

E4 - Incorporating Culturally Responsive Practices in High School Classrooms

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Mid Atlantic PBIS Network

Key Words: Equity, High School, Classrooms



Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

- Where are we in our implementation?
- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?



Where are you in the implementation process?

Adapted from Fixsen & Blase, 2005

Exploration & Adoption

- We think we know what we need so we are planning to move forward (evidence-based)

Installation

- Let's make sure we're ready to implement (capacity infrastructure)

Initial Implementation

- Let's give it a try & evaluate (demonstration)

Full Implementation

- That worked, let's do it for real and implement all tiers across all schools (investment)
- Let's make it our way of doing business & sustain implementation (institutionalized use)



Leadership Team Action Planning Worksheets: **Steps**

Self-Assessment: *Accomplishments & Priorities*

Leadership Team Action Planning Worksheet

Session Assignments & Notes: *High Priorities*


Team Member Note-Taking Worksheet

Action Planning: *Enhancements & Improvements*

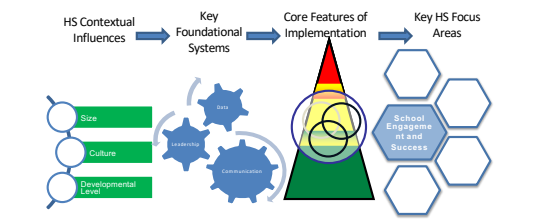
Leadership Team Action Planning Worksheet






4 Essential Features of Implementation

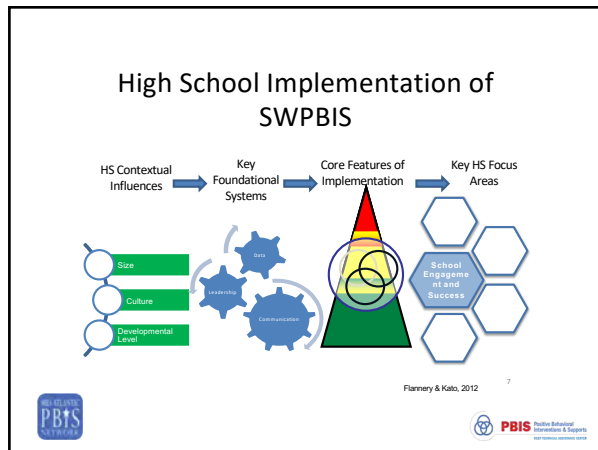


High School Implementation of SWPBIS



Flannery & Kato, 2012



Data: Fidelity of Implementation

TFI Sub-Scale: Team		TFI Sub-Scale: Evaluation	
TFI 1.1	Team Composition	TFI 1.12	Discipline Data
TFI 1.2	Team Operating Procedures	TFI 1.13	Data-based Decision Making
TFI Sub-Scale: Implementation		TFI 1.14	Fidelity Data
TFI 1.3	Behavioral Expectations	TFI 1.15	Annual Evaluation
TFI 1.4	Teaching Expectations		
TFI 1.5	Problem Behavior Definitions		
TFI 1.6	Discipline Policies		
TFI 1.7	Professional Development		
TFI 1.8	Classroom Procedures		
TFI 1.9	Feedback and Acknowledgement		
TFI 1.10	Faculty Involvement		
TFI 1.11	Student/Family/Community Involvement		

