## USING AN EQUITY LENS TO MAGNIFY STUDENT SUCCESS

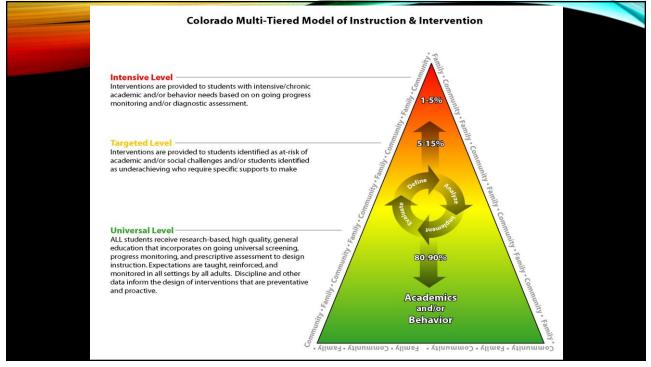
#### Rhonda Nese, PhD University of Oregon

2024 BEST/VTmtss Summer Institute

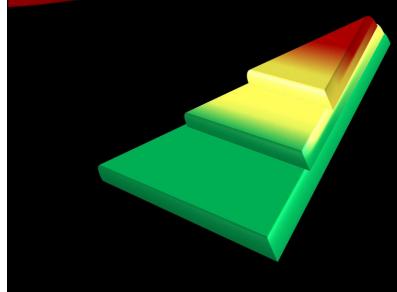
June 25<sup>th</sup>, 2024

Killington, VT

## WHAT IS THIS MTSS THING?



## WHAT IS THIS MTSS THING?



Tier 3: Provided to Few

Tier 2: Provided to Some

Tier 1: Provided to All

### IMPACT OF MTSS



#### ARTICLE

Addressing the Need for Spanish Literacy Assessments Within the Context of Bilingual MTSS: Investigating the Technical Adequacy of ISIP Español for Grades 3-5 Basaraba, Deni L.; Ketterlin-Geller, Leanne R.; Sparks, Anthony; Bethesda: Routledge School psychology review, 2022-07, Vol.51 (4), p.468-483



REER REVIEWED

#### BOOK Demystifying MTSS: a school and district framework for meeting students' academic and social-emotional needs

Navo, Matt ; Williams, Amy; Bloomington, IN: Solution Tree Press, a division of Solution Tree; 2023 "In Demystifying MTSS: A School and District Framework for Meeting Students' Academic and Social-Emotional Needs, authors Matt Navo and Amy Williams guide...



#### ARTICLE Strengthening MTSS for Behavior (MTSS-B) to Promote Racial Equity Fallon, Lindsay M.; Veiga, Margarida ; Sugai, George; Bethesda: Routledge

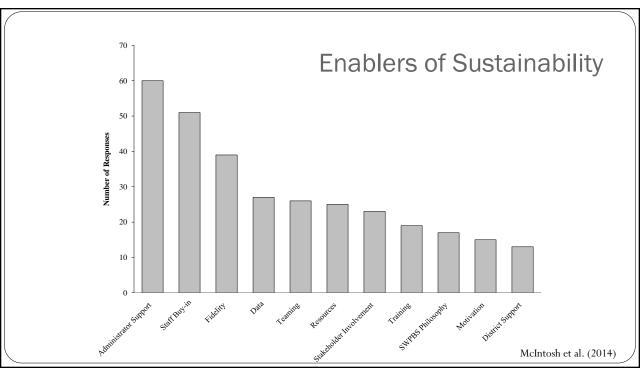
School psychology review, 2023-09, Vol.52 (5), p.518-533

