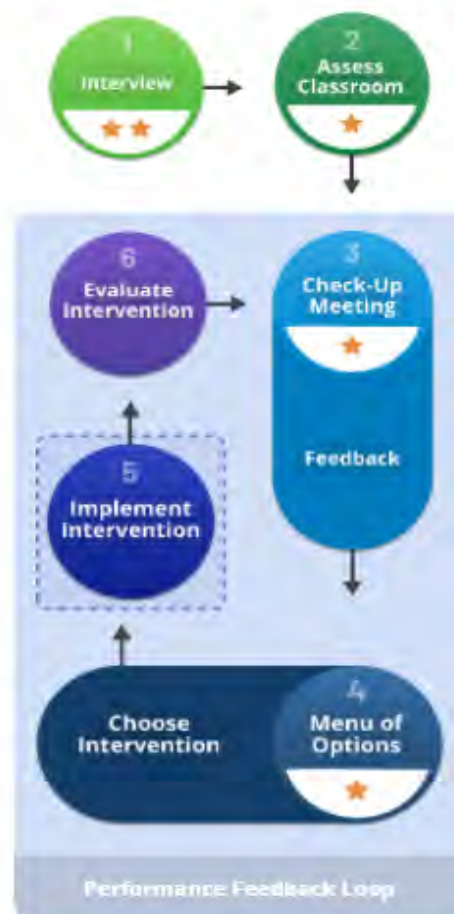
Overview

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.

Your plan should include a specific timeline and methods for monitoring whether the intervention is implemented and to what degree of fidelity.

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 from to use for self-monitoring

Evaluate Intervention

Procedure: Evaluate Intervention
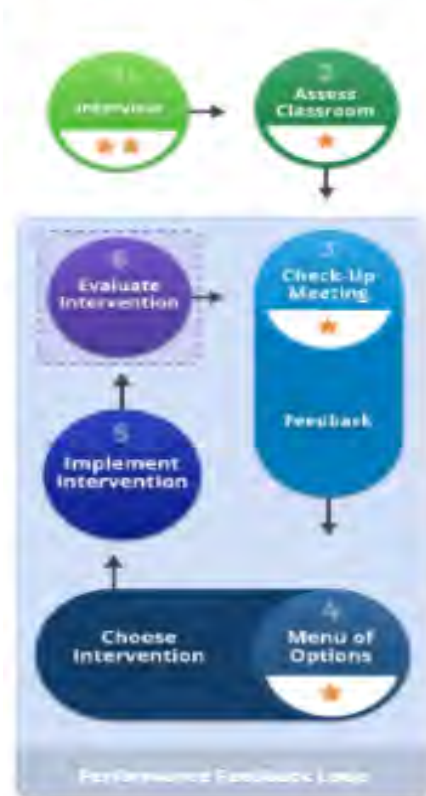
Overview

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:

> Your plan should include a specific timeline and methods for evaluating whether the intervention is working.

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.

Procedure O

How To

1. Gather

2. Comple
   Rubric

Evaluate Intervention

Evaluate Intervention: Evaluation Feedback Form (Double Check) and Reflection & Tips: Evaluate Intervention

Resources for Coaches

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.

www.doublecheckcoaching.org

Time to Reflect

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.

www.doublecheckcoaching.org

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/

Double Check

Sandy Rouiller   **srouiller@jhu.edu**

Funding and Acknowledgements

National PBIS Leadership Forum

Select References

- Bottiani, J. H., Bradshaw, C. P., Rosenberg, M. S., Hershfeldt, P. A., Pell, K. L., & Debnam, K. J. (2012). Applying Double Check to response to intervention: Culturally responsive practices for learning disabilities. *Insight on Learning Disabilities: Prevailing Theories to Validated Practices, 9*(1), 93-107.

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- Debnam, K. J., Kaihoi, C., Pas, E., & Bradshaw, C.P. (2023). *A School-Wide Approach to Cultural Responsivity and Student Engagement: Evaluating Double Check in Middle Schools.* Manuscript submitted for publication.

- Hershfeldt, P. A., Sechrest, R., Pell, K. L., Rosenberg, M. S., Bradshaw, C. P., & Leaf, P. J. (2009). Double-Check: A framework of cultural responsiveness applied to classroom behavior. Teaching Exceptional Children Plus, 6(2), 2-18.

