



An Observational Protocol to Provide Equitable Classroom Interactions for Young Children of Color

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How can we bring “culturally responsive” (i.e., “equitable”) classroom interactions to scale?

Overview

- Review of Culturally Responsive Teaching
- Introduce the Classroom Assessment of Sociocultural Interactions (CASI)
- Framing Equitable Classroom Interactions

Culturally Responsive Teaching

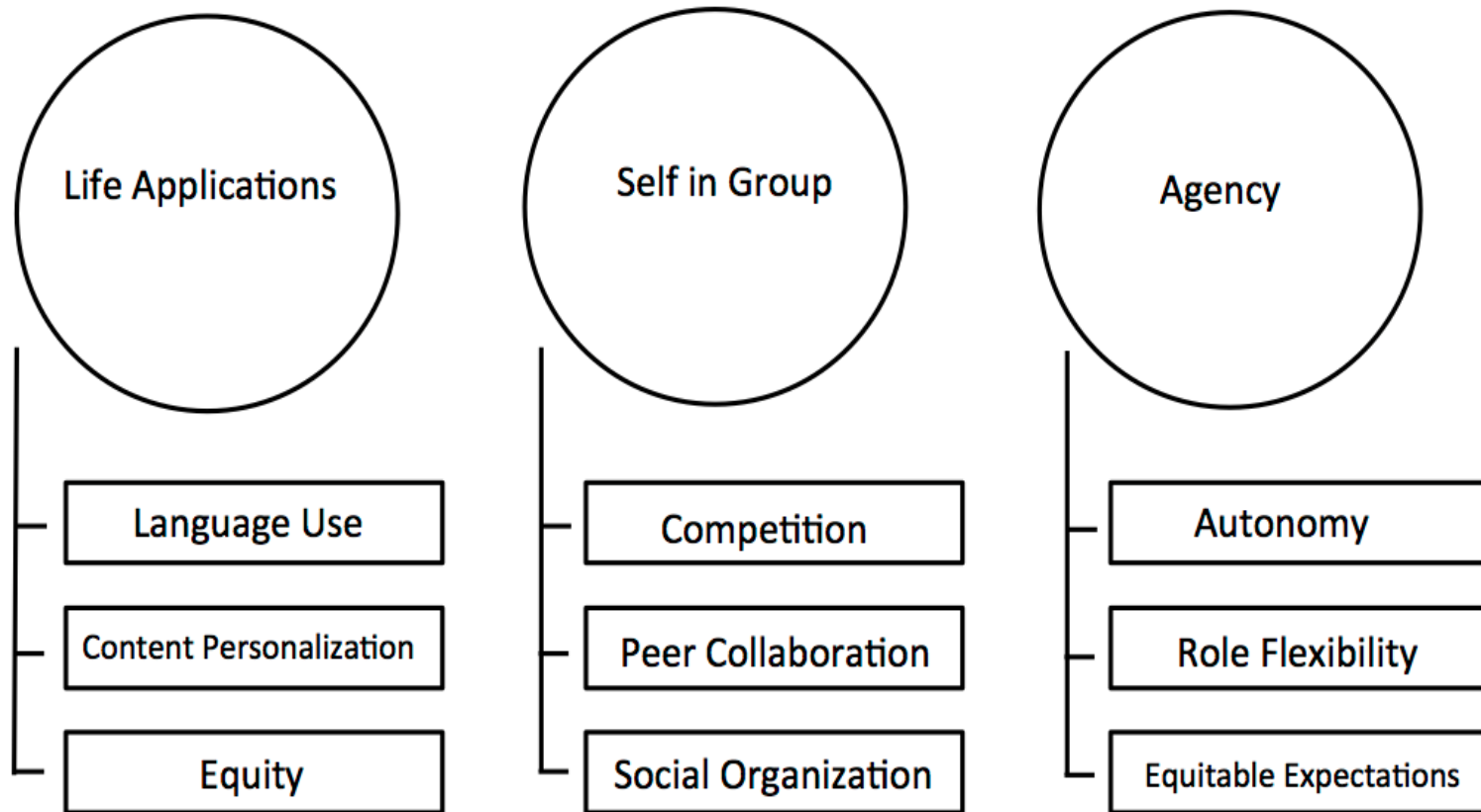
- “Culture” as community practices, not individual traits (Gutierrez & Rogoff, 2003)
- Classroom connections with students’ knowledge and lived experiences from non-school to school settings (e.g., Bowers & Flinders, 1990; Durden, 2008; Gay, 2000; Ladson-Billings, 1995)
 - Affective – care, respect, sensitivity, awareness
 - Sociopolitical – social justice, equity, advocacy
 - Instructional – personalize content to augment meaning found in academics (explicit, implicit)

