

Culturally Responsive inquiry

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EDSL 505: Aligning Fiscal, Human, and Community Resources in Support of Schools Instructional

Mission

6/15/2022

Culturally Responsive Inquiry Question
How are we moving into a more culturally responsive environment for students?

Criteria for Inquiry
<ul style="list-style-type: none">-More Inclusive Language-Student Voices Amplified-Student-Centered Practices-Representative Instructional Materials-Specific Focus on Active Anti-Racist/Anti-Bias Practice-Staff Awareness/Interruption of Inequitable Practice-BROADER UNDERSTANDING OF THE BARRIERS TO SUCCESS-Community connections/engagement-Family voices amplified

Inquiry Findings

The inquiry began with an equity audit of the 7th-grade class. This class has been the most vocal about desiring diversity in instructional texts and Staff. Questions were provided based on the criteria Team 7 set, and nineteen students responded out of twenty-three (APPENDIX A). The findings showed that students feel they are culturally represented in the language and texts used for instruction, and their families are supported. Responses split when it came to feeling heard and their unique voice being given space. They also do not think cultural responsiveness is done with fidelity. They felt that they were seen and respected in specific areas within the school, but not all. When interviewing staff members, fidelity was also a significant concern.

The inquiry about cultural responsiveness continued with interviews with Overbrook Educational Center's Climate Lead- JC, Assistant Principal leader of the Climate and Culture Leadership Team - AE, and the Community School Lead at OEC - CR. The results were determined based on the criteria set by Team 7 (APPENDIX B). There were clear themes based on three categories: Culturally Responsive Practices that are currently occurring, complications to these practices, and what needs to happen to further these practices. They all agreed that the professional development and staff conversations that were implemented last year during virtual learning moved the OEC community forward in assessing culturally responsive practices and personal reflection on staff biases and lenses. The complication they all faced was the fidelity in which voices were heard and the consistency in which teachers implemented cultural responsiveness in their learning spaces.

Students and Staff alike assessed that systems needed to be put in place that allowed for more involvement and more honest communication between families and students. A student advisory board was brought up by all participants surveyed and interviewed. They all agreed they needed spaces where the majority voice was heard, not just a few. This would provide a more equitable collective voice. There have also been a few classes that have been trained in Peer Mediation, and there is a need for greater

training in this area and training school-wide with Staff, families, and students alike. There is also an upcoming initiative to widen family contact. Each person on the leadership team has been assigned to a list of families who have had little voice and input in decision-making. This is coupled with a more substantial presence in the future of the Home and School Board. The desire is to get a parent from each class to be a representative to attend H&S Meetings. Students and Staff are all seeing a need to cast a broader net to share in the diverse experience provided in the OEC community.

One-Year Action Plan

DATE for Professional Development	Plan	Goal
Common Preparation Time - Bi Weekly	<ul style="list-style-type: none"> ● Each time we meet we will hear from a teacher sharing a best practice of a CR activity and/or classroom practices 	<ul style="list-style-type: none"> ● Elevates teachers as specialists in their field and begins to get everyone considering how they integrate moments for students to see themselves and be heard and seen
August 23-29 Staff PD	<ul style="list-style-type: none"> ● Begin the year with an afternoon PD with Caroline Hill (228 Accelerator) ● Afternoon training with 440 Climate Team with our School Based Climate team concerning Morning Meetings and Community Meetings (Note: this will occur early in the week in order that school based team can train our staff) ● During instructional team meetings during the week they will discuss ways they plan to integrate CR instruction throughout the quarter and ultimately throughout the year. ● Highlight PILOT Morning Meeting and Community Meeting teachers and recognize as a staff that we will be using them to model and guide our morning community time. 	<ul style="list-style-type: none"> ● Begin with Staff reflection on their own practice and beliefs ● Creating productive and effective, and CR spaces for students ● Get our collaboration groups together to brainstorm cross-curricular and CR practices ● Use our resources to guide our community in

