



# Culturally Responsive Workforce

## 2019-20 SPS-UW Research-Practice Partnership Summary Report

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Eric M. Anderson, PhD  
Director of Research & Evaluation  
[emanderson@seattleschools.org](mailto:emanderson@seattleschools.org)

### Report Abstract:

The SPS priority goal to develop a more diverse and **Culturally Responsive Workforce** includes strategies, initiatives, and progress monitoring efforts in three primary areas:

- **Recruitment & Hiring:** Includes targeted recruitment strategies and changes to hiring and selection practices to increase the compositional diversity of educators and leaders; includes expanding pathways into teaching (e.g. Academy for Rising Educators, Classified to Certificated, Seattle Teacher Residency) and a Grow Your Own Collective (GYOC) partnership to help mentor, develop and retain promising young educators of color.
- **Development:** Includes trainings for all staff designed to increase racial equity literacy and support educators to create culturally responsive learning environments: Foundational Coursework, mentoring by Consulting Teachers, and developing a new Teacher Leadership Cadre to help develop and retain effective culturally responsive teachers.

- **Retention:** Includes evaluating annual retention rates, particularly for teachers and leaders of color, using new surveys to understand staff decisions to “Stay” or “Exit,” and continuous progress monitoring of “working conditions,” particularly for staff and leaders of color.

**The Research-practice partnership (RPP)** between Seattle Public Schools (SPS) and the Education Policy Analytics Lab (EPAL) at the University of Washington (UW) has been operating since 2017. It is currently focused on SPS strategies to develop a more diverse and culturally responsive workforce as a critical lever for reducing racial disparities in educational opportunities and outcomes. The RPP serves to help SPS co-design a framework for building a culturally responsive teacher workforce and an aligned measurement system to drive implementation and iterative improvement in SPS. The partnership’s central aims are to:

1. Build a measurement system that includes procedures, instruments, and databases that link different stages of the life cycle of teachers in SPS; and
2. Use rigorous research to inform strategies for recruiting and retaining teachers of color and developing all SPS teachers to be more culturally responsive and effective in teaching students from diverse racial, ethnic and cultural backgrounds.

Research activities during 2019-20 were focused on:

- Professional Growth & Educator Support (PGES) survey design, administration, and analysis
- Analysis of educator diversity and retention trends at the district and school level
- Identifying measures of teacher quality, examining their distribution across schools
- Consulting Teacher log template development and data analysis with PAR program managers

#### **Key Research Findings: Teacher Diversity and Retention**

- While the overall proportion of teachers of color has remained relatively stable over the last five years, the proportion of newly hired teachers of color (first time in the SPS administrative system as a teacher) has risen from 16% in 2015-16 to 27% in 2019-20
- School-level retention has slightly increased for teachers of color (through 2018-19), while moving and district-level retention patterns for teachers of color and white teachers has remained relatively stable.
- Both teachers of color and white teachers move to schools with higher average *working conditions*, as measured by districtwide staff survey responses.
- Statistically significant increases between SY18-SY20 were observed for both (a) the desire to continue teaching in the same school and (b) plans to remain in the district but switch to a non-teaching position, for both teachers of color and white teachers.
- Teachers at 10 positive outlier schools with high rates of retention reported generally higher working conditions and received higher TPEP ratings from their evaluators.
- Statistically significant differences in both years between teachers of color and white teachers on receiving recognition for doing good work and having trusting colleague relationships.
- Teachers of color reported being more influenced by equity-focused anti-racist school culture, opportunities for career advancement, and microaggressions from colleagues or families. White teachers reported being more influenced by class size and workload, non-instructional duty burnout, and personal reasons.
- School leaders of color reported higher influence of opportunities for career advancement, bias or microaggressions, and student discipline than their white colleagues.

### **Key Research Findings: Culturally Responsive Teaching Practices**

- Compared to white teachers, in self-assessments of their teaching practice, teachers of color report a greater extent of facilitating discussions of equity issues and using knowledge of students' cultural backgrounds to explain concepts and content, as well as analyzing disaggregated student data and developing routines with student input in 2020.
- Teachers and school leaders reported more overall reinforcement of culturally responsive teaching and anti-racist practices in PD and BLT activities, with less reinforcement in TPEP evaluations or from school-based mentors or peers.
- Teachers of color reported a higher extent of culturally responsive teaching reinforcement in feedback from school-based mentors or peers, compared to white teachers.
- Teachers report that Foundational Coursework 101 and 201 are supporting them in attending to issues of racial equity during classroom discussion and developing responsive and consistent routines for student learning, with a lower extent of family engagement and developing responsive lesson plans and assessments.

### **Research-Practice Partnership Activities Planned for 2020-21**

- Workforce Diversity: Recruitment, Hiring & Retention
  - Continue analyze longitudinal trends and patterns in diversity and retention
  - Continue to develop/align school and central office surveys to measure working conditions
  - Development of new Exit Surveys to assess reasons teachers leave SPS
  - Development of program evaluation plan for Academy of Rising Educators (ARE)
  - In-depth research on teacher of color retention (interviews, descriptive analyses)
- Culturally Responsive Teaching Practice
  - Support development of improved systems to track completion of trainings
  - Implement 2021 PGES Survey and redesigned school climate surveys to measure culturally responsive practices –and triangulate perceptions across students, teachers, families
  - Co-Design initiative with select teachers recruited to help further synthesize culturally responsive and anti-racist teaching practice and system framework
  - In depth research to examine the effectiveness and impact of Culturally Responsive Teaching trainings, coaching and mentoring, and district professional development

# Culturally Responsive Workforce

Summary of 2019-20 research activities and findings from the UW-SPS research-practice partnership

November 2020



# STRATEGIC PLAN PRIORITY GOALS



High-Quality Instruction and Learning Experiences



Predictable and Consistent Operational Systems



Culturally Responsive Workforce



Inclusive and Authentic Engagement



## Culturally Responsive Workforce



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The SPS priority goal to develop a more diverse and culturally responsive workforce includes strategies, initiatives, and progress monitoring efforts in three primary areas:

- **Recruitment & Hiring:** Includes targeted recruitment strategies and changes to hiring and selection practices to increase the compositional diversity of educators and leaders; includes expanding pathways into teaching (e.g. Academy for Rising Educators, Classified to Certificated, Seattle Teacher Residency) and a Grow Your Own Collective (GYOC) partnership to help mentor, develop and retain promising young educators of color.
- **Development:** Includes trainings for all staff designed to increase racial equity literacy and support educators to create culturally responsive learning environments: Foundational Coursework, mentoring by Consulting Teachers, and developing a new Teacher Leadership Cadre to help develop and retain effective culturally responsive teachers.
- **Retention:** Includes evaluating annual retention rates, particularly for teachers and leaders of color, using new surveys to understand staff decisions to “Stay” or “Exit,” and continuous progress monitoring of “working conditions,” particularly for staff and leaders of color.

# About the UW -SPS Research- Practice - Partnership



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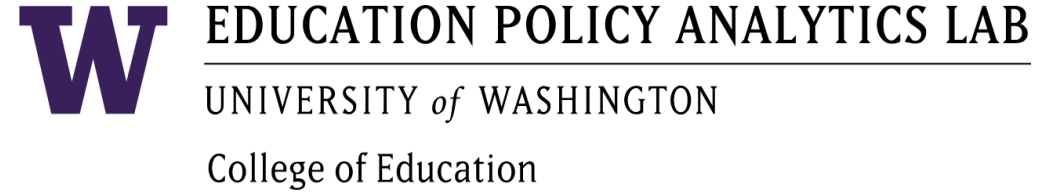
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# Research-Practice Partnership Members



## SPS Partners

Clover Codd, Chief Human Resources Officer  
Eric Anderson, Director of Research & Evaluation  
Lindsay Berger, PGES Program Manager  
Sheila Redick, Exec. Director of HR Strategy and Operations  
Mike Simmons, Director of Talent Management  
Chris Drape, PAR Program Manager  
Shelly Hurley, PAR Program Manager  
Drew Dillhunt, PAR/PGES Coordinator  
Kellie Wills, Research Analyst  
Lief Esbenshade, Senior Data Scientist

## UW Partners

Min Sun, Associate Professor and Director of Education Policy Analytics Lab, UW  
Marge Plecki, Professor Emeritus, UW  
Kevin Bastian, Director of EPIC, UNC-Chapel Hill  
Zach LeClair, Research Assistant, UW  
Cecilia Ramirez, Research Assistant, UW  
Katherine Chang, Research Assistant, UW  
Malcolm King, Research Assistant, UW  
Ale Arza, Research Assistant, UW  
Carlos Aldrete, Research Assistant, UW



# UW -SPS Research-Practice Partnership Central Aims

Our research-practice partnership (RPP) between Seattle Public Schools (SPS) and the Education Policy Analytics Lab (EPAL) at the University of Washington (UW) has been operating since 2017. It is currently focused on SPS strategies to develop a more diverse and culturally responsive workforce as a critical lever for reducing racial disparities in educational opportunities and outcomes. The RPP serves to help SPS co-design a framework for building a culturally responsive teacher workforce and an aligned measurement system to drive implementation and iterative improvement in SPS.

## **The partnership's central aims are to:**

1. Build a measurement system that includes procedures, instruments, and databases that link different stages of the life cycle of teachers in SPS; and
2. Use rigorous research to inform strategies for recruiting and retaining teachers of color and developing all SPS teachers to be more culturally responsive and effective in teaching students from diverse racial, ethnic and cultural backgrounds.

