

Efficacy Presentation: Cultural Competence and Culturally Responsive Teaching Implementation Results in Jefferson County Public Schools

Key Concepts for School Change

Cultural Competence:

The will and the ability to form authentic and effective relationships across difference.

Culturally Responsive Teaching:

Teaching and leading in such a way that...

- more of our students
- across more of their differences
- achieve at a higher level and engage at a deeper level
- more of the time

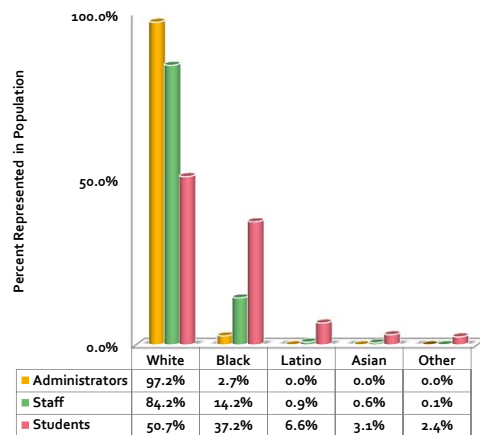
Without giving up who they are.

Jefferson County Public Schools

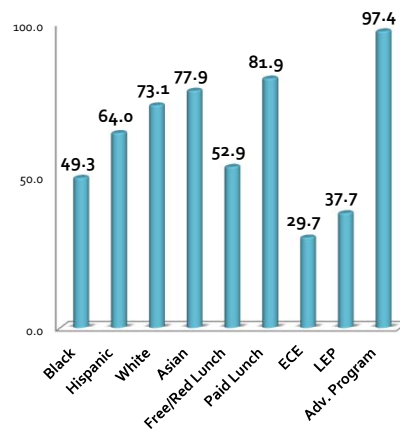
- 29th largest school district in U.S.
 - 100,300+ students
 - 155 Schools
 - Student Assignment
 - Board Commitment
- 63% Free/Reduced lunch
- 10,128 homeless
- 113 languages
- 37.2% African-American
- 12.1% Other
- 51.8% White
- 13% ECE

The Need

Adult to Student Population Comparison



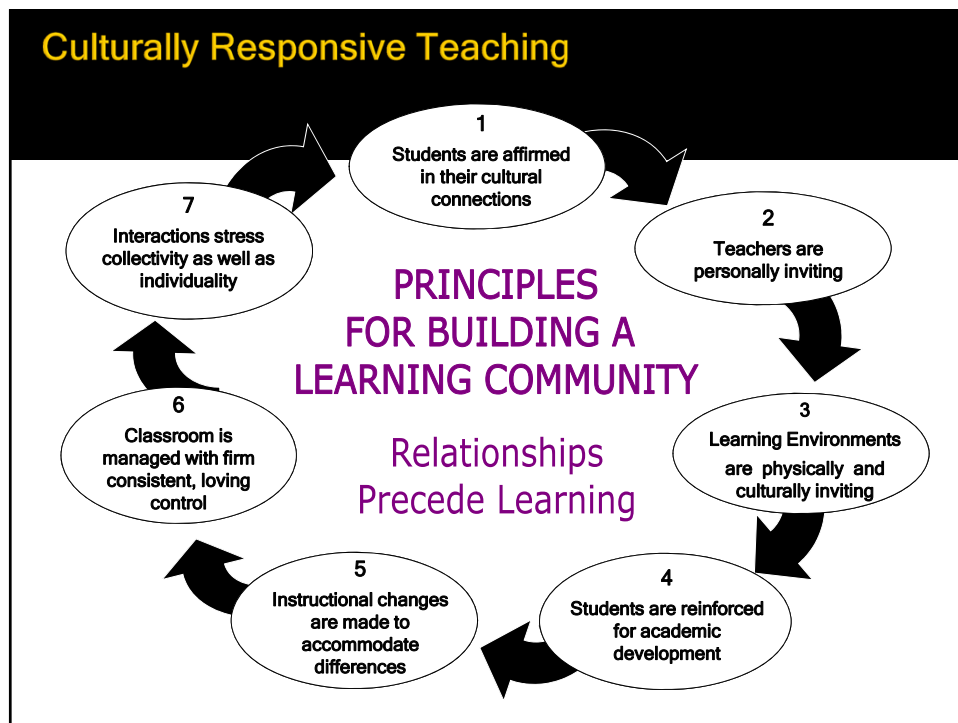
Percent Proficient in Reading



Gary Howard's Five Phases

Jefferson County underwent a four-day training with Gary Howard. The sessions were organized around the following five areas of engagement, growth, and conversation:

