After the Diversity Training: Supporting and Sustaining Instructional Fidelity in the Culturally Responsive Classroom

Penn Pritchard, MAT
Today’s Agenda

01 INTRODUCTION
Opening Reflection & Session Objectives

02 INSTRUCTIONAL FIDELITY FRAMEWORKS
Overview of Teacher Practice Profiles & Curriculum Fidelity Inventories

03 CRITICAL COMPONENTS
of Diverse, Equitable, and Inclusive Instruction (and how to integrate them)

04 USING THE TOOLKIT
Curriculum Planning, Collaborative Reflection, and Skill Development
Guiding Questions:

- What does equitable, inclusive instruction LOOK and FEEL like?
- What is the EVIDENCE when this type of teaching and learning is happening?
- How can we STRATEGICALLY support teachers as they develop cultural competency skills?
Instructional Fidelity in Diversity, Equity, and Inclusion Initiative

2019 grant supported by MCRC@ADVIS and Carney Sandoe & Associates

Focus on tangible, measurable DEI initiatives with concrete, solutions-oriented strategies

Utilizing existing tools and frameworks for teacher support at AIM Academy...

...While also intentionally applicable to wider independent school networks
Institutional Context: AIM Academy

- Extraordinary educational opportunities for students who learn differently
- Access to research-based best practices for educators
- 384 students in grades 1 - 12
- 116 zip codes in PA & NJ
Institutional Context: DEI Work at AIM

DEI Structure

- Head’s Committee on Diversity, Equity, and Inclusion
  - NAIS Principles of Good Practice for Equity & Justice
  - AIM Diversity Statement
- Equity Steering Committee

Instructional Leadership Model

- Division Heads
- Curriculum & Instructional Leaders
  - DEI CIL
- Faculty
Frameworks & Tools

**What?**

Guiding documents outlining core instructional components and best pedagogical practices

**Why?**

- Document areas of professional strength
- Identify potential growth areas
- Inform action plans to cultivate and deepen emerging proficiencies
**Teacher Practice Profile**

Defines the meaning and rationale for critical instructional components and describes ideal implementation praxes.
### ELA Comprehension Practice Profile

Based on ©2012 N. Hennessy, Framework for Comprehension

<table>
<thead>
<tr>
<th>Critical Instructional Component (Non-negotiable)</th>
<th>Ideal Implementation (Gold Standard)</th>
<th>Acceptable Variation</th>
<th>Unacceptable Variation</th>
<th>Unacceptable Variation (Harmful)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description and rationale for the importance of this component</strong></td>
<td><strong>Description of Implementer Behavior (TEACHER)</strong></td>
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<td><strong>Background Knowledge</strong></td>
<td>Consistently engages all students in focused discussion of prior knowledge related to text topic/purpose in the ELA block and across content areas.</td>
<td>Frequently engages students in focused discussion of prior knowledge related to text topic/purpose in the ELA block.</td>
<td>Occasionally engages students in discussion of prior knowledge and/or discussion is generally related to text topic/purpose.</td>
<td>Does not engage students in relevant discussion of text topic/purpose.</td>
</tr>
<tr>
<td>Background knowledge is the critical knowledge base (e.g., facts, concepts, experiences) acquired over time by the reader.</td>
<td>Consistently conducts informal assessments of all students’ prior knowledge related to text topic/purpose in the ELA block and across content areas.</td>
<td>Frequently conducts informal assessments of all students’ prior knowledge related to text topic/purpose in the ELA block.</td>
<td>Occasionally conducts informal assessments of all students’ prior knowledge related to text topic/purpose.</td>
<td>Does not assess students’ prior knowledge related to text topic/purpose.</td>
</tr>
<tr>
<td>Activating background knowledge relevant to the text is necessary for higher order processes that allow for integrating ideas, generating inferences and constructing meaning.</td>
<td>Consistently and explicitly builds connections between students’ prior knowledge and text topic/purpose in the ELA block and across content areas.</td>
<td>Frequently and explicitly builds connections between students’ prior knowledge and text topic/purpose in the ELA block.</td>
<td>Occasionally prompts connections between students’ prior knowledge and text topic/purpose.</td>
<td>Does not attend to connections between students’ prior knowledge and text topic/purpose.</td>
</tr>
<tr>
<td>Three essential instructional areas:</td>
<td>Consistently presents accurate information specific to the text topic/purpose in the ELA block and across content areas.</td>
<td>Frequently presents accurate information specific to the text topic/purpose in the ELA block.</td>
<td>Occasionally presents accurate information specific to the text topic/purpose.</td>
<td>Does not present accurate, relevant information specific to the text topic/purpose.</td>
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<tr>
<td>- Building of knowledge</td>
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Curriculum Fidelity Inventory

Provides a structured framework to guide ongoing classroom observations by offering a checklist of discrete practitioner behaviors.
**Curriculum Fidelity Inventory example:**

### Interactive Humanities Classroom Fidelity Inventory

#### COMPREHENSION: BACKGROUND KNOWLEDGE

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Grade/Room #:</th>
<th># of Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Start Time:</td>
<td>End Time:</td>
</tr>
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**Background Knowledge Instruction: Description and Rationale**

Background knowledge is the critical knowledge base (e.g., facts, concepts, experiences) acquired over time by the student. Activating background knowledge relevant to the topic is necessary for higher order processes that allow for integrating ideas, generating inferences and constructing meaning. Three essential instructional areas include building knowledge, activating/surfacing related knowledge, and connecting to text, discussion, activity, and/or project.