		excellence
November 18 Staff PD (2 hours)	<ul style="list-style-type: none"> ● 1st hour - meet first and reflect with 228 Accelerator about personal bias and practice. ● 2nd hour - Give teams time to co-plan and reflect ● Begin <u>Culturally Responsive School Leadership</u> by Muhammad Khalifa book club with pilot classrooms and those who are interested 	<ul style="list-style-type: none"> ● Provide time of reflection and give feedback on how August practices need to change and continue
January 3 (full day) Staff PD	<ul style="list-style-type: none"> ● Share BEST PRACTICES from our pilot classrooms - Conduct a Morning Meeting for Staff and have time to reflect ● Have Book Club share teachings they have been reflecting on throughout the first part of the year. ● 30 minute discussion groups - HIGHLIGHT: Where are we in being Culturally Responsive Practices 	<ul style="list-style-type: none"> ● Get Staff hearing peers discuss their process ● Inspiring others with the words of others who have been where they are. ● Help to bring those on board that maybe skeptical
March 3 Staff PD (2 hours)	<ul style="list-style-type: none"> ● Meet with pilot rooms and who are interested in joining for next year. ● Pair up teacher mentor program for Morning meeting and Community Meetings 	<ul style="list-style-type: none"> ● Bringing others onboard ● Provide support
May 19 Staff PD (2 hours)	<ul style="list-style-type: none"> ● Bring the team together to discuss plans for next year (What went well? What needs to be changed?) ● Elect teacher leads for our climate and culture team for next year. ● Choose as a team next years book for club 	<ul style="list-style-type: none"> ● Bring a variety of voices in to the conversation ● Have a plan moving forward

Reflection

I have developed my culturally responsive practices. I have not always been there. When I was confronted by someone whom I respected about my "colorblind racism," I was shocked. I could not believe that saying, "I don't recognize color and that we are all the same. We should all be treated with the same respect and decency," I was at all offensive. She must have seen pain and a desire to understand that prompted her to continue to dialogue with me. I began my education here, what it meant to see someone, to recognize the beauty that dwelt within the differences. I was schooled in the

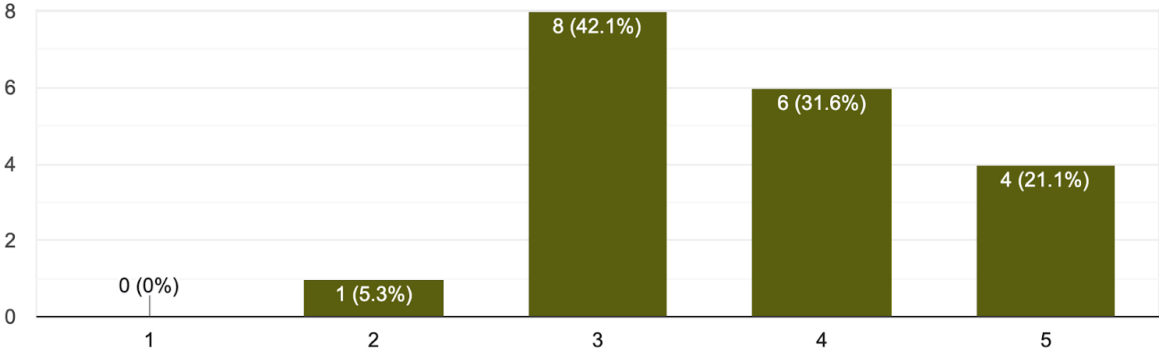
struggle that always hovered for people of color to conform to the majority culture. I had to grow in my openness to acknowledge my ignorance and allow others to speak into my beliefs and perspectives. I had to repent from the years of creating culturally irrelevant learning communities. It hurt to admit what I had unknowingly done.

Since I have committed myself to culturally reflective practice, I have worked to create a culturally responsive space that works to represent and hear all experiences and voices. No arrival ever comes in this practice. But as I continue to educate myself and learn from courageous people who share their life experiences, like Howard Stevenson, my students, my daughters, and so many others who speak out of the struggle and the victory, my eyes open a little more. This year's readings in Khalifa and others who elevate cultural restorative practices have challenged me to continue in reflective practice and recognize my lens and privilege. Growth during the school year has come in reflecting on how to guide others through their course of restorative practices. Becoming a leader that supports collaboration and effective practices that guide students and families toward equity is key to moving a community toward equality and fairness. As a leader, I aim to advocate for and care for my community in our unique experiences.