1. Tone and Trust
2. Personal Culture and Personal Journey
3. From Social Dominance to Social Justice
4. Classroom and Job-Specific Implications and Applications
5. Systemic Transformation and Planning for Change



Goals of the Cultural Competence Initiative

- To create a district culture that respects and values the differences of our students and staff

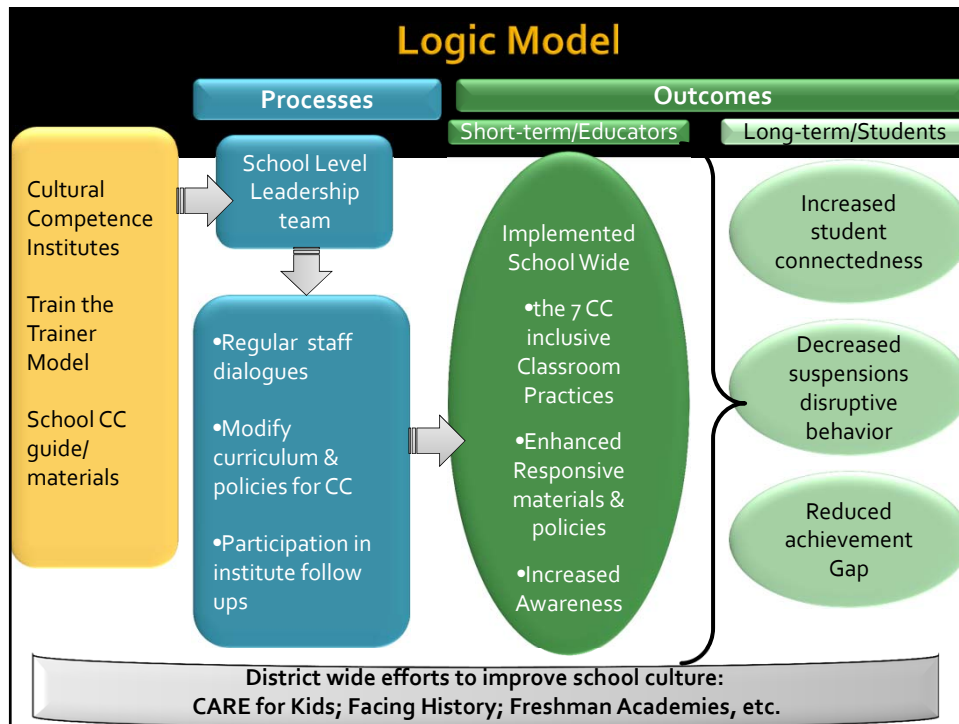
The differences of each are assets of the whole (JCPS core value)

- To help schools develop a common language and various strategies to improve school and classroom climate and culture to maximize teaching and learning
- To ensure systematic development and long-term sustainability
- To meet staff where they are and support individual and school growth along the continuum of cultural competence



What the research says: Why & How

- “The potential academic benefits can be enhanced by giving teachers and principals the opportunities to master research based techniques and build productive interpersonal relationships across student groups” Gary Orfield
- Emphasis should be on:
 - assessment of local needs
 - development of school plans
 - ensuring access to training and providing **ongoing support**



Participation

- Cohorts 1,2 & 3 combined: 17% of JCPS schools
 - 50% Middle, 40% High, 6% Elementary
 - Additional schools are added each year
 - All Elementary and Middle principals & resource teachers

 - 65% of participating schools have been identified as Persistently Low Achieving
- ↓
- Accountability system requiring principal removal and 50% of staff change resulted in need for some cohort schools to start over

