

ETS Convening to Share Example Approaches/Tools for Supporting Teachers' Use of Culturally Relevant, Responsive, and/or Sustaining Instructional Practices



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Convening Purpose

Share and discuss various tools and approaches that you have developed and/or used to promote and understand K–12 teachers' use of culturally relevant, responsive, and/or sustaining instructional practices.

Key Discussion Questions

- What are the key features and/or guiding principles of your tool or approach?
- How and why do you use this tool or approach?
- What do you see as the main opportunities for and the core challenges of using this tool or approach?
- What lessons have you learned in developing and using this tool or approach?
- Moving forward, what key research questions or development work related to this tool or approach needs to be addressed?

Convening Structure

Meeting #1

Thursday,
September 8,
12:30 P.M. –
2 P.M. ET



Introduction/Framing

Shannon Clancy

Presentation on video analysis tool/approach



Meeting #2

Friday,
September 9,
10:00 A.M. –
11:30 A.M. ET



Val Brown

Presentation on simulations tool/approach

Bryant Jensen

Presentation on classroom observation protocol tool/approach



Meeting #3

Friday,
September 16,
10:00 A.M. –
11:30 A.M. ET



Presentation on coaching tool/approach

Malika Ali

Begin synthesis conversation



Meeting #4

Thursday,
September 29,
10:00 A.M. –
11:30 A.M. ET



Presentation on situated performance tasks tool/approach

Geoffrey Phelps

Continue synthesis conversation



Additional Convening Participants

Heather Howell
Rita Lopez

Christine Lyon
Leslie Nabors Oláh

Eowyn O'Dwyer
Marianna Olivares

Online Platform for Teaching and Informed Calibration (OPTIC)

A professional development tool that supports educators in building a shared understanding of high-quality instruction and in improving the feedback that teachers receive. The platform uses video and interactive data displays to provide educators with a dynamic calibration training experience aligned to the Standards of Effective Teaching Practice and the Massachusetts Curriculum Frameworks.

OPTIC FOCUS ELEMENTS

CULTURALLY RESPONSIVE LOOK-FORS

The OPTIC platform provides educators with an opportunity to calibrate perceptions of practice based on seven **focus elements** from the [Classroom Teacher Model Rubric](#). These elements were selected because they represent highly observable practices and are considered foundational to teacher practice.

This resource lists **observable, culturally responsive teacher and student actions, or look-fors**, for each of the seven focus elements. These look-fors were developed by the 2021 OPTIC Content Fellows, who used a culturally responsive lens to identify aspects of great teaching practice aligned to each focus element. These practices represent **great teaching for all students** and can be used to support calibration training, professional development, observations, feedback, and/or coaching.

It is strongly recommended that educators read the **overview of culturally responsive teaching (p. 2)** before using this resource. Culturally responsive teaching is a nuanced, context-dependent endeavor, and while this resource captures some important look-fors, it does not attempt to be an exhaustive list of observable practices that align with culturally responsive teaching. Instead, it is a *supplementary resource* that highlights several important culturally responsive teaching practices aligned with specific elements in the Classroom Teacher Model Rubric.

Each page in this resource lists one focus element, its proficiency descriptor in the Classroom Teacher Model Rubric, and teacher and student look-fors developed by the OPTIC Content Fellows. Some of these look-fors are marked as content-specific ("In ELA" or "In Math") based on the content expertise of the OPTIC Content Fellows. Each page also lists OPTIC video tasks aligned to the focus element with benchmark scores from OPTIC Content Fellows. Use the links below to navigate to each of the focus elements' culturally responsive look-fors:

Culturally Responsive Teaching Overview	
Subject Matter Knowledge	Well-Structured Units and Lessons
Adjustments to Practice	Student Engagement
Meeting Diverse Needs	Safe Learning Environment
High Expectations	

History/Social Studies



Using Texts to Stand Up for What is Right

Elizabeth Krasofski

Kindergarten | Sharon | In-Person

[Learn more about this video and educator.](#)



How Do We Get Our Skin Color?

Karen Woods

Grade 2 | Sharon | Hybrid

[Learn more about this video and educator.](#)



Civil Rights Movement (1960s): Equity, Race, Agency, and Allies

Diana Kinney

Grade 5 | Sharon | In-Person

[Learn more about this video and educator.](#)

Culturally Responsive Teaching Video Library

A video library that features exemplars of culturally responsive (CR) teaching by Massachusetts educators to help elevate these educators' CR teaching practices and support them in building their capacity to provide a CR education to all students. The videos depict a range of content areas, grade levels, and teaching models from the 2020–2021 school year (remote, hybrid, and in-person).

