
Supporting District-Wide Culturally Responsive Practices

Tamika P. La Salle, Ph.D.
University of Connecticut

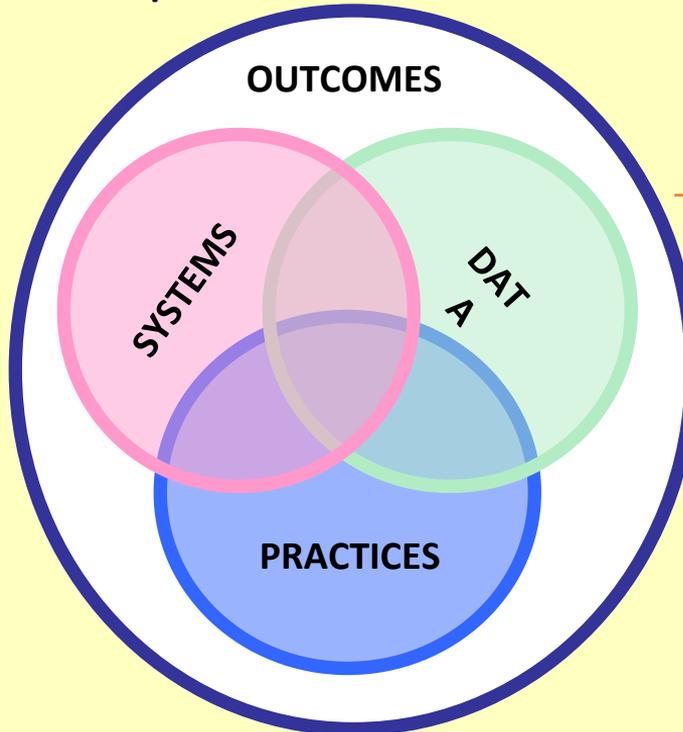
Jennifer Bouckaert, M.A.
Luci Gonzalez, M.A.
Kelly Landline, M.A.
Southbridge Public Schools

Critical Features of PBIS

Supporting Culturally Equitable
Social Competence & Academic Achievement

Supporting
Culturally
Knowledgeable
Staff Behavior

Supporting
Culturally Valid
Decision
Making



Supporting Culturally Relevant
Evidence-based Interventions

(Vincent, Randal, Cartledge, Tobin, & Swain-Bradway, 2011; Sugai, O'Keefe, & Fallon 2012 ab)