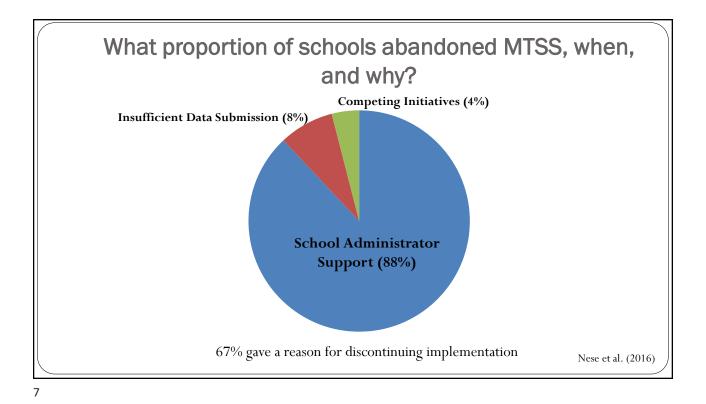


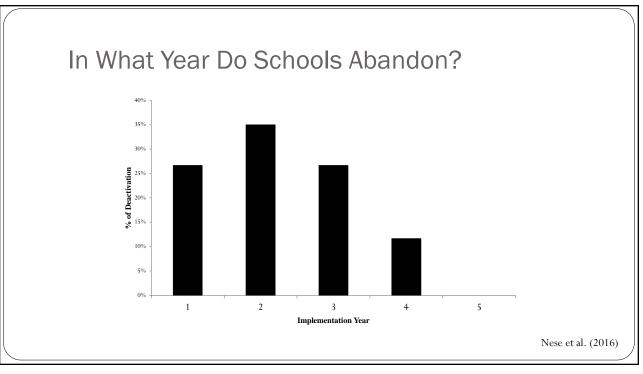
#### ARTICLE Combining MTSS and Community-Based Mentoring Programs

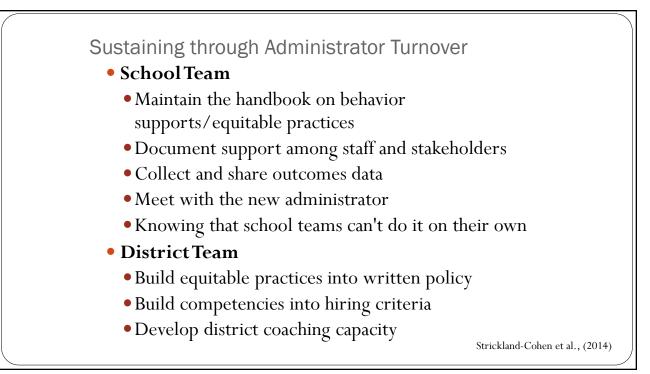
Hart, Mackenzie J.; Flitner, Anna M.; Kornbluh, Mariah E.; Thompson, Daria C.; Davis, Amanda L.; Lanza-Gregory, Jody ; McQuillin, Samuel D.; Gonzalez, Jorge E.; Strait, Gerald G.; Bethesda: Routledge School psychology review, 2024-03, Vol.53 (2), p.185-199 .... Herein, we propose a novel mental health service-delivery framework to offset these challenges by

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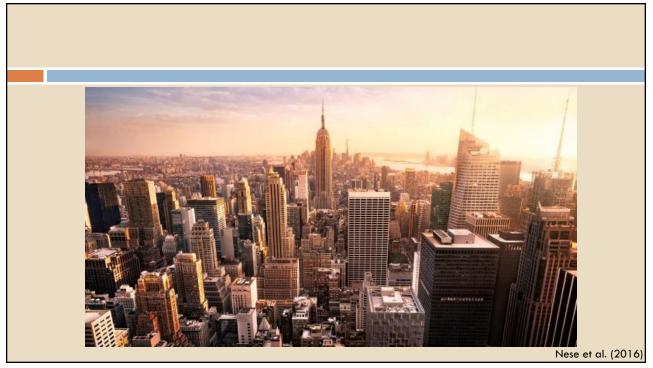


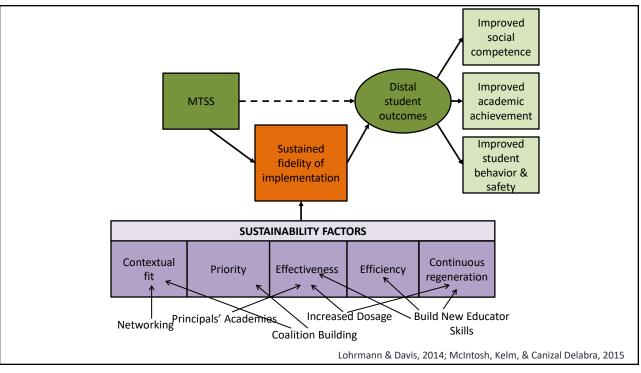




# Which classroom practices best predict sustained implementation?

- Expected behaviors defined clearly
- Problem behaviors defined clearly
- Expected behaviors taught
- Expected behaviors acknowledged regularly
- Consistent consequences
- CW procedures consistent with SW systems
- Options exist for instruction
- Instruction/materials match student ability
- High rates of academic success
- Access to assistance and coaching
- Transitions are efficient





