



RUTGERS

Graduate School of Education

A Culturally Relevant Approach to Re-entering Schools in the Wake of a Global Pandemic

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Advancing Excellence and Equity in Education

Agenda

- I. The Impact of the Pandemic on Learners
- II. Pandemic Perspectives
- III. Distinctions Between CRP CRT CSP
- IV. Social Emotional Learning: Trauma-Informed →Healing-Centered
- V. Healing-Centered Classrooms
- VI. 3 Steps to Get Started

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Advancing Excellence and Equity in Education

Learning Targets

- 1. Understand key terms such as Culturally Responsive Teaching, Culturally Relevant Pedagogy, and Culturally Sustaining Pedagogy and the distinctions between them
- 2. Deepen your understanding of the relationship between social emotional learning and trauma-informed teaching
- 3. Examine how culturally sustaining pedagogies and social emotional learning look in a classroom context
- 4. Interrogate your own practice as it relates to culturally sustaining pedagogies and social-emotional learning and consider ways to center them in their classrooms

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Our Philosophy of Education & Practice

- Support the work of educators
- Eradicate forces that perpetuate marginalization
- Empower learners to find and use their voice
- Achieve social and academic goals
- Use knowledge of students to plan and execute meaningful lessons
- Build bridges between students' home and school lives
- Critical self-reflection
- Dispositions towards students' racial, cultural, and linguistic identities
- Teach without fear of students
- Empowers an educator to expect the best

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Moment of Silence

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Poll | What is your level of experience in education?

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Preface

- Income inequality
- Lack of access to quality education & opportunities
- Our work as teacher educators & education consultants
- Teaching for social justice
- Privileging more voices in the conversation about teaching and learning
- Greater context for the discussion about excellence and equity in education during this pandemic and beyond
 - Historical context
 - Current context

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Chapter 1

Setting the Context

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The COVID-19 Flashlight

- Income inequality
- Healthcare inequality
- Technology gap
- Threadbare mental health
- Social and emotional fragility
- Education inequality
- Communication (info dissemination) gap
- School-Community partnership gap
- Teacher knowledge gap
- Teacher preparation gap
- Opportunity gap v. "Achievement" gap

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Immediate Response

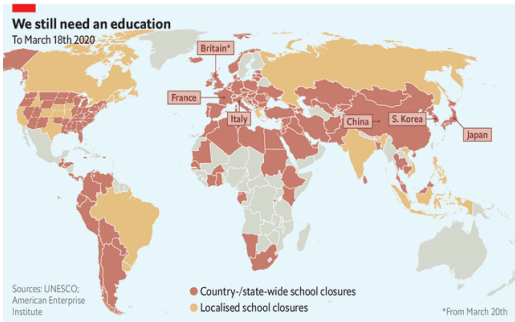
- Fear
- Abrupt move to remote learning
- Disruption of school year
- Teaching-learning relationship upside-down
- Forced reliance on computer technology
- Families/parents became teachers
- Grieving
- Economic loss

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Residual Effects

- Traumatized students
- Further-weakened communities
- COVID-induced academic slide
- Educators now faced with challenge/opportunity
 - Explore resources
 - Reimagine "teaching" and "school"
 - Prioritize social and emotional learning (SEL)
 - Prioritize high-quality literacy learning
 - Prioritize robust knowledge and use of computer technology

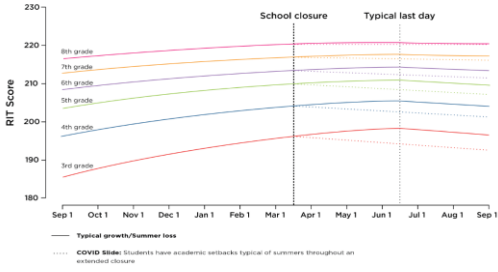
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COVID-19 Learning Loss: Reading forecast

Forecasted trajectories for grades 3-8, reading RIT scores based on COVID-19 induced school closures.