Culture, defined

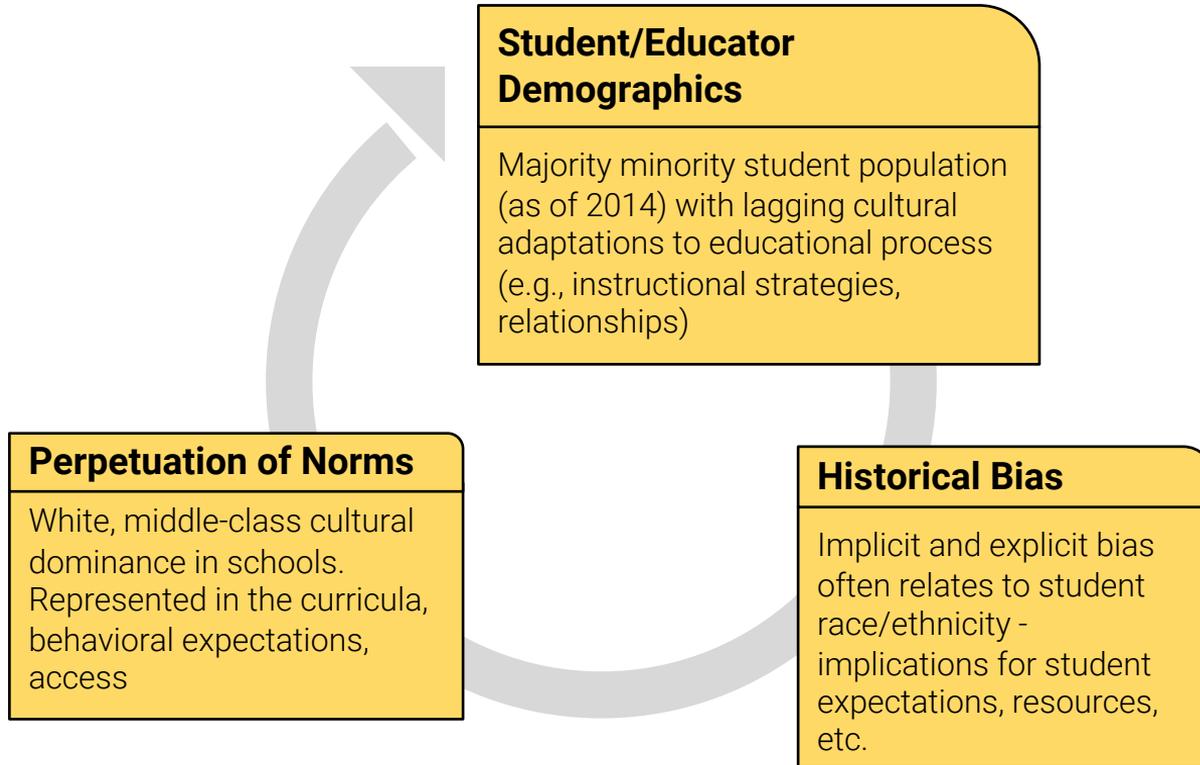
A magnifying glass with a silver handle and frame is positioned over a word cloud. The word 'CULTURE' is the largest and most prominent word in the cloud, rendered in red. Other visible words include 'LIFE', 'DEVELOPMENT', 'LEGACY', 'KNOWLEDGE', 'RELIGION', 'FAMILY', 'READING', 'SKILLS', 'HISTORY', 'ETHNICITY', 'SOCIETY', 'LITERATURE', 'TRAINING', 'COMMUNITY', 'VALUES', 'BELIEFS', 'BEHAVIORS', 'RACE', 'GEOGRAPHY', 'SOCIOECONOMIC STATUS', 'EXPERIENCES', 'UNIFYING DENOMINATORS', 'CONTEXTS', 'GUIDES', 'WAYS', 'INDIVIDUALS', 'ASSIGN MEANING', 'INTERACT WITH', 'ADAPT TO', 'ENVIRONMENTS', 'EVOLVING', 'INTRA-AND INTERPERSONAL', 'EXPERIENCES', 'DEVELOPMENT', 'GROWTH'.

Culture is set of values, beliefs, or behaviors shared by a group of people based on race, geography, socioeconomic status, experiences, or other unifying denominators. Culture permeates throughout contexts and guides the ways that individuals assign meaning to, interact with, and adapt to their environments. Culture is ever evolving and results from intra-and interpersonal experiences, development, and growth

In School, the Value Placed on Culture is Reflected ...

- **The Way We Plan Instruction**
How We Make Sense Of Information
Apart of Everyone, All the Time
- How We Perceive Environment**
The Way We Learn How We Think
- Values** Acknowledged
Expressed Through Behaviors
- The Basis for Behavioral Expectations**
What We Think Is Important
- Not Static**
The Way We Teach

Structural Racism:
Implications in for Equity in Education



Culturally responsive teaching should first confront existing instructional presumptions and practices before it proceeds with the more regenerative aspects of reform” (Gay, 2000 pp. 46).