# RPP Guiding Research Questions

The central goal of the partnership is to develop a conceptual framework for a culturally responsive workforce and its key features in a school system into which we will integrate measures, instruments, data analytics and tools to monitor progress. Specifically, we focus on the following research questions:

## ***What strategies are associated with successfully recruiting and retaining teachers of color?***

- *Measurement*: How to use teacher, administrator, and family surveys to measure culturally responsive practices and school “working conditions”?
- *Data analysis*: How has the proportion of teachers of color changed in SPS over time? How are high-equality teachers of color distributed across schools and within schools? What are the retention and mobility patterns of teachers of color? How are schools’ working conditions culturally responsive and how do they vary across schools and change over time?

## ***What strategies are associated with improving culturally responsive teaching practice?***

- *Measurement*: How to use multiple instruments (teacher, student and family surveys, classroom observations or performance assessment) to depict culturally responsive teaching?
- *Data analysis*: How does teachers’ practices change over time – and how does this vary across school contexts? What strategies predict improvement in culturally responsive teaching?

# RPP Guiding Theory of Action

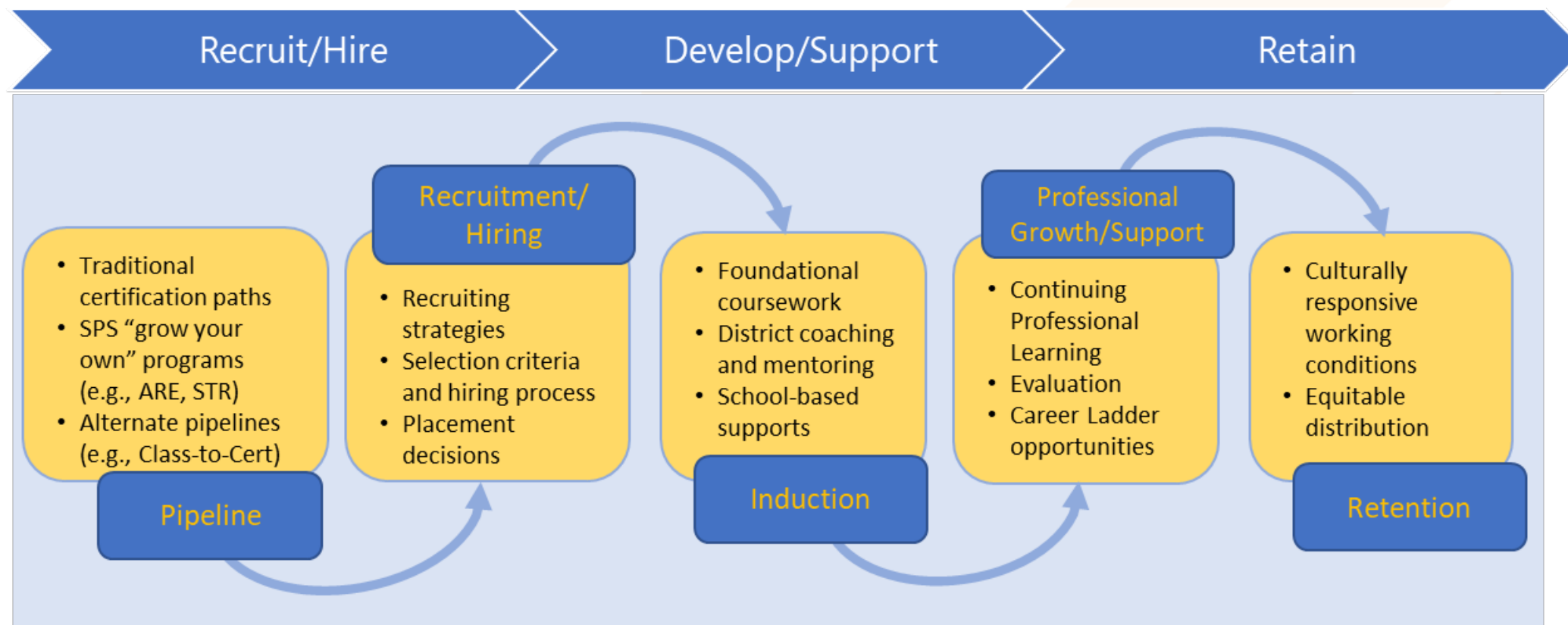
*The theory of action guiding RPP activities* encapsulates the entire educator life cycle (illustrated in Figure 1). The life cycle starts with **multiple pathways entering teaching**, including “grow your own” pathways to cultivate future teachers of color; targeted **recruitment strategies** to diversify the applicant pool, and **reexamined hiring processes and criteria**.

Once entering its teacher workforce, SPS is working to **develop and support teachers at each stage of their career**, emphasizing culturally responsive teaching as a cross-cutting theme in supports. A series of foundational courses and mentoring/coaching supports are offered at different career stages, which is aimed to provide a coherent, common language for instructional practices among teachers, mentors and coaches, teacher leaders, and principals.

Lastly, SPS is working to address unwelcome **working environments** in order to eliminate racial bias and other forms of marginalization to ensure that SPS schools and central office are safe and welcoming environments for all employees, and particularly staff of color.

# RPP Guiding Theory of Action

## Educator Life Cycle in SPS (Figure 1)



IMPACT OVER TIME

Improve Educator Diversity + Practice + Engagement/Retention → Improve Student Outcomes

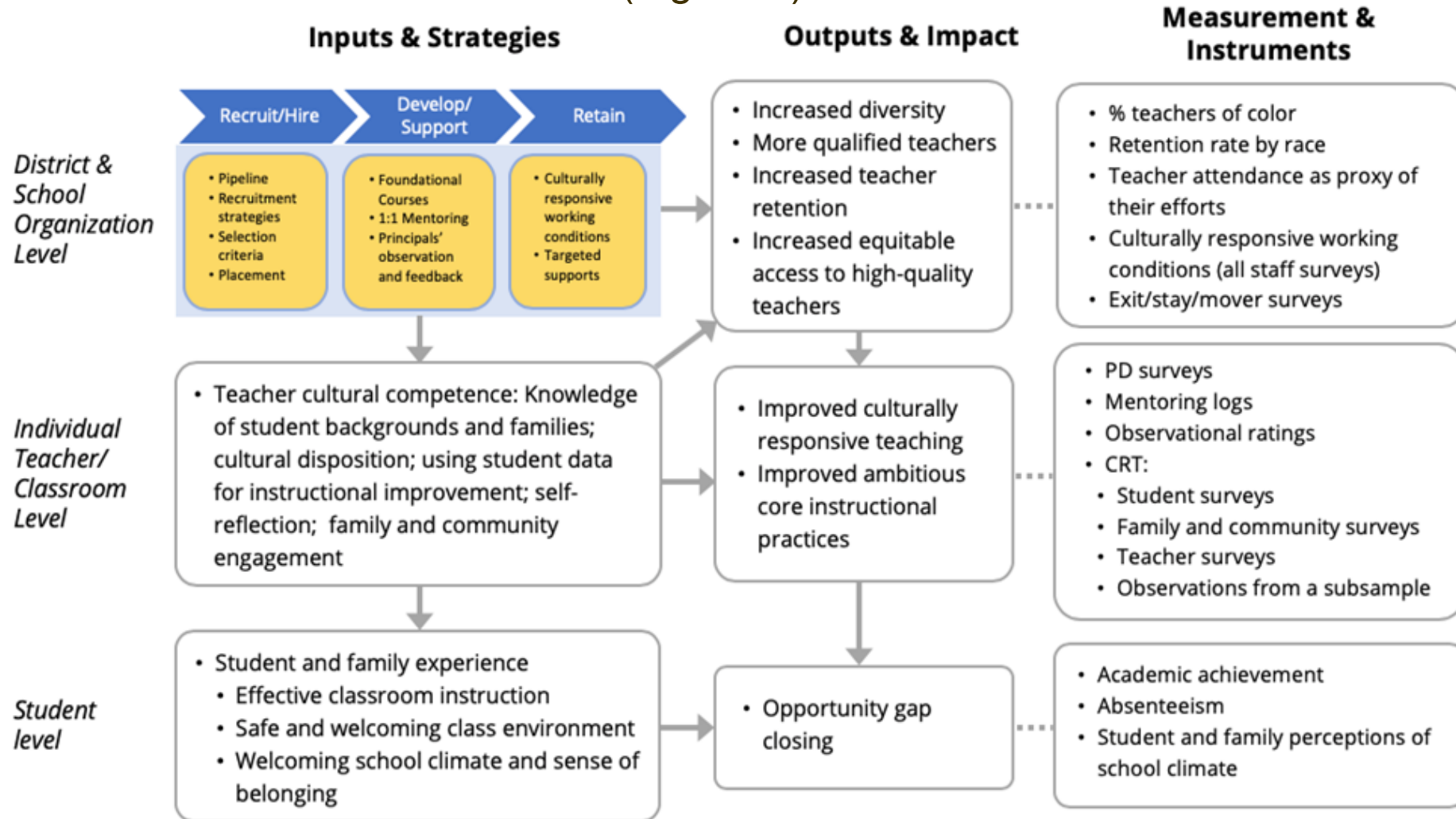
# Culturally Responsive Workforce Logic Model

Our **logic model** (Figure 2) takes a holistic view of teacher workforce development and is situated at multiple levels of a system:

- At the school and district level, we focus on examining strategies to improve cultural responsiveness through the recruitment, development, distribution, and retention of teachers of color. This **compositional diversity** brings a diverse set of dispositions, knowledge, and skills to challenge racial bias and promote culturally responsive services.
- Organizational efforts aim to promote **cultural competency and culturally responsive teaching**. Individual teachers' cultural competence includes professional beliefs, expectations, and actions to challenge and ameliorate racial inequities. SPS has several formal, systematic mechanisms to support teachers' individual professional growth, which also interact with informal, school-based supports and development efforts.
- Together, compositional diversity and culturally responsive teaching are expected to **improve students' experience in the classroom**, which should increase student belonging, commitment to learning, attendance, and achievement, particularly for students of color.

