

Leading the Charge for Culturally Responsive Teaching: The Role of the Administrator

Thank you for taking our opening survey below.

Workshop Facilitators:

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<https://forms.gle/Cm56jSDJkuHXeHEd7>

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Who Are You? What Are Your Beliefs?



Volley & Serve Activity (10 minutes)

Examining Your Beliefs and Assumptions

- Review of Entry Survey
- Video Clip “Do the Right Thing”
- Defining Culturally Responsive Teaching (Concept Web)

“Do The Right Thing” Video Clip

[VIDEO LINK](#)

Examining Your Beliefs and Assumptions (2)

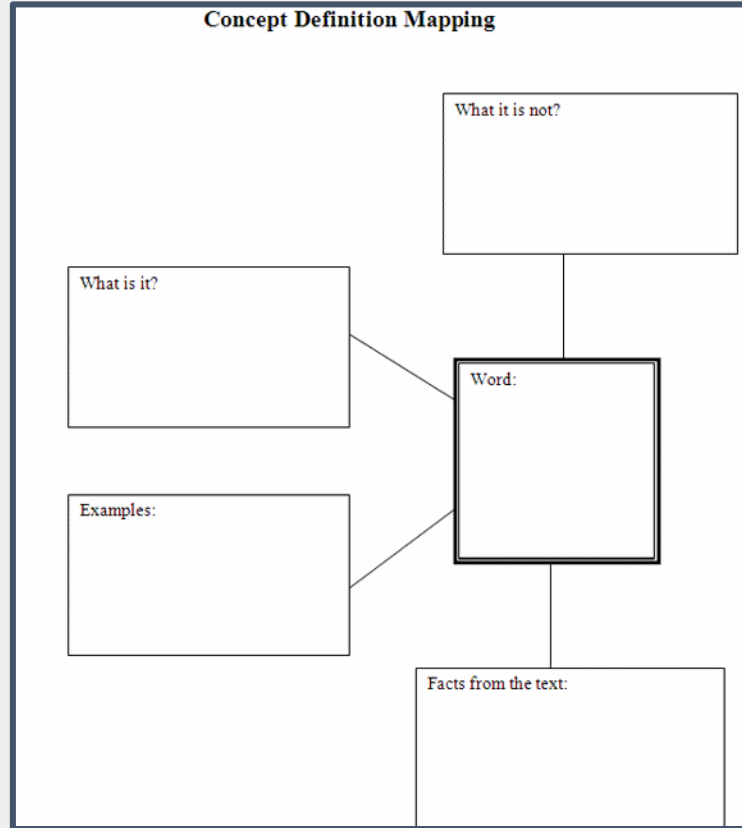
Turn and Talk Activity (3 minutes):

Discuss the correlation between this video and a possible classroom.

Share Out Opportunity

Examining Your Beliefs and Assumptions (3)

Concept Web Activity



Defining Culturally Responsive Teaching

Poll Response Directions:

Audience text to 37607 and then type [AMEENAHPOOLE240](#) to join the session

Read and respond using A, B, or C in the same text message thread.

Defining Culturally Responsive Teaching (2)

Which definition would you associate most with culturally responsive teaching?

