

Creating Equitable Learning Opportunities Through Culturally Responsive Classroom Management



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A Little About Me



- Clinical Instructor, Early Childhood Education, USC
- Former instructor in the Benedict College Education, Child and Family Studies Department
- Former educator Richland School District One
- Graduate of USC's M.A.T Early Childhood Education program, M.Ed. Early Childhood Special Education program, B.A. English program

Today's Goals



- Explore trends in school suspension
- Look at the School-to-Prison Pipeline
- Identify current practices used in schools and classrooms that perpetuate these trends
- Examine concepts of Culturally Responsive Classroom Management (CRCM)

Disproportionate Expulsion



- In 2016, African American students were almost four times more likely to receive at least one out of school suspension than White students.
- In 2013-2014, 6% of all students received at least one out-of-school suspension but 18% of those students were African American boys and 10% were African American girls.



- 47% of all preschoolers suspended from school were African American in 2013-2014 even though they made up only 19% of preschool enrollment.
- Black boys represent 45% of male preschool children receiving one or more out-of-school suspensions
- Black girls represent 54% of female preschool children receiving one or more out-of-school suspensions



- In 2017, it was reported that African American girls are twice as likely to be suspended from school as white girls.

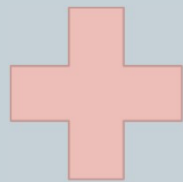


- In 2015 it was reported that juvenile crime rates were dropping but school discipline policies were moving in the opposite direction.
 - ✦ Out-of-school suspension increased 10% between 2000-2015.

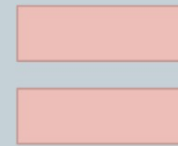
School-to-Prison Pipeline



School
Discipline



Juvenile
Detention



School-to-
Prison
Pipeline

How Did We Get There?



- **According to the Justice Policy Institute (2015),**
 - Concerns about crime led schools to adopt Zero Tolerance Policies
 - Gun-Free Schools Act in 1994 mandated a year-long suspension for students caught bringing a weapon to school. Subsequently, suspension rates have doubled since the 1970's and even more so for African American and Hispanic students



- Schools have the freedom to interpret the term “weapon” as they see fit. Which means that students who make guns with their fingers, pretend that blocks are weapons or even bringing a camping fork from cub scouts
- At the same time schools were adopting zero tolerance policies, administrators were adopting the Broken Window Theory.
 - ✦ Broken Window Theory = cracking down on small offenses to make citizens feel safe while deterring bigger crimes. So, in schools this translates to an increase in suspension for offenses that hadn’t warranted them....talking back to the teacher, skipping class, or otherwise being disruptive.



- From 1997-2007, the number of actual police (School Resource Officers) increased.
- A resource that was meant to be used for rare occurrences became over used.
- When a student is arrested by a SRO or referred to law enforcement they are being turned over to the juvenile justice system.
- Students who have been suspended or expelled are more likely to come in contact with the juvenile probation system.



- <https://youtu.be/kBhMTXnw6xU>

What is Happening in SC?



- African American students were 3 times more likely to be suspended than White students.
- Out of the 81 school districts in South Carolina, Lexington-Richland 5 and Richland 1 were ranked 3rd and 4th in the state for school suspensions of black students between 2004-2005 and 2014-2015.
- Richland 2 ranked 16th.



- Richland 1 had a very strict zero tolerance policy that impacted the number of students being expelled but that policy has been revised and there are options for students.

Current School/Classroom Practices



- Take a few minutes to brainstorm a list of practices and/or policies that impact student discipline referrals, suspensions and/or expulsions.
- In a small group, share your ideas.
- Consolidate your ideas into one list.
- Share as a whole group.

Culturally Responsive Classroom Management



- **Weinstein, Curran, and Tomlison-Clarke (2003), explain that**
 - We must first recognize and accept that we all have our biases, our assumptions about human behaviors, and our own cultural ways of being.
 - Second, we have to acknowledge that there are racial, cultural, ethnic and class differences amongst all human beings.
 - Finally, teachers must understand that schools reflect and perpetuate discriminatory practices of the larger society

Strategies for Enacting CRCM



- Creating a physical environment that supports academic and social goals
- Establish expectations for behavior
- Communicating with students in culturally consistent ways
- Develop a caring classroom community
- Working with families
- Use appropriate interventions for student behavior



- Teachers must be willing to create relationships with their students and understand who their students really are in order to be great classroom facilitators.
- CRCM helps create equitable learning opportunities in the classroom.
- Teachers who choose to use a CR approach to classroom facilitation have a better opportunity to create experiences that are more meaningful to each student and to see greater success.

Morning Meeting



- Roxann Kriete suggests that starting the day with community can help foster a classroom culture of caring.
- Morning meeting is a way for the students and teacher to greet one another, to listen to and share personal stories, to practice new academic and social skills, and to look forward to the day's activities.



- **There are four components to the morning meeting:**
 - Greeting
 - Sharing
 - Group Activity
 - News and Announcements (Morning Message)



- <https://youtu.be/iMctALPpLF4>



- With the increasing number of schools attempting to move away from the practices that continue to penalize students of color, particularly African American and Latino students, there is a glimmer of hope.
- Equitable teaching practices and learning opportunities create higher levels of success for all students.



Questions????



Contact Information

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Resources

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