

Increasing Cultural Responsiveness in Schools, Districts, and the Community to Support Teaching and Learning

Alliance District Symposium
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Kimberly Audet, Ed.D.

Associate Education Consultant

Bureau of Educator Effectiveness, Talent Office, Connecticut State Department of Education

Tamika P. La Salle, Ph.D.

Assistant Professor

Neag School of Education, School Psychology Program, University of Connecticut

Kaitlyn O'Leary

Director of Strategic Initiatives, Norwich Public Schools

Kim Wachtelhausen

Education Consultant

Bureau of Educator Effectiveness, Talent Office, Connecticut State Department of Education

Learning Targets

Participants will:

- Identify how to apply the ideas in the Connecticut Standards for Professional Learning with a focus on the Cultural Competence standard
- Identify the connection between cultural competence and the Equity Plan
- Learn about current efforts within the state targeting cultural competence and equity

Connecticut Standards for Professional Learning



Overview of the Cultural Competence Standard



Professional learning that enhances both educator practice and outcomes for each and every student facilitates educators' self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally-responsive strategies to enrich the educational experiences for all students.

Understanding the Impact of Culture on Our Everyday Lives



Culture Defined

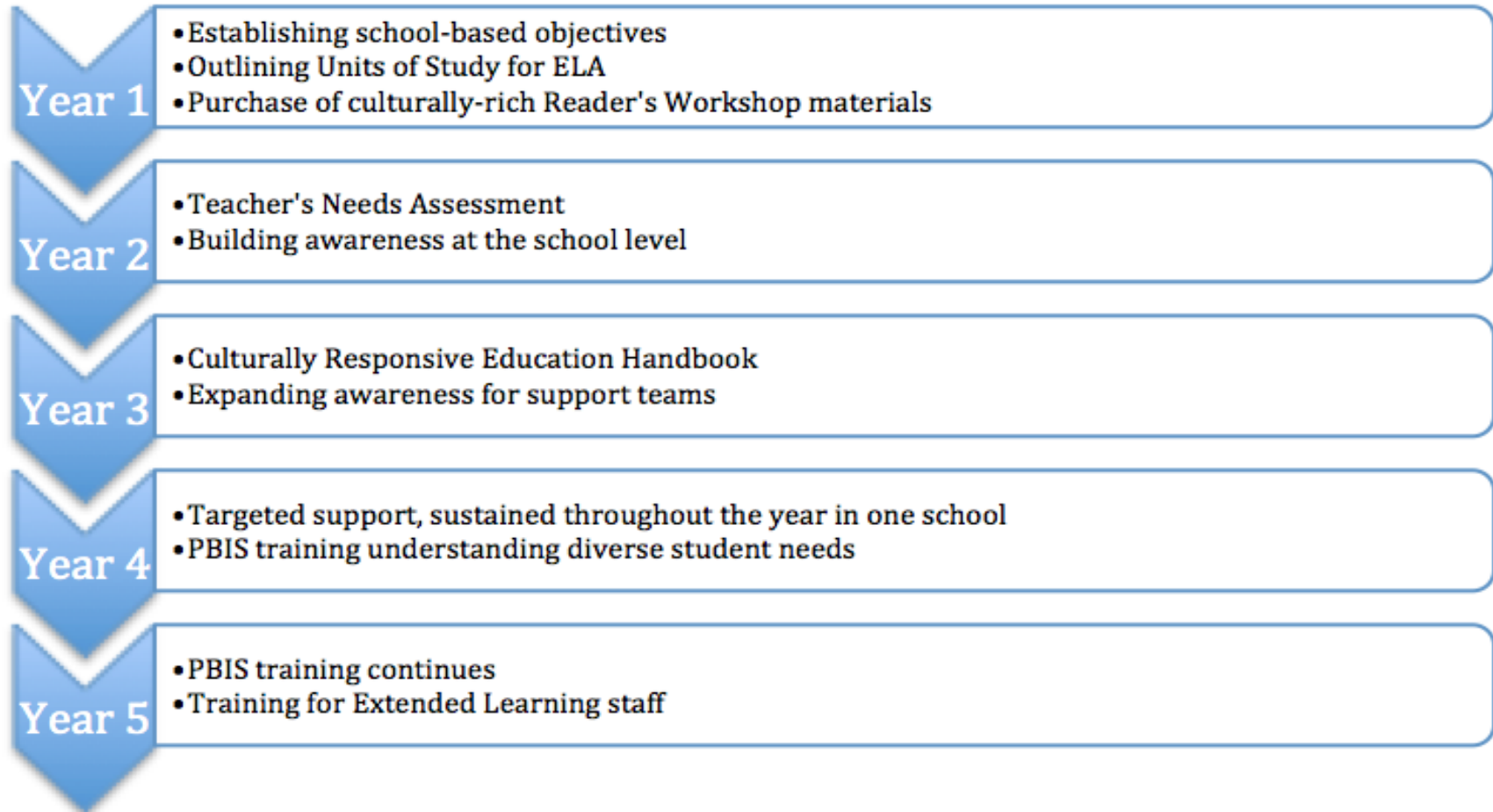
Culture is a set of values, beliefs, or behaviors shared by a group of people based on race, geography, socioeconomic status, experiences, or other unifying denominators. Cultural norms guide the ways that individuals assign meaning to, interact with, and adapt to different contexts. Culture is ever evolving and is affected by an individual's development, experiences, and surroundings.

Culture, Cont.