# Culturally Responsive Workforce Logic Model

(Figure 2)





# Research-Practice Partnership Activities during 2019 -20

## **Data Collection & Analysis**

- Professional Growth & Educator Support (PGES) survey design, administration, analysis
- Analysis of educator diversity and retention trends at the district and school level
- Identifying measures of teacher quality, examining their distribution across schools
- Consulting Teacher log template development and data analysis for PAR program

## **Building Data Capacity**

- Co-development of retention business rules for teachers and school leaders
- Bi-weekly data meetings between UW researchers and SPS Research & Evaluation team to align partnership work with district priorities
- Bi-monthly meetings with HR leadership team around data analysis, interpretation, and action-taking

# Research Findings: Teacher Diversity and Retention



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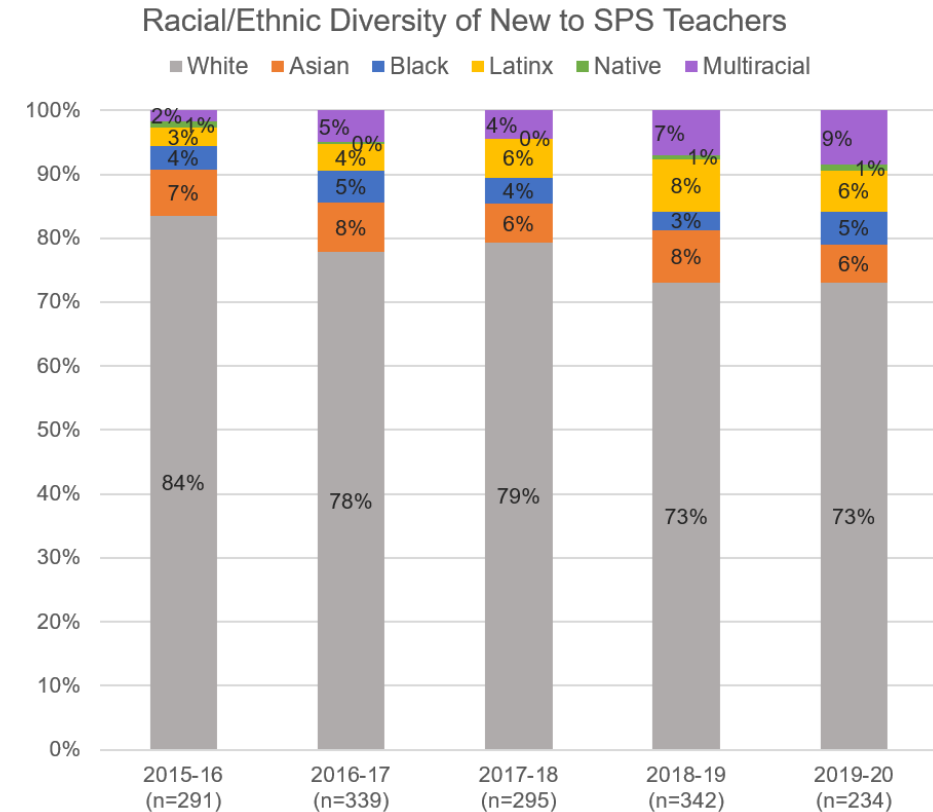
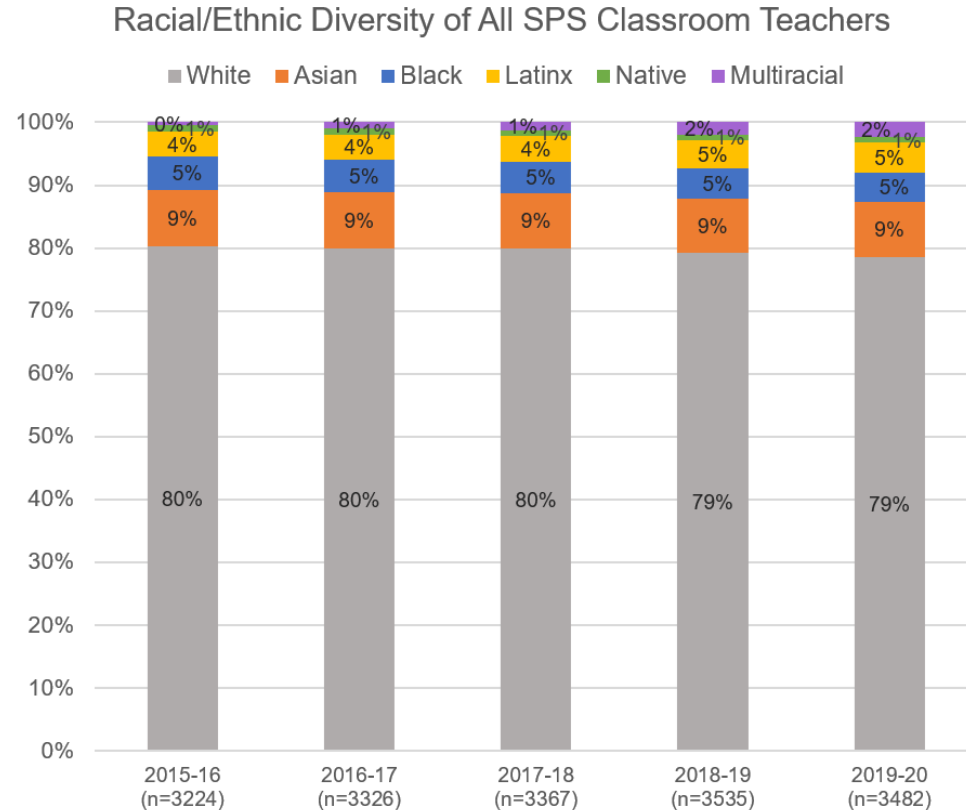
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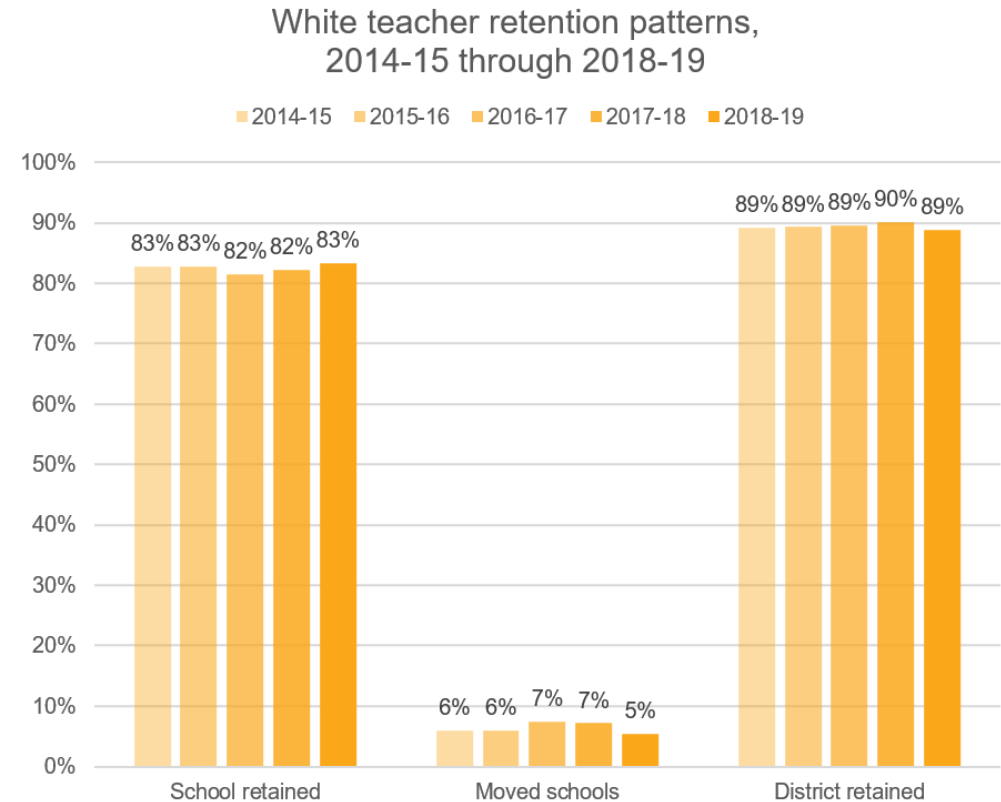
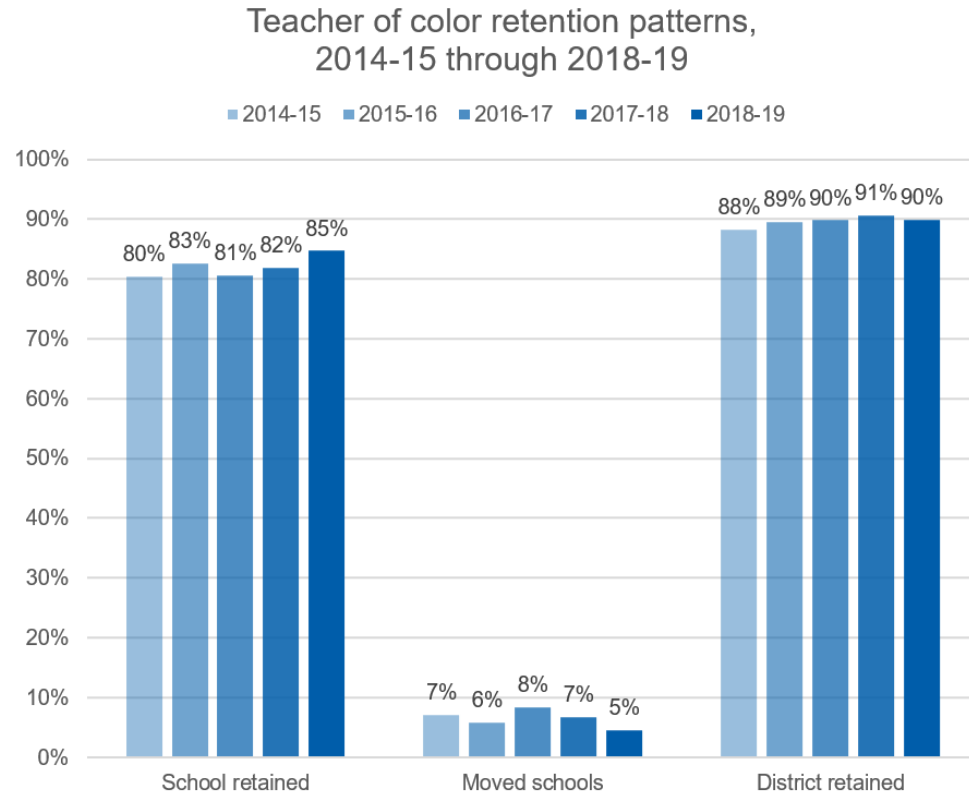