TFI Crosswalk

PBIS Tier 1 Leadership Academy 2018

SWPBIS

Tiered Fidelity Inventory

CROSSWALK

Academics

Bully Prevention

Cultural Responsiveness

Early Childhood

Early Elementary

Preschool

High School

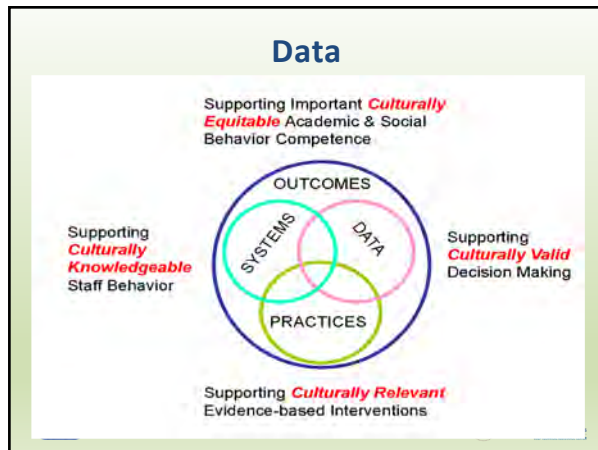
Restorative Practices

<http://www.pbiscaltac.org>

1.1 Team Composition	
(SW- PBIS TFI)	Effective PBIS teams are knowledgeable, representative of stakeholders, and have administrative authority. Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.
CR	SWPBIS leadership teams not only include stakeholders as team members but also actively elicit ownership, voice, and broad representation of their families and communities, especially underserved families and cultures. Although teams should be small enough to be efficient, family voice is critical. If team size is a concern, consider the use of a subcommittee structure and have families represented on the subcommittees.
HS	Tier 1 team membership is a cross representation of staff and students that includes but not limited to: multiple content area teams, department representatives, student council/clubs/organizations representatives, parent/community representatives. Consider inviting the voice of those youth typically who are not engaged. A Freshman Leadership Team may be a separate of sub-team from the Schoolwide Tier 1 team. Distributive leadership puts more adults to work and thus familiarize them with the initiative thereby improving buy-in.

1.3 Behavioral Expectations	
(SW- PBIS TFI)	Effective PBIS teams are knowledgeable, representative of stakeholders, and have administrative authority. Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.
CR	Teams adopt or revise expectations that are reflective of the cultural values of the surrounding community. Expectations and specific rules are identified based on a legitimate purpose within the setting, as opposed to simply school tradition or maintaining the status quo. Within a culturally responsive framework, behavior expectations should focus on high standards for all students, be able to be taught
HS	Establish SW expectations to support a positive predictable environment. Selection requires active student/staff involvement. Social expectations are linked to academic competencies which support academic self-managers. Expectations should be culturally relevant and inclusive of all student 'groups'. Expectations are a means for incorporating social emotional wellness.

R.B. Stall HS: Charleston County Public Schools



Guiding Documents

Follow-up document provides further detail and practical suggestions related to the **organization and use of discipline data** to address disproportionality

PBIS Technical Assistance Center
(McIntosh, Barnes, Eliason, & Morris, 2014)

Available for free at pbis.org

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Data: School Level

- Transparency with data
- Look for:
 - Who is being referred? And by whom?
 - When?
 - For What? (problem behavior subj vs obj)
 - Where?
 - Ratio of students referred according to race/ethnicity.

Problem Identification for Disproportionality

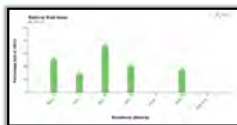
Problem identification involving disproportionality requires comparing rates of discipline across racial/ethnic subgroups.

It is important to use [multiple metrics](#) when viewing disproportionality. (IDEA Data Center, 2014)

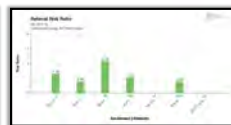
- Disproportionality may be hidden if only one metric or way of measuring data is used.

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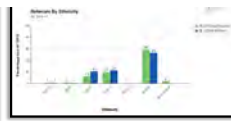
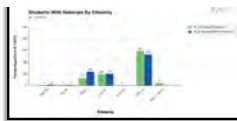
Quick Review - Ethnicity Reports



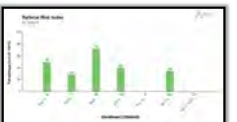
Subgroup's percentage of enrollment compared to their percentage of just the students who have referrals.



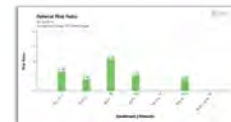
Each subgroup's risk of a certain outcome compared to a comparator group's risk of that same outcome.