Model Rubric Updates

The Massachusetts Department of Elementary and Secondary Education (DESE) will release newly updated model rubrics for school level administrators and teachers that integrate and strengthen culturally responsive and relevant practices within the Standards of Effective Teaching and Administrative Leadership. These rubrics will continue to ensure that each and every student in Massachusetts has access to educators who nurture and cultivate their academic achievement, cultural competence, and sociopolitical awareness.

CARE Framework

The CARE Framework recognizes the need for a clear understanding of what it means to be an antiracist educator, providing guidance and support for aspiring antiracist educators and leaders through professional learning. CARE's principles:

- Affirm the dignity and humanity of all people.
- Embrace historical truths.
- Develop a critical consciousness.
- Recognize race and confront racism.
- Create just systems.



CARE Framework



About CARE

CARE, launched in 2021, aims to advance antiracist curriculum and equip antiracist educators by developing frameworks and providing tools and professional learning for K12 educators. We envision a future in which today's students will grow up with an inclusive and rich narrative about themselves and each other, with the will and the knowledge to end racism's destructive legacy.

What is the CARE Framework?

Many educators aspire to be antiracist in their practice but find conflicting guidance and little clarity about how to do it.

At CARE, we begin all our work with a set of five CARE Principles. Building on those, we define an antiracist educator as one who continuously develops their racial literacy, opposes racism, uses antiracism curriculum and pedagogy, and works to change the policies, behaviors, and beliefs that perpetuate racist ideas and actions in schools.

The CARE Framework provides a roadmap for an antiracist educator's journey. To develop it, we brought together a team of practitioners and relied on a deep body of research. The CARE Framework details the knowledge, skills, and behaviors of antiracist educators.

This framework recognizes the need for a clear understanding of what it means to be an antiracist educator, providing guidance and support for aspiring antiracist educators and leaders through professional learning. We developed the framework to guide our own professional learning program and making it available to educators everywhere as well.

Methodology

To develop the CARE Framework, we began by examining the research and conducting detailed literature reviews. Next, we identified a cadre of practicing antiracist educators and asked them to distill the most vital practices using these criteria:

- ▶ Will they improve classroom instruction?
- ▶ Can they be employed by instructional staff and the leaders who support them?
- ▶ Are the practices observable in all types of learning environments?
- ▶ Are they simple and easy to understand and apply?
- ▶ Are they research-based? Will the practices be useful for other education organizations?

For months we grappled with the question, "What does antiracist education look like in practice?" We offer the CARE Framework as a contribution for all educators grappling with the same question.

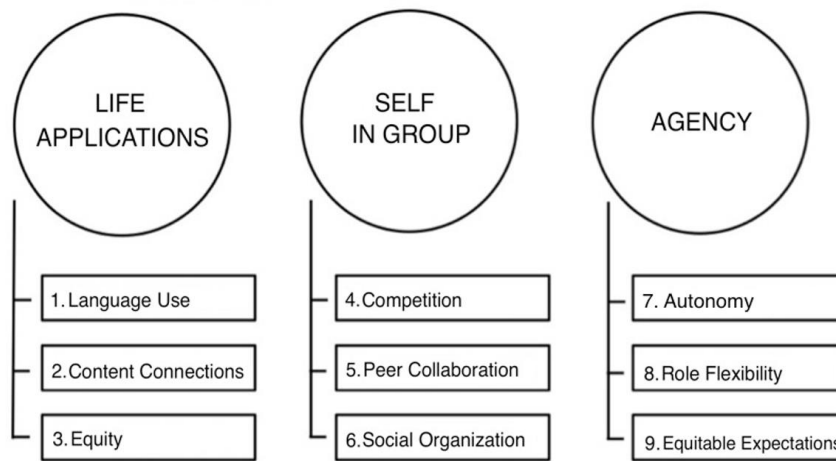
Mursion

The CARE group partnered with Mursion, a virtual reality training platform, to develop a scenario in which teachers can practice demonstrating accountability for addressing issues involving hate speech in their classrooms.



The Classroom Assessment of Sociocultural Interactions (CASI)

The purpose of this observational protocol is to assess sociocultural aspects of teacher-student interactions in classrooms. The CASI can be used to foster more equitable learning and developmental opportunities for diverse students across diverse settings. The CASI is organized into three domains with nine dimensions.



