Welcome! During this session, we will be asking you to review the Model to Inform Culturally Responsive Practices graphic and read the accompanying narrative.

For each piece of the model, you’ll want to highlight phrases in the narrative that resonate with you. Also note any questions you have or clarifications you need.

Feel free to get started reading if you wish…

Guiding Questions for this Session

✧ What are Culturally Responsive Practices in a multi-level system of support?
✧ What action steps can educators take, personally and professionally, toward developing cultural responsiveness?
✧ Why do this work?

Session Outcomes

• Read and discuss the Model to Inform Culturally Responsive Practices
• Learn about will, fill, and skill in relationship to Culturally Responsive Practices in a multi-level system of support
• Share statewide resources

System Components of a Culturally Responsive Multi-level System of Support

• Continuum of supports
• Data-based continuous improvement
• Evidence-based practices
• Leadership
• Positive culture
• Family and community engagement
• Strong universal level of support
• Systemic implementation

A Model to Inform Culturally Responsive Practices

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Wisconsin’s Vision for Culturally Responsive Multi-Level System of Support

System Components:

- Structures for collaboration
- Strategic use of data
- High quality instruction for academics and behavior
- Culturally responsive practices
- Continuum of supports
- Data-based continuous improvement
- Evidence-based practices
- Leadership
- Positive culture
- Family and community engagement
- Strong universal level of support
- Systemic implementation

What is YOUR outcome for this session?

Why are YOU here?
Putting It All Together
In Wisconsin...

Systematically providing equitable services, practices, and resources to ALL students based upon their responsiveness to effective instruction and intervention.

(reading/math) (behavior)

Use Meeting Agreements

Notice moments of discomfort and stay curious
Listen fully, with your ears, eyes and heart
Can we commit to...
Speak your truth without blame or judgment
Be open to the experience and each other

Source: National Equity Project

The Wheel Reveal!

Purpose of model: To define and guide CR work in a culturally responsive multi-level system of support

WILL
The power of making a reasoned choice or having control of one's own actions.
It is characterized by determination, a certain attitude or a particular desire or choice.
Will is best when it is developed collectively as opposed to individually.
Students are part of a school system - not a one room school house.
- Dr. Anthony Muhammad

FILL
The learning we do as individuals and as a school to know and understand who our students are as culturally and linguistically diverse people.
We need to understand their backgrounds and interests so the teaching we do has relevance to who they are, how we can affirm their backgrounds/interests, and then bridge their learning to insure their success in the dominant culture.
- Andreal Davis & Lynn Winn

SKILL
Specific action to bring vision into reality.
Skill is a great ability or proficiency, an art or a craft. It is the ability of a staff to tailor its professional skill to the specific needs of the students it serves.
- Dr. Sharroky Hollie

Desire and Passion!
Believe and Know!
Load and Do!
The WILL
Desire and Passion!

Going deeper...

Read the WILL SECTION ONLY of the narrative.

Highlight phrases that resonate with you. Also note any questions or clarifications you might have.

If you finish early...

Think of a personalized example that relates to this section. For example, you could share something from your own Culturally Responsive journey or something you’ve witnessed. It could be work that you, a colleague or your school has done that exemplifies what that section of the model represents.

The WILL
Desire and Passion!

What does WILL show up in...
- Your PBIS systems?
- Conversations about kids and their families?
- Decision-making?

What does WILL look, sound, and feel like? (or when it doesn’t?)

What emotions did this WILL section raise for you? What personal or professional experiences?

Who benefits from your current PBIS system? Who does not?

What can you do to create a culture that fosters WILL?
- Use norms & agreements
- Model vulnerability
- Daily reflection: Who am I? What am I about? What’s my most recent evidence? (B. Kothari)
- Stay in the Personal, Local, & Immediate (B.D. condition 1)
- “Describe and deflect” or “inspect and reflect” (A. Mohammed)
- Know your top 10 biases (S. Holle; V. Myers; Implicit Association Test; Blind Spot)
- Know who/what influences your thinking (S. Holle)
- Promoting Excellence For All eCourses
- Social Justice Institute / Beyond Diversity I & II (DTAN)
- Check your B.S. and deficit monitor (S. Holle)
- Use the Ladder of Inference to explore your assumptions (Pacific Education Group)
- Privilege Walk / Color Line / Racial Autobiography
- “Understanding Culture” article (Join & Rozleski)

The FILL
Believe and Know!