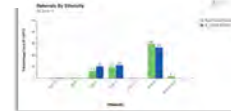
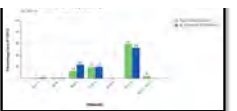
Purpose - SWIS Ethnicity Reports



Considering just the students who have referrals, does a subgroup receive referrals equal to their portion of the school enrollment?



How much more or less likely is a group to receive a certain outcome compared to another group?



Data: Classroom Level

- To identify needs of teachers
 - Brilliant principal example!
 - ODRs by objective/subjective
 - Identify teachers in need of Tier 2 supports. Tier 3 supports



TABLE 4. STRATEGIES TO INTENSIFY SUPPORTS

	Intensifying supports for educators		
	Universal Support	Supplemental Support	Individualized Support
Focus of supports (provision)	<p>This category of broad support is provided universally to all educators to improve PCBS.</p> <p>The school and/or district provides general guidance on PCBS.</p> <p>Focuses that there is administrative support for PCBS through activities, policy, and priority.</p>	<p>This category identifies a more strategic approach to support that focuses on core factors that should be in place for effective implementation of PCBS.</p> <p>Small groups of educators express interest in or indicate need for increased support.</p> <p>Support is provided by giving additional information or professional development on PCBS and removal of barriers that may interfere (e.g., competing initiatives, access to training/coaching).</p>	<p>This category of specialized supports considers the unique needs of educators in implementation of PCBS.</p> <p>Individual educators are identified for specialized support. This support is matched to the level of that educator through functional assessment to determine if there is a deficit/skill indicator does not have the requisite skills to implement PCBS or performance deficit (observed but the skillset has not been consistently implemented the PCBS).</p> <p>Barriers that may interfere with effective PCBS practice (competing initiatives, access to training/coaching).</p>

http://www.pbis.org/Common/Cms/files/ehresources/PBIS_Technical_Brief_on_Systems_to_Support_Teachers_Implementation_of_Positive_Classroom_Behavior_Support.pdf

Data: Classroom Level

- To inform a plan for skills development
 - Self-reflection- professional growth teacher gathers data about his/her practices equitable access to learning and equitable outcomes
 - Peer-peer



coming!
Soon!



1.12 Discipline Data	
(SW- PBIS TFI)	Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. Teams need the right information in the right form at the right time to make effective decisions. Teams with access to current and reliable data are better able to make more accurate and relevant decisions regarding staff and student instruction and support.
CR	Teams regularly disaggregate their discipline data as an effective and objective way to assess and monitor equity in student outcomes. Teams are purposeful in examining inequitable outcome data first from a systems perspective, before viewing it as an issue with an individual student or family.
HS	Data is collected for achievement (i.e. failed classes, homework completion, GPA, core classes), engagement (i.e. attendance/skip/tardy, school climate/engagement surveys, on track/drop out) and behavior (i.e. office discipline referrals, suspensions/expulsions, behavioral health surveys).

1.13 Data Based Decision Making	
(SW- PBIS TFI)	Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making. Teams use data on a regular basis to problem solve and identify solutions that are efficient, effective, relevant, and durable.
CR	Teams engage in active data-based decision making with a specific focus on equity. Teams and school staff take responsibility for the outcomes of each student, regardless of her or his circumstances. Inequitable outcomes are first examined from a system perspective before considering individual behavior support.
HS	Data-based problem solving focuses on defining precision statements around achievement, engagement and behavioral data. Disproportionality and equity issues are examined at a systems level first before considering individual behavior interventions.

Data and High School Context

Size:

- Will data be openly shared with all stakeholders?