Culturally Responsive Teaching



- Intended to
 - Build on developmental strengths of children of color
 - Associate cultural with academic identities
 - Improve academic performance
- Yet
 - Limited empirical evidence (measurement, design)
 - Jargon and term confusion (e.g., “power”)
 - Little clarity distinguishing **generic** from **sociocultural** dimensions of classroom quality (Tharp, 1989)

Classroom Assessment of Sociocultural Interactions (CASI)



Life Applications

- Language Use - How classrooms gauge and incorporate the natal, non-school languages of children to enhance social relations and content understanding
- Content Personalization – How classroom interactions appreciate one another’s out-of-school differences—routines, interests, social relationships, perspectives, expertise, values, and traditions—and make connections with content learning objectives.
- Equity – How interactions address unfairness, injustice, and privilege in society and in the classroom

Self in Group

- Competition – How classroom interactions promote individual success at the expense of others' success.
- Peer Collaboration – The extent to which interactions provide opportunities for children to collaborate with peers in shared activities.
- Social Organization – The use of social relationships and authentic incentives to organize classroom interactions.

Agency



- Autonomy – How classrooms provide opportunities for children to make choices and be proactive in academic tasks and in the learning process
- Role Flexibility – How classrooms provide opportunities for role switching between teachers and children.
- Equitable Expectations – How the teacher communicates to all children that the s/he believes in their capability to succeed.

CASI Research

- Study 1: Measures of Effective Teaching (MET) Database (2013-15)
 - G study: 40 teachers, 3 lessons per teacher, 2 segments per lesson, 4 raters
 - 4th and 5th grade – primarily Black students
 - Classrooms were minimally connected to students lives, somewhat interdependent, and provided a moderate amount of student choice and freedom
 - Strong domain reliability, wide variation across dimensions
 - Decent structure at dimension level, less so with domains
- Study 2: CASI in K-1 Mexican Classrooms (2015-16)
 - Apply concepts from LOPI theory (Mejia Arauz et al.)
 - G study: 30 teachers, 2 days per teacher, 2 segments per day, 4 raters

CASI Research

- Though varied, studied classrooms provided:
 - Minimal connection to children's out-of-school lives
 - Somewhat interdependent interactions
 - Moderate amount child choice and freedom
- Decent factor structure
- Adequate reliability (G coefficients = .75-.77) at the domain level
- Greater reliability variation at the dimension level (Language Use was the strongest)

Types of Classroom Interactions

GENERIC (GLOBAL)

- Important for all children to learn
- Indifferent to content of instruction or sociocultural context
- Include affective, organizational, and instructional dimensions

SOCIOCULTURAL (LOCAL)