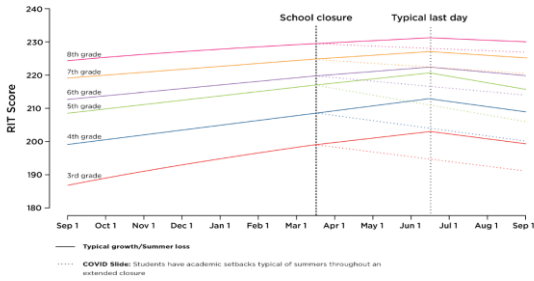


Source: <https://www.brookings.edu/wp-content/uploads/2020/05/f2-COVID-19-learning-loss-reading-forecast.png>

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COVID-19 Learning Loss: Mathematics forecast

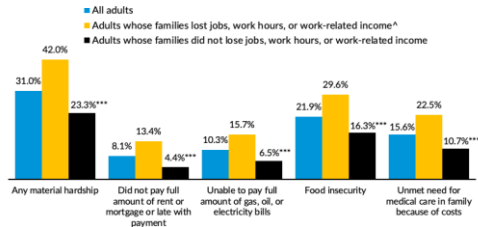
Forecasted trajectories for grades 3-8, math RIT scores based on COVID-19 induced school closures.



Source: <https://www.brookings.edu/wp-content/uploads/2020/05/f1-COVID-19-learning-loss-mathematics-forecast.png>

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Material Hardship in the Last 30 Days Reported by Adults Ages 18 to 64, March/April 2020



Source: Health Reform Monitoring Survey, quarter 1 2020. The survey was conducted between March 25 and April 10, and 74.5 percent of respondents completed the survey by March 31.
 Notes: Any material hardship includes any of the following in the past 30 days: problems paying the rent or mortgage, problems paying utility bills, food insecurity, or unmet needs for medical care.
 */**/*** Estimate differs significantly from reference group (*) at the 0.10/0.05/0.01 level, using two-tailed tests.

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**Being a Kid Stuck at Home
During COVID-19**

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Stories from the Pandemic

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**What are your immediate
reactions?**

Share your thoughts in the chat.

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Poll | What is your understanding of culturally responsive and culturally relevant teaching?

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Chapter 2

Distinctions Between CRP CRT CSP

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Term	Definition	Example
Culturally Responsive Teaching (CRT)	"using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively" Culturally responsive pedagogy holds the core belief that the academic knowledge and skills of diverse students are rooted in their lived experiences.	<ul style="list-style-type: none"> Celebrating holidays that represent students in the classroom and holidays that are new to them "Windows and Mirrors" -- having texts that align with these experiences
Culturally Relevant Pedagogy (CRP)	"is designed to not merely 'fit the school culture to the students' culture but also to use student culture as the basis for helping students understand themselves and others" 3 Tenets: Academic Achievement, Cultural Competency, Critical Consciousness	<ul style="list-style-type: none"> First grade students writing letters to local "bodega" asking for better quality food during a unit on fruits and vegetables
Culturally Sustaining Pedagogy	"seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of schooling for positive social transformation and revitalization."	<ul style="list-style-type: none"> Partnering with a community organization to have students experience a curriculum that meaningfully centers class and culture

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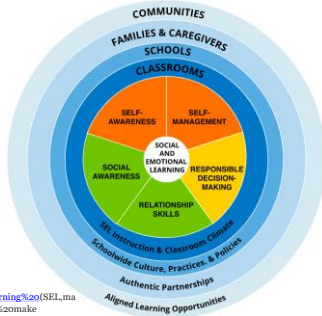
Chapter 3

Shifting from Trauma-Informed to Healing-Centered

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Social Emotional Learning (SEL)

..the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



Source: [https://casel.org/overview-sel/#:~:text=Social%20and%20emotional%20learning%20\(SEL,main%20positive%20relationships%2C%20and%20make](https://casel.org/overview-sel/#:~:text=Social%20and%20emotional%20learning%20(SEL,main%20positive%20relationships%2C%20and%20make)

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Moving Beyond Trauma

Healing-centered Engagement (HCE)