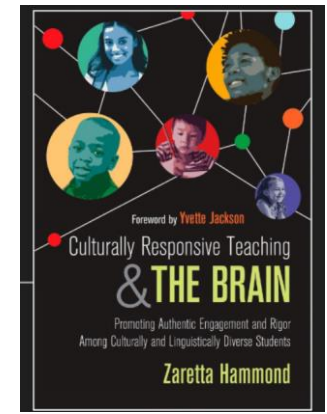
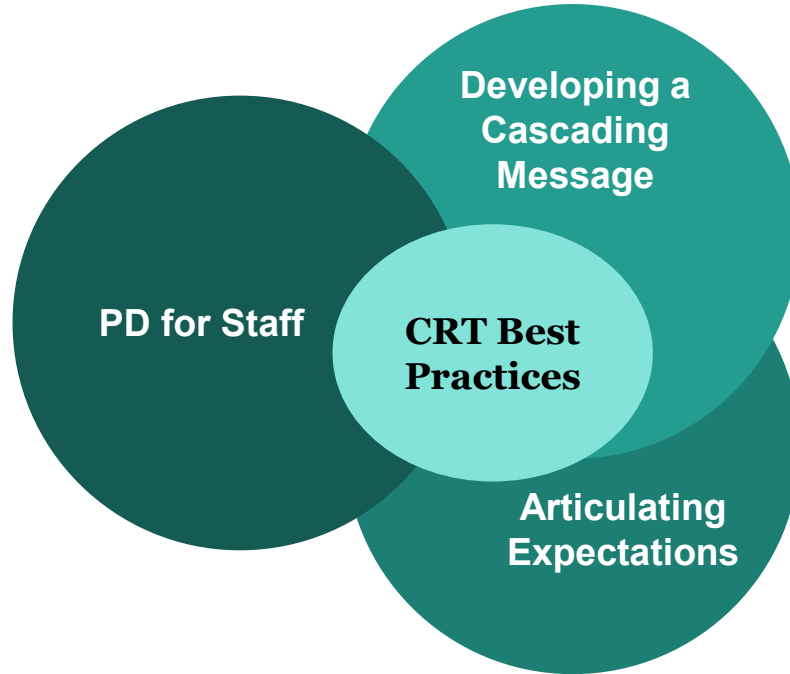
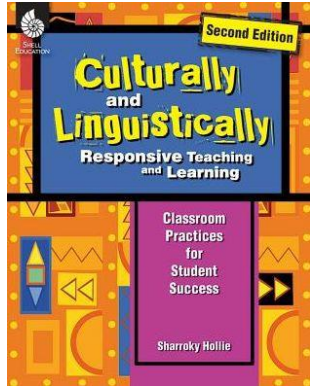
You can respond once

- 0 The process of using familiar cultural information and processes to scaffold learning. Emphasizes communal orientation. Focused on relationships, cognitive scaffolding, and critical social awareness. -Zaretta Hammond
- 0 Using the cultural knowledge, prior experiences, frame of reference and performance styles of ethnically diverse students to make learning encounters more relative to and effective for them.- Geneva Gay
- 0 A pedagogy that empowers students intellectually, socially, emotionally, and politically by using culturally and historical referents to convey knowledge, to impart skills, and to change attitudes. - Ladsing-Billings

Complete final section on Concept Web

Exploring the Role of the Leader

Staff Book Book Study



Administrative Book Study

“Principals must ensure teachers receives the training necessary to better connect students and curriculum, to strengthen instruction practice, to heighten student engagement and ultimately increase student academic success.”

Exploring the Role of the Leader: Hiring Practices

“A quality teacher can teach a student from any race or ethnicity regardless of their own, but a culturally responsive orientation is necessary.”

- Cultural Responsive Starts in the Principal’s Office by Dr. J. Ellison (2018)



Exploring the Role of the Leader: Hiring Practices (2)

- The composition of a **diverse** (included, but not limited to racial and/or ethnic background) interview
- Seeking individuals who are empathetic.
- Individuals who have a variety of diverse experiences.
- Show evidence of an infusion of innovative activities/projects.
- During demo lesson and/ or interview process demonstrates their ability to actively lesson.



Use cultural competency interview questions is key to unlocking all of the above.

Exploring the Role of the Leader: Hiring Practices (3)

Turn and Talk Activity (3 minutes):

Discuss your thoughts on the following quote:

“Color blindness has no place in classroom instruction because it neglects important and unique aspects of student identity.”