APPENDIX A

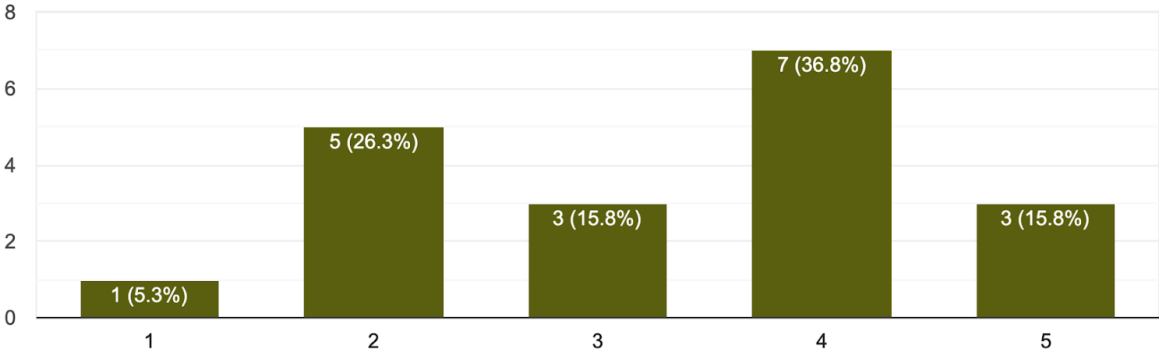
The language used in school is representative of who I am as a person.

19 responses



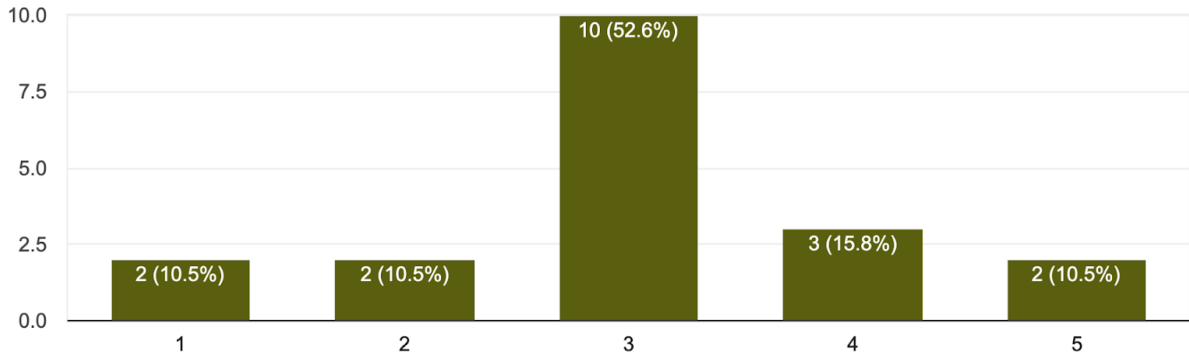
My voice as a student is heard and elevated.

19 responses

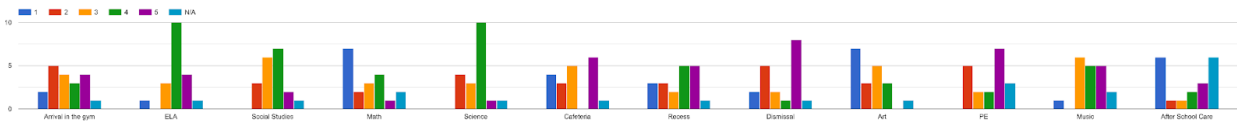


The texts we work in and learn from represent who I am.