1. LANGUAGE USE

→ How non-school languages or language varieties (e.g., dialects, vernaculars, creoles) are incorporated into the classroom—in order to enhance social relations, facilitate instruction, and reinforce cultural identities.

Non-School Language(s):

		Disconnected (1)	(3)	Well-Connected (5)
T e a c h e r	1a. Instructional Discourse - Presents content in non-school language - Incorporates non-school language in discussion - Provides feedback in non-school language	Teacher does not use non-school language in instructional discourse.	Teacher sometimes uses non-school language in instructional discourse.	Teacher often uses non-school language in instructional discourse.
	1b. Social Conversation - Expresses affection in non-school language - Reinforces rules or discipline in non-school language - Provides encouragement in non-school language	Teacher does not use non-school language for social conversation.	Teacher sometimes uses non-school language for social conversation.	Teacher often uses non-school language for social conversation.
S t u d e n t s	1c. Students' Use - Initiate use of non-school language - Reciprocate use - Code-switch - Translanguage	Students do not use non-school language with teacher or peers.	Students sometimes use non-school language with teacher or peers.	Students often use non-school language with teacher and peers.
C l a s s	1d. Language Inclusion - Inquiry about non-school language - Activity incorporates non-school language - Encourages and affirms students' use of non-school language	The classroom environment does not include non-school language.	The classroom sometimes includes non-school language.	The classroom often includes non-school language.

Formative Use of the CASI

The overarching purpose of the *Making Meaning In My Classroom* book is to enable equitable teaching in K–6 classrooms—specifically, to help teachers have more connected and communal sociocultural interactions with diverse students. The rubrics from CASI are turned into an instructional experience, openly accessible to be used as a tool for learning about and practicing equitable teaching.

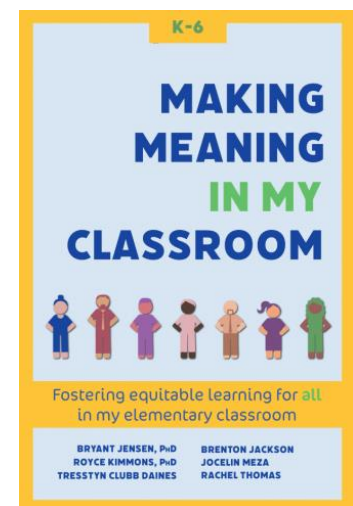
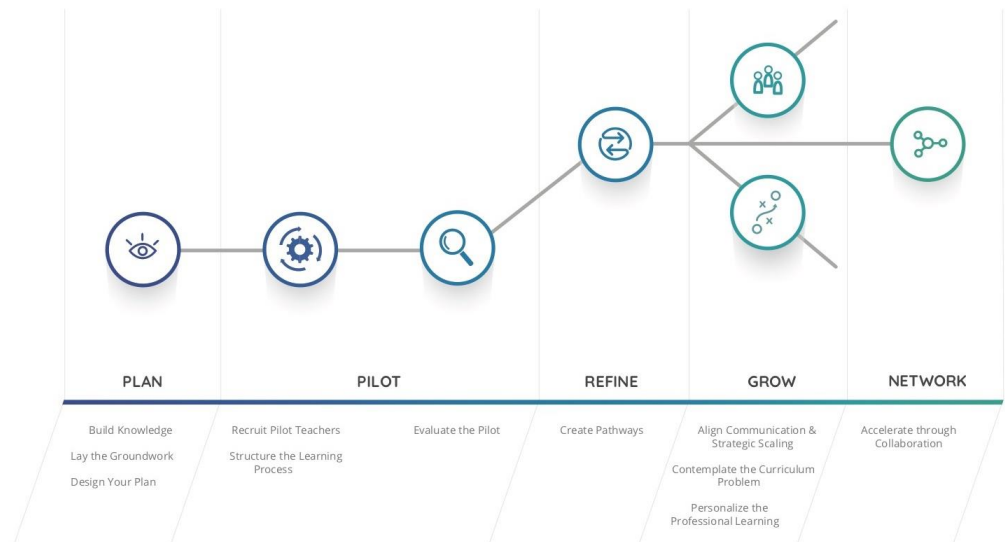
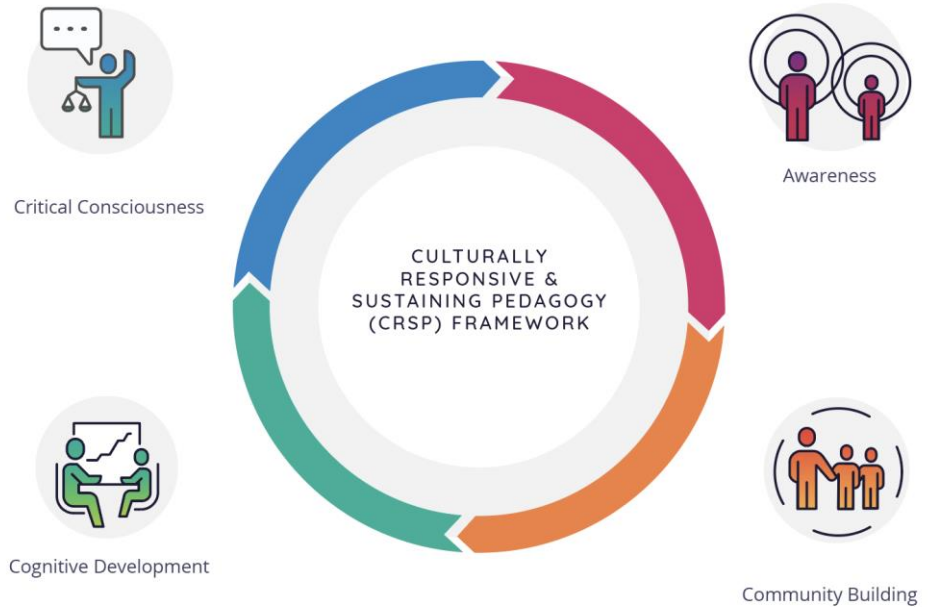


