



SYMPOSIUM BREAKOUT SESSION
MONDAY, OCTOBER 24, 2022 | 3:30-4:30 PM ET

Developing an Evidence Base for Culturally Responsive and Sustaining Instruction

PRESENTER:

- Malika Ali, Highlander Institute



Welcome!



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HIGHLANDER
INSTITUTE
Leveling the Field for All Learners

Our Mission

Highlander Institute partners with communities to imagine and create more equitable, relevant and effective schools. Using research, we convene, coach and build capacity to improve outcomes and experiences for all students.

Our Vision

Students, educators and communities partnering as agents of change to design:

Classrooms that empower

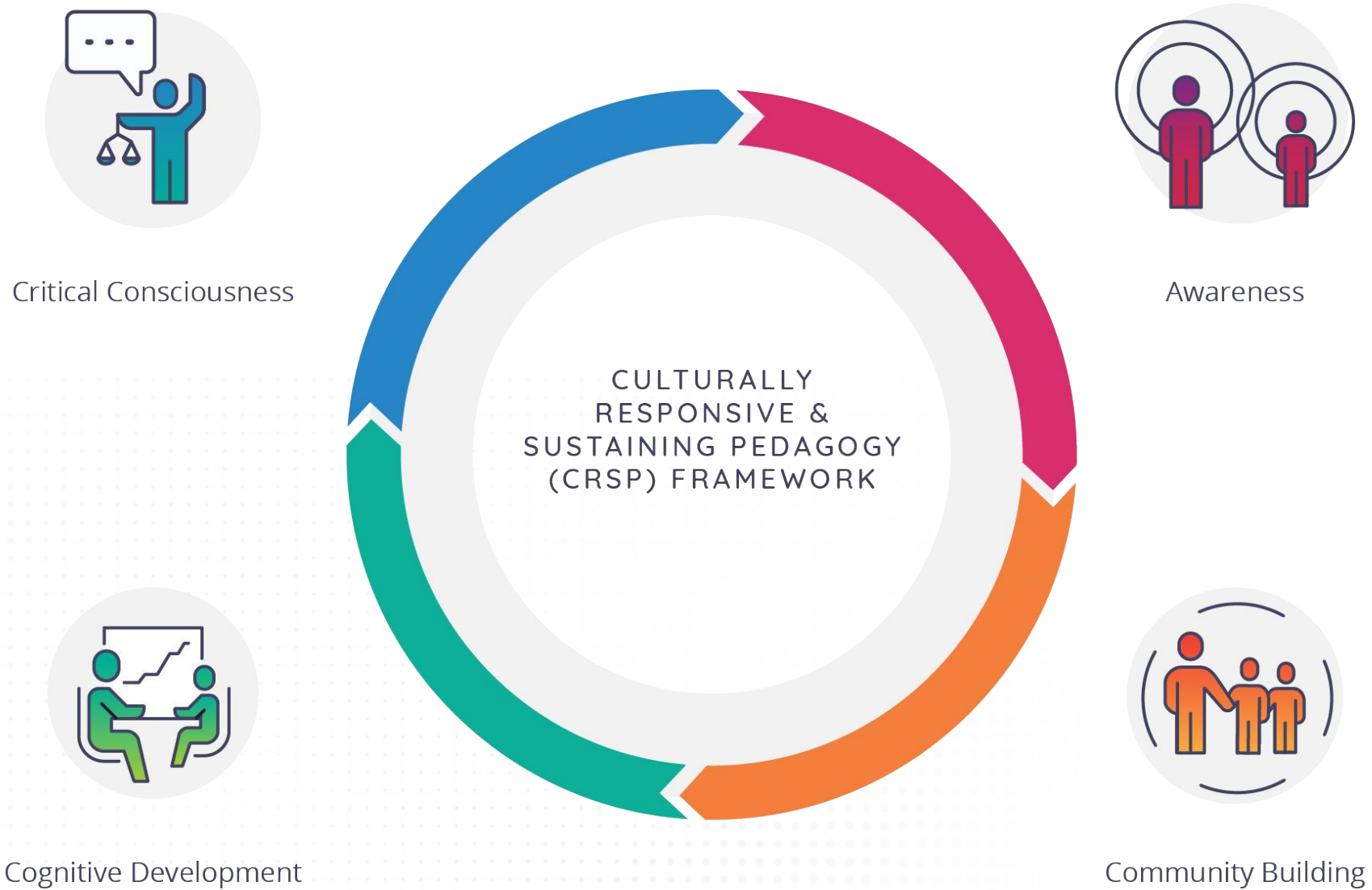
Schools that adapt

Systems that liberate



Culturally Responsive-Sustaining Pedagogy

Leveraging the cultural and linguistic practices of diverse learners not only to make learning more effective for and relevant to students, but also to foster and sustain cultural pluralism, ultimately for the purpose of social transformation



Domain #1: Awareness



AWARENESS

Domain Explanation

When we start with ourselves and recognize that we all operate within an inequitable system, we can start to understand how inequities translate into our schools. In this domain, we build awareness about:

1. Sociocultural awareness
2. Awareness of cognitive lift



Domain #2: Community Building



COMMUNITY
BUILDING

Domain Explanation

Rooted in this awareness, we learn to build community and nurture academic mindsets so that when a student is under the load of a challenging task, their peers can support the learner through it. In this domain we are building:

1. A culture of trust and belonging
2. A culture of thinking.



Domain #3: Cognitive Development



COGNITIVE
DEVELOPMENT

Domain Explanation

We leverage relationships, a mindset centered around equity, and learning science principles to disrupt cultures of low expectations and shift the cognitive load to students. Teachers work to develop cognitive skills with students in the areas like problem solving, effective reasoning, decision-making, and perspective-taking.



