



*Implementing Effective  
Classroom Practices  
with Cultural Competence*

May 31, 2023

# *Today's Outcomes*

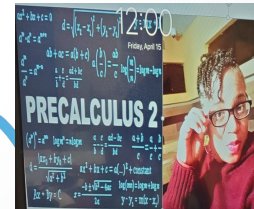
- Participants will recognize the alignment between the research based effective classroom practices and the tenets of cultural competency in the classroom.
- Participants will learn strategies and examples of how this looks in action so equitable and relationship based classroom cultures can be fostered.





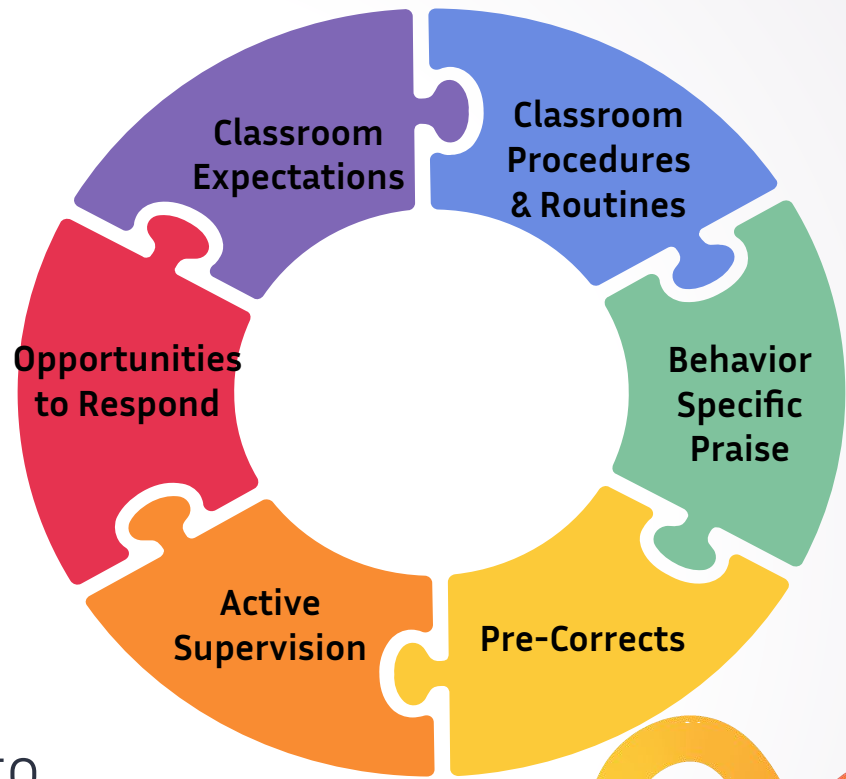
# *Nice to Meet You!*

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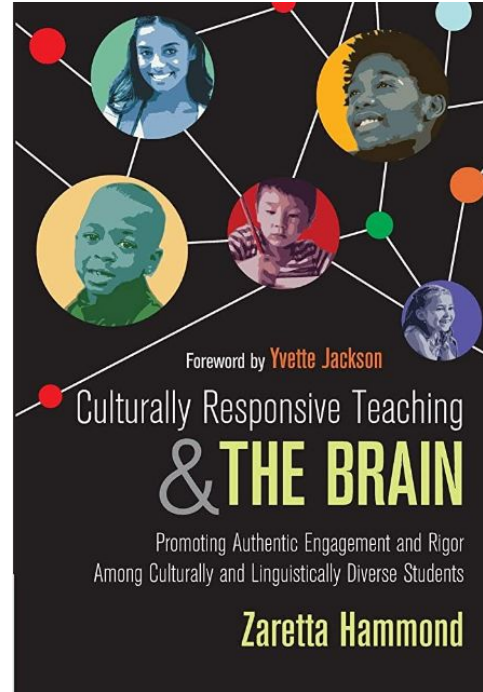


# *Objectives:*

1. Introduce Culturally Responsive Teaching and the Brain
2. Review several PBIS Effective Classroom Strategies
3. Understand how they intersect and learn how to apply.