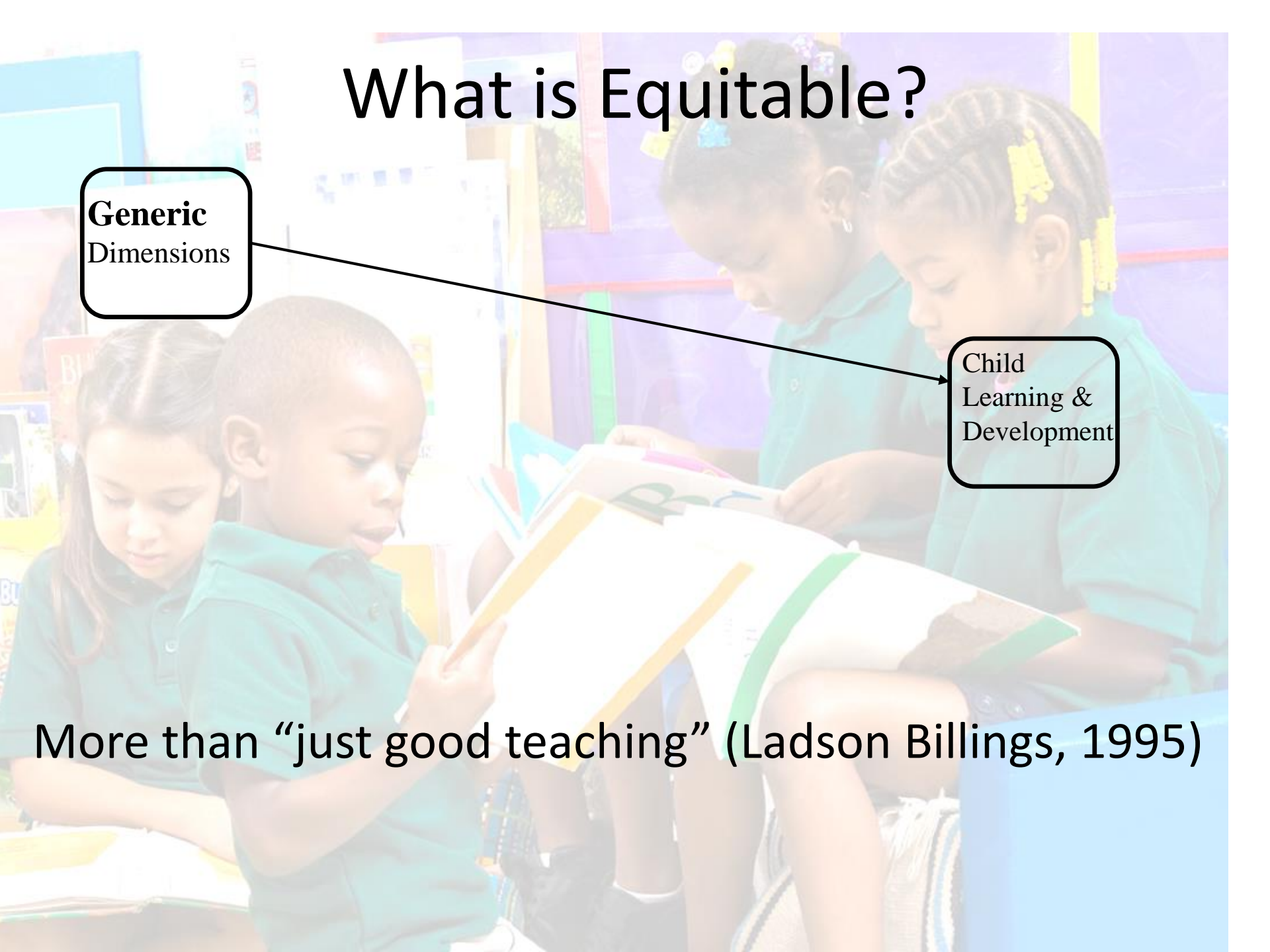
- Concerns the meaning children make from classroom interactions
- Addresses classroom contexts (backgrounds, community dynamics)
- Includes the *content* and *form* of interactions

What is Equitable?