### Taken all together...

#### • Team using data

• Share out with your staff, successes and needs

#### • Preparedness for staff/administrator turnover

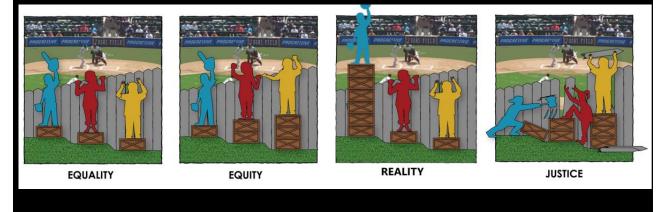
- •Team-focus
- Training for new staff

#### Classroom systems

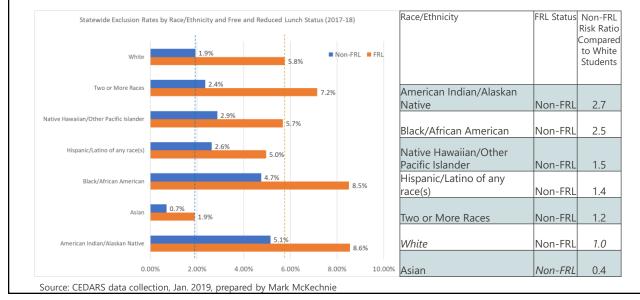
• Bring equitable practices into the classroom

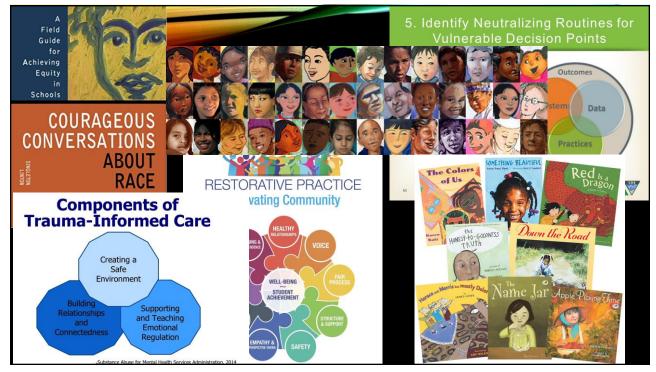


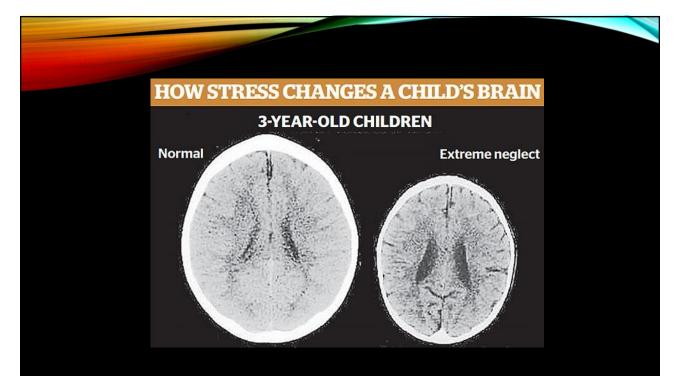
### From Equality to Justice...

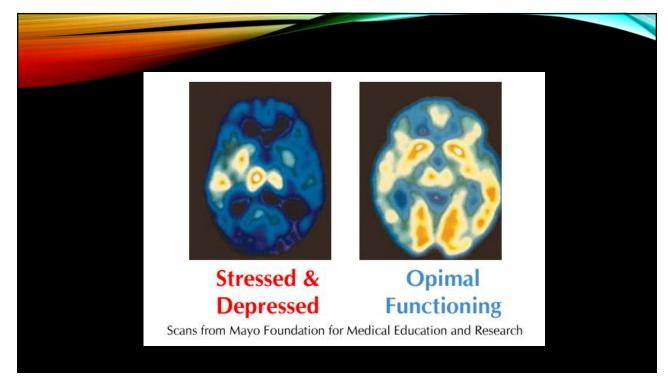


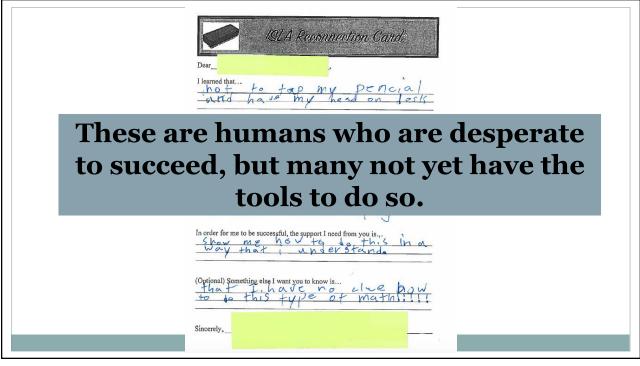
#### **Racial Disparities Persist When Controlling for Income**