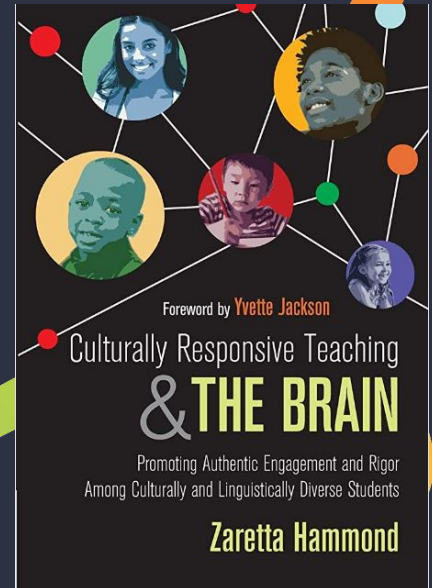


# *Culturally Responsive Teaching & The Brain by Zaretta Hammond*



# *Key Concepts*

1. Collectivism
2. Trust
3. Warm Demander



# On a Scale of Individualism to Collectivism – Where do Americans land??

Figure 2.3 The Individualism-Collectivism Continuum

The Cultural Dimensions Index was created by cultural psychologist, Geert Hofstede. Countries are evaluated on a 100-point scale in seven dimensions. One dimension is the level of individualism within a society. At the high end of the scale are extremely individualist cultures (self-oriented, individual effort favored in business and learning, competition over cooperation) while a lower number signals a more collectivist culture (group orientation, relationships essential to business and learning, and cooperation over competition).

Country	Score	Country	Score
United States	91	United Arab Emirates	38
Australia	90	Turkey	37
United Kingdom	89	Uruguay	36
Netherlands	80	Greece	35
New Zealand	79	Philippines	32
Italy	76	Mexico	30
Belgium	75	Tanzania	27
Denmark	74	Ethiopia	27
France	71	Kenya	27
Sweden	71	Portugal	27
Ireland	70	Zambia	27
Norway	69	Malaysia	26
Switzerland	68	Hong Kong	25
Germany	67	Chile	23
South Africa	65	China	20
Finland	63	Ghana	20
Poland	60	Nigeria	20
Czech Republic	58	Sierra Leone	20
Austria	55	Singapore	20
Hungary	55	Thailand	20
Israel	54	El Salvador	19
Spain	51	South Korea	18
India	48	Taiwan	17
Argentina	41	Peru	16
Japan	41	Costa Rica	15
Iran	41	Indonesia	14
Jamaica	39	Pakistan	14
Brazil	38	Colombia	13
Egypt	38	Venezuela	12
Iraq	38	Panama	11
Kuwait	38	Ecuador	8
Lebanon	38	Guatemala	6
Saudi Arabia	38		

Source: Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind*. New York: McGraw-Hill.

# "ME" VS. "WE" CULTURES

## INDIVIDUALISTIC

"Me" Culture

Independence

Self-reliance

Personal achievements

## COLLECTIVISTIC

"We" Culture

Community

Selflessness

Group achievements

AFTER CLASS IN US



AFTER CLASS IN JAPAN



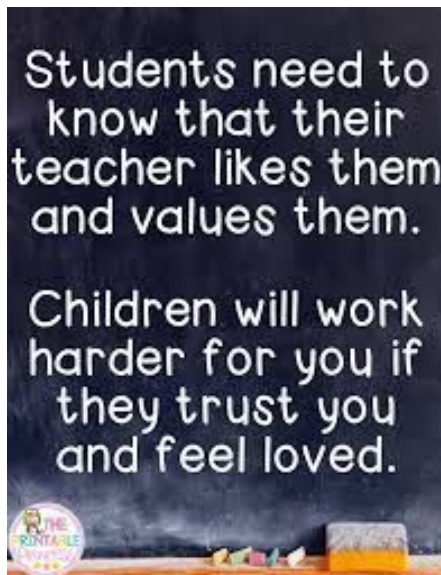
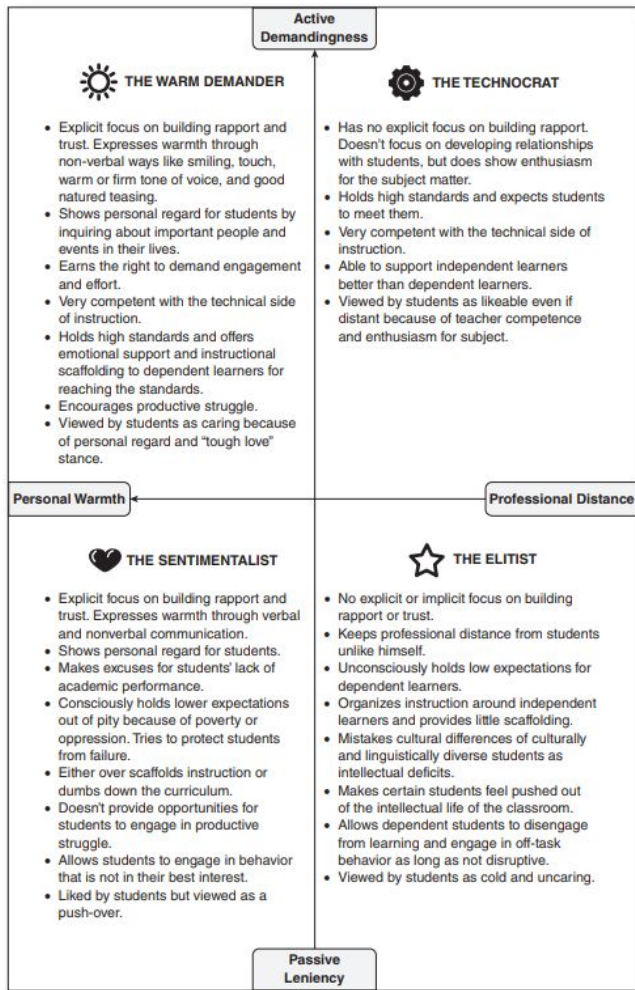