Domain #4: Critical Consciousness



CRITICAL
CONSCIOUSNESS

Domain Explanation

As we build our students' cognitive skills, we support them to apply these skills to meaningful problems. They are thinking critically about the world, understanding the levers of change available to them, and acting in ways that promote justice.



Culturally Responsive School Change Model



Research Base



The **Culturally Responsive & Sustaining Pedagogy (CRSP) Framework** provides the foundation for all work at Highlander Institute.

The framework is grounded in research, neuroscience, and the rationale of Geneva Gay, Zaretta Hammond, Gloria Ladson-Billings, Sami Alim, and Django Paris. The four domains build the capacity of teachers and students to disrupt inequitable systems and create more relevant and self-directed learning environments.

For a summary of the research base connected to the CRSP Framework, [click here](#).

Learn & Discuss



**GOALS OF THE
RESEARCH**



**SUMMARY OF
EVIDENCE BASE**



**IMPLICATIONS
FOR US**



GOALS OF THE RESEARCH

- Center communities that have been marginalized in research & pedagogical approaches
- Codify practices for improving students' outcomes & experiences
- Share research-based strategies that affirm communities' funds of knowledge & leverage them as strengths

Thoughts & Question?



SUMMARY OF EVIDENCE BASE

- Awareness work
- Identity-safe classrooms
- Community building
- Academic mindset
- Cognitive skills
- Critical consciousness

[Explore Here!](#)



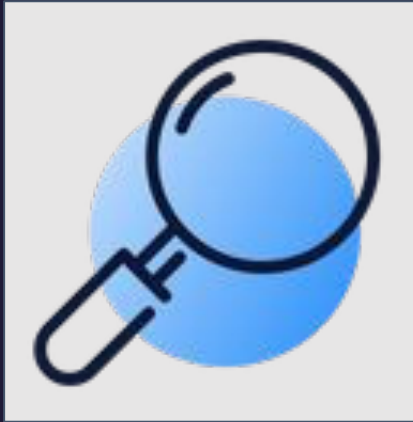
Connect-Extend-Challenge

Connect: Thinking about knowledge production & its implications for our work, how does this connect to what you already know/believe about leveraging a research base for CRSP?

Extend: How does this extend your thinking?

Challenge: What challenges/questions come up?

