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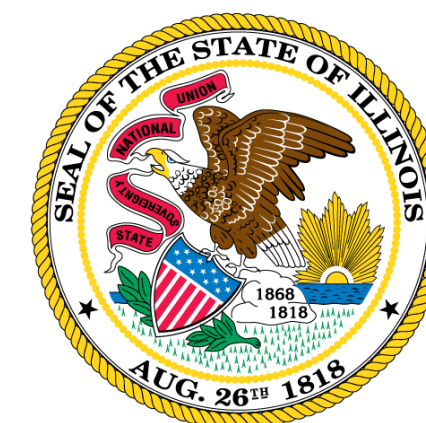
# Culturally Responsive Teaching & Leading Standards Implementation

**Illinois Education Preparation Programs**

**Kickoff Meeting & Celebration**



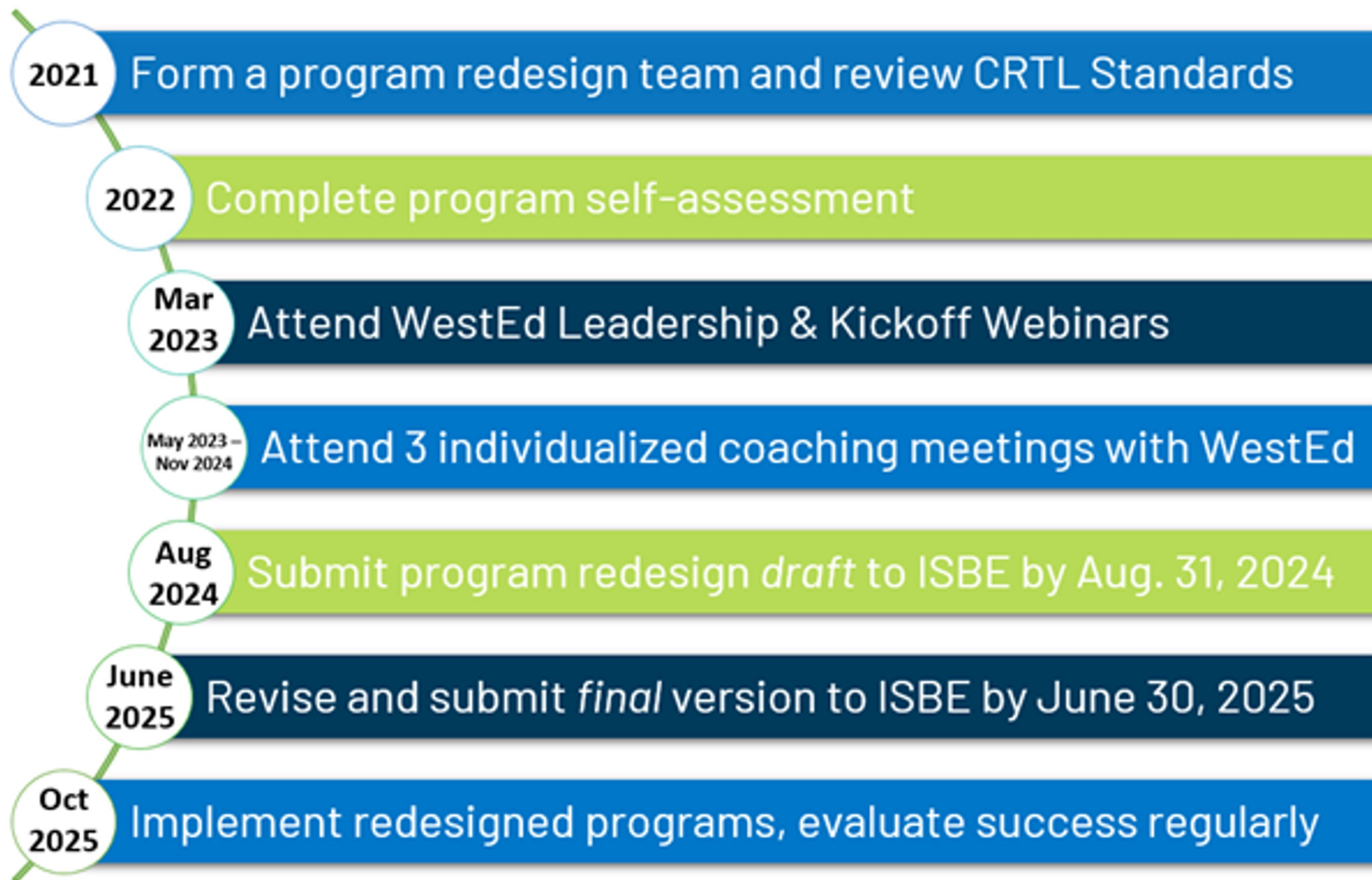
# Introduction to the Team



**Illinois  
State Board of  
Education**









# Session Objectives

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Participants will:

1. connect the CRTL Standards to on-going equity work across IHEs
2. Deepen your understanding of CRTL and CRTL implementation
3. engage in a meaningful discussion with EPPs across Illinois to share evidence-based ideas and strategies for CRTL planning and implementation.



# Presenter Introduction

Sandra Leu Bonanno, PhD,  
Research Associate, WestEd, [SleuBon@WestEd.org](mailto:SleuBon@WestEd.org)  
Multilingual, daughter of Taiwanese immigrants, bilingual  
educator, culturally sustaining researcher, and Libra



Lamar Johnson, EdD  
Senior Research Associate, WestEd  
Creative, Storytelling, Critical Race English Educator,  
And Pisces





# Agenda

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- 1. Introductions & Grounding**
- 2. Deepening the Collective Knowledge**
- 3. Research-based Strategies: CRTL Brief**
- 4. Panel: CRTL Implementation**
- 5. Reflection & Application**





# Collective Agreements

1. Suspend judgement and seek to understand
2. Be present
3. Balance sharing virtual space and giving the gift of your ideas
4. Extend grace



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# Honoring Our Collective Knowledge: Who do we have in the space?

Please share your:

- Name
  - Role
  - Where you live
  - What is your concept of equity?
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# Understanding Our Why

## Connecting CRTL to Equity

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**As you listen to the spoken word,  
consider the following questions:**

How does Khoi implicitly advocate for  
a culturally responsive approach to  
education?

How does Khoi the Poet embody our hopes  
