

The Culturally Responsive Framework - Building Global Mindsets

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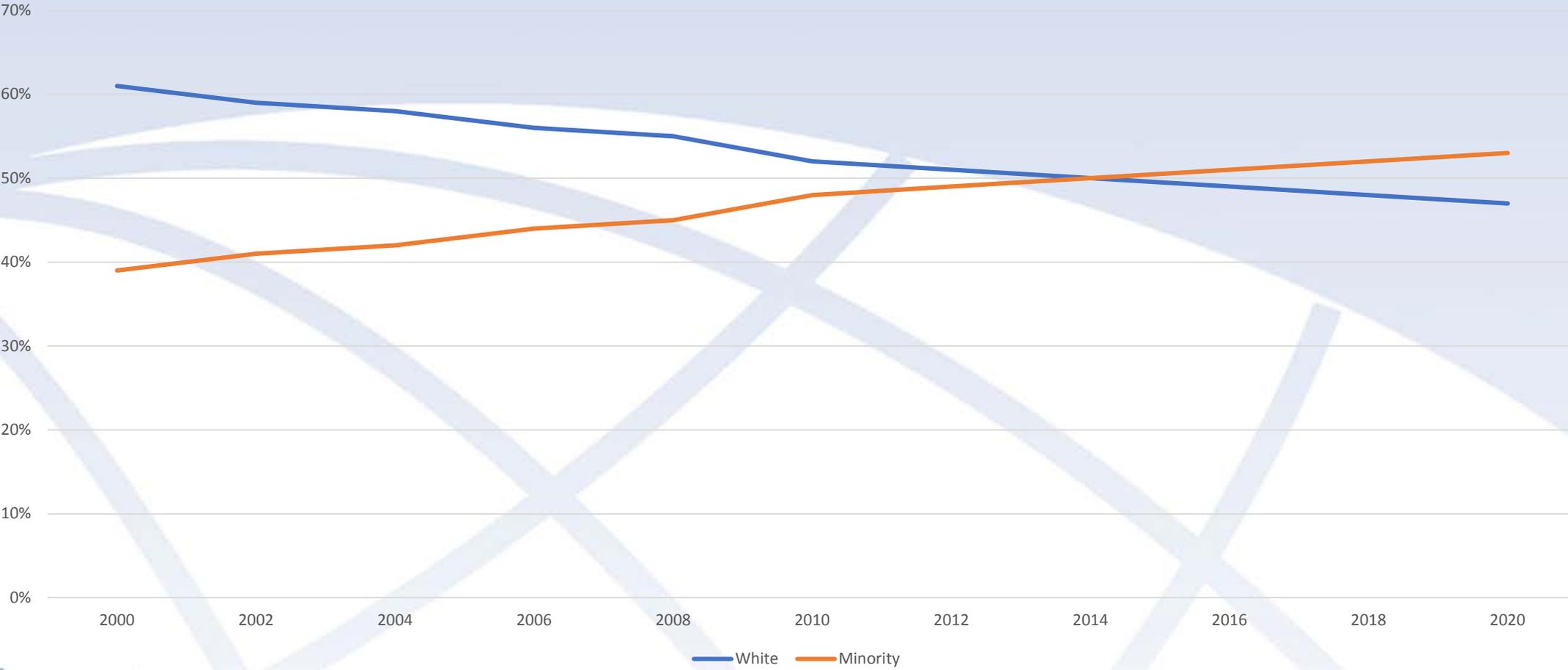