And what else?
Going deeper…

Read the FILL SECTION ONLY of the narrative.

Highlight phrases that resonate with you. Also note any questions or clarifications you might have.

If you finish early....
Think of a personalized example that relates to this section.

---

The FILL
Believe and Know!

What phrases resonated with you?
What clarifying questions do you have?

---

What can you do to create opportunities to cultivate FILL?

Seven (facilitated) experiences:
- Articles
- Book Studies
- Coaching and Modeling
- Conferences and Workshops
- Community Site Visits
- Guest Speakers
- School Visits

Promoting Excellence for All eCourses
CRP Glossary
If she only knew me... video
Cultural brokers
Listening sessions
Community Asset Mapping
DTAN book studies

And what else?

---

Going deeper...

Read the SKILL SECTION ONLY of the narrative.

Highlight phrases that resonate with you. Also note any questions or clarifications you might have.

If you finish early....
Think of a personalized example that relates to this section.

---

The SKILL
Lead and do!

How can we create safe spaces for students and families impacted by inequity to share their lived experiences to...

- Add depth to the facts and data about disparities?
- Have an equal voice and be a partner in solution-seeking?

When? Where?

---
“Only once you’ve grappled with both the facts (head) and lived experiences (heart) that relate to structural inequities, in either order, should you move on to take action (hands).”

Source: https://www.livingcities.org/blog/727-head-heart-hands-a-framework-for-taking-action-on-racial-equity

Professional development is more than ensuring that educators receive the technical skills (e.g. crafting lesson plans, developing an assessment, implementing cutting-edge instructional techniques, etc.) necessary to function in the classroom.

Educators must also acquire a foundational understanding of equity-oriented practices via developing and cultivating critical consciousness and critically reflecting on their professional growth and practice in order to create effective learning opportunities for all students (Cole, 2008; Bay & Macfarlane, 2011).
In other words,

- Reform efforts must go beyond technical solutions to “fix” the outcome of student performance.
- Educators must openly acknowledge, appreciate and accept differences as positive and valuable.
- Improvement efforts must turn away from blaming and “fixing” students and communities toward addressing systemic failures.

Toward Equity Oriented Skills

- Establish An Equity Vision
- Be A Critical Consumer of Professional Development
- Commit to Continual Learning

Where can you take action in your PBIS system practices? Where can you find resources to support action?

For policies & practices
- TFI Companion Guide
- Risk ratio webinar & calculator
- Great Lakes Equity Center
- Safe and Supportive Schools
- Wisconsin DTAN
- Wisconsin RTI Center CR Systems training
- Steinhart TA Center
- Teaching Tolerance

To lead the change
- Great Lakes Equity Center
- Wisconsin RTI Center CR Systems training
- Wisconsin DTAN
- RTI Center
- Teaching Tolerance

Our challenge to you...

Think about and find ways to connect your work to the:

HEAD: Academic Achievement & Leadership
  Closing achievement, attitude opportunity and relevance gaps to promote success for all.

HEART: Social & Emotional Skills
  Fostering social and emotional skills and positive social climate for all.
  Promoting mental and physical health for all.

HANDS: Taking Action In Head, Heart and Hands Areas, Family and Community Engagement and Safety
  Combining head, hands and heart in your work. Ensuring safety for all. Developing and enhancing family and community support for all.

Culturally Responsive Team
# Building Culturally Responsive Systems

## 2016-2017 Training Dates & Locations

<table>
<thead>
<tr>
<th>Location</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>Thornberry Creek at Oneida</td>
<td>November 2-3, April 20-21 and May 4</td>
</tr>
<tr>
<td>WITC Conference Center</td>
<td>November 15-16, April 11-12 and May 16*</td>
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<tr>
<td>Rice Lake</td>
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<tr>
<td>Holiday Inn Riverfront</td>
<td>November 1-2, April 18-19 and May 11</td>
</tr>
<tr>
<td>Best Western</td>
<td>November 15-16, April 11-12 and May 16*</td>
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<tr>
<td>Plover</td>
<td></td>
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*Note: The Plover and Rice Lake cohorts will meet together on May 16 at CDA in Chippewa Falls.