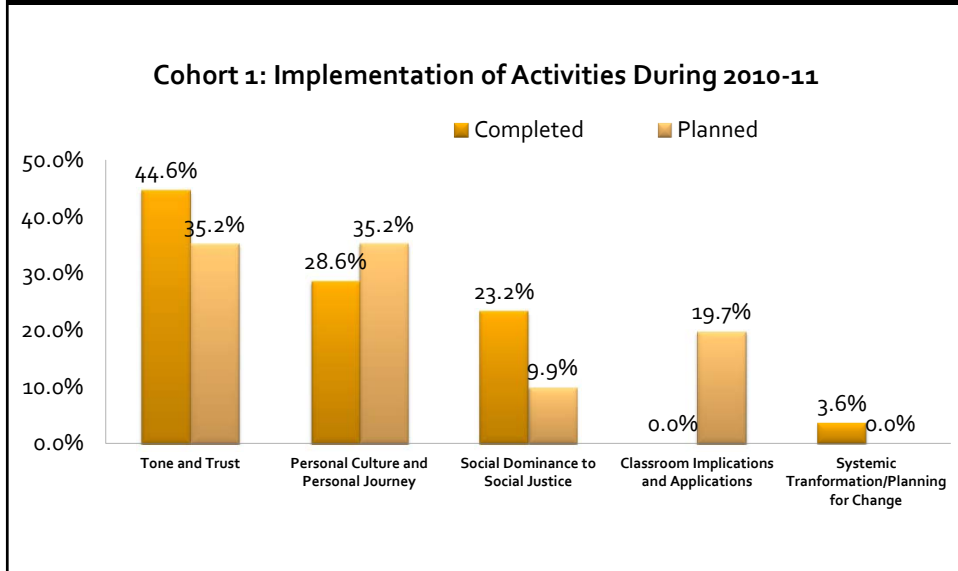
Evaluation Focus

1. Change in participants' awareness and understanding of cultural competence
2. Implementation of Activities
3. Changes in participating schools' pre-post measures with respect to:
 - Teacher perception of implementation efforts to close gap
 - Student connectedness gap
 - Disruptive behavior suspension gap
 - Achievement gap

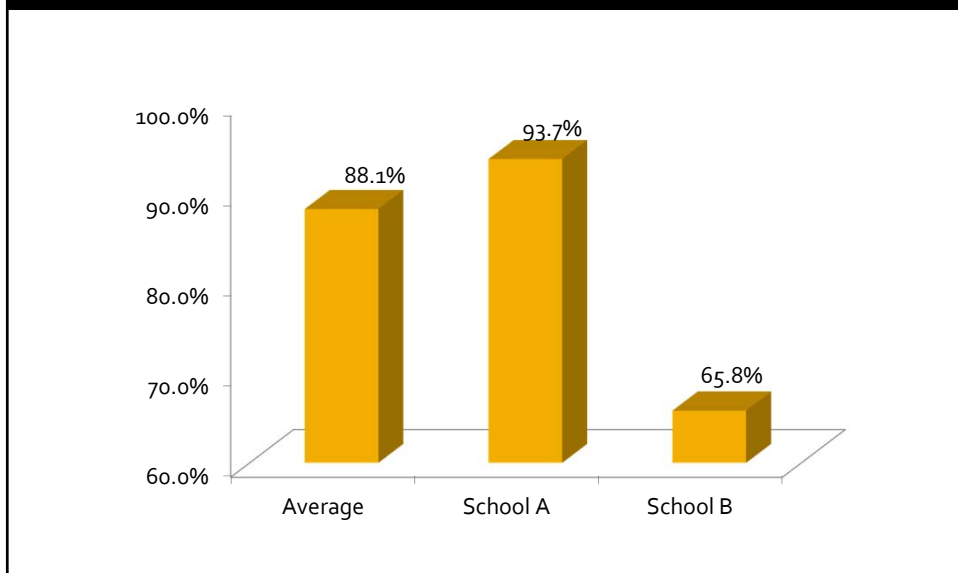
Change in Awareness/Understanding

Cultural Competence Knowledge	Before Institute	After Institute	Change
Functional definition of cultural competence	3.32	4.39	1.07*
How to build a climate of constructive collaboration	3.12	4.08	.95*
How to build tone and trust among a group	3.11	4.12	1.02*
Modeling activities for classrooms and meetings	3.31	4.29	.98*
How to move beyond the rhetoric of shame and blame	2.90	3.99	1.09*
The relevance of each person's unique cultural narrative	3.67	4.53	.86*
The process of personal growth towards cultural competence	3.38	4.38	1.00*