Prince William County

PUBLIC SCHOOLS

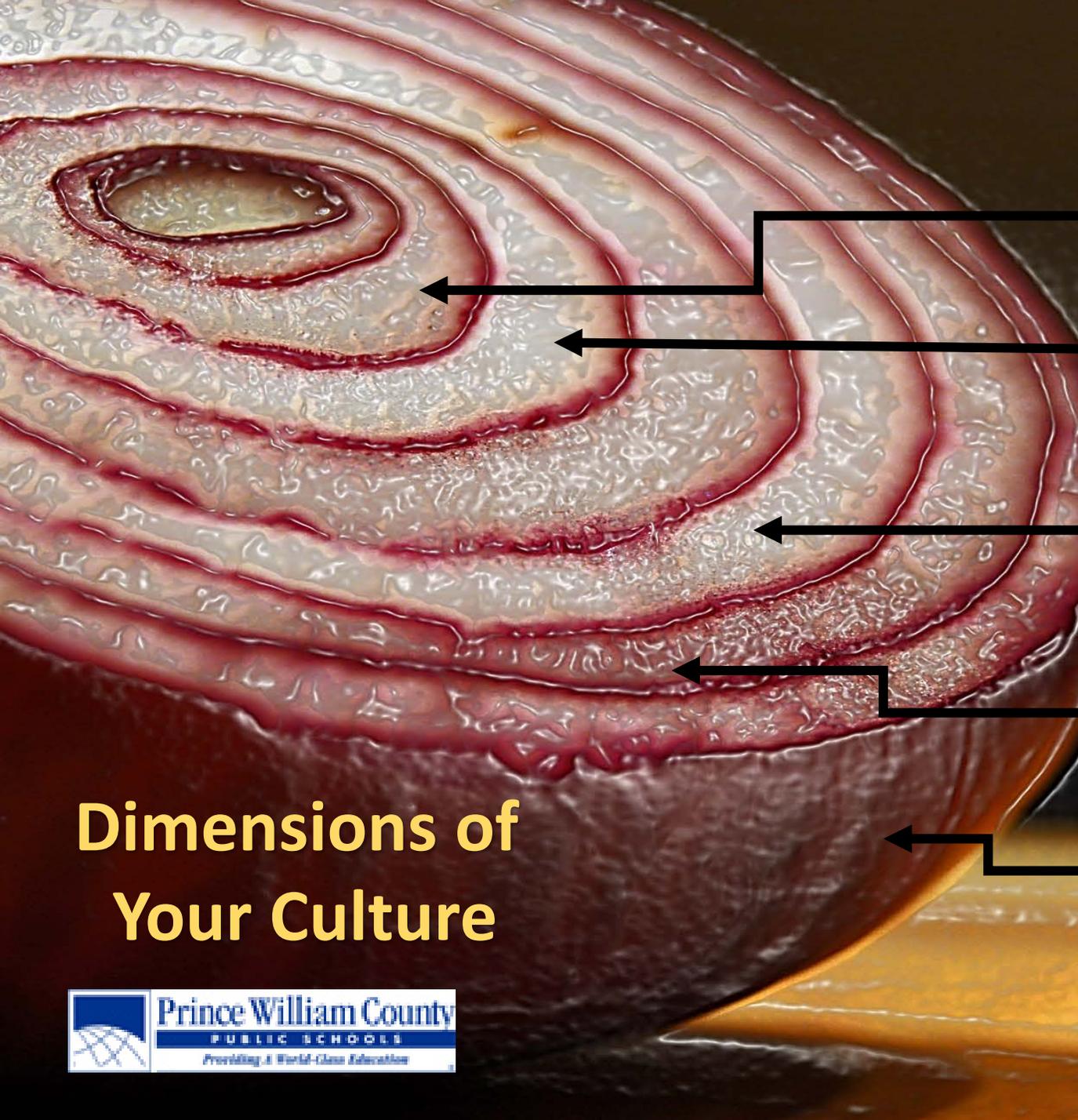
Providing A World-Class Education

National Demographic Shifts, White vs. Minority US Student Populations



The Culturally Responsive Framework - Building Global Mindsets





- Internal Dimensions**
Your thinking based on gender, age, race, ethnic, sexual orientation, mental health, faith
- Community Dimensions**
Your thinking based on marital status, income, education, language(s), family structure, geographic location(s), clubs/sports
- Social Life Dimensions**
Your thinking based on your degree of social development, historical events, addictions, hardships, prosperity
- Institutional Dimensions**
Your thinking based on department, position, location, team members, governing body

Observable culture

Dimensions of Your Culture

Culturally Responsive Instruction

- Allows the stimulation of cognitive involvement and creating shifts from dependent learners to independent thinkers.
- Contributes toward raising the levels of competence, self-regulation, and autonomy in students and staff.
- Contributes to a positive student-focused environment and helps build greater relationships between student and school staff.
- Allows students to construct meaning in connection to their lives and global connections.