[Read & Discuss](#)



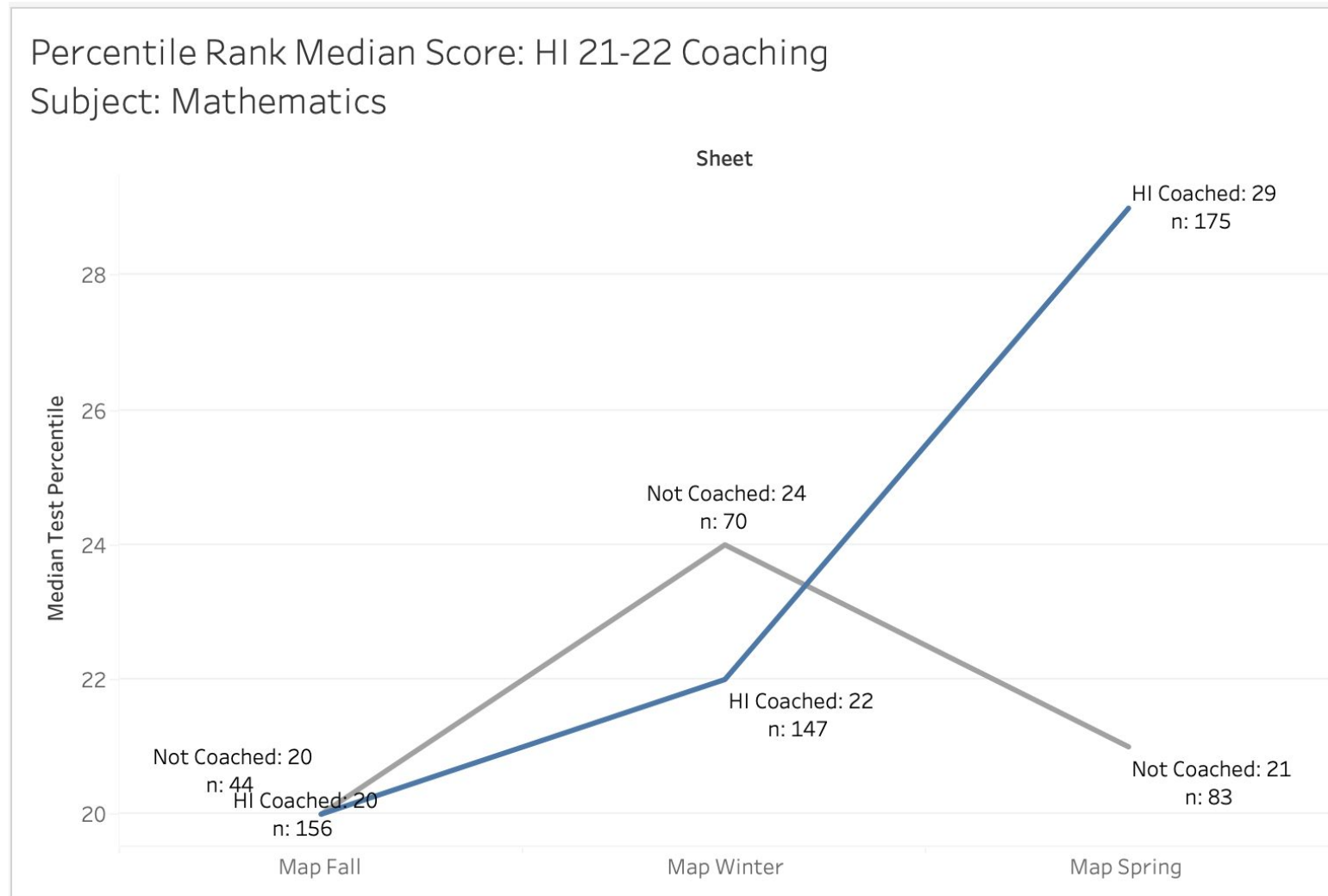
IMPLICATIONS FOR US
Story from a School Partner

What impact is our culturally responsive school change model having on student experiences and outcomes?