Implementation



My School is effectively implementing a plan to close the achievement gap: ALL teachers



Implementation Success and Challenges: Team Voices

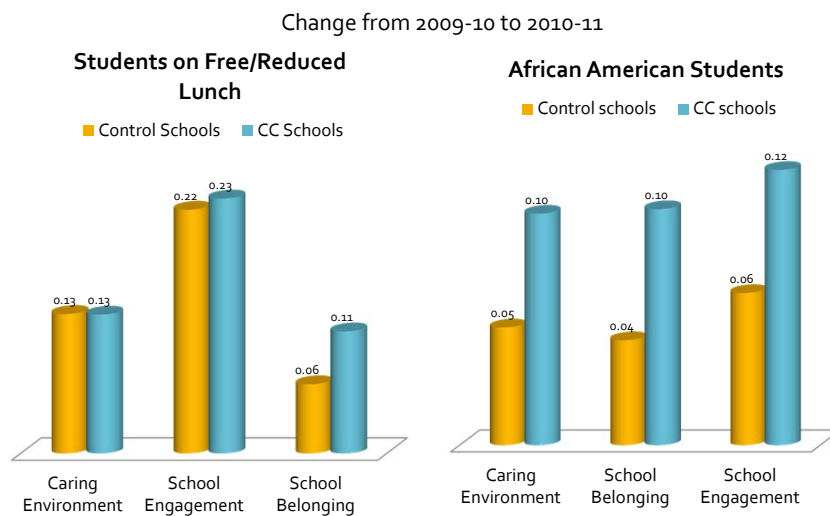
- **Successes:**
 - Strengthening of relationships among staff
 - Increased honest conversation and discussion around sensitive topics
 - Development of authentic/effective relationships with students
- **Challenges**
 - Re-staffing
 - Staff buy in/ teacher resistance
 - Time constraints
 - Competing agendas/accountability pressures

Cohort 1: Student Outcomes

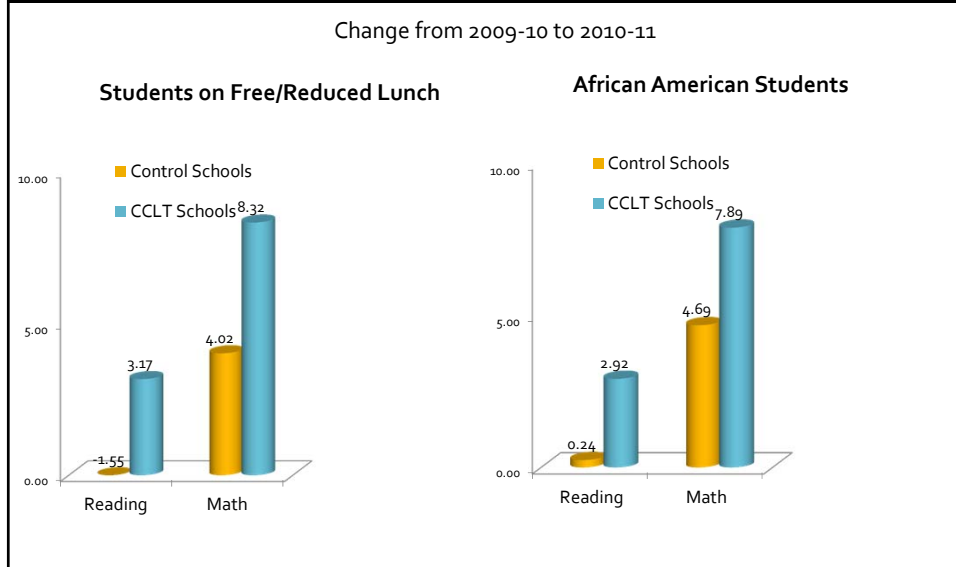
"Disruptive Behavior" Referrals

	Minority	White	Free/Reduced Lunch	Paid Lunch
2009	19.3%	9.0%	18.6%	6.5%
2010	15.8%	7.8%	14.7%	5.8%
Change	-3.6%	-1.2%	-3.9%	-0.7%