Please Complete this Session's Evaluation

10/27/2023

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

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www.pbis.org/conference-and-presentations/pbis-leadership-forum

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

*Evaluations are **anonymous**! We send reminder emails to all participants.*

National PBIS Leadership Forum

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*

Problem: Classrooms as Oppressive Spaces

Solution: Asset-Based Pedagogies

Three Decades of Culturally Relevant, Responsive, & Sustaining Pedagogy: What Lies Ahead?
(Ladson-Billings, 2021)

Culturally Relevant
Pedagogy

Culturally Responsive
Teaching

Culturally Sustaining
Pedagogy

Culturally Revitalizing
Pedagogy

Gloria Ladson-Billings

Geneva Gay

Django Paris

Tiffany Lee

Solution: Anti-racist Pedagogies

Transforming the Classroom into a Liberatory Space

Pedagogy of the Oppressed
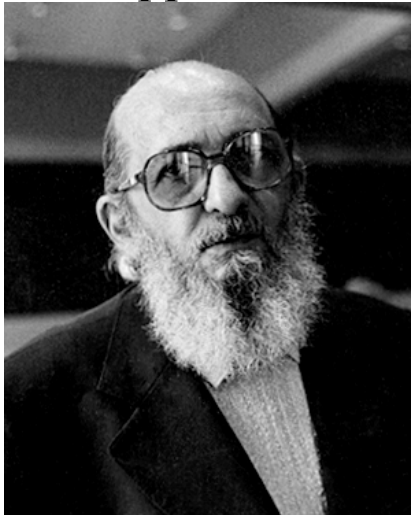
Teaching to Transgress

How to Be Antiracist

Abolitionist Teaching

Paulo Freire

bell hooks

Ibram X. Kendi

Bettina Love

Education as the Practice of Freedom

MEASURING THIS MATTERS

National PBIS Leadership Forum

How We Measure This Matters
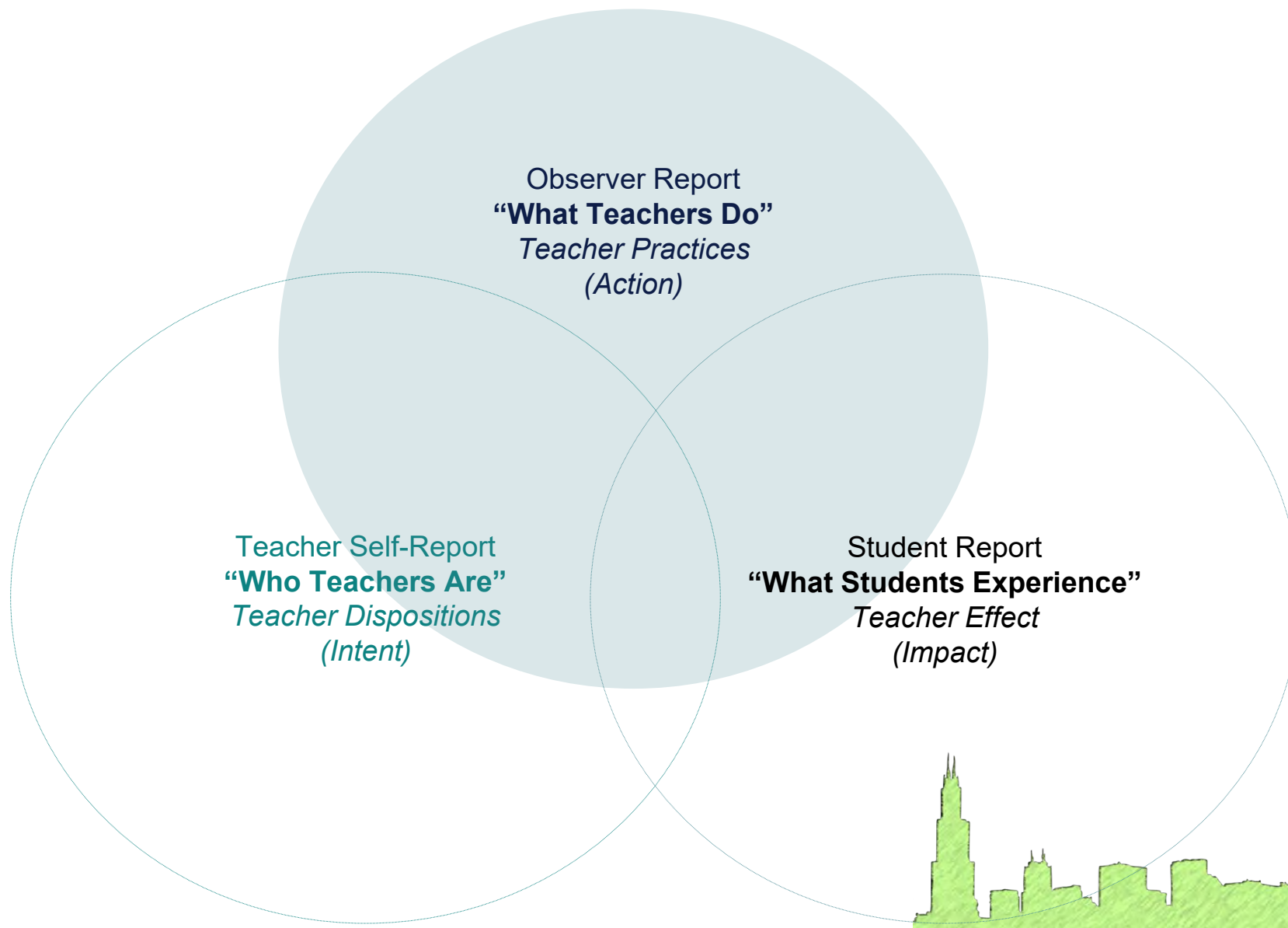
Observer Report
"What Teachers Do"
Teacher Practices
(Action)