for students?



# Khoi the Poet - "Asian American History"



<https://www.youtube.com/watch?v=6pqVwrsGHtk>



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**Response:**  
**In the chat, please**  
**post your response**  
**to one of the**  
**guiding questions.**



## **Guiding Questions:**

How does Khoi implicitly advocate for a culturally responsive approach to education?

How does Khoi the Poet embody our hopes for students?





# Choose Your Own CRTL Adventure

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Utilize this time to deepen your understanding of CRTL or CRTL implementation to better serve the students at your institution.

## Directions:

1. Navigate to the Google Doc link.
2. Choose the option that best suits your entry point into the work and engage with the activity.
3. Please post your takeaways in the Padlet.

<https://tinyurl.com/CRTLAdventures>



The background of the slide features a dense, colorful pattern of small dots. These dots are arranged in a grid-like fashion that recedes into the distance, creating a sense of depth. The dots come in a variety of colors including red, yellow, green, blue, purple, and pink. The overall effect is a vibrant, abstract design that fills the lower half of the slide.

# **Research-based Practices for Implementing CRTL**



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As you consider the following research-based strategies to foster CRTL, answer in the chat whether each strategy is one that your institution:

1. is already implementing
2. would like to implement
3. foresees difficulty implementing





# Strategies Across Teacher and Leader Preparation Programs



# Strategy 1: Cross Cultural and Racial Dialogues

(Johnson, 2017; Kohli, 2012; Sealey-Ruiz, 2022; Singleton, 2012; Warren, 2018)



## CRTL Standards Covered: A, B

### Description:

Equipping candidates with critical self-reflection and encouraging dialogue about and across race, culture, and language of the candidates to understand how perspectives vary and the context behind decision-making.