Phase I 2017-18

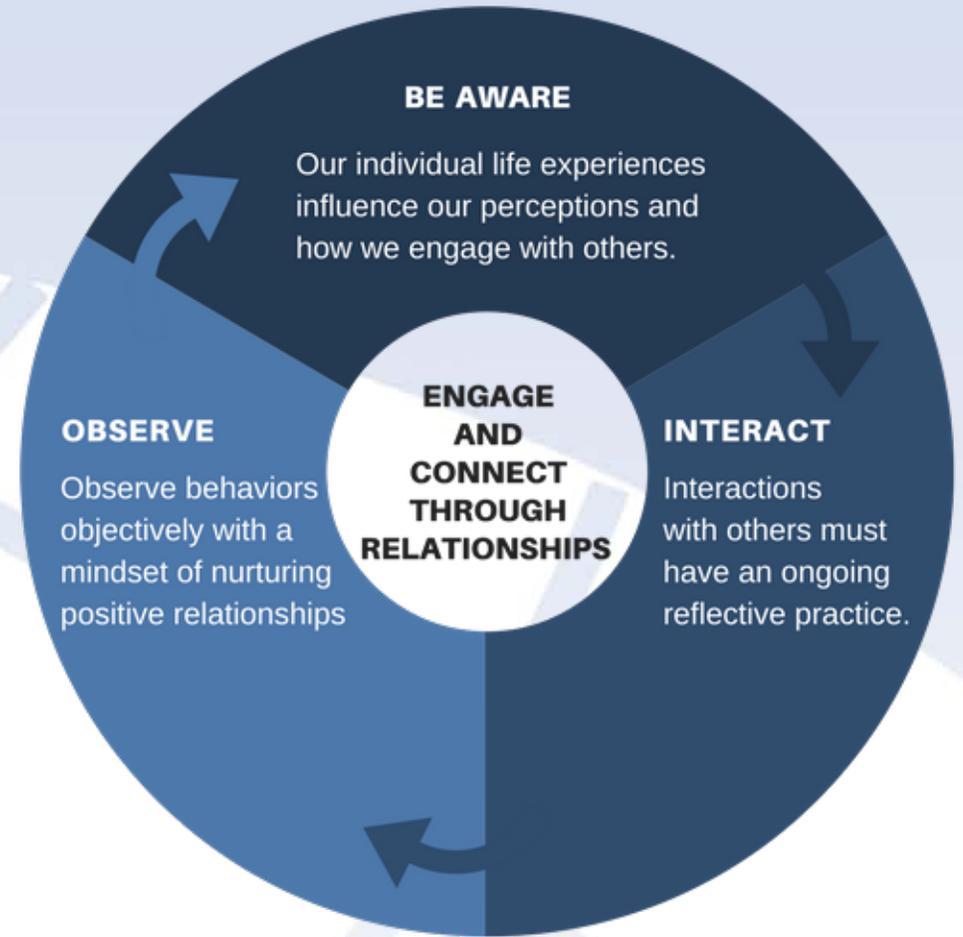
- Review of academic and discipline data
- Focus on building positive relationships