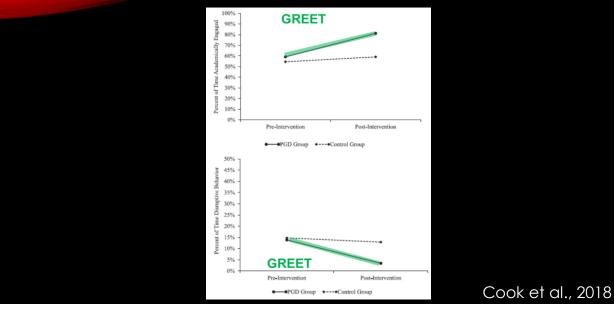
### What makes class a welcoming and supportive place?

"I feel that when a class is welcoming it is easier to focus and not as stressful unlike a class that isn't welcoming. A way that a class can be welcoming is when a teacher greets you every day and supports you and helps everyone out. It truly makes a difference."

Nese et al., 2022

THE INCLUSIVE SKILL-BUILDING

## THIS IS NOT TOUCHY FEELY, THIS IS SCIENCE







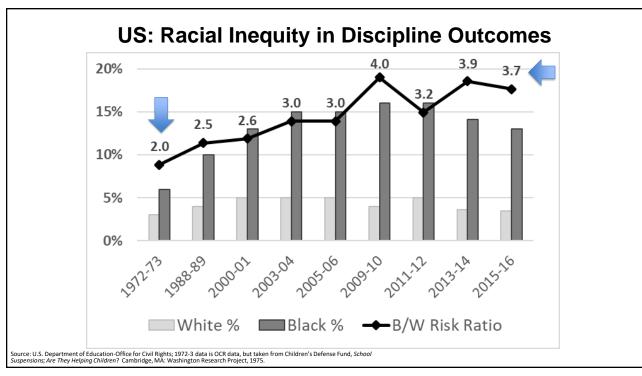
Laurie Brooks, 2021

### What makes class unwelcoming for students?

"I feel like there are some kids that get called out more than others, like I can see two kids doing the exact same thing and because one doesn't have as great a reputation then they get instantly called out on, even if they weren't doing anything."

Nese et al., 2022

THE INCLUSIVE SKILL-BUILDING



### STUDENTS AS SOCIAL JUSTICE WARRIORS

"Working for justice and engaging in activism helps students build skills like leadership and critical thinking, and correlates positively with their political participation and their civic engagement and their commitment to their communities later in life."

Noguera et al., 2015

# How could teachers improve the transition back to class, for students who are sent out?

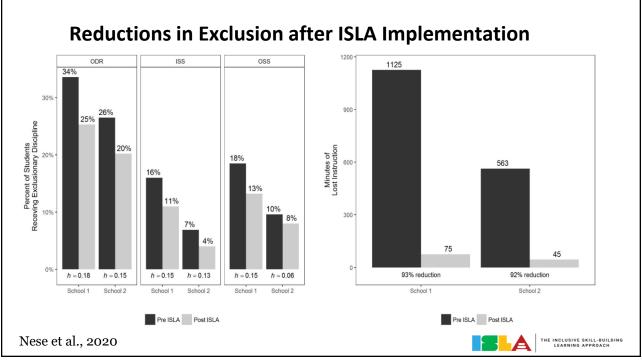
"Some teachers send them down (to the front office) for the rest of the class period – and I feel like when they do that it just makes it hard for the student because of the work that they missed. Sending them out then bringing them back right away makes it 10 times better."

"I think it's best if whoever is sent outside is talked to in a way that is like, "Why did you do that?" "What got you to that point?" instead of, "What you did is wrong and you need to make up for it," because the student usually wasn't personally attacking the teacher. They were off task."

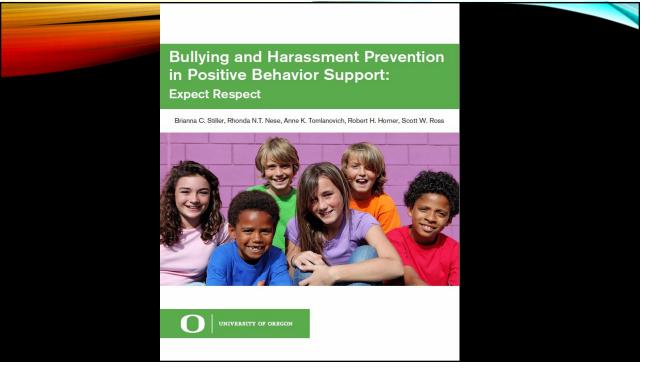
task."