# Teacher Diversity



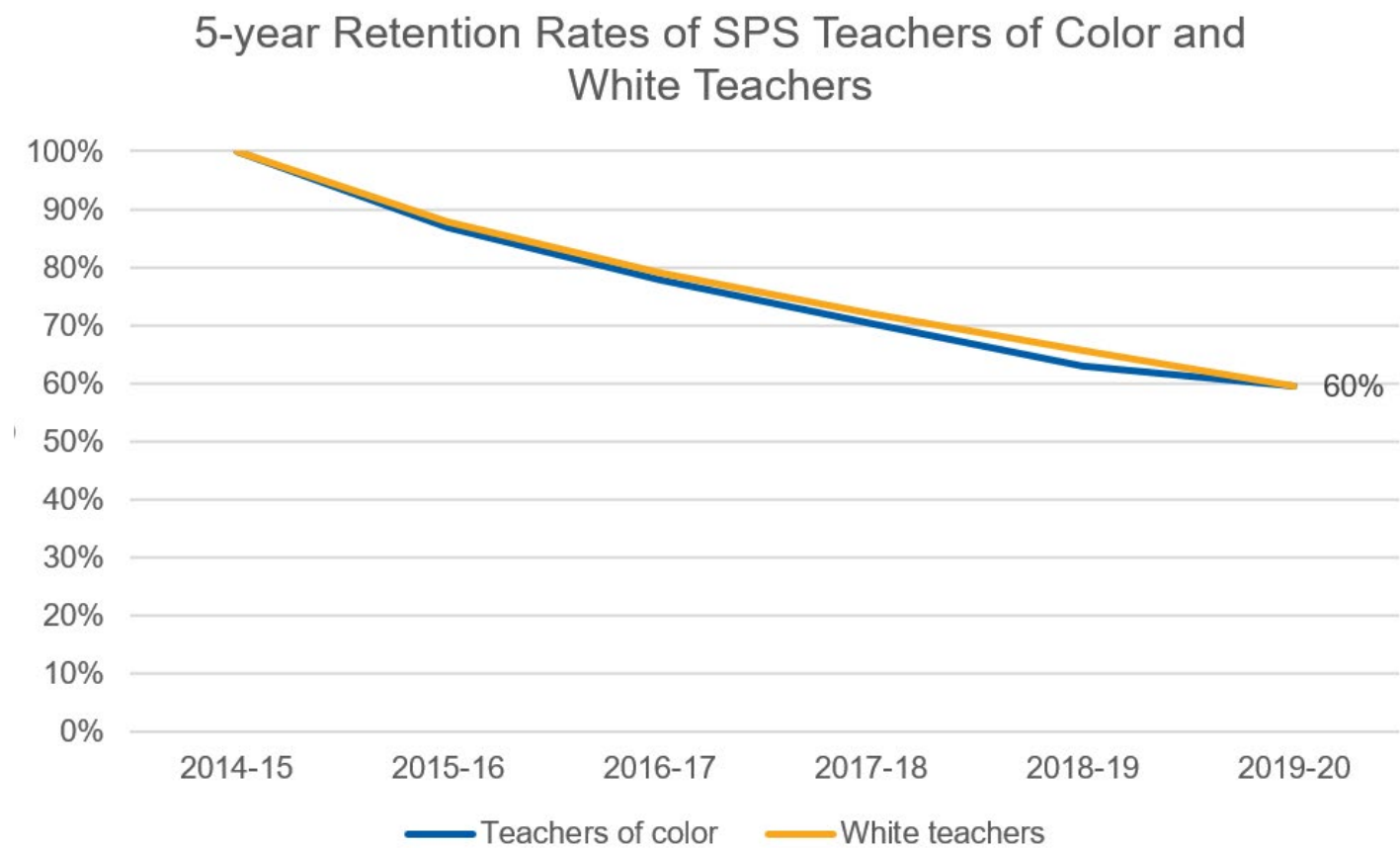
While the overall proportion of teachers of color has remained relatively stable over the last five years, the proportion of newly hired teachers of color (first time in the SPS administrative system as a teacher) has risen from 16% in 2015 -16 to 27% in 2019 -20

# Teacher Retention



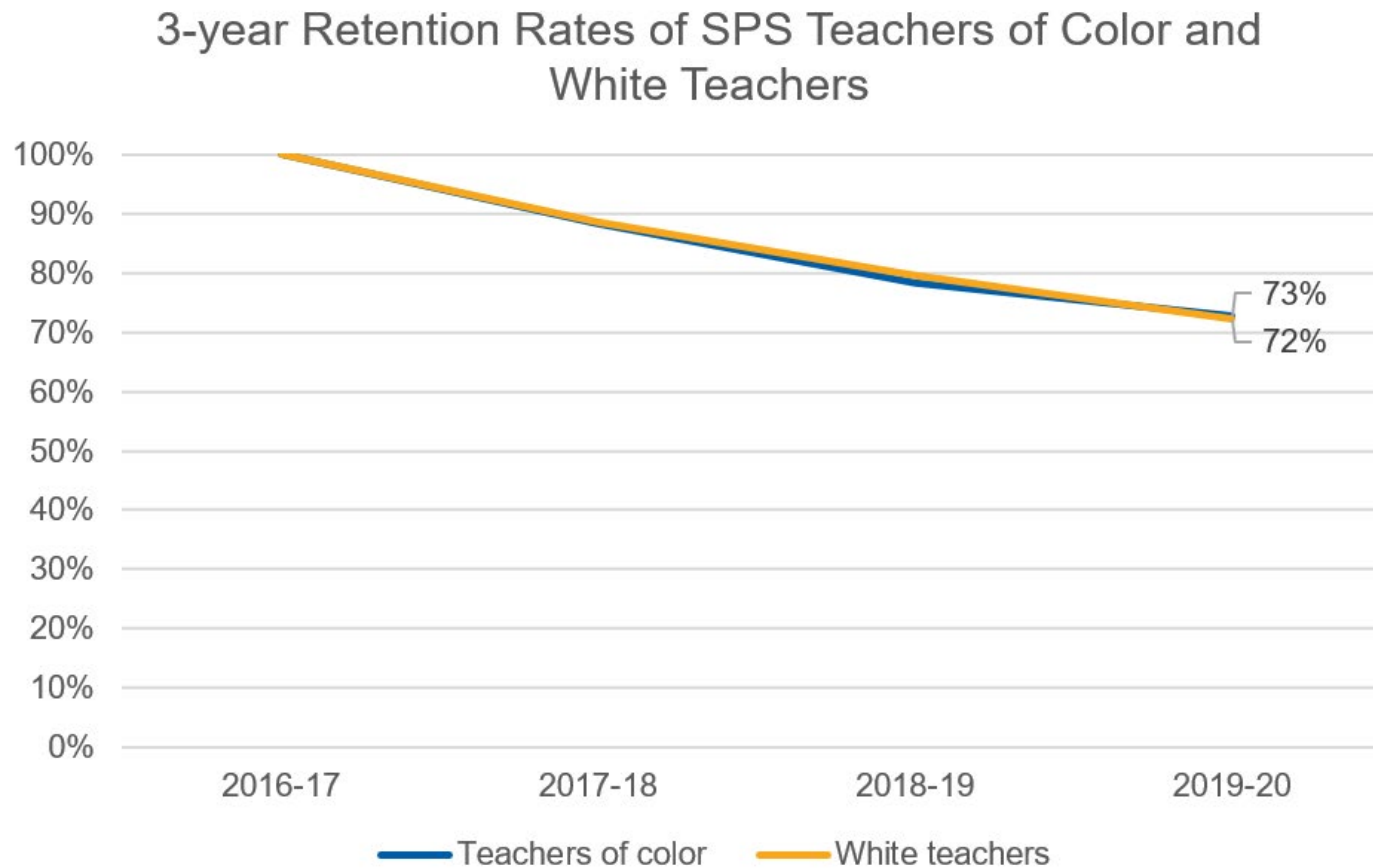
School-level retention has slightly increased for teachers of color (through 2018-19), while moving and district -level retention patterns for teachers of color and white teachers has remained relatively stable.