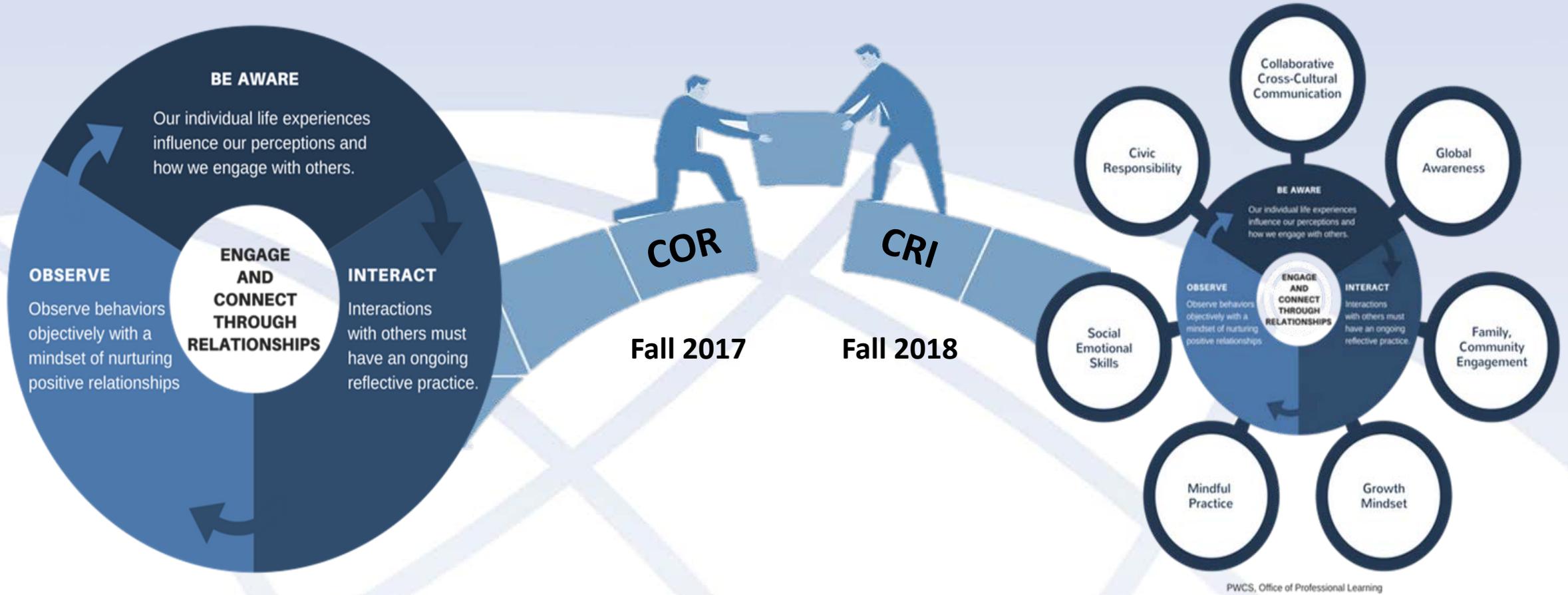


Phase I 2017-18

Creating Opportunities to Connect Through Relationships



Implementing Culturally Responsive