Teacher Self-Report
"Who Teachers Are"
Teacher Dispositions
(Intent)

Student Report
"What Students Experience"
Teacher Effect
(Impact)

CARES

- **C**ulturally-sustaining
- **A**nti-**R**acist
- **E**quity **S**upportive

360

- Teacher
- Observer
- Student

CARES Domains

Connection to Curriculum

Authentic Relationships

Reflective Thinking

Effective Communication

Sensitivity to Students' Identity

Culturally- Sustaining, Anti-Racist, & Equity Supportive (CARES) Practices

CARES Domains & Dimensions

Connection to Curriculum		Sustaining Student Culture and Identity	
	Power Sharing		Funds of Knowledge
	Equitable Engagement		Talking About Justice
Authentic Relationships		**Sustaining Student Culture and Identity**	
	Trust and Respect		Counteracting Bias
	Building Community		Repair
Reflective Thinking		**Sustaining Student Culture and Identity**	
	Mindfulness		Cultural Humility
	Attunement		Awareness of Positionality
Effective Communication		**Sustaining Student Culture and Identity**	
	Plain Language		Shared Language
	Pacing		Warm Demand

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

2011 | Double Check Development Project (IES)

2014 | Early Adolescent Coping Power (IES)

2004 | Coping Power (NIMH)

2015 | Double Check Efficacy Trial (IES)

2016 | Coping Power in the City (NIJ)

2019 | R-CITY Project (NIMHD)