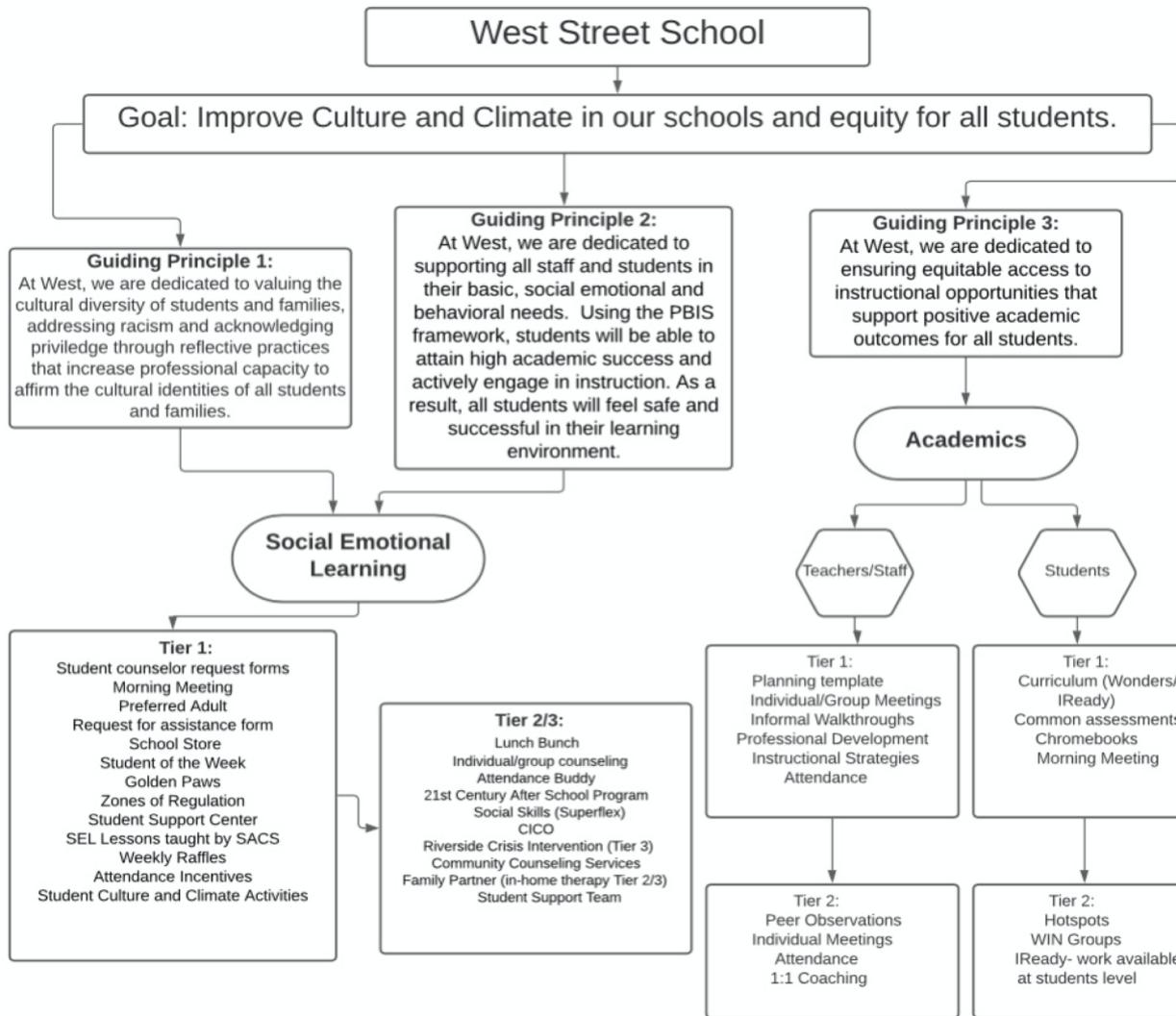


Change in Action: Southbridge Public Schools

- District Goals:
 - Increasing school climate (year 1)
 - School climate surveys
 - Classroom walkthroughs
 - Establishing feelings of connectedness between students and teachers
 - Establish equity for *all students (year 1)*
 - *Tier 1- common language/common expectations*
 - *Establish school-wide norms*
 - *Systems of praise (for teachers and students)*

Change in Action: Southbridge Public Schools

- Examine the data – have honest conversations
 - Discuss the data (contextualize the impact)
 - Examine data across demographic groups- highlight disparities
- Systems- level Buy-in
 - Top-down approach is critical to the success of systems level change
- Provide (ongoing) professional development for teachers
 - One stop shop professional development training models will be unsuccessful
 - Monitoring and mentoring



Panel Questions

1. Considering the current social/cultural context of the world around us- How important do you think it is to have conversations about race and equity in a district that is diverse?
2. Reflecting on the work this year through a cultural/PBIS lens- What have been some of the lasting impacts of this work both positively and some barriers to this work?
3. What are ways that you have integrated race and Social Justice into your classes? If possible list some examples of assignments or conversations you have had with your students.

Discussion/ Q&A

- What efforts has your school taken to acknowledge and be responsive to an increasingly diverse student population?
- What access do you have to professional development opportunities that are ongoing ?
- How are culturally responsive practices integrated within the PBIS framework AND NOT alongside it
- What resources do you need in order to be successful?
- How do attitudes and social norms play a role in advancing equity in schools?

QUESTIONS/COMMENTS

Tamika La Salle

Tamika.la_salle@uconn.edu