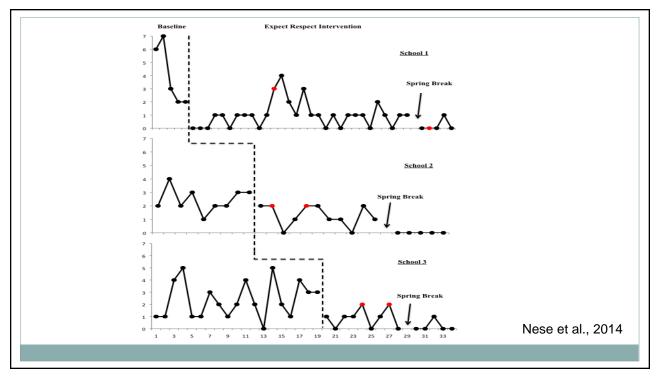
Nese et al., 2022; Santiago-Rosario et al., In progress

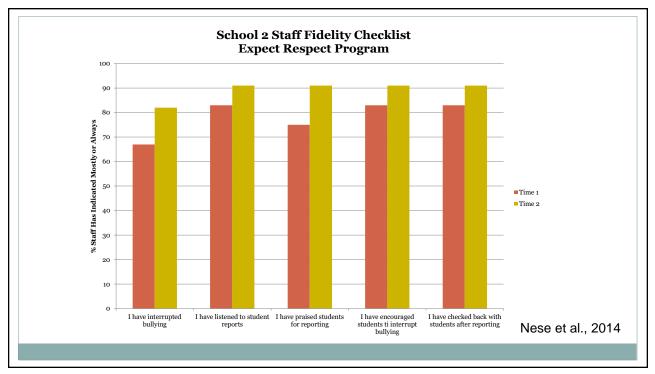


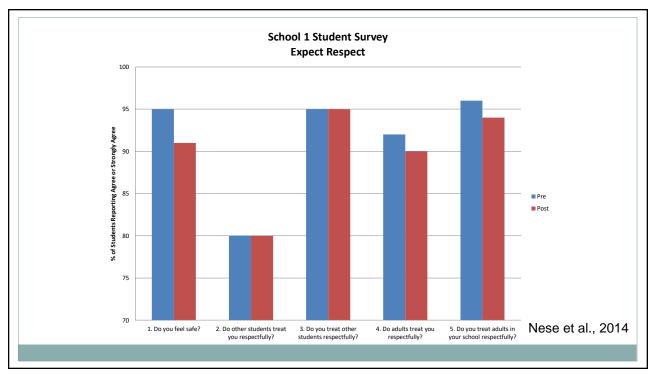












### Student Random Sampling

Entire District by Grade February 2016

<ol> <li>What is the first thing you do if someone is being disrespectful towards you?</li> </ol>										
	к	1	2	3	4	5	6	7	8	
0 Child doesn't know.	2	2	1	1	1	1	5	5	3	
1 I tell my teacher or trusted adult	3	1	2	3	1	1	5	2	6	
2 I tell them to stop (or stop, walk and talk)	31	31	42	37	37	38	32	39	33	
Total	36	34	45	41	39	40	42	46	42	
Percent of students with a 2, or 1 (knew to stop)	94%	94%	98%	98%	97%	98%	88%	89%	93%	

2. If you tell them to stop and they don't what do you do

	к	1	2	3	4	5	6	7	8
0 Child doesn't know.	1	1	2	1	3	2	8	9	3
1 I tell them to stop	2	5	1	3	1	2	4	1	6
2 Stop, walk and talk / tell my teacher or trusted adult	33	28	42	37	35	36	30	36	33
Total	36	34	45	41	39	40	42	46	42
Percent of students with a 2, or 1 (knew to stop)	97%	97%	96%	98%	92%	95%	81%	80%	93%





### **Expect Respect Community Coalition**



#### Mission

The Expect Respect Community Coalition integrates positive and respectful behavior through active sharing, teaching and supporting the common message, promoting a healthy, safe and engaged community for all.

#### Visior

Give it. Get it. Expect Respect!





6/17/2024



Laurie Brooks, 2021

6/17/2024

# What makes class a welcoming and supportive place?

"I feel like, if you had a teacher that is accepting and supportive, it's gonna make you want to go to class more, because if you go to class and you have a teacher that makes you feel safe and secure, you're gonna want to be there with them."

(And another student followed)

"And in turn, you're going to want to learn after that, if you want to be there."

Santiago-Rosario et al., In progress





## **EVERY CHILD WANTS TO KNOW:**

Am I acceptable? Can I trust you with my big feelings? Do you respect me even though I'm little? Do you see my light even when I'm not shining it? Will you love me through it all?