Student Perceptions Caring Environment, Belonging and Engagement



Student Achievement Reading and Math Percent Proficient



Future of the Work

- Expansion of Institute
- School and Self Assessment: Using measurement as a change strategy at teacher level
 - Add CRT principle(s) into walkthrough instrument
- One-on-One facilitation of discussions around data
 - Intersections of race, gender, lunch status, grade level
- Qualitative Research (processes & dynamics)
 - Observations
 - Focus Groups
 - University scholar
- Within school segregation measures



Scaling up Cultural Competence

- 17% of Schools were trained in cultural competence between 2008-09 and 2011-12
- Evaluation results from prior efforts are being used to inform scale up efforts to help avoid challenges and maximize impactful strategies
- Evidence of Effectiveness + New District Leadership commitment = Scale up to entire District

The District-Wide Cultural Competence Initiative

Phase I. Facilitated Awareness Training Roll-Out

Phase II. Evaluation feedback/needs assessment

Phase III. Follow up trainings targeted based on data to ensure ongoing development

- Includes Local and National Experts
- Module format online and DVD for flexibility in training
- Interactive Group Exercises/Training Within School Sites

Key Training Components

- Historical Perspective
 - How we got where we are (focused on local history)
- Principles for Culturally Responsive Teaching
 - Concrete practices and action steps
- Student voices
 - Student perspectives about difference and experiences in school
- Cultural Self Test
 - Self assessment Reflective Exercise
- Facilitator Guide
 - Help facilitators lead participants through the same interactive training process across sites
- Participant Guide
 - Provides Guidance during training and serves as concrete resource to

Learning Targets

All Staff

- Awareness of relationships between privilege, power and difference
- Awareness of implicit bias, deficit perspectives and how they are perpetuated
- Understanding historical aspects of current gaps
- Reflect on the roots of personal prejudice/personal bias (through content and self assessment)
- Review of current educational issues around educational inequities/disproportionality issues and institutional realities
- Understanding of importance of collaborative relationships in the work

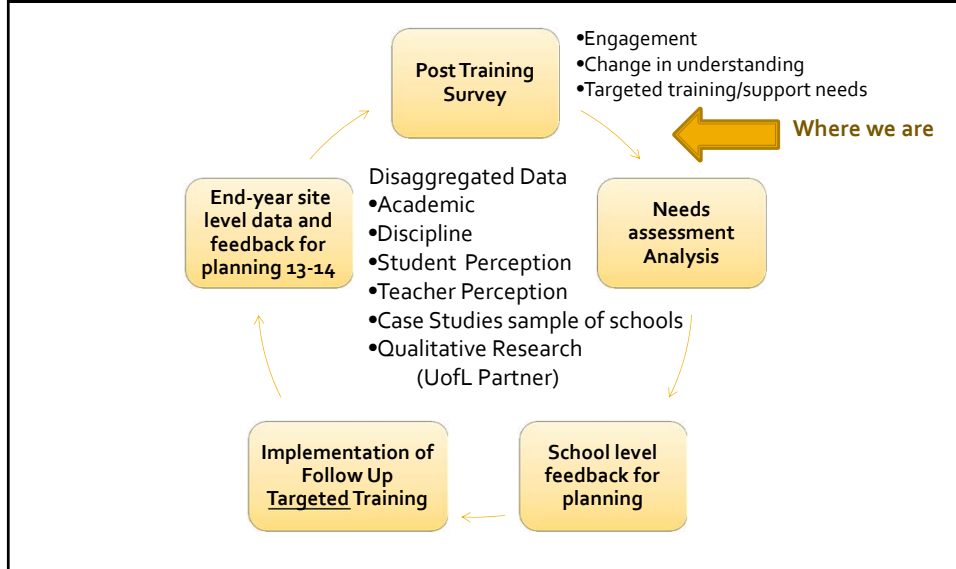
Specific to Instructional Staff

- Increased understanding of how cultural identity impacts teaching and learning
- Exposure to core culturally responsive practices that improve school and student outcomes