Learning as a Division



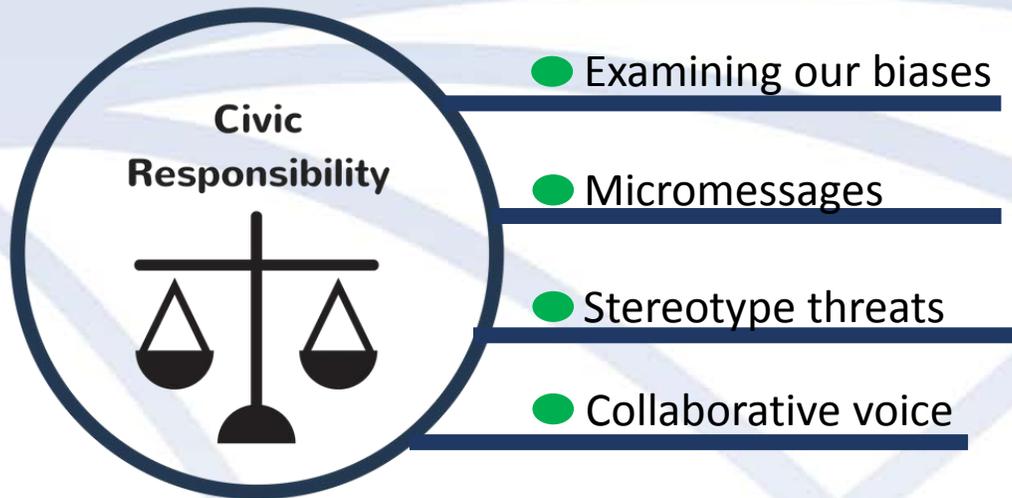


Culturally Aware and Responsive Educator (CARE) Lead

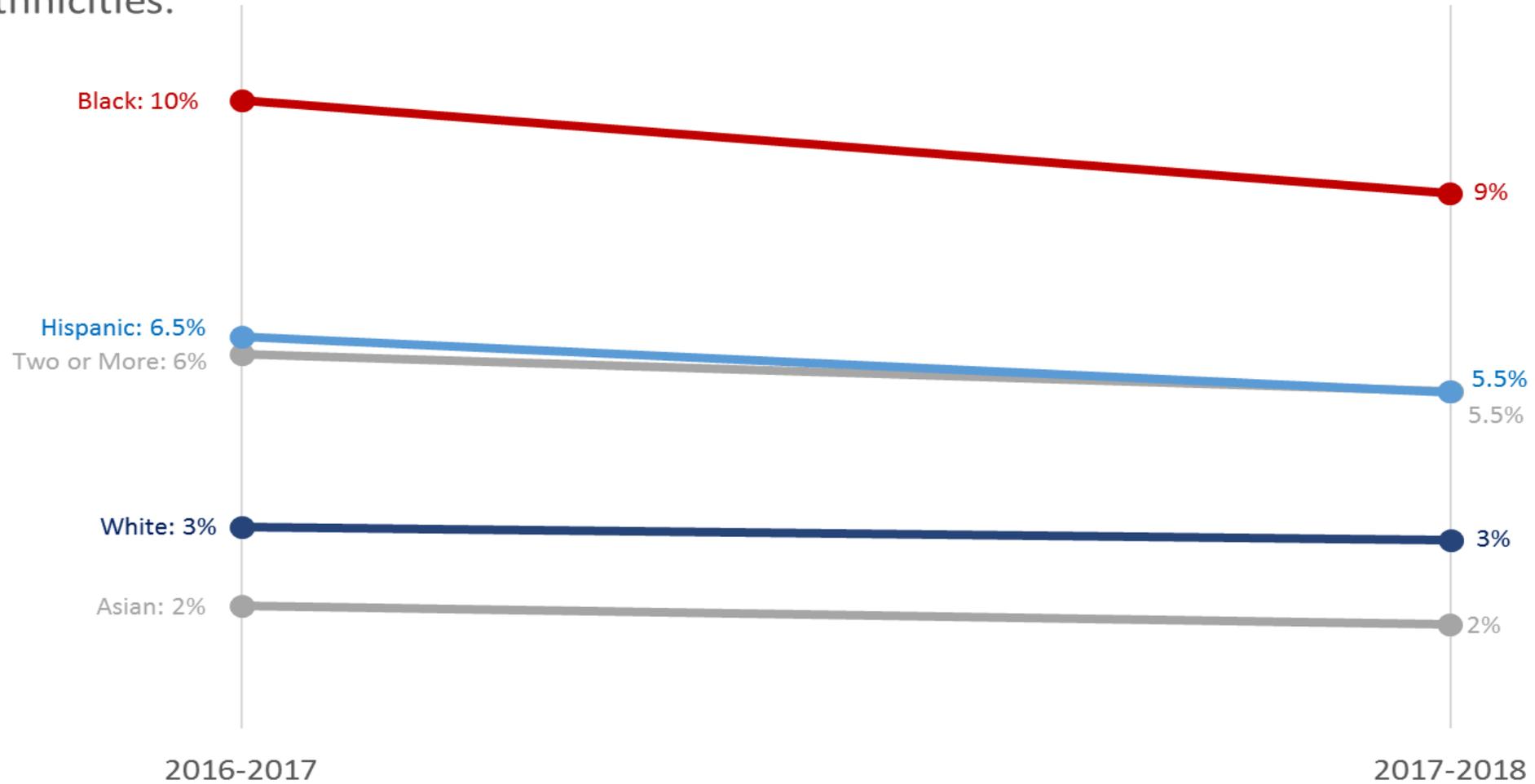