**Generic
Dimensions**

**Child
Learning &
Development**

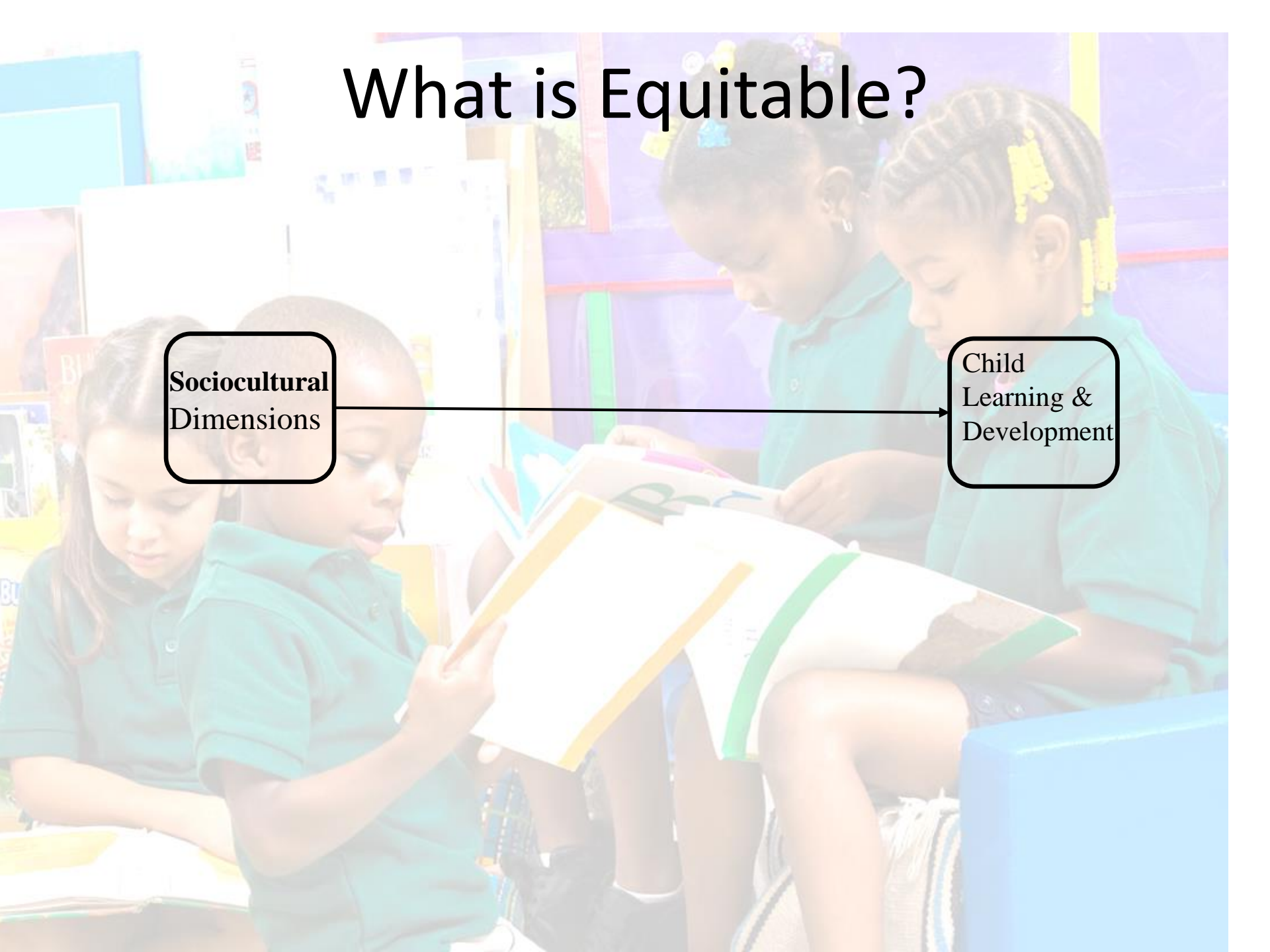
More than “just good teaching” (Ladson Billings, 1995)



What is Equitable?

**Sociocultural
Dimensions**

**Child
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**Generic
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Reese, Jensen &
Ramirez (2014)

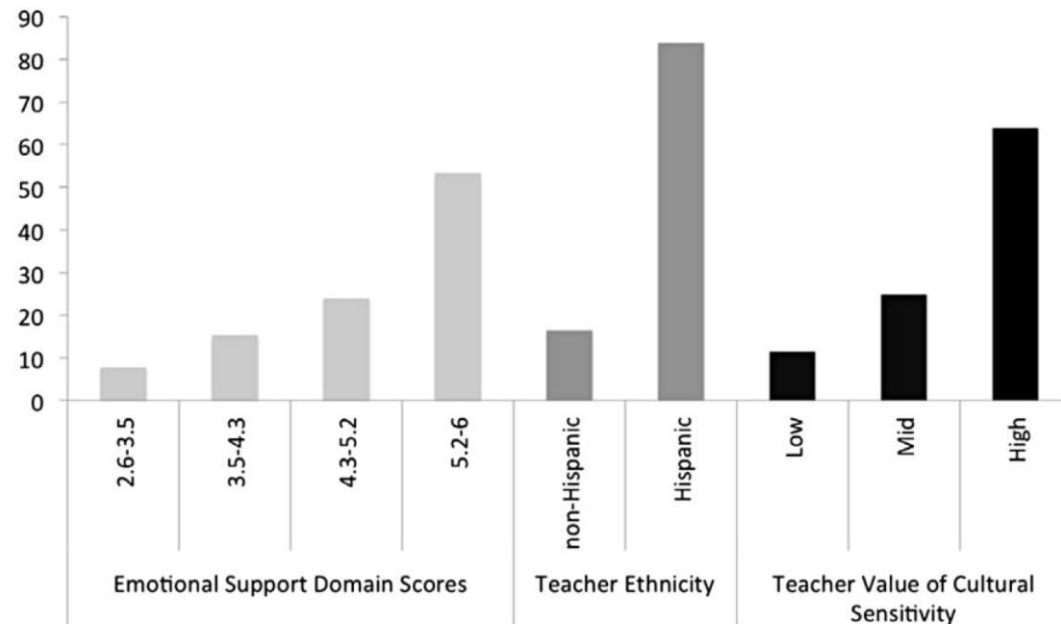


Figure 1. L1 use by emotional support, teacher ethnicity, and value of cultural sensitivity.