19 responses

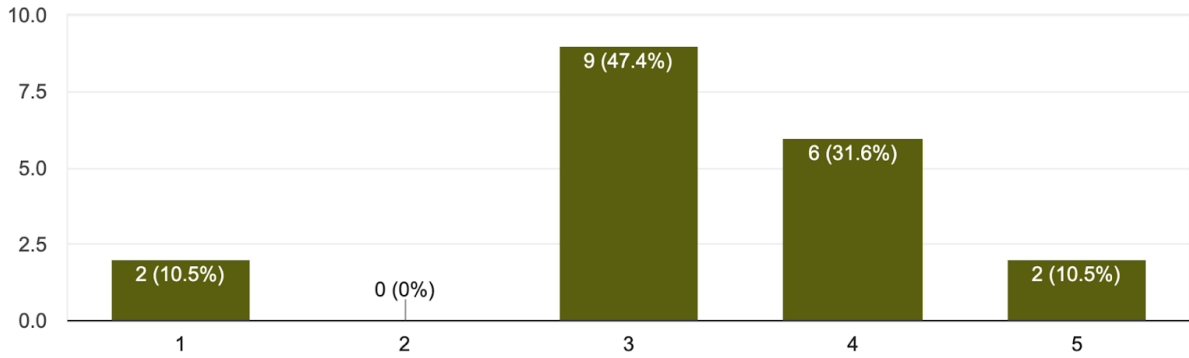


I feel most seen, heard, and valued when I am here...



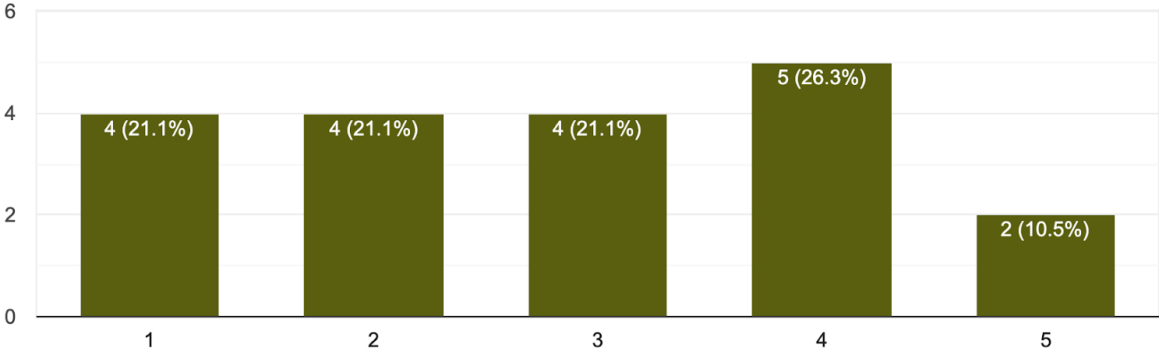
Our school environment does all it can to help me to succeed.

19 responses



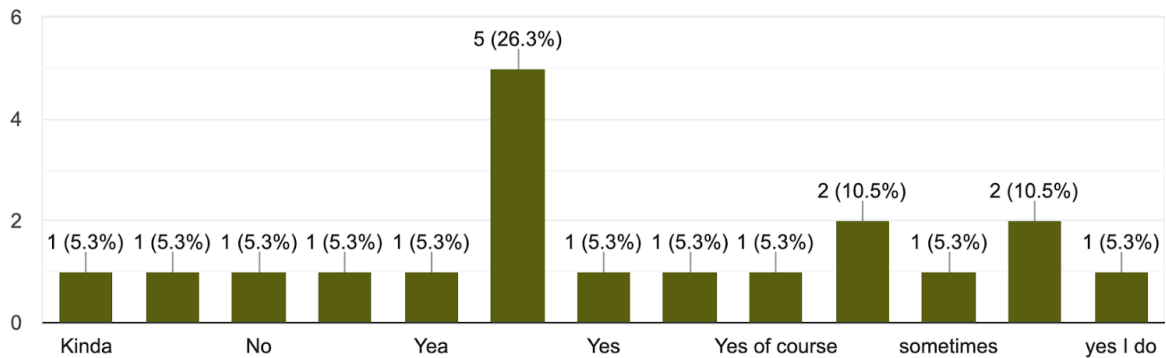
I feel safe bringing my problems to adults in this building.