National PBIS Leadership Forum
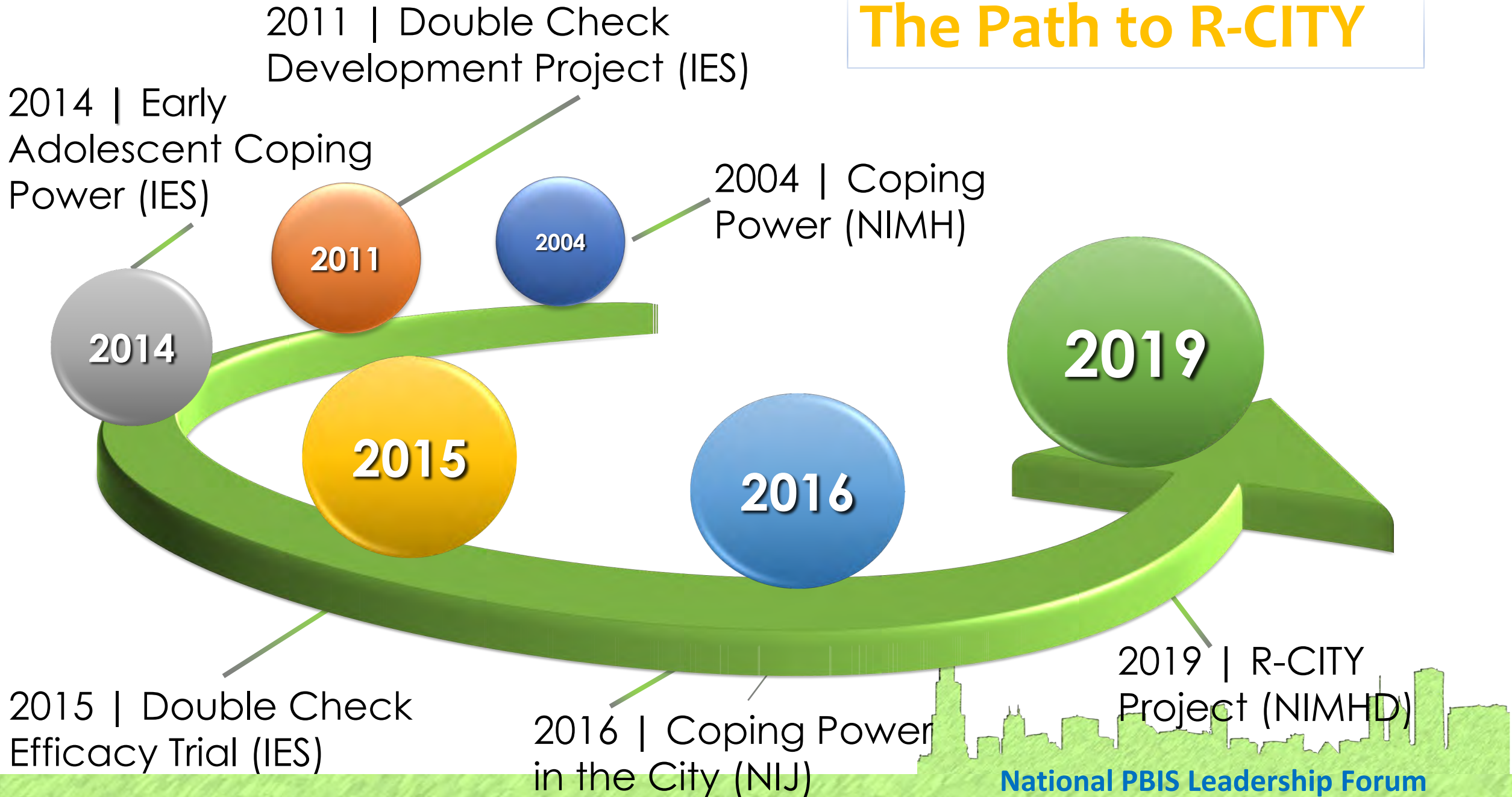
Where have we been since 2019?

We know there is a need for Social Emotional Learning & Equity Literacy

2019 – Ready to launch with a strong partnership with AACPS – alignment with the OEASA office (now OEI: Office of Equity & Innovation)

2020 – Pandemic shuts down schools

2021 – Cohort 1 of R-CITY participating schools launches in AACPS. Effects of the pandemic were still evident.

2022 – 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.)

2023 – Cohort 3 of R-CITY participating schools to launch this fall. Using lessons learned from the first two years of implementation to finish strong.