# 5-year Retention Rates of Classroom Teachers



The 5-year retention rate for the most recent cohort (starting in 2014 -15) of teachers of color and white teachers is 60%.

# 3-year Retention Rates of Classroom Teachers



	N	2016-17	2017-18	2018-19	2019-20
Teachers of color	666	100%	88%	78%	73%
White teachers	2,660	100%	89%	80%	72%

The 3-year retention rate for the most recent cohort (starting in 2016-17) of classroom teachers of color is 73% and for white teachers is 72%.

# Teacher retention: Teachers who move schools

*Table* Features of original and destination schools for movers, 2011-12 through 2018-19

	Mover Teachers of Color		Mover White Teachers	
	<u>Original</u>	<u>Destination</u>	<u>Original</u>	<u>Destination</u>
Student enrollment (#)	658.8	657.7	660.6	665.4
Students of color FEJ (%)	50%	47%	45%	40%***
School Title I funded	52%	48%	44%	32%***
Students receiving SpEd services (%)	14%	15%	15%	15%
Students primary lang. non-English (%)	30%	29%	25%	21%***
Student math test scores (factor)	-0.16	-0.16	-0.10	-0.04***
Student ELA test scores (factor)	-0.19	-0.16	-0.10	-0.02***
N	589		2114	

On average, teachers of color move to schools with similar features, while white teachers move to schools with lower proportions of students of color, low-income students, and students who do not speak English as a primary language, and with higher average test scores.

# Teacher retention: Teachers who move schools

*Table* School working conditions from staff survey constructs for movers, 2014-15 through 2018-19

	Mover Teachers of Color		Mover White Teachers	
	<u>Original</u>	<u>Destination</u>	<u>Original</u>	<u>Destination</u>
Staff survey: Staff working conditions (factor)	-0.35	-0.06***	-0.21	0.03***
Staff survey: Collaborating to improve instruction (factor)	-0.01	0.06	0.01	0.06*
N	375		1,320	

Both teachers of color and white teachers move to schools with higher average working conditions, as measured by districtwide staff survey responses.

# Positive outlier schools for retention of teachers of color

*Table* Average retention outcomes from 2014-15 through 2018-19

School Name	% Stayers			# of Teachers/Year (Head count)			% of All Teachers		Student Race
	Black/Native/ Latinx/ Multiracial Teachers	Asian Teachers	White Teachers	Black/Native/ Latinx/ Multiracial Teachers	Asian Teachers	White Teachers	Black/Native / Latinx/ Multiracial Teachers	Asian Teachers	% Students of Color FEJ
West Seattle Elementary	96%	100%	83%	6.2	3.2	32.8	15%	8%	82%
Whittier Elementary	95%	90%	81%	3.6	1.8	25.8	12%	6%	18%
Bailey Gatzert Elementary	93%	83%	82%	6.8	2.2	29.6	18%	6%	80%
Salmon Bay K-8	100%	90%	85%	2.6	3.4	38.4	6%	8%	18%
Broadview-Thomson K-8	90%	92%	75%	2.8	5.4	46.4	5%	10%	59%
Madison Middle	95%	93%	91%	4.4	3.2	41.4	9%	7%	33%
Mercer International Middle	92%	83%	84%	4.6	7.4	62.6	6%	10%	48%
Nathan Hale High	100%	100%	91%	3.4	4.0	65.0	5%	6%	34%
Roosevelt High	95%	78%	93%	9.0	4.2	85.2	9%	4%	21%
Seattle World School	100%	87%	86%	1.8	4.2	19.4	7%	17%	66%

These are outlier schools with high retention rates for teachers of color. These schools had an average or above district average number of the combination of Native, Latinx, and Multiracial teachers per school, and higher than average retention rates for this group of teachers

# Features of outlier schools for retention of teachers of color

*Table* School feature differences for teacher of color retention outlier schools compared to other SPS schools

	<b>10 Retention Schools</b>	<b>Other Schools</b>	
Survey or teacher outcome factor	<u>Mean</u>	<u>Mean</u>	<u>Data available</u>
PGES: Intent to remain teaching in SPS (%)	63%***	60%	2017-18 to 2019-20
PGES: School working conditions (factor)	0.06***	-0.02	2018-19 to 2019-20
PGES: School culturally responsive teaching (factor)	-0.14***	0.06	2018-19 to 2019-20
PGES: Evaluator used culturally responsive teaching as lens (1-4)	3.22	3.27	2018-19 to 2019-20
PGES: Evaluator understood effective Danielson teaching (1-4)	3.43	3.46	2017-18 to 2019-20
Districtwide Survey: General working conditions (factor)	0.02***	-0.01	2013-14 to 2018-19
Evaluator TPEP rating (1-4)	3.49***	3.44	2014-15 to 2019-20

Teachers at the 10 outlier retention schools reported generally higher working conditions and higher intent to stay in SPS on surveys and received higher TPEP ratings from their evaluators.



# Teacher Retention Plans (PGES Survey)

As we think about retention in the school district, please select the following that most apply to you:	Teachers of Color			White Teachers		
	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
I would prefer to continue teaching in this school next year	50%	55%	62%**	57%	62%	65%**
I could see myself continuing to teach in this district but may switch schools in the next three years	18%	21%	19%	16%	18%	18%
I plan to remain in the district but switch to a non-teaching position in the next three years	5%	6%	10%**	5%	6%	8%*
I plan to leave the district or profession in the next three years	7%	12%	11%	11%	10%	10%
I am unsure of my plan	7%	11%	11%	9%	9%	10%
N	319	338	412	1,243	1,257	1,295
Note: 2020 wording was "What would be your career plan in the next three years? (Please select all that apply)"						

*Statistically significant increases* between SY18-SY20 were observed for both (a) the desire to continue teaching in the same school and (b) plans to remain in the district but switch to a non-teaching position, for both teachers of color and white teachers.

# School Working Conditions (PGES Survey)

To what extent do you agree with each of the following statements about the school you primarily taught at this school year?	2018-19		2019-20		Y1-Y2
	Teachers of Color	White Teachers	Teachers of Color	White Teachers	
	% Agree+	% Agree+	% Agree+	% Agree+	
I have trusting relationships with colleagues in my school	89%	92%	88%*	92%	
There is a collaborative work culture at my school	81%	81%	--	--	
Conflict among staff is resolved in a timely and effective manner	65%	62%	68%	69%	***
My ideas and contributions are valued and respected in my school	77%	81%	85%	88%	***
Adults in this school consider racial equity when making decisions	87%	84%	--	--	
I feel like my work is important to the mission and purpose of Seattle Public Schools	90%	91%	--	--	
The principal knows what kind of school she or he wants and has communicated it to the staff	71%	75%	79%	81%	***
My principal(s) supports me to achieve my professional goals	71%	77%	86%	87%	***
I receive recognition or positive feedback for doing good work	68%*	73%	83%	83%	***
My principal works towards building a culture that is supportive of, and accountable to, anti-racist actions			81%*	86%	
Staff in my school are actively learning how to address issues of racial equity in my school			79%***	88%	
I regularly participate in school decision making processes			72%	76%	
I am aware of my school's Continuous School Improvement Plan and its impact on my professional priorities			82%	86%	
N	262	1,050	318	1,137	

Statistically significant differences in both years between teachers of color and white teachers on receiving recognition for doing good work and having trusting colleague relationships.

Several common items saw a significant increase in SY20.

Lowest agreement responses are related to school leadership activities (principal support, decision -making participation, and conflict resolution)

# Teacher Retention Factors (PGES Survey)

What are the aspects that would most influence your decision of staying in SPS as a teacher?	All teachers	Teachers of Color	White teachers
Supportive school administrators	61%	61%	62%
Salary and benefits	56%	57%	56%
Class size and workload	54%	45%	**57%
Clear equity-focused, anti-racism school culture	44%	*48%	43%
Autonomy over my classroom	38%	35%	39%
Burnout by non-instructional duties, tasks, and asks	36%	29%	***38%
Student discipline problems	22%	21%	22%
Opportunities for career advancement within teaching profession	21%	***28%	19%
Lack of instructional materials and other resources	15%	14%	15%
Explicit and implicit bias or microaggressions from my colleagues or families	13%	***26%	9%
Other, please specify	12%	10%	12%
Personal and family reasons; so no recommendation for the district practice change	10%	7%	**11%
N	1,689	372	1,317
<i>Note. Teachers could select all that applied</i>			

Supportive school administrators were the most selected influential retention factor, followed by salary and benefits, class size and workload, and an equity -focused anti -racist school culture.