19 responses



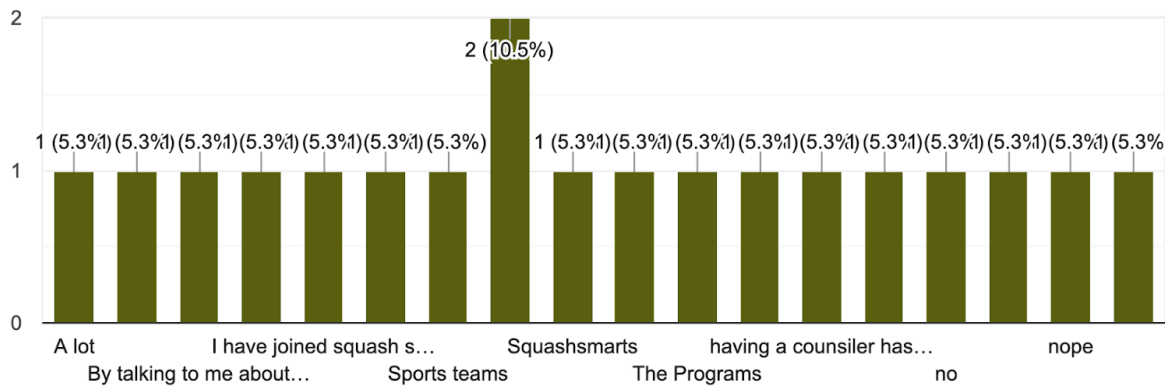
Do you believe that this school respects and helps care for your family and community?

19 responses



What are some ways this school community has helped you to connect to helpful outside resources? (i.e., after-school programs, teams, drama...)

19 responses



APPENDIX B

Interviews

	Josh Chaney (School Climate Lead)	Asmeret Easley (Assistant Principal - Culture and Climate Lead)	Caroline Robinson (Community School Liasion)
More Inclusive Language	* We have improved - focus of training and conversations during COVID. While we were	* Carline Hill - last year helped to get us to a place * Identity phase and	* Language is a big part * Language is like the first step in Restorative Practices

	<p>virtual and new staff it seemed to be the focus of what was important and what our responsibility was and how to continue to educate oneself.</p> <ul style="list-style-type: none"> * This year was similar - compared to other schools we are ahead of the game * A lot of this stuff is top down and our principal is committed to the conversation. * Those who dig their heels in - lower expectations. * Language - very dismissive and defeating. * Not much is being done to move these people - Leading the horse to can't force to drink * Would like to see - tools to learn a life of seeing life through another's eyes and a culture that you engage with every day - shadow a student each day. 	<p>what we bring to our students</p> <ul style="list-style-type: none"> * Foundations of self ID - what do we bring with us? Natural Biases? * Pretty well - stopping in the moment - providing space and our staff is very self aware - of what is happening globally and providing space for community * NEED - Where do our students go with who they are and how are we supporting them in their ID and how do they enter into the world with that - next step * use that to create and have more informed decision and providing in student to student dialogue 	<ul style="list-style-type: none"> * We have to have the language first before we enter into the process * It has to be a shift in mindset that can't happen if we don't have the language we can't go there * We need time and that is short * We need to start to somewhere and we have seen it changing * The language that is happening in the RP conversations is changing * There needs to be connections between practice and thought. * Deeper level of understanding and buy in is what needs to be worked on moving forward * Consequences is a term that gets thrown around a lot...
<p>Student Voice Amplified</p>	<ul style="list-style-type: none"> * Student plan events and at each step of the way they are present * needs to be more structured (student union, student government) * Communication needs to be more focused. * More fidelity with 	<ul style="list-style-type: none"> * NEED to grow here, * we allow and experience student voice when they come to us * This is not collective - they feel entitled for voice but...casual now * Student advisory * Need to create a 	<ul style="list-style-type: none"> * Has happened a lot outside of the classroom. * Needs to be done with fidelity * Need a planning committee * Be proactive about offering the voice that is being heard. * Student advisory and

	<p>whose voice is being heard. We have a certain amount of students who speak into things but others get ignored.</p> <ul style="list-style-type: none"> * Staff voices lifted up? <p>Climate team has good communication with leadership - voices heard.</p>	<p>system for equitability</p>	<p>counsel.</p> <ul style="list-style-type: none"> * Getting more student input
<p>Student Centered Practices</p>	<ul style="list-style-type: none"> * Morning meetings and community circles - great initiative for student centered time * Improved - more training and time committed to it 	<ul style="list-style-type: none"> * Area of Growth of certain classrooms - need opportunities to lead. * Again certain groups are heard and take initiative but not 	<ul style="list-style-type: none"> * Peer mediators - the 6th grade has been trained to do this - how do we leverage this to create a better community * Big sibling and little sibling - Covid messed with this but next year needs to happen * Student leadership series - students will have the opportunity to engage in some sort of area of leadership.
<p>Representative Instructional Materials</p>	<p>NA</p>	<ul style="list-style-type: none"> * Getting better - texts and print in the classroom is inclusive and representative of students ID - lessons are infused with cultural responsiveness * Putting resources towards this and speaking to parents and teachers about diversifying texts * Attention to how students learn * Attention to language and the way students may hear and how they hear it 	<p>NA</p>