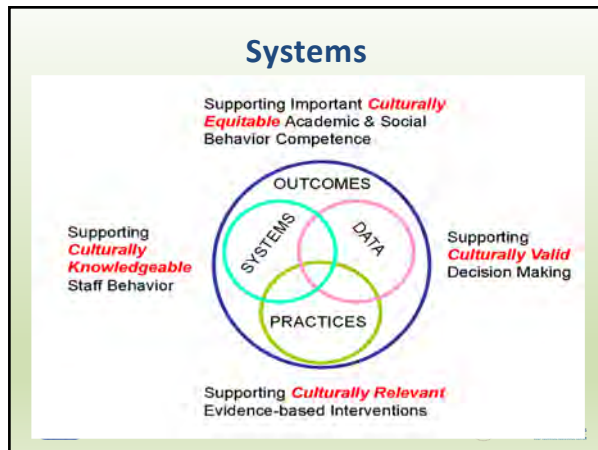
Culture:

- What information (data) will you need to support change in practices (beliefs)?
- Who will communicate to staff that this work is non-evaluative?

Developmental Level:

- What role can students play in reviewing disaggregate data?

The diagram illustrates the components of a high school context for PBIS. It starts with 'HS Contextual Influences' (green box) leading to 'Key Foundational Systems' (blue box), which leads to 'Core Features of Implementation' (blue box), and finally to 'Key HS Focus Areas' (blue box). The 'Key HS Focus Areas' box includes 'School Improvement', 'Data', 'Leadership', 'Culture', 'Community', and 'Family'. A central graphic shows a green triangle with a red circle and a yellow circle inside it, with a red arrow pointing upwards. Below the diagram is the text 'Thomas & Fink (2013)'.



1.7 Professional Development	
(SW- PBIS TFI)	A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations; (b) acknowledging appropriate behavior; (c) correcting errors; and (d) requesting assistance. Formal processes for providing training and practice to staff on implementing SWPBIS increases fidelity and consistency in SWPBIS practices.
CR	PD processes and procedures focus on: (1) implementation of the SWPBIS framework; (2) the five cultural responsiveness core components described in the field guide (identity, voice, supportive environment, situational appropriateness, data for equity; (3) historic context and present-day issues specific to the school's underserved populations.
HS	Professional development is ongoing and not a one-time event. Professional development provides opportunities to boost staff buy-in through building relationships and planting seeds of trust. Processes which allow for staff to express belief systems and establish individual "WHYS" will support the implementation process. PD is delivered by department to ensure all know the role they play in SW implementation

Before you start....

Are your foundational systems in order?

- Is implementation a clear district and school priority?
- Are district and school resources available?
- Has alignment with existing needs, priorities and initiative been considered?

Putman, B. PBIS

Retrieved from

<https://www.pbis.org/Download/Files/Implementation/PBIS%20Implementation%20Checklist%20and%20Systems%20and%20Support%20Implementation%20and%20Integration%20with%20Other%20District%20Priorities%20and%20Initiatives>

Systems: Questions to Consider for Implementation

- What practices do you want to implement?
- Where are the practices implemented?
- Who are your implementation supporters?
- How will you support implementation?

(adapted from Fixsen, Naoom, Blase, Friedman, & Wallace, 2005 pg. 12).

Freeman, J., Simonsen, B., Goodman, S., Mitchell, B., George, H., Swain-Bradway, J., Lane, K., Sprague, J., Putman, B. (DATE??) PBIS Technical Brief on Systems to Support Teachers' Implementation of Positive Classroom Behavior Support. Retrieved from <https://www.pbis.org/Common/Content/Implementation/PBIS%20Technical%20Brief%20on%20Systems%20to%20Support%20Teachers%20Implementation%20of%20Positive%20Classroom%20Behavior%20Support.pdf>



How will you support implementation?

Do all staff know what they are implementing and if they are implementing correctly?



Freeman, J., Simonsen, B., Goodman, S., Mitchell, B., George, H., Swain-Bradway, J., Lane, K., Sprague, J., Putman, B. (DATE??) PBIS Technical Brief on Systems to Support Teachers' Implementation of Positive Classroom Behavior Support. Retrieved from <https://www.pbis.org/Common/Content/Implementation/PBIS%20Technical%20Brief%20on%20Systems%20to%20Support%20Teachers%20Implementation%20of%20Positive%20Classroom%20Behavior%20Support.pdf>



EXAMPLE:

Double Check: A Cultural Proficiency and Student Engagement Model

Johns Hopkins University,
Maryland State Department of Education,
Sheppard Pratt Health System,
& Maryland Public Schools



What is the Double Check Model?