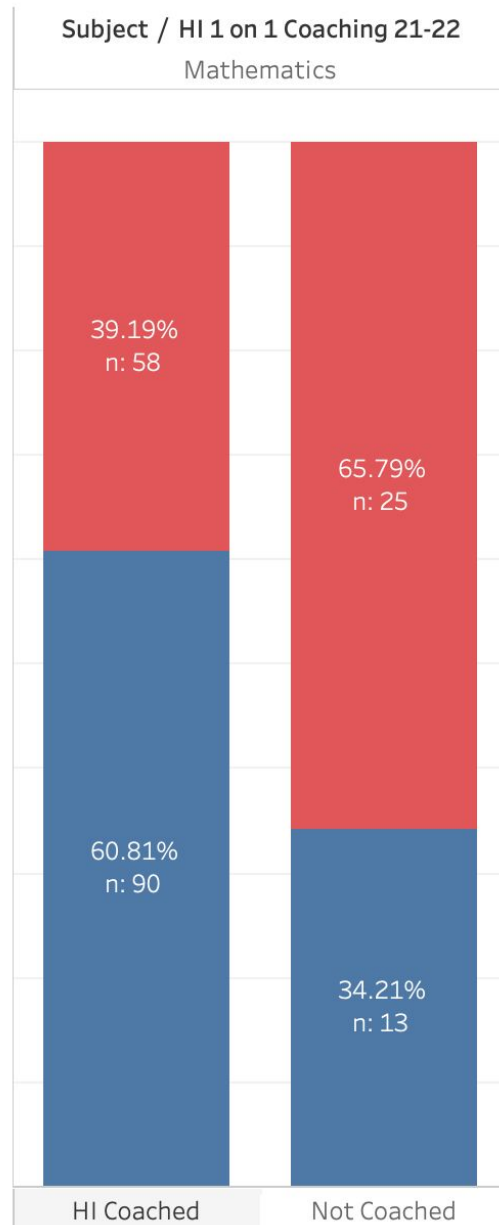
What evidence are we collecting to measure impact? How is this supporting a more liberatory approach to thinking about data?

How are we making decisions for sustainability & scale?

Math Median Test Percentiles with and without Highlander Institute Coaching



Met Projected Growth: Coached by Highlander



Projected Math Growth Comparisons

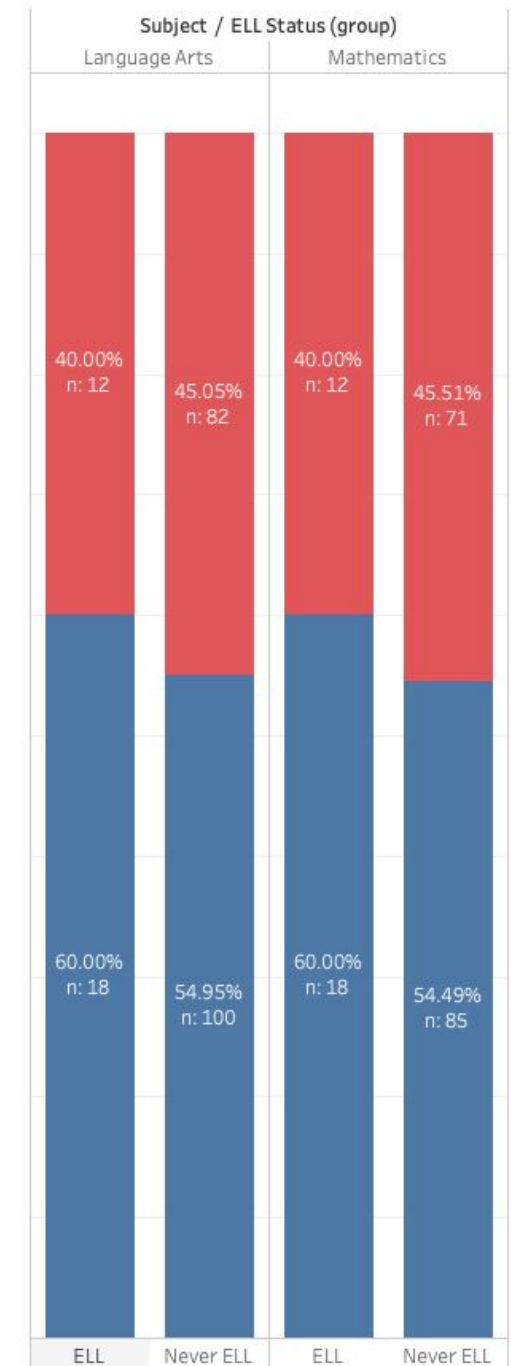
- **61% of students met their Fall to Spring projected growth** in classrooms with math teachers who received a **minimum of 14 coaching sessions**
- **34% of students met their Fall to Spring projected growth** in classrooms with math teachers that did not receive coaching