		<ul style="list-style-type: none"> * Restorative Practices 	
<p>Specific Focus on Anti-Racist / Anti-Bias</p>	<ul style="list-style-type: none"> * No initiatives 	<ul style="list-style-type: none"> * Goal: Block MTSS dedicated to practices and reflection NTS * Integrating Anti-Racist practices in lessons and relationship * 1st relationship then relationship to 228 Accelerator * What are student outcomes? * STAFF - PD with Caroline Hill * Last year was heavy and this year was a survival mode and it got ignored and we had to work with SDP. * The Culture and Climate group was helpful and dialogue around equity. 	<ul style="list-style-type: none"> * Families as a whole need to identify the needs and fill in the gaps. * They need to info this entirely on their own * Case management - relationships with families can streamline the process and we are still missing - we need to be building relationships so that they feel comfortable engaging with these services. * Educate families about the services.
<p>Staff Awareness / Interruption of Inequitable Practices</p>		<ul style="list-style-type: none"> * Fear with people - dies down and it becomes optional as opposed to necessary * how much buy in do we have * Do people see a need for the work 	<ul style="list-style-type: none"> * Example/ Being aware of individual needs of students - VI students might be postured in a way that communicates something that is not intended. * Consider the person's intent and situation before we make assumptions. * Being aware of context
<p>Broader Understanding of the Barriers to Success</p>		<ul style="list-style-type: none"> * Access to everything * VI students * Instruction and opportunities * Students who need resources 	<ul style="list-style-type: none"> * As a community school leader my role is to focus deeply on attendance. Students need to be in school - themes seem to be

		<ul style="list-style-type: none"> * Academic struggles and Social issues - comprehending what is happening - coming back to the year * Accurate data and time to find to disaggregate 	<p>(transportation, hesitation around COVID, COVID in general)</p> <ul style="list-style-type: none"> * We are finding success in this area. * Students and families still have barriers though the desire is to be present * VI student have needs that need them out of school - communicate with family as to why and where they were.
Community Connections / Engagement		<ul style="list-style-type: none"> * Partnerships - philabundance and it was effective for our students * Golf course and community commitment to what the community needs * People from the community were invited and had a voice * Created events that helped bring our students and families in * Community Partner with Mayor's Office * Methodist Services - refurbish homes - resume writing - bills 	<ul style="list-style-type: none"> * Some cases where we get parents on board for decision making - and the committee chose their design... * Safe zone grant and the parents made this happen * School Advisory Council - fell off * Home and School - Spring Fling an example * Family support in Cafeteria * Getting the word out there well and across the board * Having funds that allow parents to be paid for school volunteering. Can be a stepping stone into other positions in the school building.
Family Voice Amplified		<ul style="list-style-type: none"> * Home and School - 15 parents would come every week - same parents - working to 	<ul style="list-style-type: none"> * Can be tricky since we serve kids throughout the city. * Look to see who we

		<p>diversify</p> <ul style="list-style-type: none"> * President is going through a directory to have a parent champion for each class * knowing the goals and the vision * They came in and checking the needs of students 	<p>are hearing from and is their equity in the voices we are hearing.</p> <ul style="list-style-type: none"> * Once we see who is amplified and who is not - and then get them access and provide opportunities for their voices to be heard
<p>Systems and Structures for Addressing</p>		<ul style="list-style-type: none"> * Creating that now - building systems of how students can share voice and opinions * Climate - equitable process for behavior - cell phones and goals for independents - how to be more restorative with...students need to be a part of the process and decision making with it all. 	<ul style="list-style-type: none"> * Getting the word out about what restorative practices are. * We have had push back for families about restorative practice and they need educating around what it is.

Notes (Caroline): Equitable Balance - educating families around giving

KEY:

- Currently occurring
- Complications that occurred
- Needs to occur