

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....



A Model to Inform Culturally Responsive Practices

Kathy Myles

Leadership & Coaching TAC
mylesk@wisconsinrticenter.org

Kathy Ryder

Director- WI RtI Center
ryderk@wisconsinrticenter.org

The Wisconsin RtI Center (CFDA #84.027) acknowledges the support of the Wisconsin Department of Public Instruction in the development of this presentation and for the continued support of this federally-funded grant program. There are no copyright restrictions on this document; however, please credit the Wisconsin DPI and support of federal funds when copying all or part of this material.

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



What is **YOUR** outcome for this session?

Why are **YOU** here?

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

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

IN ALL CONTENT AREAS

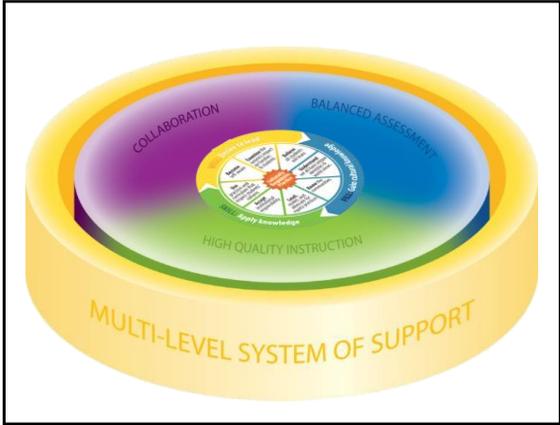
Culturally responsive focus shapes these components

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
Speak your truth without blame or judgment	Be open to the experience and each other

Can we commit to...

Source: National Equity Project

The Wheel Reveal!

Model to Inform Culturally Responsive Practices

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

WILL	FILL	SKILL
<p>The power of making a reasoned choice or having control of one's own actions.</p> <p>It is characterized by determination, a certain attitude or a particular desire or choice.</p> <p>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.</p> <p>- Dr. Anthony Muhammad</p>	<p>The learning we do as individuals and as a school to know and understand who our students are as culturally and linguistically diverse people.</p> <p>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</p> <p>- Andreal Davis & Lynn Winn</p>	<p>Specific action to bring vision into reality.</p> <p>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.</p> <p>- Dr. Sharroky Hollie</p>
Desire and Passion!	Believe and Know!	Lead and Do!

The WILL

Desire and Passion!

Going deeper...

3
minutes

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 phrases resonated with you?

What clarifying questions do you have?

How 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. Kafele)
- ❖ 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. Hollie; V. Myers; *Implicit Association Test; Blind Spot*)
- ❖ Know who/what influences your thinking (S. Hollie)
- ❖ [Promoting Excellence For All eCourses](#)
- ❖ [Social Justice Institute / Beyond Diversity I & II \(DTAN\)](#)
- ❖ Check your B.S. and deficit monitor (S. Hollie)
- ❖ Use the [Ladder of Inference](#) to explore your assumptions (Pacific Education Group)
- ❖ [Privilege Walk / Color Line / Racial Autobiography](#)
- ❖ "[Understanding Culture](#)" article (Zion & Kozleski)

And what else?

The FILL

Believe and Know!

Going deeper...

Read the FILL SECTION ONLY of the narrative.

3 minutes

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?

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?

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?

The SKILL

Lead and do!



Going deeper...

Read the SKILL SECTION ONLY of the narrative.

3 minutes

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!





What phrases resonated with you?

What clarifying questions do you have?



What SKILLS will you need to develop to lead this work in your PBIS system?



Where might you find the emotional support to persevere in leading this work?



Where can you take action and apply SKILL in your system?





“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>

<i>Linking believing and knowing....</i>	<i>To leading and doing....</i>
<p>ADAPTIVE CHANGES</p> <ul style="list-style-type: none"> Low expectations/fixed mindset Biases, resentments, fears Sense of self-efficacy Knowledge Stereotypes, misconceptions Deficit vs. asset thinking Belief systems Ownership of vision/mission Relationships Connectedness to schooling History with schooling Power & marginalization 	<p>TECHNICAL CHANGES</p> <ul style="list-style-type: none"> Policies & procedures Programs Schedule Curriculum Instructional methods Staff roles and responsibilities SLOs Staff development Team protocols Imaging & physical environment Interaction patterns

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.

Equity Dispatch
August 2016 by Great Lakes Equity Center

Toward Equity Oriented Skills

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

Equity Dispatch
September 2016 by Great Lakes Equity Center



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](#)

And what else?

Start your journey through any door



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



Andreal Davis
Culturally Responsive Practices Coordinator
608-617-3245



Michelle Betneris
Culturally Responsive - Technical Assistance Coordinator
608-566-3762



Paula Fernandez
Culturally Responsive - Technical Assistance Coordinator
715-453-1296



Heidi Ernst
Assistant - Regional Technical Assistance Coordinator
608-687-7296



Donna Hines
Assistant - Regional Technical Assistance Coordinator
715-878-8888



Melany Lawson
RtI - Regional Technical Assistance Coordinator
715-824-1863



Aunt Smith
RtI - Regional Technical Assistance Coordinator
715-878-8888





Building Culturally Responsive Systems

2016-2017 Training Dates & Locations

Thornberry Creek at Oneida

Oneida
November 2-3, April 20-21 and May 4

WITC Conference Center

Rice Lake
November 15-16, April 11-12 and May 16*

Holiday Inn Riverfront

Milwaukee
November 1-2, April 18-19 and May 11

Best Western

Plover
November 15-16, April 11-12 and May 16*

*DAY 5 of the Plover and Rice Lake cohorts will meet together on May 16 at CESA 10 in Chippewa Falls



Disproportionality Technical Assistance
NETWORK