

APPENDIX V – 73

Identifying SPARKS in Educator Evaluation

Culturally Responsive Pedagogy and
Instruction

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TUCSON UNIFIED
SCHOOL DISTRICT

Learning Outcomes

- Examine Danielson evaluation framework for culturally responsive practices.
- Analyze SPARKS to inform teacher and administrator evaluation for culturally responsive practices.



Engaging practices

- Independently think: identify 3 culturally responsive practices and/or strategies you see your teacher implementing.
- Partner share: discuss your findings



Norms

Equity of Voice

Active Listening

Respect for all Perspectives

Commitment to the Work

Respectful Use of Technology



Culturally Responsive Practices and Danielson

- Partner:
 - Have a discussion with a partner identifying **culturally responsive practices** that differentiate between a *Basic* and *Proficient* ranking in Domain 3 Instruction; component 3c: Engaging students in learning.
- Whole group:
 - Be prepared to share your findings with the whole group.



Analyzing SPARKS

- Partner Scavenger Hunt
- Identify and document one practice and/or strategy per tenet in SPARKS that will serve as evidence of *Distinguished* in 3c.
- Discussion:
 - How does SPARKS serve as a companion in evaluating teachers on culturally responsive practices?



SPARKS and TUSD Administrator's Evaluation Rubric

- Examine Instructional Leadership component IL 1,2, & 3.
- Examine SPARKS and identify how this instructional framework could inform administrator proficiency in culturally responsive teaching.

Culturally responsive teaching is an educational approach that validates and affirms students' social, emotional, cultural, linguistic, and intellectual assets through an integration of the assets into curriculum resources.

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SPARKS

<p>S</p> <p>Student-centered: Teachers provide opportunities for students to engage in learning about issues relevant to students' lives. Inquiry about these issues is facilitated through project-based and inquiry learning. Teachers cultivate student dialogue as essential to the learning process that enables students' negotiation and construction of knowledge. Fostering student voice, opinions, and ideas will enrich the learning environment and ensure the shift to a student-centered classroom.</p>	<p>P</p> <p>Positive learning communities: Teachers create positive learning communities by fostering a safe space free of gender, racial, and other microaggressions. Teachers display artwork, posters, signs and labels that reflect and welcome the cultures representative of their students. Teachers foster a sense of belonging through genuine reciprocal and authentic caring relationships critical to facilitate authentic learning opportunities.</p>	<p>A</p> <p>Academic and ethnic identity development through relevant content integration: Teachers promote cultural and linguistic relevance through the integration of curriculum and resources that are relevant to students. The implementation of a relevant curriculum serves to foster students' academic and cultural identity development. Moreover, students' cultural identity is validated when learning about contributions members of their cultural group have made to society.</p>	<p>R</p> <p>Rigor through critical thinking integration: Teachers hold high academic and behavioral expectations of all students. Students are challenged to think deeply, critically, and divergently. Well-cultivated critical thinkers raise vital questions and issues with clarity and precision; gather and assess relevant information; come to well-reasoned conclusions and solutions; consider alternative points of view, assess their assumptions, implications, and practical consequences; collaborate with others to search for solutions.</p>	<p>K</p> <p>Knowledge co-creation: Students and teachers interact as co-creators of knowledge, learning with and from each other through multimedia resources that build on students' knowledge. Teachers regularly communicate with students' parents to establish a relationship that facilitates connections between the home experience and academic knowledge. By inviting parents and community members to serve as storytellers, guest lecturers, and family historians, teachers can tap into a family's "Funds of Knowledge" and take inventory of students' assets.</p>	<p>S</p> <p>Social justice/Civic engagement: Teachers foster opportunities to examine real life issues related to students' lives. Using a social justice perspective teachers guide students in the process of becoming productive and contributing citizens by engaging in investigations through project-based and inquiry learning. Through civic engagement, students develop agency and engage in civic action based on the meaningful application of the following skill set they have developed, historical analysis, academic, organizational, and the social skills. Civic engagement provides purposeful and meaningful opportunities for authentic and meaningful learning.</p>
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SPARKS culturally responsive teaching practices foster reflective, inclusive, relevant, and engaging learning experiences for all students. Incorporation of these practices sets the conditions in the classroom for strong Tier I instruction and the effective implementation of TUSD's multicultural curriculum, sure to ignite authentic learning.



Comparing *Standards*: ISLLC vs. PSEL 2015

(ISLLC) STANDARDS:

1. THE VISION OF LEARNING
2. THE CULTURE OF TEACHING AND LEARNING
3. THE MANAGEMENT OF LEARNING
4. RELATIONSHIPS WITH THE BROADER COMMUNITY TO FOSTER LEARNING
5. INTEGRITY, FAIRNESS, AND ETHICS IN LEARNING
6. THE POLITICAL, SOCIAL, ECONOMIC, LEGAL, AND CULTURAL CONTEXT OF LEARNING

(PSEL) STANDARDS:

1. MISSION, VISION, AND CORE VALUES
2. ETHICS, PROFESSIONALISM NORM
3. EQUITY AND CULTURAL RESPONSIVENESS
4. CURRICULUM, INSTRUCTION, ASSESSMENT
5. COMMUNITY OF CARE AND SUPPORT OF STUDENTS
6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL
7. PROFESSIONAL COMMUNITY FOR TEACHERS & STAFF
8. MEANINGFUL ENGAGEMENT OF FAMILY & COMMUNITIES
9. OPERATIONS MANAGEMENT
10. SCHOOL IMPROVEMENT

Reflection PSEL #3

- Next steps
- How might the district provide more support in ensuring culturally responsive practices in our classes?



Thank you!