- A **professional development** and **coaching** framework that builds on **SW-PBIS** to help teachers enhance 5 core components of culturally responsive practices.
- Addresses overrepresentation of students of color in disciplinary referrals, suspensions, and special education referrals.
 - Assumptions:
 - Classroom management and SW-PBIS are necessary but not sufficient
 - Traditional focus of diversity training has not been on skill development



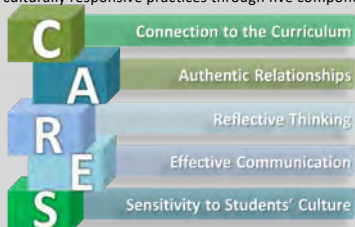
Why Double Check?

- There is little evidence of effectiveness of existing **professional development models** to reduce disproportionality.
- Training teachers in cultural proficiency and effective **classroom management** holds promise for reducing disproportionality.
- Several professional development models exist, but few target **skill-building**.
- Infusing cultural responsiveness with **school-wide efforts** may provide systemic supports to promote culturally responsive staff behavior and decision-making.



5 Components of Double Check

Double Check (Rosenberg, 2007) is a self-reflection process that promotes culturally responsive practices through five components:



Goals:

- Increase staff cultural proficiency
- Increase student engagement
- Increase teacher classroom management skills
- Reduce disproportionality



How is Double Check Delivered?

Universal Prevention
Double Check PD for Entire School

- Five 45-60 min PD Sessions
- Double Checkers
- Tips of the Week

Targeted Intervention
Double Check Coaching

- Teachers volunteer for coaching
- Non-evaluative
- Confidential
- Teacher-driven
- Improvement focused

Teachers within Schools

Coaching: The Classroom Check-Up

Step 1

- Teacher Interview
- Teacher Completes Ecology Checklist

Step 2

- Coach Conducts Classroom Visits
- Coach Trains Teachers on Observations
- Teachers Observe Each Other

Step 3

- Personalized Feedback Session
- Develop Menu of Options

Step 4

- Collaborative Goal Setting (Teachers include partners in goal setting)

Step 5

- Teacher Monitors Daily Implementation
- Teachers Provide Continued Support to Each Other

Normalizing Coaching

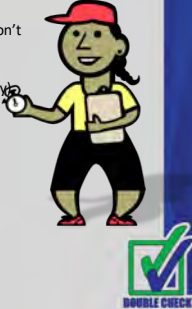
Create a culture where asking for help and seeking collaboration is a norm, expectation, and desired behavior

Focus is on improvement over deficit. Reminding them that...

...even the best athletes need a good coach!

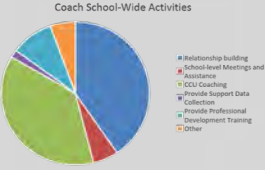
Qualities of an Effective Coach

- ✓ Have a good theory
- ✓ Flexible (don't come in with a formal plan)
- ✓ Problem-solver (identify goals, collect data, share data)
- ✓ Empathetic and non-judgmental
- ✓ Confident (know what you know & know what you don't know)
- ✓ Respectful
- ✓ Professional (reliable, have boundaries, confidentiality)
- ✓ Collegial confrontation (talk about difficult topics in a respectful manner)
- ✓ Good listener (listen before you talk)
- ✓ Ask reflective questions
- ✓ Roll with resistance




How Double Check Coaches Spend Time

- Coaches spend nearly equal amount of time building relationships within the building and providing coaching supports



Coach School-Wide Activities


- Relationship Building
- School-level Meetings and Assistance
- CCU Coaching
- Provide Support Data Collection
- Provide Professional Development Training
- Other