Teachers of color reported being more influenced by equity -focused anti -racist school culture, opportunities for career advancement, and microaggressions from colleagues or families. White teachers reported being more influenced by class size and workload, non -instructional duty burnout, and personal reasons.

# School Leader Retention Factors (2020 PGES Principal/AP Survey)

What are the aspects that would most influence your decision of staying in SPS as a principal?	Principals	APs	School leaders of color	White school leaders
Opportunities for career advancement	36%	61%**	60%*	41%
Salary and benefits	51%	46%	53%	45%
Leadership pathways to becoming a principal or district administrator	24%	54%**	45%	33%
Explicit and implicit bias or microaggressions from my colleagues or student families	17%	25%	43%***	7%
High workload	42%	30%	25%	42%*
Personal and family reasons; so no recommendation for the district practice change	19%	15%	21%	14%
Fiscal resources and budgetary flexibility	29%	18%	20%	26%
Student discipline problems	3%	10%	12%*	2%
Staff turnover in my school	1%	4%	2%	3%
N	72	72	55	90

*Note. Teachers could select all that applied, school leaders of color are 33% of principal respondents and 43% of AP respondents*

School leaders of color reported higher influence of opportunities for career advancement, bias or microaggressions, and student discipline than their white colleagues.

Assistant principals reported higher influence of opportunities for career advancement and leadership pathways, principals reported higher influence of workload.

# Research Findings: Culturally Responsive Teaching Practices and Teacher Supports



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# SPS Initiatives about Culturally Responsive & Anti-Racist Teaching



***SPS Strategic Plan:*** Priority 3 focuses entirely on building a culturally responsive workforce, culturally responsive instruction is a 2019-20 districtwide focus goal

## Foundational Coursework

### ***Consulting Teachers, Foundational Coursework 101***

New-to-profession teachers receive CR/ART support from mentor CTs all take a Foundational Coursework 101 series grounded in CR/ART

### ***Teacher Leadership Cadre, Foundational Coursework 201/301***

Develops coursework materials and helps facilitate the 201 and 301 series, which are aimed at growing in CR/ART and leadership for CR/ART

## Racial Equity PD Series

### ***CRT Leadership Cadre***

Facilitates Racial Equity Literacy series (101, 102, 103), develops materials for CRT case studies, provides mentorship

### ***Dept. of Racial Equity Advancement, SEA Center for Racial Equity***

Facilitates and develops Racial Equity and Racial Equity Literacy professional development series (101, 102, and 103), supports Racial Equity Teams

### ***Building Leadership Teams***

BLT 101 and 201 trainings grounded in and focused on decision making for racial equity

## Other Key Initiatives/Departments

### ***Academy for Rising Educators***

Classified/high school-to-cert pipeline program that is developing a PD/teacher prep series centered on culturally responsive, anti-racist, abolitionist pedagogies

### ***Department of African American Male Achievement***

One of four core goals is to develop the cultural competencies of educators to better support Black male youth outcomes in SPS



# Self-Assessment of Culturally Responsive Teaching (PGES Survey)

	2018-19		2019-20		Y1-Y2
	Teachers of Color	White Teachers	Teachers of Color	White Teachers	
	% moderate/great extent	% moderate/great extent	% moderate/great extent	% moderate/great extent	
I collaborate with parents and families to inform my instruction	79%	77%	64%	62%	***
I regularly ask students for feedback on the effectiveness of my instruction	65%	62%	*61%	56%	***
I use knowledge about my students' cultural backgrounds and experiences to explain concepts and content	***91%	84%	***86%	80%	***
I facilitate discussions of racial and social equity issues in my classroom	***78%	73%	*75%	73%	*
I critically assess how race may shape my interpretations of student misbehavior	90%	90%	86%	88%	***
I analyze disaggregated student data to inform my instruction	78%	76%	**72%	65%	***
I develop trusting relationships with all of my students	100%	99%			
I have high expectations for all of my students	99%	98%			
I develop classroom routines and rituals in collaboration with my students			***89%	82%	
I facilitate collaboration and teamwork between students			96%	95%	
I acknowledge the value when students bring their cultural skills and experiences to the classroom			*96%	96%	
N	288	1,077	366	1,173	
***p<.001, **p<.01, *p<.05					

Compared to white teachers, teachers of color report a greater extent of facilitating discussions of equity issues and using knowledge of students' cultural backgrounds to explain concepts and content, as well as analyzing disaggregated student data and developing routines with student input in 2020.

Common items in both years had a significant decrease in SY20, possibly due to reference bias.

# Adapting Culturally Responsive Teaching to Remote Learning

Open-ended Q: *How have you made your practice culturally responsive in remote learning settings during the pandemic? What shifts have you made?*



n=933

1. **Basic conditions for remote learning:** Satisfying the basic needs of students and families, and facilitating students' access to technology and a variety of learning materials
2. **Tailored and flexible instruction:** Tailoring for individual students' learning needs and using multiple pathways to deliver instruction to students
3. **Interactive and engaging instruction:** Creating lessons that are more interactive and engaging, and building communities among students remotely
4. **Culturally Responsive Instruction:** Using more culturally responsive materials, pedagogies, and assessment; and using national and local events to engage students with issues of social justice and anti-racism
5. **Collaboration:** Collaboration with others, including other teachers via PLCs, with counselors, IAs (EL and Sped), admin, and parents
6. **Data-informed practices:** Using data and analytics to capture the voice and engagement of students and families, including interviews, conversations, surveys, and analytic tools of the online platforms (e.g., Schoology)
7. **Centering families in supporting students' learning:** Using multiple platforms to communicate and build trust with families, students, and communities (e.g., emails, call, video conference/virtual meetings)



# School-Based Reinforcement of Culturally Responsive Teaching

To what extent are culturally responsive teaching and anti-racist practices reinforced in the following areas in your school during this school year?	Teachers of Color	White Teachers	School Leaders
	% Moderate+	% Moderate+	% Moderate+
Schoolwide professional development	77%	78%	84%
Decisions made by the Building Leadership Team (BLT)	74%	79%	82%
Professional Learning Communities (PLCs)	74%	72%	82%
The development and implementation of the Continuous School Improvement Plan (CSIP)	72%	78%	72%
Feedback from my formal evaluator	65%	60%	70%
Feedback from school-based mentors or peer teachers (excluding consulting teachers assigned by the district)	**63%	56%	65%
N	353	1,126	136

Teachers and school leaders reported more overall reinforcement of culturally responsive teaching and anti-racist practices in PD and BLT activities, with less reinforcement in TPEP evaluations or from school-based mentors or peers. Teachers of color reported a higher extent of culturally responsive teaching reinforcement in feedback from school-based mentors or peers, compared to white teachers.

# Foundational Coursework 101 and 201 (PGES Survey)

To what extent has the Foundational Coursework 101 series influenced your practice in the following areas?	2019-20 <u>% moderate/great extent</u>
Attending to racial equity issues when engaging students in classroom discussion	72%
Developing consistent routines and procedures to support classroom management	72%
Cultivating mutual respect and friendship among students	71%
Incorporating diverse student backgrounds in my instructional materials	70%
Reflecting upon my own practices to see if I have created equitable opportunities for my students	69%
Developing and using a variety of assessments to comprehend various levels of student understanding	63%
Engaging parents and families in student learning	61%
N	134

To what extent has the Foundational coursework 201 series influenced your practice in the following areas?	2019-20 <u>% moderate/great extent</u>
Attending to racial equity issues during classroom discussion	69%
Developing culturally responsive routines to engage students	63%
Using student voices (via survey or focus group) and other student data (e.g., student demographics, student assessment data) to adjust my instruction	57%
Cultivating mutual respect and friendship among students from different backgrounds	57%
Addressing deficit narratives through an asset-based, growth mindset approach	57%
Engaging parents and families in student learning	54%
Creating lesson plans that show both depth of subject content knowledge and intention to racial equity	47%
N	72

Teachers report that Foundational Coursework 101 and 201 are supporting them in attending to issues of racial equity during classroom discussion and developing responsive and consistent routines for student learning, with a lower extent of family engagement and developing responsive lesson plans and assessments.

# Self-Reported Mentoring Activities (PGES Survey)

On average, how often did you engage in each of the following activities with your [Mentor] during this school year?	17-18 (Pre-PAR)	18-19 (PAR Y1)	19-20 (PAR Y2)
	<u>1x/month+</u>	<u>1x/month+</u>	<u>1x/month+</u>
Reflecting on effectiveness of instruction after an observation	64%	67%	67%
Mentor modeled teaching	13%	31%	***32%
Support in planning lessons and/or units	38%	41%	**55%
Using data to adjust instruction	37%	34%	**48%
Mentor provided materials/resources for instruction	60%	49%	*66%
Addressing student or classroom behavioral issues	64%	54%	69%
Supporting around the formal evaluation process	49%	52%	57%
Aligning my instruction with state or district teaching standards in my grade level and subject	41%	41%	
Checking in about my physical and emotional well-being			81%
Building teaching practices for cultural responsiveness and racial equity			73%
Collaborating with parents and communities			47%
N	139	165	192
<i>Note: responses choices were 1=Never, 2=&lt;1x/month, 3=1x/month, 4=several x/month, 5=1x/week</i>			

The most reported mentoring activities in 2019-20 were checking in about the teacher's well-being and building culturally responsive and racial equity practices.