### Examples:

- Curricular and applied opportunities to challenge biases and assumptions
- Discussions of racial, cultural, and linguistic perspectives using case studies
- Reflective journaling about race, language, and culture
- Multi-stage candidate interviews to gauge critical self-reflection
- Affinity spaces for Candidates of Color



# Strategy 2: Diverse Practicum Placements

(Hucks et al, 2022)



## CRTL Standards Covered:

### Description:

Diverse placements can help teacher candidates develop a critical sense of self and cultural humility, which is the ability to listen without bias and prejudice as a way to understand, learn from, and effectively work with people from different cultural, racial, ethnic, and linguistic backgrounds.

### Examples:

- Implementing cyclical and critical self-reflection before and during diverse placements
- Providing teacher candidates with exposure to a variety of teaching contexts (e.g., urban, suburban, and rural schools)
- Developing a diverse mentorship network through diverse placements can help teacher candidates build a professional network of educators and administrators from different backgrounds and contexts.



# Strategy 3: Coalition Building with Families and Communities

(Ishimaru, 2013; Khalifa, 2012; Moll et al., 1999; Vesely et al., 2017)



## CRTL Standards Covered: A, B, C, & F

### Description:

Engage in assignments and with research that supports candidates to intentionally disrupt traditional power dynamics and collaborate with families and the community as partners in their child(ren)'s education. This might also entail reframing deficit ideologies candidates hold about traditional parent involvement.

### Examples:

- Implementing strengths-based home visits or family events
- Creating family inventories to highlight dynamic experiences and their hopes and dreams for their child(ren)
- Shadowing family and community expert panels to garner feedback
- Communicating with families during conferences about learning that occurs at home





# Strategies Specific to Fostering Culturally Responsive Teaching



# Strategy 4: Understanding that Students are Diverse and Complex Individuals (Boutte, 2015; Bryan, 2021)



CRTL Standards Covered:	
<b>Description:</b>  Planning for and implementing pedagogical and curricular opportunities for students to define their racial, cultural, and linguistic identity and how that identity intersects with learning content knowledge.	<b>Examples:</b> <ul style="list-style-type: none"><li>• Encourage faculty to incorporate a culturally responsive approach to teaching across all disciplinary content.</li><li>• Creating culturally responsive assignments to foster positive relationships between the students and teachers, such as E-Pals.</li><li>• Implement opportunities for students to vocalize who they are, such as Who Am I or Where I'm From Poem.</li><li>• Ongoing counternarratives are provided (e.g., students are provided the space to tell accurate stories about their lived experiences).</li></ul>



# Strategy 5: Ensuring Agentic and Empowered Opportunities for Learning

(Gay, 2000; Helmer, 2014; Villegas & Lucas, 2002)



## CRTL Standards Covered:

### Description:

Teacher educators should model and prepare preservice teachers to be co-creators and to rethink the power dynamics between teacher-student relationships. When students have agency, they are more engaged in their learning. They are more likely to participate in class discussions, ask questions, and seek out opportunities to learn more.

### Examples:

- Provide assignments and instructional models that promote inquiry and creativity.
- Practice writing lesson plans in which students make choices about the content and process of their work.
- Communicate guidance for incorporating curricular topics that highlight student advocacy and agency outside the classroom and make connections to them in the classroom.