Image above links to *Making Meaning in My Classroom* book.



Culturally Responsive & Sustaining Pedagogy (CRSP) Framework

Implemented through an equity lens, our CRSP framework drives academic improvement. Persistent achievement gaps are the result of deficient systems, not deficient students. Our instructional approach begins with awareness, encouraging teachers and leaders to recognize how current systems undermine student confidence and underdevelop students' cognitive processing skills. Our progression of high-value teacher moves is aligned with student data and paves the way for improving student engagement, elevating higher order thinking skills, and nurturing self-directed learners—resulting in enhanced achievement and empowered students.



Change Management Model

Our Inclusive Change Process leverages our Pathway to Personalization framework as a guide for scaling best practices across a school or district. To build momentum in any redesign effort, teachers, students, and other community stakeholders must unite as agents of change. Our framework serves as a road map for determining how to engage stakeholders, build momentum, align and communicate efforts, and measure progress along the way.



Situated Performance Tasks

Geoffrey Phelps
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Initial Culturally Responsive Pedagogy (CRP) Work

We want tools that teacher educators and teachers can use to try out the work of teaching and receive constructive, actionable feedback. Given that, we started to wonder how we can ensure that teachers not only learn about culturally responsive pedagogy but also learn how to do it. We used exploratory task development to determine whether we can identify specific practices that make up CRP and to develop a handful of tasks focused on core practices and viable possibilities. We collaborated with a few teachers to see whether the tasks work. Next steps include collecting more teacher responses, revising tasks in light of the feedback we received, expanding task development, and conducting a larger pilot study to collect additional responses and more systematic feedback from participants.

Situated Performance Tasks

Tasks are administered online using a tablet device. Participants are allowed four minutes to prepare and two and a half minutes for their performance, for which they can use a virtual whiteboard. The written and spoken performance are delivered in concert and captured as a movie for subsequent review and scoring. Performances were scored in less than three minutes on average using a three-point rubric.



This image shows the animated classroom interactions used for performance task stimulus.

Prototype Task Name	Brief Description
Introductions	Explain to students an assignment in which they introduce themselves and model what an introduction might look like.
Environmental Concerns	Model for high school students how to respect diverse perspectives on topics such as increasing use of nuclear energy to reduce pollution, where student perspectives are shaped by their personal experiences such as how family members were affected by the Fukushima nuclear disaster in 2011 and how poor communities are more likely to face consequences due to the disposal of hazardous waste.
Identifying Theme	Model for high school students how to identify a theme using textual evidence while drawing on one's own cultural identity.
Diversity in the Professions	Introduce an assignment in which students research mathematicians from underrepresented groups and report on the barriers those mathematicians experienced in order to combat the perception that all important mathematicians were White men.
Phonemic Awareness and Dialect Diversity	Model phonemic awareness in a way that reinforces students' ability to identify phonemes and respects cultural and dialect differences.