Equity "Literacy" – Learning a Language

Image Credit: Educational Leadership, ASCD

National PBIS Leadership Forum

Building Equity "Stamina"
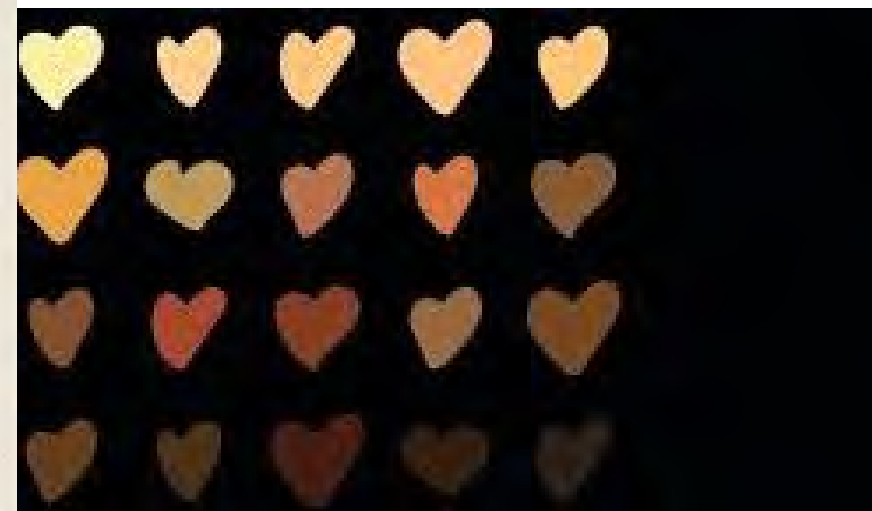
What is R-CITY?

- **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)

National Institute on Minority Health and Health Disparities
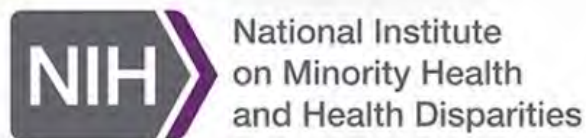
The R Defined

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.
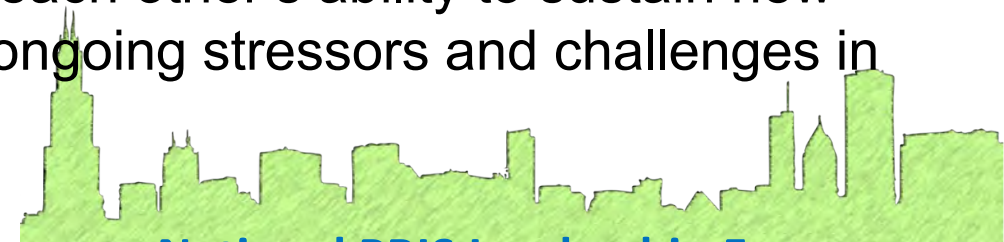
R-CITY School-Based Intervention Components

1:1 Coaching

Support for District Professional Development & School-Based Needs

Student Lessons
Aligned with

second step

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"

TRANSFORMING SELF,

TRANSFORMING LEARNING

Image credit: https://www.davidpohl.com/racial-class-gender-identity

Coaching Process: Phases and Steps

Phase 1: Engagement

Phase 2: Focusing and Evoking

Phase 3: Planning

Phase 4: Fidelity

Step 1 • Teacher Interview & Values Card Sort

Step 2 Teacher Reflection Survey

Step 3 Strategy Mapping

Step 4 • Goal Setting • Action Plan

Step 5 Strategy Observation
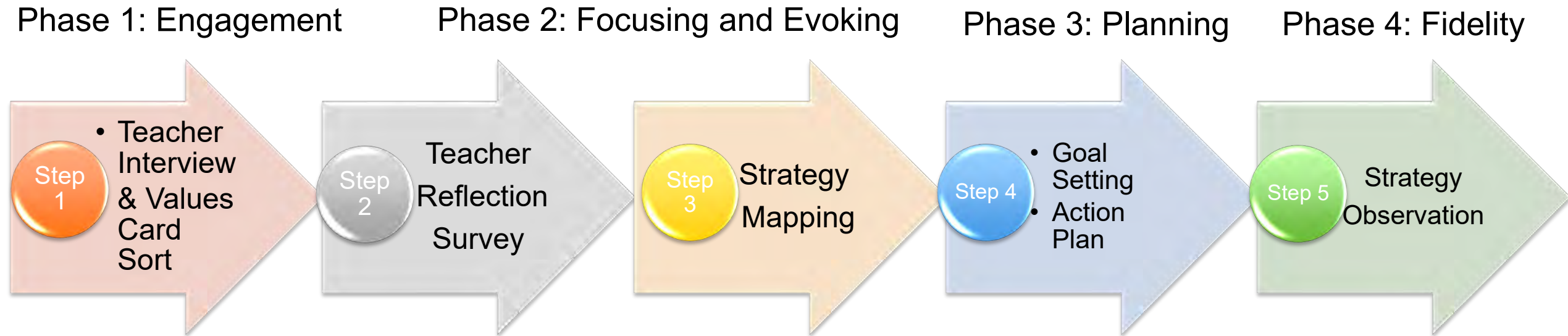
School & Systems-Level Support