Phase I 2017-18

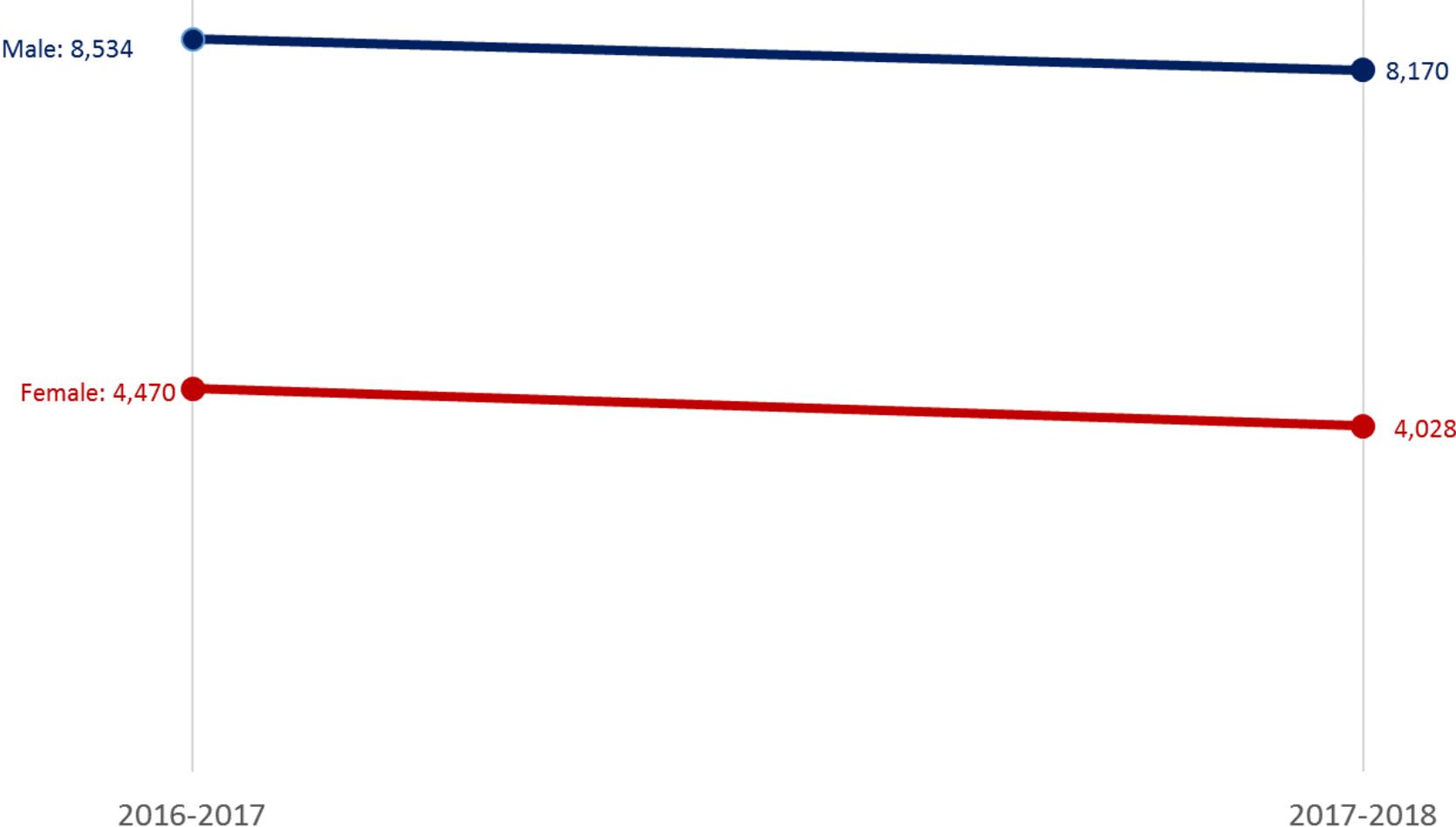
- Review of academic and discipline data
- Focus on cultural competency