How Time is Spent in One-on-One Coaching

Coaching Activity	Percent of Time Spent
Relationship building	6%
Check-In	3%
Scheduling	1%
Interview	11%
Data Training	1%
CCU Data Obs	34%
Feedback	7%
Action Planning	6%
Follow-up Obs	12%
Follow-up Feedback	6%
Prep	10%
Planning with Teacher	1%

59%



Research Evidence for Double Check

- External observers tallied or rated coached teachers as having better classroom management
- External observers tallied or rated students in classrooms of coached teachers as demonstrating greater student cooperation and less non-cooperation and socially disruptive behaviors
- Coached teachers demonstrated significantly lower rates of office disciplinary referrals of Black students
- No significant differences between the coached and non-coached teachers in the full sample at the end of the school year

Bradshaw, C. P., Pas, E. T., Bottiani, J., Debnam, K. J., Reinke, W., Herman, K., & Rosenberg, M. (2018). Promoting cultural responsiveness and student engagement through Double Check coaching of classroom teachers: An efficacy study. *School Psychology Review, 47*, 118-134. doi: 10.17105/SPR-2017-0119.V47-2



Acceptability of Double Check Coaching

- Teachers provided survey feedback about the acceptability of coaching.
- Over 90% of teachers responded favorably (i.e., *agree* and *strongly agree*) on nearly all items about the working relationship with the coach, the competence of the coach, their investment, and benefits to students.
- Concerns raised:
 - 25% felt that they did not have time for the coaching
 - 20% did not report that the coach often or always increased their knowledge of cultural responsiveness

Pas, E.T., Larson, K., Reinke, W., Herman, K., & Bradshaw, C.P. (2016). Implementation and acceptability of an adapted Classroom Check-Up coaching model to promote culturally-responsive classroom management. *The Education & Treatment of Children, 39*, 467-492. doi: 10.1353/etc.2016.0021



Lessons Learned

- Build on multi-tiered framework, including solid tier 1 support
- Principal buy-in and support are critical
- Coaches need to have flexible schedules
- PD changed teacher attitudes
- Double Check coaching changed teacher behaviors
 - Teachers likely need tailored support with performance feedback for behavior change
- Commitment to sustainability



Systems and High School Context

Size

- Where can training and coaching be embedded?

Culture

- Who will communicate to staff that this work is non-evaluative?

Developmental Level

- What role can students play?

The diagram illustrates a process flow from 'HS Contextual Influencers' (green boxes) through 'Key Foundational Systems' (blue boxes) to 'Core Features of Implementation' (a central yellow circle with a red triangle) and finally to 'Key HS Focus Areas' (blue boxes). The 'Core Features' section includes a Venn diagram with 'Systems', 'Data', and 'Practices' at the center.

PBIS Positive Behavioral Interventions & Supports

Reflect: How can you set up for success?

Considerations:

- Tiered Supports for Teachers
- Direct training
- Teacher goal setting
- Coaching and performance feedback

<https://www.pbis.org/Common/Cms/files/pbisresources/PBIS%20Technical%20Brief%20on%20Systems%20to%20Support%20Teachers%20Implementation%20of%20Positive%20Classroom%20Behavior%20Support.pdf>

Practices

The Venn diagram shows three overlapping circles: 'SYSTEMS' (blue), 'DATA' (pink), and 'PRACTICES' (green). The intersections are labeled with supporting goals.