- Trauma not simply as an individual isolated experience
- Trauma and healing as experienced collectively
- Strengths-based, culture-centered, grounded in civic action, collective healing
- Restoration of identity
- Explicitly political
- Asset-driven and focuses on the well-being we want
- Broadening our thoughts on responses to trauma
- Holistic approach to fostering well-being

Source: <https://medium.com/@ginwright/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f567ce69c>

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Chapter 4

The Healing-Centered Classroom

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Employ trauma-informed practices when reintegrating students into school.	<ul style="list-style-type: none"> Honor and understand the traumatic stress students have experienced and how they vary across cultural backgrounds Familiarize yourself with the community in which you will be working Create an environment where students feel safe and welcomed Allow opportunities for students to ask questions Model healthy social-emotional skills
Ensure that all of your students have access to learning by making the necessary accommodations.	<ul style="list-style-type: none"> Be flexible with time and communication with families Make yourself available to families Differentiate instruction
Engage in professional learning.	<ul style="list-style-type: none"> Watch videos of effective teaching Identify developmentally appropriate digital platforms that help you engage students in meaningful learning
Analyze curricula and instructional practices through a critical lens to ensure that they promote social justice.	<ul style="list-style-type: none"> Choose instructional texts that are representative of your students and their families and that expose students to a variety of cultures and experiences Use asset based approaches to your planning, teaching and assessing

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Honor Students' Experiences

- Classroom Reflective Texts
- Share Stories that Make Room for Student Sharing
- Community Study

Source: <https://www.tolerance.org/magazine/publications/critical-practices-for-antibias-education/classroom-culture>

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Differentiate Instruction

- Consider Learners' Circumstances
- Tiered Activities
- Multiple Modalities
- Use of Technology

Source: <https://www.tolerance.org/magazine/publications/critical-practices-for-antibias-education/instruction>

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Choose Representative Texts

- High Quality Texts Representative of Students
- Windows and Mirrors
- Critical Literacy Strategies

Source: <https://www.tolerance.org/magazine/publications/critical-practices-for-antibias-education/instruction>

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3 Easy Steps to Get Started

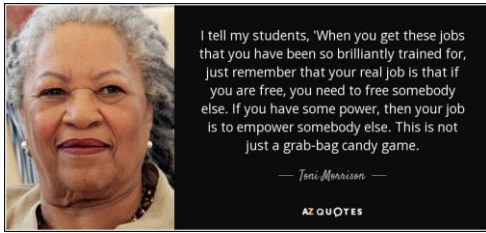
1. Think about how SEL and CSP are central to effective teaching and what this means for your practice right now.
2. Explore some local resources and organizations that can help you learn about the school community in which you work.
3. Begin to identify texts or book lists that can support responsive and critical learning environments.

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“It becomes imperative to understand how to build positive social relationships that signal to the brain a sense of physical, psychological, and social safety so that learning is possible.”

-Zaretta Hammond

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Thank you!

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Suggested Resources

Research Articles

- [Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice \(Paris, 2012\)](#)
- [But That's Just Good Teaching \(Ladson-Billings, 1996\)](#)
- [Preparing For Culturally Responsive Teaching \(Gay, 2002\)](#)
- [Social and Emotional Learning: Promoting the Development of All Students \(Zins & Elias, 2007\)](#)

Videos & Podcasts

- [Excellence and Equity in Remote Learning: A Series for Educators](#)
- [Radical Healing in Schools and Communities](#)
- [Child-Friendly Ways to Address COVID-19 \(NYU Langone Health\)](#)
- [Supporting Children and Adolescents During COVID-19 \(Centers for Disease Control and Prevention\)](#)
- [The Brain Architects | Podcast: COVID-19 Special Edition: Creating Communities of Opportunity \(Center on the Developing Child, Harvard University\)](#)

Miscellaneous

- [Back to School 2020: Building Community for Connection and Learning \(Facing History and Ourselves\)](#)
- [The Value of Culturally Responsive Teaching in Distance Learning \(Edutopia\)](#)
- [National Institute for Early Education Research: COVID-19 Resources](#)
- [Culturally Responsive Award-Winning Read Alouds, K-2](#)