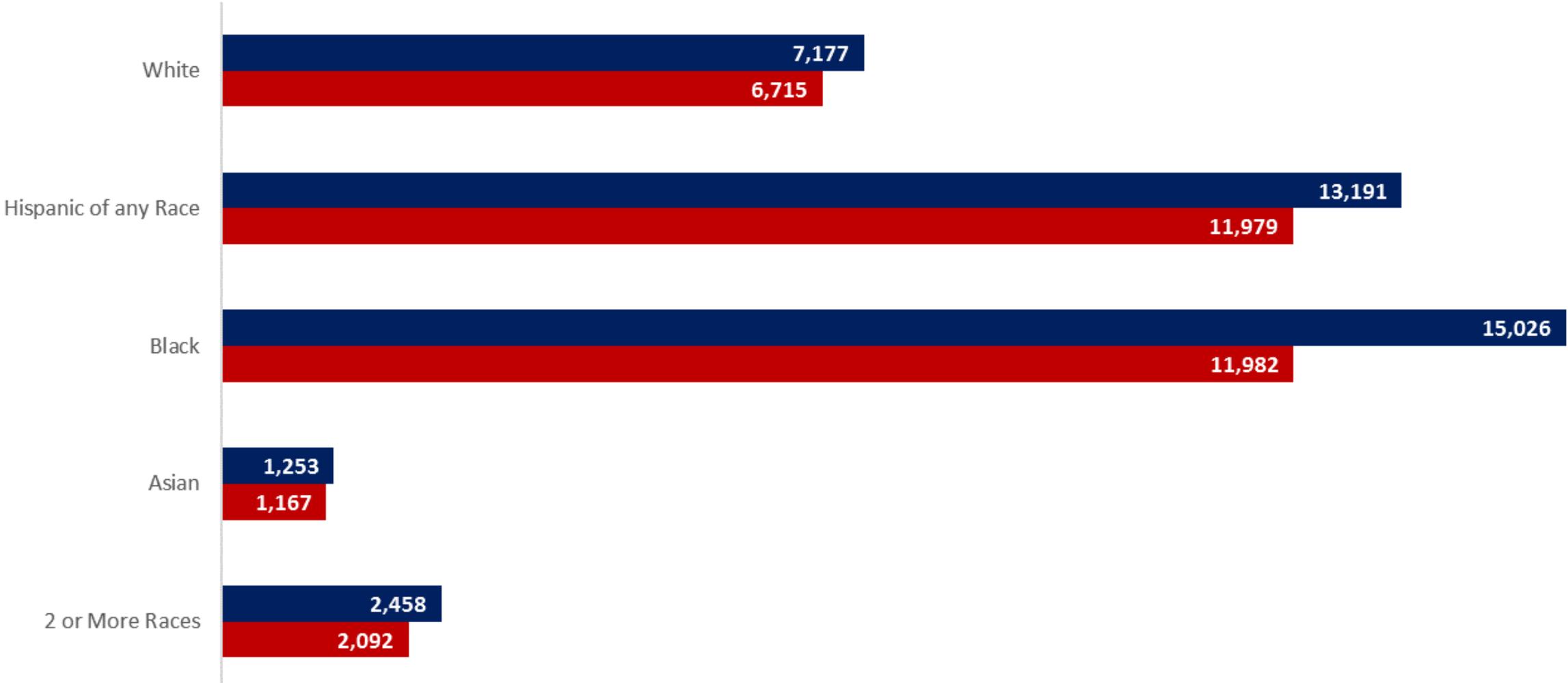
From 2016-17 to 2017-18, the percentage of students receiving one or more exclusionary discipline consequence trended downward for all ethnicities.



From 2016-17 to 2017-18, counts of students receiving one or more referral decreased for males and females.



From **2016-17** to **2017-18**, the number of discipline referrals decreased across all ethnic groups.



In 2017-18, **Black** and **Hispanic** students had lower pass rates than other groups in math.



In 2017-18, **Black** and **Hispanic** students had lower pass rates than other groups in reading.



What We Know About the Achievement Gap

- It mirrors other disparities (health, income, employment)
- We have historically viewed genetics and culture as the cause of disparities.
- External conditions affect academic performance (e.g. health, housing stability, poverty).
- Schools often exacerbate disparities through practices that reward privilege and punish the disadvantaged.
 - Teacher assignment.
 - Implicit biases are a factor contributing to punitive discipline practices.
 - The hidden benefits of economic privilege – homework/parental support.

Implicit Bias and Microaggressions Impact Learning

- Reading with a purpose
- Inhibiting distracting thoughts & external influences
- Switching attention from between stimuli & thoughts
- Organizing information
- Predicting outcomes & events
- Sequencing information – cause and effect
- Abstract thinking
- Managing time
- Choosing the right strategies
- Making inferences\asking questions
- Creating associations
- Making judgments
- Critically analyzing
- Solving problems
- Monitoring, regulating, being aware of self
- Metacognition



Phase I 2017-18

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