-Dr. Joseph Ellison

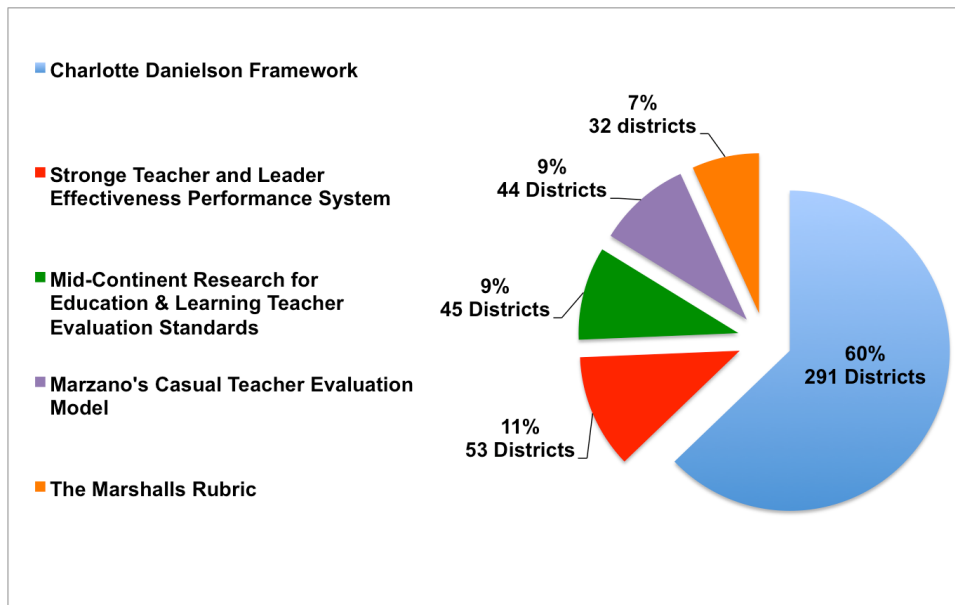
Share Out Opportunity

Development of Systems to Ensure Culturally Responsive Teaching

- Lesson Planning & Activity Selection
- Evaluation & Monitoring
- Student Voice
- PLCs: Teacher Voice
- Parent Forum

Comparison of Teacher Evaluation Models

New Jersey schools use a multitude of different teacher evaluation models, including major frameworks recognized nationally and regionally and individual models developed by school districts and approved by the state. NJ Spotlight (February 2013) lists the most popular models from a total of 85% of districts reporting (496) at the time of the article. Five models accounted for over 95% of districts reporting at that time



Reference: [NJ Spotlight \(2013\) List of most popular models](#)

Small Group Activity:

**Stronge
Teacher & Leader
Effectiveness
Performance
System**

**Charlotte
Danielson
Framework**

**Mid-Continent Research
for
Education and
Learning (McREL)
Teacher Evaluation
Standards**

**Marzano's
Casual
Teacher
Evaluation
Model**

**The
Marshall
Rubrics**

Next Steps for Culturally Responsive Teaching

Poll Response II:

Read and respond using A, B, or C in the same text message thread.

Student Voice

Classroom Culture of Instruction Rubric

Room # _____

| Category | 4 points | 3 points | 2 points | 1 point | Score: |
|---|---|--|---|---|--------|
| Visual Impact/ Student Work "Best Overall" | "In Awe!" "Fabulous" | "That's a job well done!" "Nice job!" | "Okay, I see where they were going with that." | "What?" "I don't get it!" | _____ |
| Craftsmanship (Organized) | The room is exceptionally attractive in terms of neatness. Well constructed and not messy. The craftsmanship and skills are excellent. | The room is attractive in terms of neatness. Good construction and not very messy. The craftsmanship and skills are good. | The room is acceptably attractive though it may be a bit messy. The craftsmanship and skills are average. | The room is distractingly messy and/or the craftsmanship and skills are poor. | _____ |
| Completeness (Use of space) | Space was well utilized. | Space was not utilized to the full extent or some items seem out of place. | Space is somewhat complete. Decorating was attempted. | Decorating was not attempted or not complete. | _____ |
| Originality "Most Creative" | Exceptional use of new ideas and originality. "Very creative." | Good use of new ideas and originality to be creative. | Average use of new ideas and originality. "Somewhat creative." | No use of new ideas and originality. "Not Creative." | _____ |
| Thematic Approach | Room has catchy thematic decorations and communicate s a full thematic approach. | Room has good communication of selected theme. | Room is average and common. Somewhat speaks to a theme. | Room does not communicate a theme at all. | _____ |