-Rebecca Eanes

## WHO WAS YOUR PERSON?



# **WOW! BUILDING RELATIONSHIPS**

₩

- Sets a positive tone
- Promotes sense of belonging
- Builds trust
- Rooted in science
- No cost, no prep!

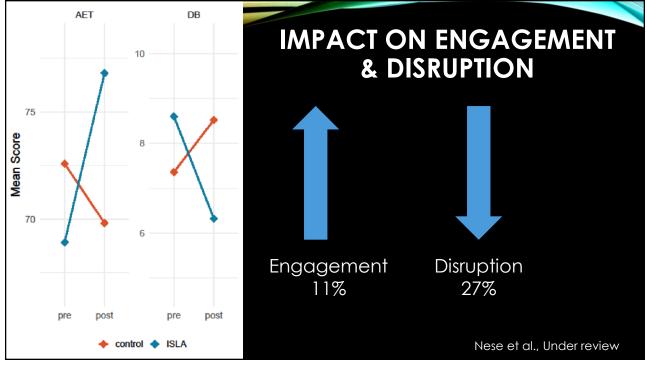


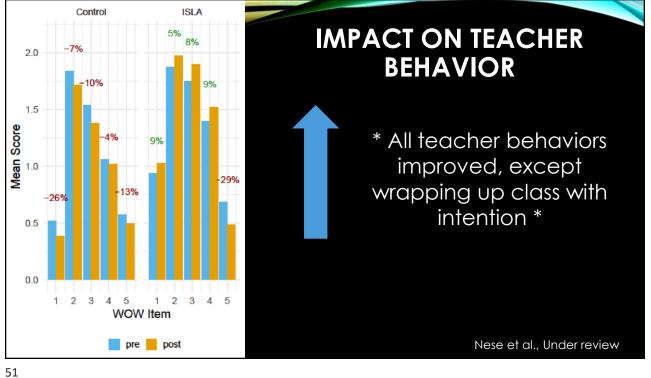


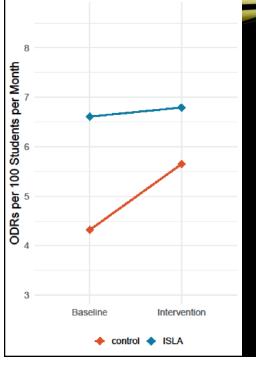
Own your environment: establish and teach routines