Supporting Important **Culturally Equitable** Academic & Social Behavior Competence

Supporting **Culturally Knowledgeable** Staff Behavior

Supporting **Culturally Valid** Decision Making

Supporting **Culturally Relevant** Evidence-based Interventions

1.8 Classroom Practices

(SW- PBIS TFI)



Tier I features' (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. PBIS expectations and consequences need to be integrated into the classroom systems. This improves consistency in behavior support practices across adults. The single best way to address challenging behaviors in your classroom is to take steps to make sure they never occur. While there is no universal panacea for preventing challenging behaviors, there are several research-validated strategies identified in the *Supporting and Responding to Behavior** document which when implemented with fidelity, prevent challenging behaviors:

Foundations: Setting, Expectations, Routines

Prevention Practices: Supervision, Opportunity, Acknowledgement, Prompting & Precorrections

Response Practices: Error Correction, F.A.S.T (Function, Accurate, Specific, Timely)

* Supporting and Responding to Behavior: Evidence-based Classroom Strategies for Teachers. PBIS Technical Brief on Classroom PBIS Strategies written by: Brandi Simonsen, Jennifer Freeman, Steve Goodman

1.8 Classroom Practices

CR

Teams support classroom teachers in the implementation of SWPBIS in classrooms. Classroom routines and expectations are taught explicitly and are connected to school-wide systems and students' prior knowledge and home lives. Classroom teachers ensure all students in the class can see their lives, histories, cultures, and home languages incorporated into the classroom environment, curricula, and instructional practices on a daily basis.

HS

Classrooms have a climate supporting active participation, student self-advocacy, academic risk taking and cooperative group work. Students are actively involved in the development of classroom routine matrices aligned with schoolwide expectations and include routines supporting academic self-managers (i.e. agenda, entering the classroom, turning in assignments tracking assignments) There is an emphasis on teacher-student interactions with:

- Δ 4:1 positive to negative teacher statements
- Δ Praise statements to acknowledge appropriate behaviors
- Δ Error correction procedures to address misbehavior
- Δ Active supervision (e.g., circulating, scanning, encouraging)
- Δ Providing choice
- Δ Opportunities to Respond

5 Components of Double Check

C

Connection to the Curriculum

A

Authentic Relationships

R


Reflective Thinking

E

Effective Communication

S

Sensitivity to Students' Culture



Connection to the Curriculum:

Teachers and students are **partners** in learning, and mastery of the curriculum is the **shared** goal. The value of culture should permeate the curriculum at all times and be representative of all students within the class.



Essential Question: Who do you work for?

- As educators, we work not for the county or our principal, but our **STUDENTS**. Our students are our “consumers”. If our students are our “consumers” what do we need to know about them in order to “hook” them?



“Look Fors” in the classroom

- Displays of student photos and work
- Culturally relevant artifacts, current events, or real world examples to connect with student experiences
- Variation of activities in terms of style and modality (e.g., movement, technology, use of manipulatives, projects)
- Students involved in multiple roles
- Different viewpoints are solicited and respected (e.g., debate, Socratic seminars, cooperative learning, readings from multiple perspectives)



Authentic Relationships:

It's important to understand who your students are. When teachers have an authentic relationship with a student, they are better able to plan interventions to support learning that align rather than conflict with the student's culture.



Strategy idea: Who do you know?

- Identify one student who you don't know well.
- Get to know that student.
- After implementing strategies to get to know that student, think about what worked and what didn't.
 - How can you maintain the relationship that you have built?
 - What could you do differently next time?
- Pick another student and repeat process.



"Look Fors" in the classroom

- Shares an appropriate level of personal information (e.g. family photos, personal interests)
- Demonstrates active listening skills and I-statements to convey understanding and care for what students say
- Engages in social conversation and asks students about their lives outside of school



Reflective Thinking:

Consider that behaviors can be culturally motivated and reinforced. A culturally responsive practitioner can understand different behaviors without assigning judgment.



"Look Fors" in the classroom

- Teacher models apologizing when wrong or acknowledges their error(s)
- Focuses on strengths, not deficits
- Teacher makes statements reflecting the taking of others' perspectives



Effective Communication:

Recognizing the distinct interactive styles of students from diverse backgrounds and knowing how to respond to these differences with civility, respect, and high expectations. Effective communication occurs when the intended message is received accurately.