Comments: _____

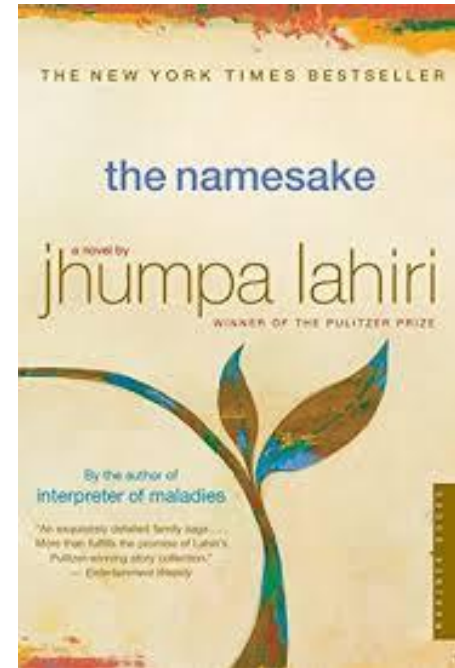
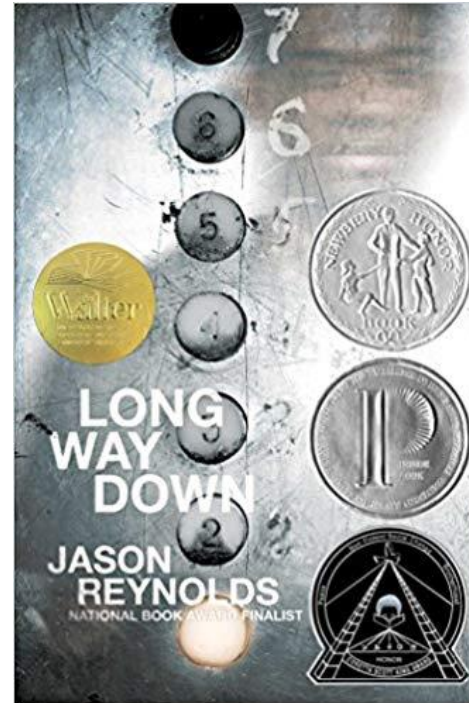
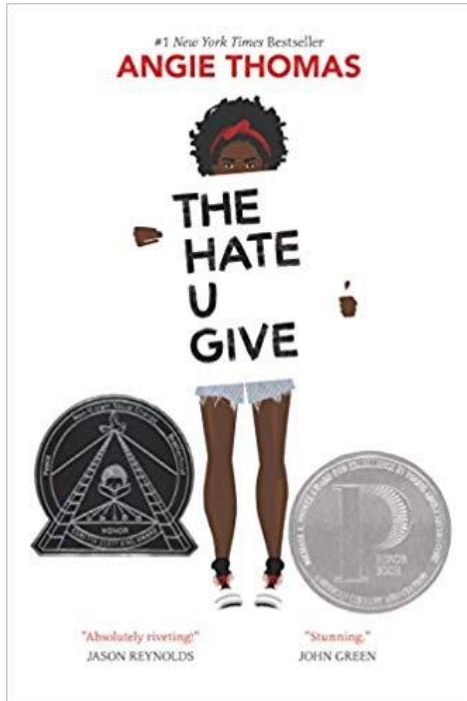
Student non-evaluatory walkthroughs which provided valuable information/ perspective about classroom decor that was relevant.

PLCs: Time for PD & Collaboratively Planning



Teacher Voice

(4th Quarter Culturally Relevant Novel Studies)



Parent Forum

An opportunity to share academic strategies to use at home, keep parents Informed and get their input on building programs.

CICELY L. TYSON COMMUNITY SCHOOL
OF PERFORMING AND FINE ARTS

PARENT CORNER DATES

2018-2019
MONTHLY MEETINGS

Thursday, November 15, 2018
Wednesday, January 23, 2019
Thursday, March 21, 2019
Wednesday, May 22, 2019

Time: 6 PM
Location: 1st Floor Media Center
Walnut Street Entrance

Light Refreshments Will Be Served

The use of Super Bowl commercials
and culturally relevant music to
model what's going on in the
classroom and to teach at
home strategies.

“Understanding Inferencing”

Cicely L. Tyson Parent Corner
Facilitators: Carter & Poole
January 23, 2019

“Teacher versus Student” Video

[Video Link](#)

Leading the Charge for Culturally Responsive Teaching: The Role of the Administrator (continued)

- Questions
 - Comments
 - Concerns