Multilingual Students: MAP Growth

MLLs showed great growth in our SES Community Building domain, where scores increased by more than a full point for questions about feeling important in their class & with their teacher. A higher percentage of MLLs (60%) met their projected growth in both ELA and Math than non-MLLs

Survey Item Score: MLL					
Survey item's "Average Score" is calculated by averaging the ratings provided by each student.					
	No		Yes		
	Dec 2021	May 2022	Dec 2021	May 2022	
(I feel like an important member of this classroom.)	3.1	3.2	2.7	3.5	
(In this class, my classmates help me when I need help.)	3.1	3.2	2.9	3.3	
(In this classroom, all the different students get along well.)	3.0	3.3	3.2	3.9	
(My teacher is glad that I am their student.)	3.0	3.2	2.8	3.7	
(Students in this class put a lot of effort into their work.)	3.4	3.5	3.4	4.1	

Met Projected Growth: ELL



Students with Disabilities Growth

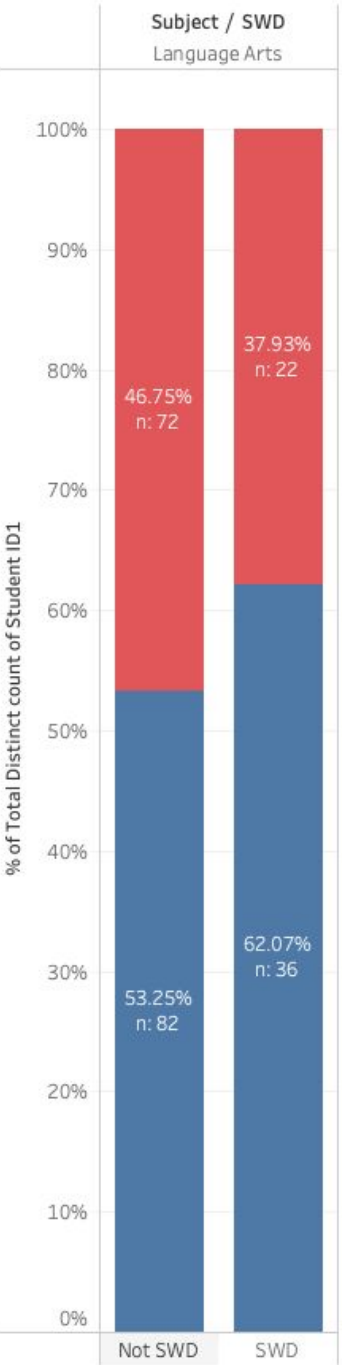
SWD showed growth in our SES Academic Mindset domain, where scores increased for survey items about students self confidence around their learning. SWD also showed great growth academically, where 62% met their projected growth versus the 53% of students who are not identified as SWD.

Survey Item Score: SWD

Survey item's "Average Score" is calculated by averaging the ratings provided by each student.

	No		Yes	
	Dec 2021	May 2022	Dec 2021	May 2022
(I can do well on all my classwork, even when it is difficult.)	3.6	3.7	3.1	3.4
(When I try harder in this class, I get smarter.)	3.6	3.7	3.3	3.8

Met Projected Growth: SWD





IMPLICATIONS FOR YOU

- What are the implications for your context?
- What would you need to push your practice?

Discussion

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- **Session Survey Link:**
https://www.surveymonkey.com/r/Aurora_10-24_EvidenceBase





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Thank you for joining us!

Share Your Thoughts

Participate in our one-minute poll (link in chat box)