Wrap up class with intention

Nese et al., 2021



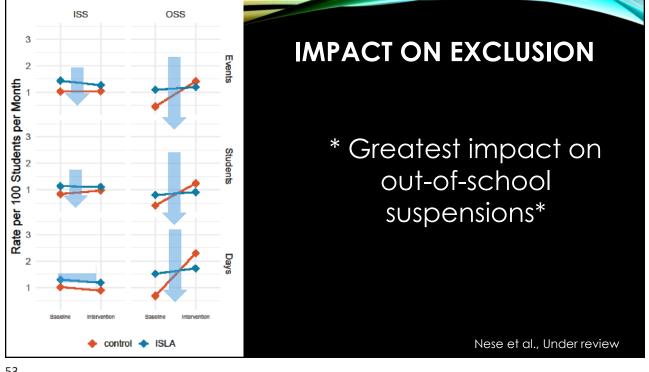




## IMPACT ON OFFICE DISCIPLINE REFERRALS

\* For treatment schools the honeymoon phase continued\*

Nese et al., Under review

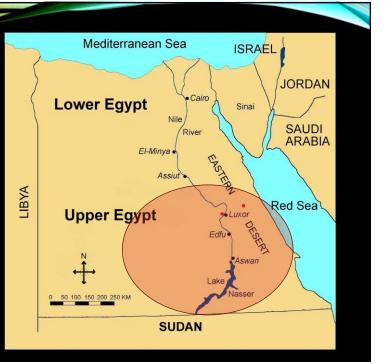


6/17/2024

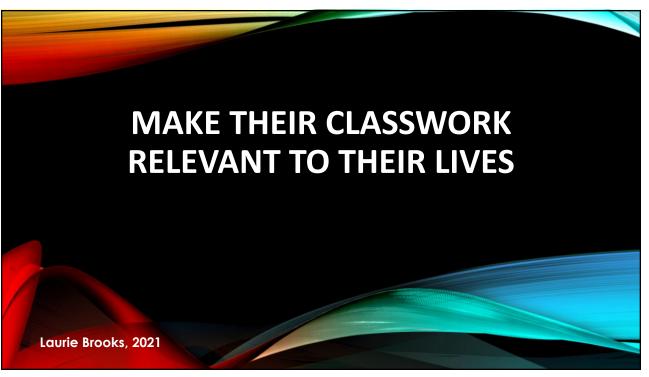
# WHY GREETING IS SO IMPORTANT

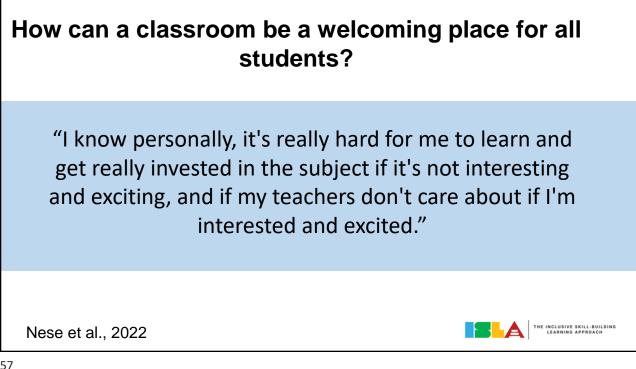
### "I can just tell every day when he walks into class, he's going to end up getting kicked out."

# Academic Booster at the Door



6/17/2024





### What Is CRP/CRT/CSP?

**Culturally sustaining pedagogy** recognizes the importance of including students' cultural references in all aspects of learning.

Culturally sustaining pedagogy rests on three criteria:

- 1. Students must experience academic success
- 2. Students must develop and/or maintain their cultural pride and integrity
- 3. Students must develop a critical consciousness through which they challenge the status quo of current social inequities

Sources: The Dreamkeepers (1994) and "That's Just Good Teaching" (1995), Gloria Ladson-Billings

#### The iceberg concept of culture

Surface Culture Above sea level Emotional level: relatively low

Deep Culture

-

J<mark>nspoken Rules</mark> Partially below sea level Emotional level: very high food • dress • music visual arts • drama • crafts dance • literature • language celebrations • games

courtesy • contextual conversational patterns • concept of time personal space • rules of conduct • facial expressions nonverbal communication • body language • touching • eye contact patterns of handling emotions • notions of modesty • concept of beauty courtship practices • relationships to animals • notions of leadership tempo of work • concepts of food • ideals of childrearing theory of disease • social interaction rate • nature of friendships tone of voice • attitudes toward elders • concept of cleanliness notions of adolescence • patterns of group decision-making definition of insanity • preference for competition or cooperation tolerance of physical pain • concept of "self" • concept of past and future definition of obscenity • attitudes toward dependents • problem-solving roles in relation to age, sex, class, occupation, kinship, and so forth

AFS Intercultural Programs Inc., Copyright 2010

### What Is It Not?

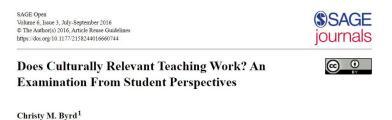
- Students of different races don't need to be taught differently.
- So much more than pictures on the walls or books on the bookshelf.
- Teachers do not need to have the same cultural background as their students to create a culturally sustaining classroom.
- Teachers are not "experts" on the cultures and identities of their students.

Sources: <u>http://blog.curry.virginia.edu/2015/10/14/5-tips-for-creating-a-culturally-responsive-classroom/;</u> https://steinhardt.nyu.edu/scmsAdmin/uploads/004/913/PCRE.pdf; http://www.ascd.org/publications/books/111022/chapters/Culturally-Responsive-Instruction.aspx

### Goals

- *Establishing inclusion*—creating an atmosphere in which students feel respected by and connected to one another.
- *Developing attitude*—creating a favorable disposition toward learning through personal relevance and choice.
- Enhancing meaning—creating thoughtful learning experiences that include student perspectives and values.
- Engendering competence—understanding that students are effective in learning something they value.

Source: http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx



Curisty M. Byru

"Culturally relevant teaching was significantly associated with academic development and ethnic-racial identity development."

> opportunities to learn about other cultures, and opportunities to learn about racism. Elements of culturally relevant teaching were significantly associated with academic outcomes and ethnic-racial identity development. The findings provide support for the effectiveness of culturally relevant teaching in everyday classrooms.

School Psychology Review 2018, Volume 47, No. 2, pp. 153–166 DOI: 10.17105/SPR-2017-0070.V47-2

Examining How Proactive Management and Culturally Responsive Teaching Relate to Student Behavior: Implications for Measurement and Practice

Kristine E. Larson

"Statistically significant association between observations of culturally responsive teaching and proactive behavior management practices, with observed positive student behaviors in classrooms."