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

R-CITY
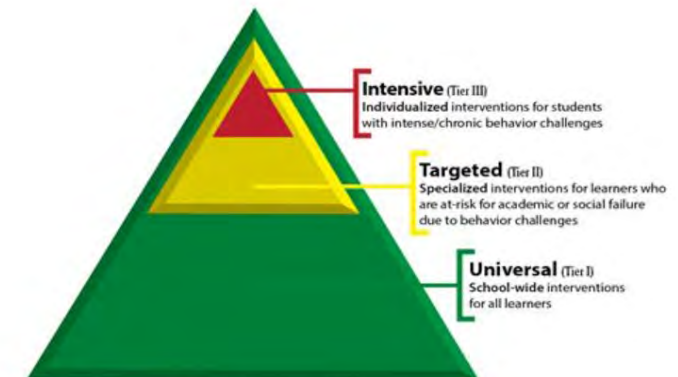
- Student Equity Curriculum
  - A unit of 6 lessons
  - Grade-differentiated (4th – 8th)
  - Teachers implement in their classroom as a complement to Second Step

Lesson Topics:
1 – Identity
2 – Equity vs. Equality
3 – Prejudice & Microaggressions
4 – Empathy
5 – Speaking Up
6 – Equity Action Planning

Equality
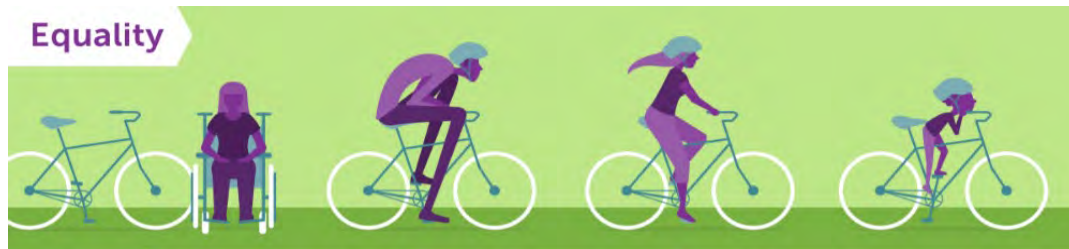
Equity

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

MEET OUR TEAM

Elevating ALL Students Eliminating ALL Gaps
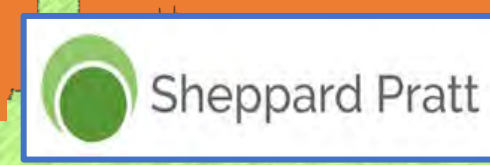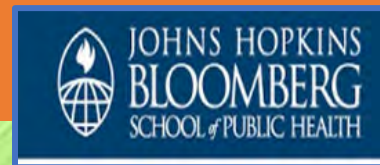
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Katara West
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Jocelyn Potts
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OEASA
Student Intern

Brian Whitley
Equity Specialist

Alba Morales
Family & Community Liaison

National PBIS Leadership Forum

Anne Arundel County Public Schools
Enrollment by Race/Ethnicity
2012–2013 and 2021–2022