### Inventory of Observed Behaviors:

<table>
<thead>
<tr>
<th>√</th>
<th>Inventory of Observed Behaviors:</th>
<th>Notes and Next Steps:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Surfaces students’ prior knowledge of lesson topic through discussion, role-play, aesthetic inquiry, and/or other classroom activities.</td>
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<td></td>
<td>Assesses students’ prior knowledge of lesson topic using informal tools</td>
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<td></td>
<td>Presents accurate and relevant information on the text focus/topic using primary source materials and audiovisual supports whenever possible.</td>
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<td></td>
<td>Draws explicit connections between students’ prior knowledge and lesson topic.</td>
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<td></td>
<td>Engages students in discussion/activities to build and expand relevant background knowledge.</td>
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<td></td>
<td>Elicits student connections to other courses:</td>
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<td></td>
<td>□ In the Lower School Interactive Humanities curricular sequence.</td>
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<tr>
<td></td>
<td>□ By referencing relevant information across content areas.</td>
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Instructional Fidelity in DEI Initiative: Project Goals

1. Create and add research-informed Equity & Inclusion subcomponent to existing TPPs/CFIs
2. Equip instructional leadership team with knowledge & skills to support effective integration of DEI fidelity measures
3. Introduce DEI fidelity frameworks to faculty and gather self assessment data to identify strengths & needs
4. Deliver PD and share resources to support teacher skills and proficiencies with critical instructional components
Critical Instructional Components

1. Curricular Mirrors & Windows
2. Classroom Environment
3. Culturally Responsive Differentiation
4. Cultural Literacy Instruction
5. Modeling Inclusive Language & Behavior
Students can see themselves and their identities represented and reflected ("mirrored") in the topics studied.

Topics studied also provide students with "windows" to see into and learn about communities and identities besides their own.

Topics are taught from many different points of view, and special consideration is given to voices that are often silenced or marginalized.

Curricular Mirrors & Windows
[Emily Style, Curriculum as Mirror and Window, 1989]
Curricular Mirrors and Windows: Questions to Consider...

- Which cultures, communities, identities, and histories are relevant to this lesson?
- Whose voices are often marginalized or silenced, and how will I amplify them?
- What elements of this lesson will require students to explore multiple perspectives on this topic?
Classroom Environment

There are visible, regularly referenced classroom norms that students helped to create.

Visual displays reflect the diversity of the topic being studied, as well as the diversity of students, community, and larger world.

Everyone is able to do their best learning in the space, and gets the accommodations they need to succeed.
Classroom Environment: Questions to Consider...

- Which classroom norms are important to highlight while teaching this topic?
- Which cultures, communities, and identities are relevant to this lesson?
- How will these relevant cultures, communities, and identities be represented visually?
Culturally Responsive Differentiation

[Hammond, Culturally Responsive Teaching and the Brain, 2015]

Teachers plan lessons and activities that show awareness of students’ skills, interests, identities, and cultures.

Skills like storytelling, collaboration, and learning by doing/playing are valued as highly as “traditional” academic skills like notetaking and independent essay writing.

Students who occupy marginalized identities aren’t singled out or expected to speak on behalf of their community when studying topics related to their culture.
Culturally Responsive Differentiation: Questions to Consider...

- Who in my classroom might have information or experiences relevant to this lesson topic? How will I hold space for any knowledge or expertise they wish to share?
- Does anyone in the classroom occupy a marginalized identity that might be highlighted by this lesson topic? How will I avoid tokenizing or othering?
- How will I acknowledge learning styles and proficiencies specific to students’ cultural backgrounds? Which teaching styles and learning activities will I employ to activate and utilize these strengths?
Cultural Literacy Instruction

Teachers explicitly name and discuss social identities (like gender, race, ability, religion, age, etc.) that are important to the topic being studied.

Teachers point out how dominant narratives are often inaccurate, incomplete, or even biased.

Students are encouraged to think critically about who creates cultural stories, who benefits from them, and who gets left out of the conversation.
### Cultural Literacy Instruction: Questions to Consider...

- What is the dominant cultural narrative around this topic? Who created it and what purpose(s) does it serve?
- What alternate perspectives or narratives exist? How are these represented within the lesson/unit?
- Which social identifiers are relevant to this topic? Do they represent privileged or marginalized perspectives?
- Which relevant social identifiers might students resonate with? Which ones will require explicit contextualization?
Modeling Inclusive Language & Behavior

Teachers use inclusive, affirming language, like pronouncing all students' names correctly, or avoiding gendered phrases and stereotypes.

If something discriminatory, prejudiced, or otherwise hurtful/disrespectful happens during class, the teacher addresses it directly and uses it as an opportunity for learning.

Teachers are accountable for their own mistakes and missteps, sharing about their own learning process, and apologizing or making amends when necessary.
Curricular Mirrors and Windows: Questions to Consider...

- How has my understanding of this topic changed over time? How will I share my growth arc with my students?
- Which identity-based power dynamics may appear when exploring this topic? What are some stereotypes or microaggressions I should anticipate?
- How will I respond if upstander intervention is needed? Which developmentally appropriate resources do I have on hand to support common cognitive dissonance around this topic?
Critical Instructional Components: Independent Self Reflection

For Teachers:
tinyURL.com/TeacherDEI

For Instructional Leaders:
tinyURL.com/LeaderDEI
Reflection Questions:

- What are the potential opportunities for success in using these tools and frameworks?
- What potential problems of practice do we anticipate and how will we navigate them?
Thank You!

Penn Pritchard
AIM Academy, Conshohocken PA

penn.o.pritchard@gmail.com
tinyURL.com/PennPritchard

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