Culture includes, but is not limited to:

- Race/Ethnicity
- Family values and norms
- Individual characteristics
- Geographical influences
- Socioeconomic Status (SES; used as a proxy for free/reduced lunch)
- School influences
- Community influences
- Government influences

Overview/Timeline of Partnership



Needs Assessment

Administrator/Teacher Needs Assessment

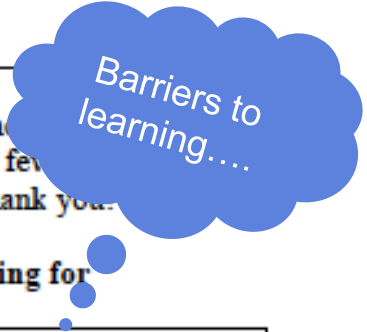
Please check one: High School Middle School Elementary School Other

Your position: _____ School Name: _____

Highest Degree (please check one): Bachelors Masters Specialist Doctorate

Grade Taught: _____ Teaching Experience (Years): _____ Content Area(s): _____

The purpose of this brief assessment is to survey the emotional, behavioral and social concerns in your school that can be barriers to learning, which can affect the academic performance of your students. Please take a few minutes to complete the survey and return in the attached reply envelope and/or assessment facilitator. Thank you.



1. Please list, in order from 1-5 (1 being the most significant barrier), the greatest barriers to learning for students in your school.

Depression	Difficulty concentrating	Anxiety
Promiscuity	Suicidal thoughts or expressions	Self-harmful behavior
Anger	Social issues	Home environment
Lack of parental support	Fighting	Cultural issues
Teasing	Bullying	Sleeping in class
Skipping class	Truancy	Eating disorders
Crying	Overly active (hyperactive)	Low self-esteem
Peer relations problems	Alcohol use	Drug use
Disrespectful to others	Use of profanity	Uncooperativeness
Authority issues	Social withdrawal	Sexual identity

Needs Assessment

2. Please rate the following statements from 1 – 5 (i.e. Strongly Disagree – Strongly Agree)

Statement	1 (Strongly Disagree)	2 (Disagree)	3 (Not Sure)	4 (Agree)	5 (Strongly Agree)
Teachers are often disrespected by students.					
It is easy to guide the behavior of the students at this school.					
The school is usually too noisy.					
Rules are obeyed by students.					
Students at this school have good self-control.					
There is good discipline at this school.					
This school has a quiet atmosphere conducive to learning.					
Rules are frequently broken by students.					
Students are orderly.					
This school is a safe place.					
Students here fight a lot.					
Parents attend PTA meetings.					
At this school, parents frequently volunteer to help on special projects.					
Parents rarely attend school activities.					
At this school, parents frequently volunteer to help in the classrooms.					
Parents visit the school on a regular basis.					

Perceptions of Orderliness and Parent Involvement

Please describe any cultural issues (i.e., language barriers, SES, education, etc.) that have an impact on student learning in your school or classroom:

Thank you for your time and information!

Teacher Needs Assessment Surveys

- Purpose

- Identify perceptions

- Barriers to learning

- School orderliness

- Parental involvement

- Guide targeted efforts for identifying effective strategies

School Climate Data

Descriptive Statistics^a

	N	Minimum	Maximum	Mean	Std. Deviation
CLIMATE	37	.00	3.82	2.7641	.59438
PARENT	39	.00	3.00	1.9590	.53347
Valid N (listwise)	37				

a. schoolname = 2

Statement	1 (Strongly Disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Strongly Agree)
Teachers are often disrespected by students.					
It is easy to guide the behavior of the students at this school.					
The school is usually too noisy.					
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Please describe any cultural issues (i.e., language barriers, SES, education, etc.) that have an impact on student learning in your school or classroom:

Thank you for your time and information!

What Does This Mean

- On a scale of 1-5 (more favorable school climate) - teachers at Kelly reported a 2.76 indicating a below average school climate
- Teachers reported 1.96 or significantly lower than average perceptions of parental involvement

Top Barriers to Learning

1. Peer Relations
2. Uncooperative
3. Lack of Parental Support
4. Disrespect

Narratives

- “Some families believe this child's poor behavior is ours to deal with and not their problem too. (Lack of feeling of partnership) low value placed on doing well in school, but will place blame on the lack of involvement in projects on assignments to be worked on”
- “Family does not place a high value on education because many parents/guardians lack it themselves. ”
- “Language barriers + SES, lack of parent involvement. ”
- “Lack of access to technology at home. ”
- “ SES is a major issue in our schools today. ”
- “High number of English Language Learners. ”
- “Students that have no language skills are at a tremendous disadvantage. ”

Handbook

? Handbook:

- ? District and school level demographic information
- ? School and community resources
- ? Highlights of CRE training

Resources

School Climate Questionnaire

[Georgia School Climate Surveys](#)

CSDE: CT Standards for Professional Learning

[Cultural Competence Podcast](#)

CSDE: Cultural Competence Standard “At-a-Glance”

[At-a-Glance](#)

Questions



Contact Information

Kimberly Audet, Ed.D.

Associate Education Consultant

kimberly.audet@ct.gov

Tamika P. La Salle, Ph.D.

Assistant Professor

tamika.la_salle@uconn.edu

Kaitlyn O'Leary

Director of Strategic Initiatives

koleary@norwichpublicschools.org

Kim Wachtelhausen

Education Consultant

kim.wachtelhausen@ct.gov