"Look Fors" in the classroom

- Teacher responds firmly, fairly and consistently
- Uses calm and assertive tone
- Stays in control of behavior
- First interactions with students are positive, addresses students by name
- Allows for multiple types of students responses



Sensitivity to Students' Culture:

The thread that runs through C.A.R.E.
Understanding students' cultures helps teachers to respond in culturally responsive ways. Making connections with students' cultural communities and families not only communicates a genuine interest and desire to understand, but also has proven effective in the prevention of behavioral infractions.



"Look Fors" in the classroom

- Evidence of connecting to students' communities and families
- Creates diverse cooperative groups
- Supports cultural differences through tailored curriculum and behavioral expectations



Practices and High School Context

Size

- How will you build relationships with all students?

Culture

- How can we create an environment where all students feel comfortable asking for help? (Academic & Social/Emotional)

Developmental Level

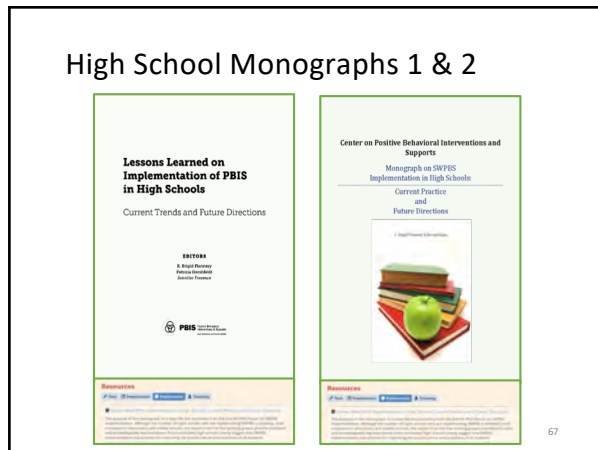
- What role can students play?

1.11 Student, Faculty, Community Involvement	
(SW- PBIS TFI)	Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months. Engaging stakeholders enhances the contextual fit of SWPBIS systems and may increase consistency across school and other settings.
CR	School teams and staff see student, family and community partnerships as vital to improving student outcomes. These partnerships provide opportunities for student, family and community voices to be heard and have their histories and experiences represented in the school setting. Connections to the school are authentic and collaborative when teams actively seek student, family and community voice. It is critical teams engage families, students and community members representative of the schools' demographics and any underserved populations.
HS	Stakeholder involvement insures ALL voices have dialogued around the issues and have created a perception of "doing it together". Student involvement through forums and/or opportunities (i.e. youth empowerment summit) allow students to connect and increase consistency across school and other settings. Parent involvement through focus groups/surveys provide a bridge to cultural competence. Data from focus groups and surveys can also help initiate or support local and

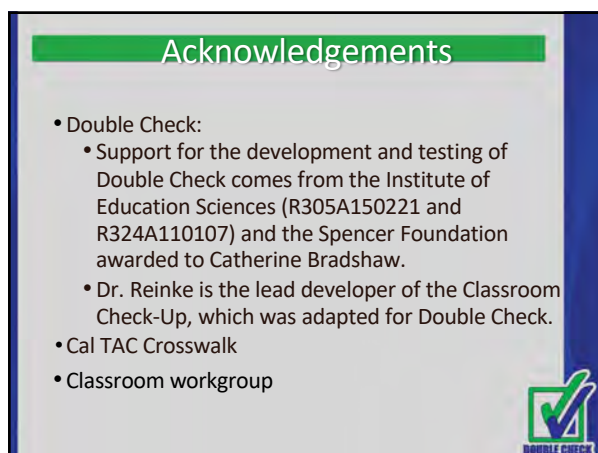
Bringing it all together

Reflect and Act

- What steps will you take to ensure classroom practices are culturally relevant for all students?
 - Data
 - Transparency? Disaggregated? Multiple matrices?
 - Systems
 - Culture of coaching?
 - PD?
 - Practices
 - Student/Family involvement
 - Relationships
 - Building CR into EBP









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- Cal TAC Crosswalk <http://www.pbiscaltac.org>
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