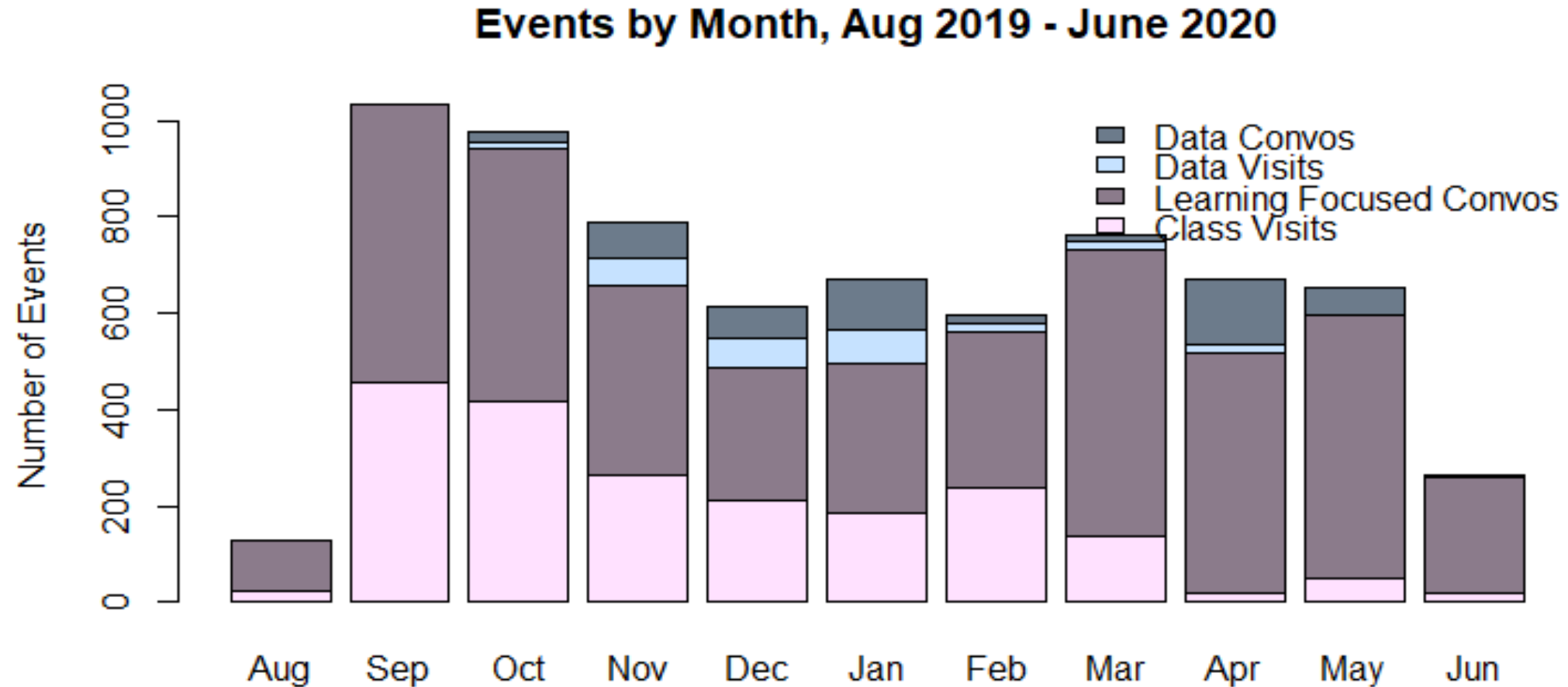
# Mentoring Influence on Practice (PGES Teacher Survey)

To what extent did the support you received from your [Mentor] influence your practice in the following areas?	17-18 (Pre-PAR)	18-19 (PAR Y1)	19-20 (PAR Y2)
	% moderate or great extent	% moderate or great extent	% moderate or great extent
Instructional strategies	65%	70%	--
Culturally Responsive Teaching	65%	67%	--
Classroom management strategies	69%	63%	--
Working collaboratively with other teachers at my school or colleagues in my district	57%	56%	--
Assessing student learning	58%	54%	53%
Using student data to adjust my instruction (2020 wording: "Using student data and feedback (voice) to adjust my instruction")	48%	44%	62%
Unit and lesson plans	42%	42%	--
Planning instruction that incorporates student cultural backgrounds			56%
Providing equitable learning opportunities for all students			67%
Creating a safe and welcoming classroom environment			74%
Building trusting relationships with my students			67%
Collaborating with parents and families, particularly those farthest from educational justice			51%
N	134	152	185
<i>Note: Respondents could select "not at all," "some extent," "a moderate extent," or "a great extent"</i>			

No statistically significant changes in mentor influence from SY18 to SY20.

Changes to survey items (2019-20) for areas of practice will be monitored in future years.

# How do CT in-person visits vary over months of the school year?



Consulting teachers provided substantial numbers of one-on-one learning focused conversations with participating teachers throughout the school year.

# SY18-20 PGES Surveys: All Teacher Evaluation

Think about your most recent classroom observation conducted by an administrator. To what extent do the following statements describe the evaluator who conducted your most recent observation?	2017-18		2018-19		2019-20	
	<u>% moderate/ great extent</u>	<u>N</u>	<u>% moderate/ great extent</u>	<u>N</u>	<u>% moderate/ great extent</u>	<u>N</u>
My evaluator delivered feedback in a timely manner	63%	1,230	69%	1,268	***91%	1,300
My evaluator included specific steps for how to improve my instruction	84%	1,280	85%	1,298	***89%	1,234
My evaluator used culturally responsive teaching as a lens	--	--	83%	1,265	*87%	1,205
<i>Note. Statistical significances are based on increases from earliest available year</i>						

Significant increases in timeliness of evaluator feedback and perception of evaluator's understanding of effective teaching under Danielson (\*\*\*p<0.001) from SY18 to SY20, and a less salient, but still statistically significant increase of evaluators using culturally responsive teaching as a lens from SY19 to SY20.



## SY18-20 PGES Surveys: All Teachers and TPEP

To what extent do you agree with the following statements about your understanding of TPEP?	2017-18	2018-19	2019-20
	<u>% Agree+</u>	<u>% Agree+</u>	<u>% Agree+</u>
I have a clear understanding of the criteria on which I'm being evaluated	79%	83%	***88%
I know the Danielson Framework	82%	88%	***92%
I have a thorough understanding of the student growth rubrics embedded into criteria 3, 6, and 8	67%	78%	***82%
I know the support I could receive if rated Basic or Unsatisfactory	44%	52%	***58%
I know where to find resources and information related to the Danielson Framework, TPEP, and PG&E	59%	69%	***80%
N	1,282	1,324	1,267

Significant increases from SY18 to SY20 on all items related to teacher knowledge and understanding of TPEP (\*\*p<0.001)

# Culturally Responsive Leadership (2020 PGES Principal/AP Survey)

To what extent do you agree with the following statements about your leadership this school year?	Principals	APs
	% Agree+	% Agree+
I work towards building a school culture that is supportive of, and accountable to, anti-racist actions	100%	100%
I disaggregate student data to inform school strategies (e.g., by student race/ethnicity, students receiving special education services, and students receiving English language services)	100%	96%
I know how to effectively use the Danielson Framework to observe classroom instruction	98%	99%
I know what kind of school the community and families want and have communicated this to my staff	95%	**80%
I know how to effectively use the Culturally Responsive Teaching Framework to observe classroom instruction	94%	*77%
I know how to strategically engage parents and communities in students' learning	91%	84%
I disaggregate staff climate survey data to inform school strategies (e.g., by race/ethnicity, years of experience, gender)	77%	79%
N	66	71

School Leaders report generally high agreement with culturally responsive leadership statements. APs reported lower agreement with knowing and communicating what kind of school community/families want, and how to use Culturally Responsive Teaching framework for instructional observations.



# Research-Practice Partnership Activities Planned for 2020 -21



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# Research-Practice Partnership Next Steps

## Workforce Diversity: Recruitment, Hiring & Retention

- Continue analyze *longitudinal trends and patterns* in diversity and retention
- Continue to develop/align school and central office surveys to measure *working conditions*
- Development of new *Exit Surveys* to assess reasons teachers leave SPS
- Development of program evaluation plan for *Academy of Rising Educators (ARE)*
- In-depth research on *teacher of color retention* (interviews, descriptive analyses)

## Culturally Responsive Teaching Practice




- Support development of improved systems to track *completion of trainings*
- Implement *2021 PGES Survey* and redesigned *school climate surveys* to measure culturally responsive practices – and triangulate perceptions across students, teachers, families
- *Co-Design initiative* with select teachers recruited to help further synthesize culturally responsive and anti-racist teaching practice and system framework
- In depth research to examine the effectiveness and impact of Culturally Responsive Teaching trainings, coaching and mentoring, and district professional development

# Synthesizing Culturally Responsive & Anti -Racist Teaching Frameworks

## Zaretta Hammond's Culturally Responsive Teaching and the Brain/Ready for Rigor Framework

### A Quick and Easy School Visit Observation Guide

Culturally responsive teaching emphasizes cultural ways of learning and cognition rather than focusing on cosmetic "race related" displays. Affirmation of students' cultural roots comes through incorporating deep cultural values and cultural ways of learning (using the memory systems of the brain, organizing around social interaction (collectivism), and combining oratory skills with academic talk) rather than through superficial pictures of "heroes" or images of Africa or Mexico or irrelevant mentioning in the curriculum.