> Norma L. Day-Vines Johns Hopkins University

Absract. The discipline gap between While students and African American students has increased demand for teacher training in culturally responsive and behavior management practices. Extant research, however, is inconclasive about how culturally responsive teaching practices relate to student behavior or how to assess using such practices in the classroom. Identifying practices that to student behavior or how to assess using practices that are associated with positive student behavior management and culturally responsive teaching practices ities in behavioral and academic performance. The current study examined the association between student behavior nors and the observed use of and teacher self-reported efficacy in using culturally responsive teaching and proactive the study of the student self-response to the study examined the association between student behavior and an experved use of and teacher self-reported efficacy in using culturally responsive teaching and proactive the student set of the study examined the study examined the association between student behavior and the observed use of and teacher self-reported efficacy in using culturally responsive teaching and proactive the student behavior and the study examined the association between student behavior and the observed use of and teacher self-reported efficacy in using culturally responsive teaching and proactive teacher and the observed use of and teacher self-reported efficacy in using the study examined the association between student behavior and the observed use of and teacher self-reported efficacy in using the study examined the association between student behavior and the observed use of and teacher self-reported efficacy in using the study and proactive and the observed use of and teacher self-reported efficacy in using the study teacher and teacher and the study teacher and the study teacher and teacher and teacher and teacher and te

Vol. 17, No. 3

International Journal of Multicultural Education

2015

Converging Recommendations for Culturally Responsive Literacy Practices: Students with Learning Disabilities, English Language Learners, and Socioculturally Diverse Learners

> Susan V. Piazza Western Michigan University

"Classrooms that promote culturally responsive instruction are grounded in the definition of literacy as a social justice practice and lead to more equitable learning opportunities in all areas."

ABSTRACT: This study examines culturally responsive pedagogy across the fields of special education, multicultural literacy education, and teaching English language learners. A systematic review of recommendations identified culturally responsive practices in five key areas: dialogue, collaboration, visual

# What do your teachers do to make the classroom a welcoming place for all students?

"I think just creating a community, where everyone's very open and friendly. Even in math and science and classes that are more work based. There's still an understanding but there's also a fun part, like, learning and having fun should be intertwined."

Santiago-Rosario et al., In progress





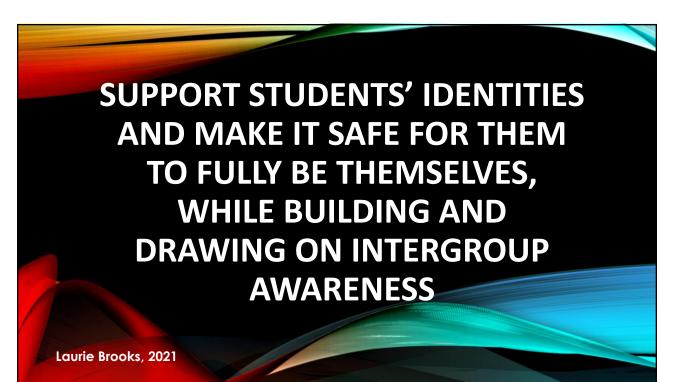
# What do your teachers do to make the classroom a welcoming place for all students?

"My teacher has this thing where every Monday he'll let people talk about what they did over the weekend. We'll just spend the first 15 minutes of everyone talking about what they did over the weekend."

Nese et al., 2022

THE INCLUSIVE SKILL-BUILDING





# What does your school do that makes students feel welcomed and supported?

"We have a strong community. We have lots of ethnicity groups and clubs. People can go to the Black Student Union, Latinx Student Union, Gay Straight Alliance, stuff like that. And you can just go and talk about your experiences in a safe environment. We need that community, you know?"

Santiago-Rosario et al., In progress















# What do your teachers do to make the classroom a welcoming place for all students?

"My teacher is very inclusive, he says, "guys, gals and non-binary pals," he just includes everybody in the spectrum. It was kind of unexpected, because most of the time it's like "boys and girls, your attention," but he went out of his way to say something different to include everybody."

Santiago-Rosario et al., In progress



## A little activity...



### **Affirmations as a Culturally Sustaining Practice**

I see you, I recognize, accept, and value you as you are. I understand and nurture your multiple identities: as a learner, as a person of color, your gender, religion, your abilities, your role in your family. None of these aspects of you are in conflict with me. You do not need to hide parts of yourself to be successful here.

# This is not touchy feely, this is science.

Being an educator is committing to heart work, each and every day.

6/17/2024