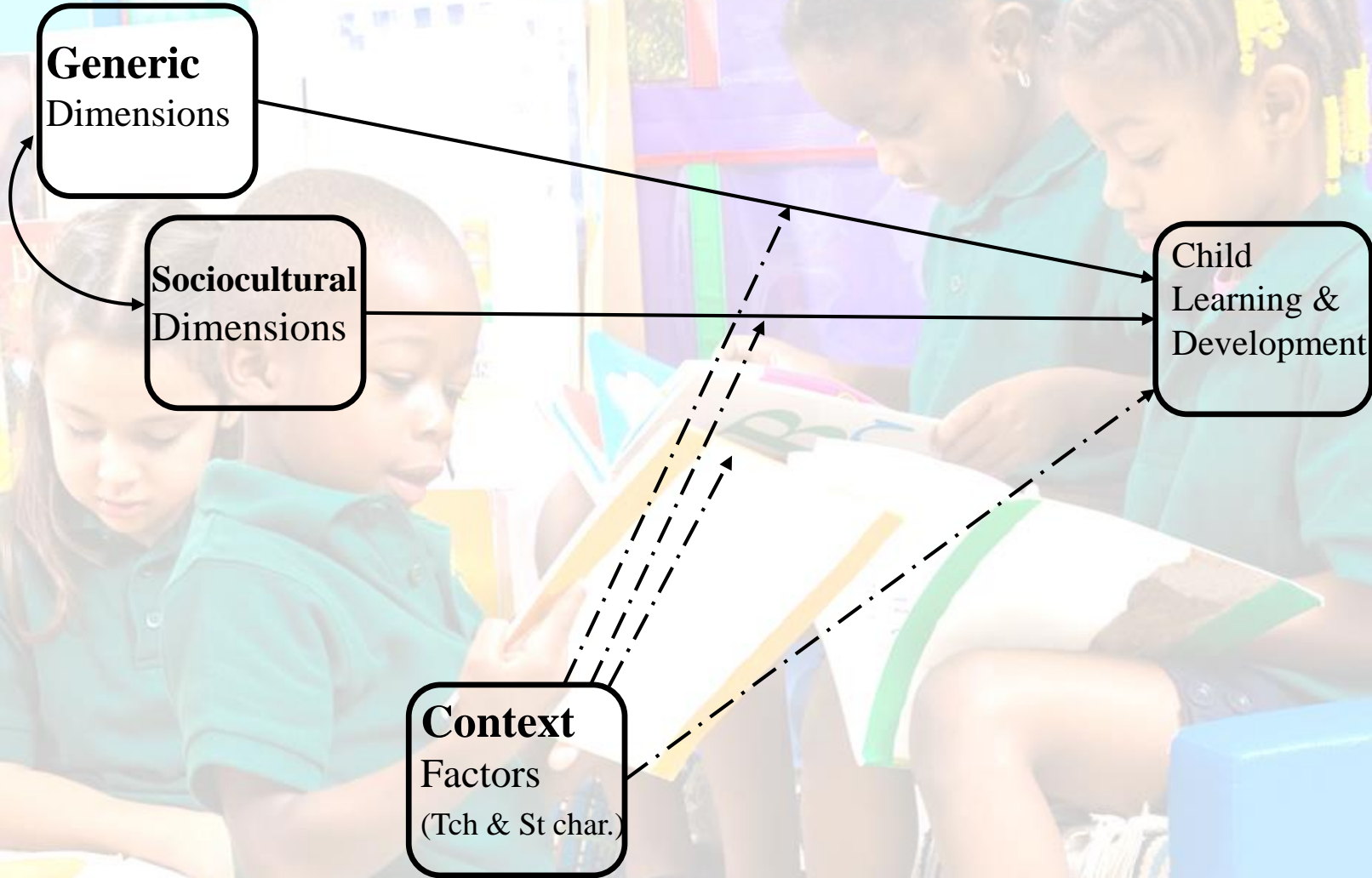
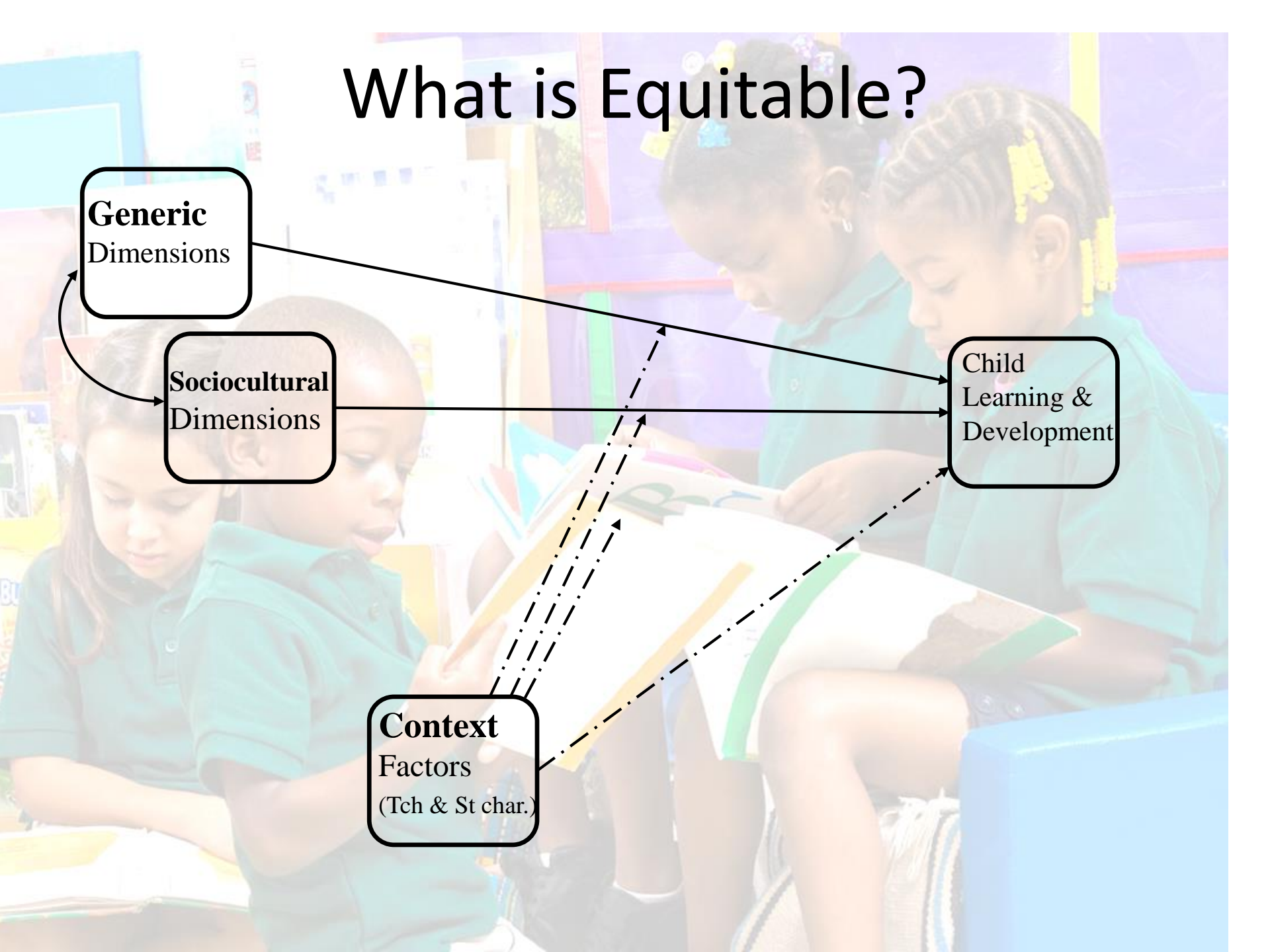
What is Equitable?

**Generic
Dimensions**

**Sociocultural
Dimensions**

**Child
Learning &
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**Context
Factors**
(Tch & St char.)



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A photograph of four young children sitting on a blue cushioned bench in a library or classroom, reading books. They are wearing teal polo shirts. The background shows bookshelves filled with books. The image has a light blue tint.

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