46877 — 40495 White

18062 Black or African American
15822

15704 Hispanic or Latino
7830

5243 Two or More Race
4030
2739 — 3268 Asian

2012–2013   2021–2022

(238)—American Indian or Alaskan Native—(233)
(234)—Native Hawaiian or Pacific Islander—(158)
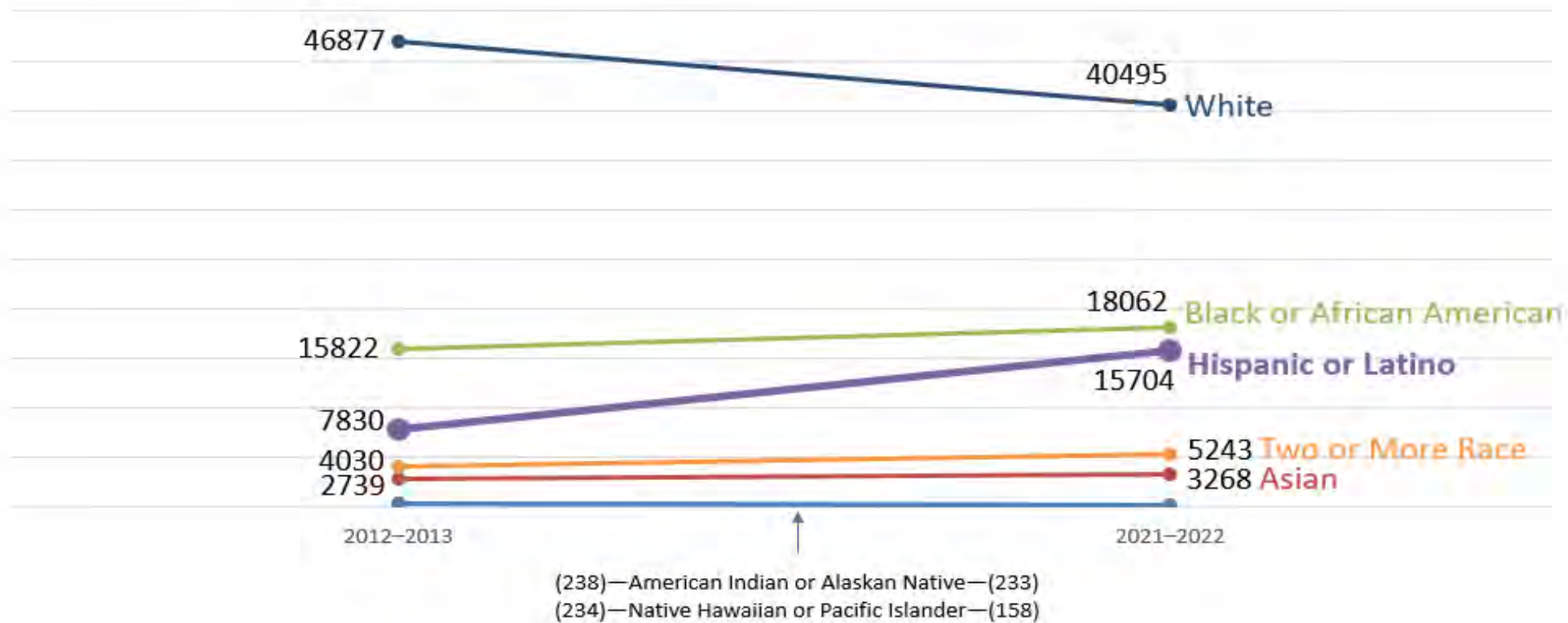
Educational Equity Policy

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.

POLICY

BOARD OF EDUCATION OF ANNE ARUNDEL COUNTY

Related Entries: JCCA, JCCA-RA, JO, JO-RA
Responsible Office: OFFICE OF EQUITY & ACCELERATED STUDENT ACHIEVEMENT, DIVISION OF CURRICULUM AND INSTRUCTION, DIVISION OF STUDENT SUPPORT SERVICES, DIVISION OF HUMAN RESOURCES

EDUCATIONAL EQUITY

A. **PURPOSE**

To establish an educational equity policy to ensure that Anne Arundel County Public Schools (AACPS) has the procedures and best practices in place to provide for educational equity and eliminate obstacles to accessing educational opportunities for all AACPS students.

B. **ISSUE**

The Board of Education of Anne Arundel County (Board) acknowledges the historical, generational, and compounding reality of the systems, structures, and practices that have intentionally and unintentionally created and continued to afford advantages to some student groups while perpetuating inequities for others. AACPS must take responsibility and action for dismantling, and actively repairing these inequities to ensure positive educational outcomes for all AACPS students.

The promise of public education is for every child to succeed in school and life. To realize this promise, every child must be given resources, supports, and interventions based on the individual student's needs. The Board is committed to fulfilling this promise to all students and dismantling barriers to school-home partnerships.

C. **POSITION**

The Board 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

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.