Strategic Plan: 100% Staff Trained

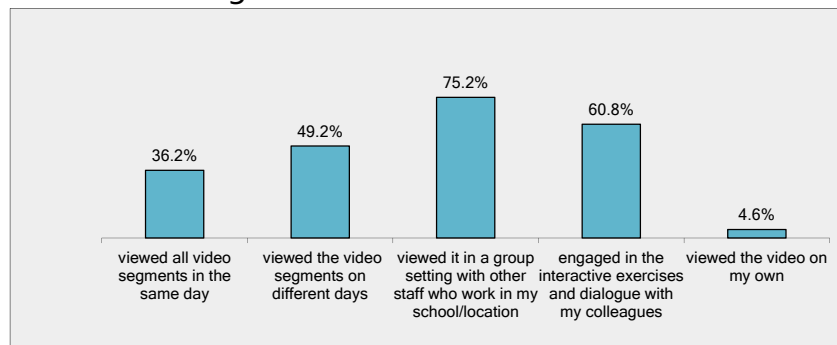
- Groups Trained
 - Board of Education, Superintendent and Cabinet
 - Principals & Assistant Principals
 - Counselors
 - School Clerks, Custodians, Cafeteria staff
 - Teachers and Teacher Assistants
 - Central Office Staff (administrators and clerical)
 - Bus Drivers & Mechanics
 - General Maintenance

Evaluation Design



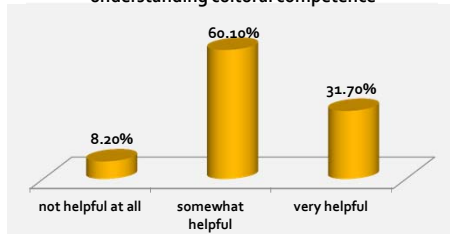
Roll-Out Dynamics- Schools

- Initiative implementation varies by school
- 75% engaged in the training with their colleagues
- 61% engaged in interactive exercises and dialogue with colleagues

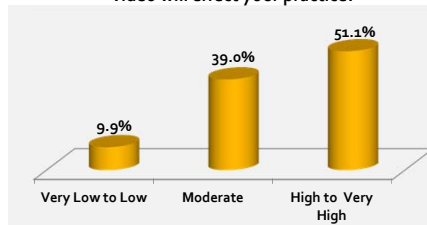


Teachers

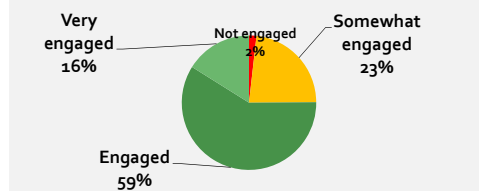
Teacher report of helpfulness of training for understanding cultural competence



To what extent do you feel this awareness video will effect your practice?



Overall level of engagement during training (n=2341)



Preliminary Teacher Needs for Targeted Follow Up Training

Topical Area	Percent of Teachers
Connecting with families /Increasing parent involvement	52.2%
Supporting students that live in poverty	45.3%
Understanding the relationship between culture and discipline	44.7%
Using the culture of students in your curriculum/lessons/classrooms	36.9%
Supporting English language learners	32.0%
Supporting African-American students	29.8%
Supporting students with disabilities	28.1%
Supporting Immigrant or refugee students	26.0%
Supporting multi-racial students	21.9%
Understanding religious diversity	21.2%
Supporting Latino students	18.9%
Supporting male students	16.3%
Using disaggregated data to support improvement	15.3%
Understanding the historical context of diversity	13.0%
Supporting female students	12.2%
Supporting Asian students	12.2%
Supporting Indian students	9.2%