		
What do you see as you walk through?	What do you hear as part of the environment?	What conversations are happening?
<ul style="list-style-type: none"> <li>Are there <b>rituals and routines</b> that students know and participate that support transitions between blocks or that help open and close learning blocks?</li> <li>Are students <b>working in</b> authentically <b>communal ways</b> to get started in a lesson or do thinking together?</li> <li>Does there seem to be a <b>spirit of inquiry</b> in the classroom? Students are doing research and talking through how new information fits with what they already know. There's project-based learning.</li> <li>Are there <b>"anchor charts"</b> to help students <b>remember</b> processes and inspirational messages about <b>grit and perseverance</b> visible?</li> <li>Are there <b>positive messages</b> about making mistakes and <b>turning errors into information</b>?</li> <li>Does the environment seem to be <b>"intellectually safe"</b>? All students are making contributions, not just the same ones. Students can think out loud.</li> </ul>	<ul style="list-style-type: none"> <li>Do you hear a <b>humming of student voices</b> as they work or is it too quiet?</li> <li>What is the ratio of teacher talk and authentic student talk (not just "getting into groups")?</li> <li>Is there ample <b>student discussion</b> around the lesson?</li> <li>Do you hear <b>students smoothly code switching</b> between home language and academic language?</li> <li>Is <b>music incorporated</b> into the environment? Maybe to signal a transition or as background during thinking time?</li> <li>When you ask, can <b>students talk about what they are working on</b>, why it's important and how it connects to what they already know?</li> </ul>	<ul style="list-style-type: none"> <li>Is there <b>"cultural modeling"</b> to help scaffold students' understanding of the content (i.e., using metaphors, character experiences from culturally oriented music lyrics, TV shows)?</li> <li>Is there <b>trust building language</b> and interactions (i.e., building a rapport and personal connection)?</li> <li>Are there <b>one-on-one instructional conversations</b> (during conferencing around writing or other projects)?</li> <li>Are there <b>regular opportunities</b> to get and talk about authentic <b>feedback</b> (timely, corrective, actionable, affirming)?</li> </ul>

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## Teaching Tolerance's Critical Practices for Anti-Bias Education

CULTURALLY RESPONSIVE TEACHING OBSERVATION TOOL			
Critical Practices and "look-fors"	Evidence observed in students	Evidence observed in teachers	This is culturally responsive because.../This addresses racial equity because...
<b>Value-based Behavior Management</b> <ul style="list-style-type: none"> <li>Respectful interactions (teacher-student, student-student)</li> <li>Management practices reflect fairness, equity and cultural awareness</li> <li>Disciplinary incidents treated as opportunities for growth, restitution and community-building</li> <li>Instances of bias, bullying, exclusion and respect are addressed</li> <li>Teacher reflects a warm demander stance</li> </ul>			
<b>Cooperative and Collaborative Learning</b> <ul style="list-style-type: none"> <li>Interdependent norms and routines</li> <li>Evidence of group process skills (e.g., communication, decision-making, trust-building, facilitation, conflict management &amp; compromise)</li> <li>Strategies to dismantle dominant cultural norms</li> <li>Individual and group accountability</li> <li>Thoughtful grouping for inclusion &amp; equity</li> </ul>			
<b>Honoring Student Experience</b> <ul style="list-style-type: none"> <li>Students are seen, valued, and cared for</li> <li>Routines and opportunities for students to share knowledge and experiences</li> <li>Language validates and builds upon students' experience and knowledge</li> </ul>			
<b>Shared Inquiry and Dialogue</b> <ul style="list-style-type: none"> <li>Learning framed as shared inquiry and investigation</li> <li>Students positioned as inquirers and meaning makers</li> <li>Explicit focus on skills for dialogue, inclusion, and active listening</li> <li>Equity of voice and participation</li> <li>Space for speaking truth as it is seen by different people</li> <li>Conditions created for risk-taking and not-knowing</li> </ul>			
<b>Social and Emotional Safety</b> <ul style="list-style-type: none"> <li>Explicit focus on understanding and appreciating differences</li> <li>Norms for identity safety</li> <li>Instructional framing for empowerment and liberation</li> <li>Social emotional strategies and routines for climate and self-management</li> <li>Options for participation to foster safety</li> <li>Attention to classroom community and interactions</li> </ul>			
<b>Reflections:</b> <ul style="list-style-type: none"> <li>How might you apply what you just observed in your own teaching practice?</li> </ul>			

Seattle Public Schools Culturally Responsive Teaching Leadership Team | Based on the *Critical Practices for Anti-Bias Education*, Teaching Tolerance | 2018

## Culturally Responsive and Sustaining Pedagogies (Gay, Ladson-Billings, Paris, Emdin)

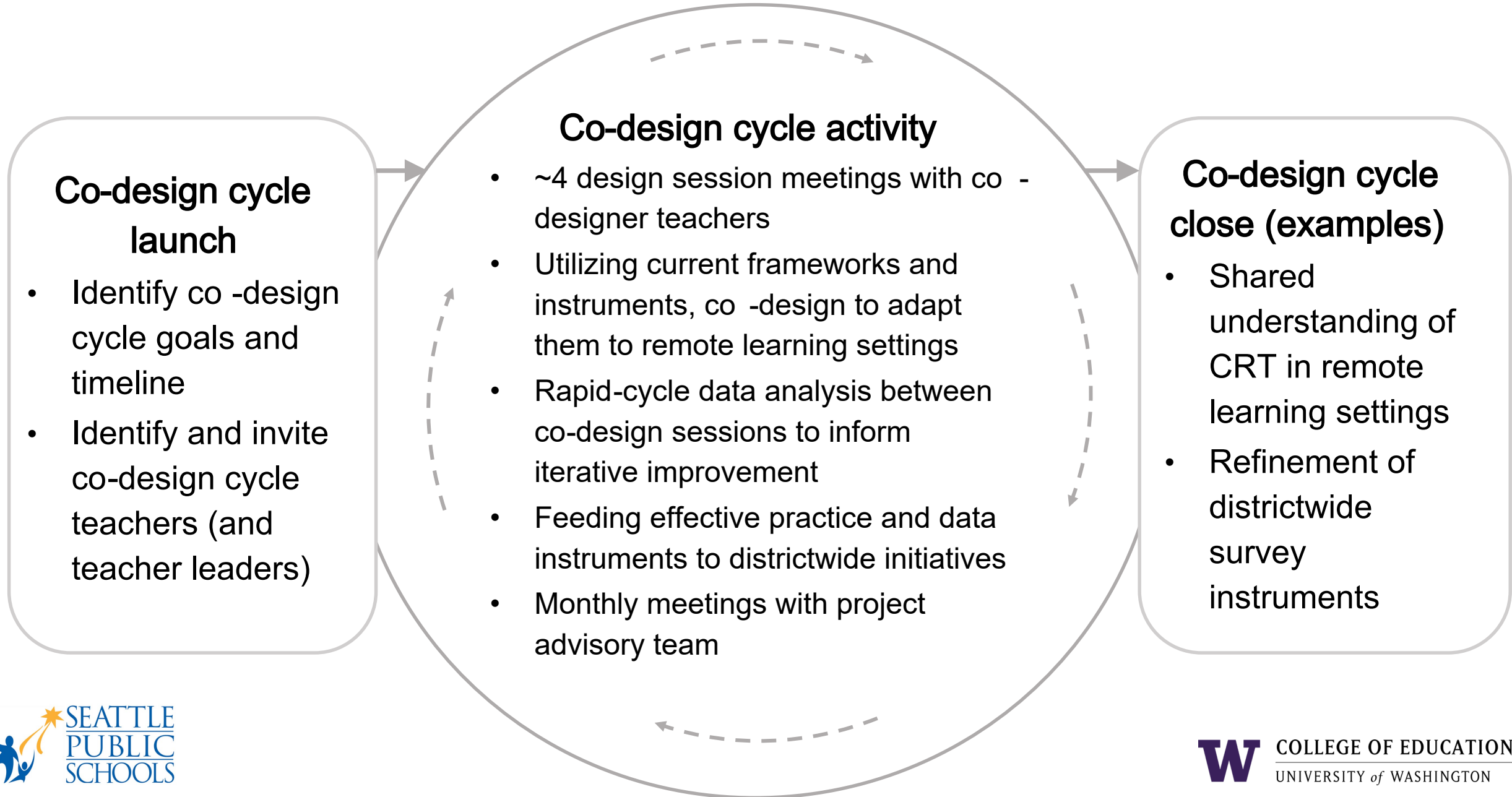
A) Student-Teacher Relationships  
(e.g., warm demander stance)

B) Cultural Competence, Identity, and Awareness  
(e.g., regular self-reflection)

C) Culturally Relevant Instructional Practices and Curriculum  
(e.g., collaborative learning, curriculum and routines reflect multilingual, multicultural lives)

D) Sociopolitical Engagement  
(e.g., identifying issues in one's life/community and doing something to improve it)

# Co-Designing with Teachers in SPS



For questions or more information about this study, please email:  
**[research@seattleschools.org](mailto:research@seattleschools.org)**

More information about the SPS Research & Evaluation  
Department can be found at:  
**<https://www.seattleschools.org/departments/rea>**