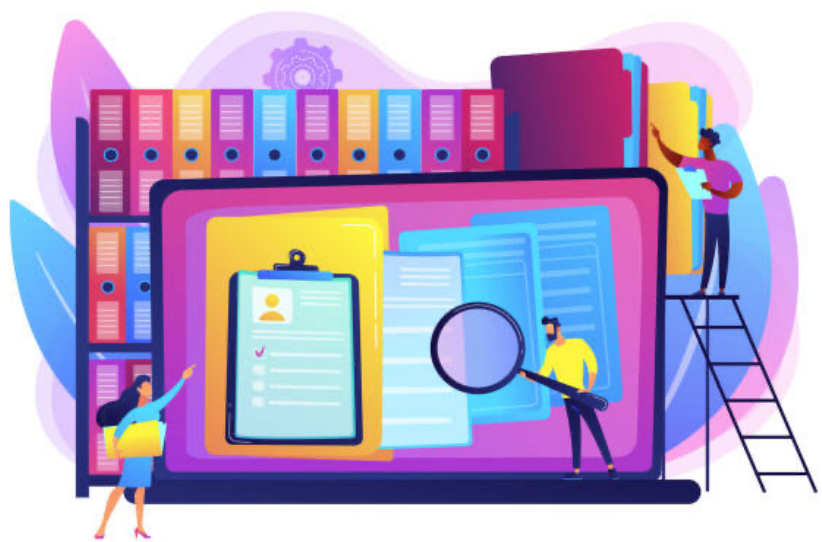


# Strategies Specific to Fostering Culturally Responsive Leadership



# Strategy 6: Cultivating Equity-oriented Data Literacy in Cycles of Continuous Improvement

(Irby, 2022; Khalifa et al., 2016; Park & Datnow, 2014)



## CRTL Standards Covered: B, H

### Description:

Principal candidates can practice collecting, analyzing, and coaching teachers to utilize diverse forms of data and disaggregated student data to track growth towards equity-oriented goals.

### Examples:

- Analyzing disaggregated data to uncover inequitable access to high-quality learning and resources
- Exploring diverse collection of data to center whole-child experiences
- Role-playing coaching conversations to build teacher capacity in equity-oriented data literacy



# Strategy 7: Fostering Instructional Leadership Capacity to Support CRT

(Marshall & Khalifa, 2018; NM DOE, 2022; Santamaría & Santamaría, 2016)



**CRTL Standards Covered: B, C, D, & G**

**Description:**

Developing leadership capacity to recognize and support high-quality culturally responsive teaching through continuous improvement cycles and professional learning.

- Examples:**
- Utilizing needs assessments and New Mexico's PD Evaluation Checklist to select culturally responsive professional learning for teachers
  - Creating and utilizing culturally responsive teaching observational protocols to provide mock feedback of instructional videos
  - Practice providing targeted instructional feedback and co-creating targeted professional goals using case studies or in practicum placements
  - Practicing curriculum audits and co-creating culturally responsive indicators of success



## — Breakout Rooms

In your breakout rooms, consider the following prompts:

- How might you draw inspiration from the strategies presented in the brief to prepare culturally responsive teachers and leaders in your institution?
- What other parallel strategies or approaches have you taken to implement CRTL Standards in your context?

Please assign one notetaker to document a summary of your conversation in the Padlet. 



# Panelist Discussion



**Annie Baddoo, Assistant Professor, Rockford University, (she/her)**

*learner, advocate for others, lover of coffee*



**Dave Stoval, Professor, University of Chicago Illinois, (he/him)**

*radical imaginary, critical scholar, fun*



**Kelly Monson, Director of Graduate Studies & Assistant Professor, Rockford University, (she/her)**

*collaborative, optimistic, love of the outdoors*



**Jackie Peng, WestEd Program Associate, (she/her)**

*researcher, culturally sustaining educator, scholar mamax2*



# Panelist Discussion



## Guiding Questions:

- Why does culturally responsiveness matter?
- Provide a detailed example of how you meaningfully integrated a culturally responsive approach to one of your courses or planned for CRTL implementation across your department/program.
- How do you continue to improve and challenge yourself to be more culturally responsive for the students you serve?
- QA



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## Padlet Reflection

After engaging with colleagues across Illinois and with the session's materials, please post your individual reflection on the Padlet.

*What is one concrete step you will take to learn more about CRTL or further implement CRTL in your context?*

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# Takeaways

- Candidates cannot emulate equitable culturally responsive education unless they first experience themselves.
- CRTL Standards Implementation can intersect with the great work your institution is already doing.
- There are multiple resources, collegial collaborators, and support systems to help you implement the CRTL Standards.



## Feedback Survey & Resources

<https://tinyurl.com/CRTLFeedback>



<https://tinyurl.com/CRTLResources>