REGULATION
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

Related Entries: JCCA, JCCA-RA, JO, JO-RA
Responsible Office: OFFICE OF EQUITY & ACCELERATED STUDENT ACHIEVEMENT, DIVISION OF CURRICULUM AND INSTRUCTION, DIVISION OF STUDENT SUPPORT SERVICES, DIVISION OF HUMAN RESOURCES

EDUCATIONAL EQUITY

A. **PURPOSE**

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.

B. **BACKGROUND**

AACPS acknowledges the historical, generational, and compounding reality of the systems, structures, and practices that have intentionally and unintentionally created and continued to afford advantages to some student groups while perpetuating inequities for others. AACPS must take responsibility and action for dismantling, and actively repairing these inequities to ensure positive educational outcomes for all AACPS students.

The promise of public education is for every child to succeed in school and life. To realize this promise, every child must be given resources, supports, and interventions
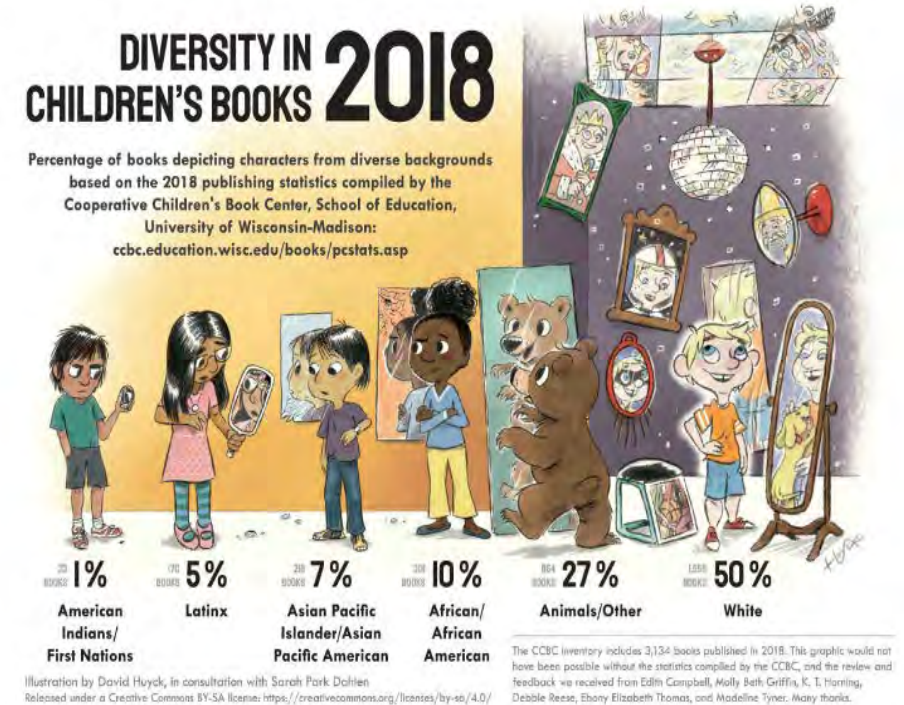
Session Links

Assessment Writing & Curriculum Innovation Academy (AWCIA)

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

DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison:
ccbc.education.wisc.edu/books/pcstats.asp

1%	5%	7%	10%	27%	50%
American Indians/First Nations	Latinx	Asian Pacific Islander/Asian Pacific American	African/African American	Animals/Other	White

Illustration by David Huyck, in consultation with Sarah Park Dahlen
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The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Horning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.

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

Meade Middle
@MeadeMSAACPS

Meade Supports Excellence for Black Boys!! Today.....
mentor/mentee outing to @ClimbZoneLaurel
#BlackBoyJoy

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;*

Student Equity Advisory Team (S.E.A.T.)

A Commitment to Having a SEAT at the Table

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.

@OEASAaacps is kicking off its first hybrid S.tudent E.quity A.dvisory T.eam meeting. It's important for @AACountySchools #AACPSAwesome students to have a SEAT at the table. #equity

Welcome SEAT Ambassadors

Office of Equity & Accelerated Student Achievement

October 27, 2022.

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;*

Please Complete this Session's Evaluation

10/27/2023

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

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

*Evaluations are **anonymous**! We send reminder emails to all participants.*

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