Figure 5.2 Trust Generators

Trust Generator	Definition	What It Looks Like
<b>Selective Vulnerability</b>	People respect and connect with others who share their own vulnerable moments. It means showing your human side that is not perfect.	Sharing with a student a challenge you had as a young person or as a learner. Sharing new skills you are learning and what is hard about it. The information shared is selective and appropriate.
<b>Familiarity</b>	People develop a sense of familiarity with someone who they see often in a particular setting such as at a bus stop everyday or in the café on a regular basis.	Crossing paths with a student during recess or lunch. Bumping into students and their families at a community farmer's market or at a local park. Attending community events that you know the student may have attended.
<b>Similarity of Interests</b>	People create a bond with others who share similar likes, dislikes, hobbies, and so forth. This common affinity allows a point of connection beyond any obvious racial, class, or linguistic differences. This plants the seed of connection in the relationship.	Sharing hobbies, sports, or other things you like that are similar to a particular student's interests. Also sharing social causes that you are passionate about, such as saving the environment or caring for animals.
<b>Concern</b>	People connect when another shows concern for those issues and events important to another, such as births, illnesses, or other life transitions. This plants the seed of personal regard.	Remembering details from a student's life. Demonstrated by asking follow-up questions about recent events.
<b>Competence</b>	People tend to trust others who demonstrate they have the skill and knowledge, as well as the will, to help and support them. This plants the seed of confidence in others.	Students trust the teacher when the teacher demonstrates the ability to teach effectively or make learning less confusing, more exciting, and more successful.

Figure 6.2 Warm Demander Chart



"Be a Goldfish"



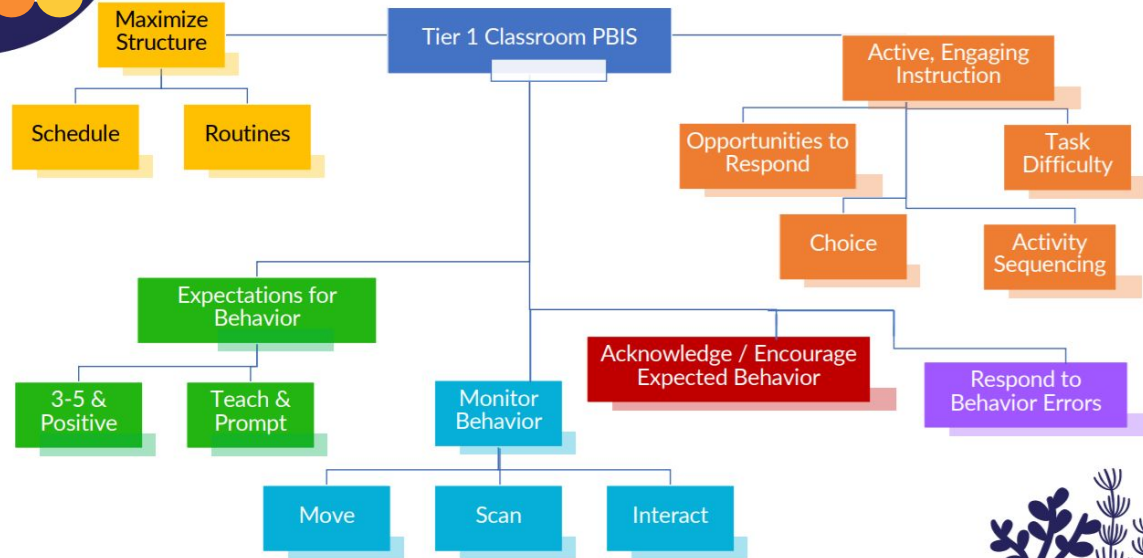
"Do or Do Not, there is no try"

Who is your Warm Demander Role Model?



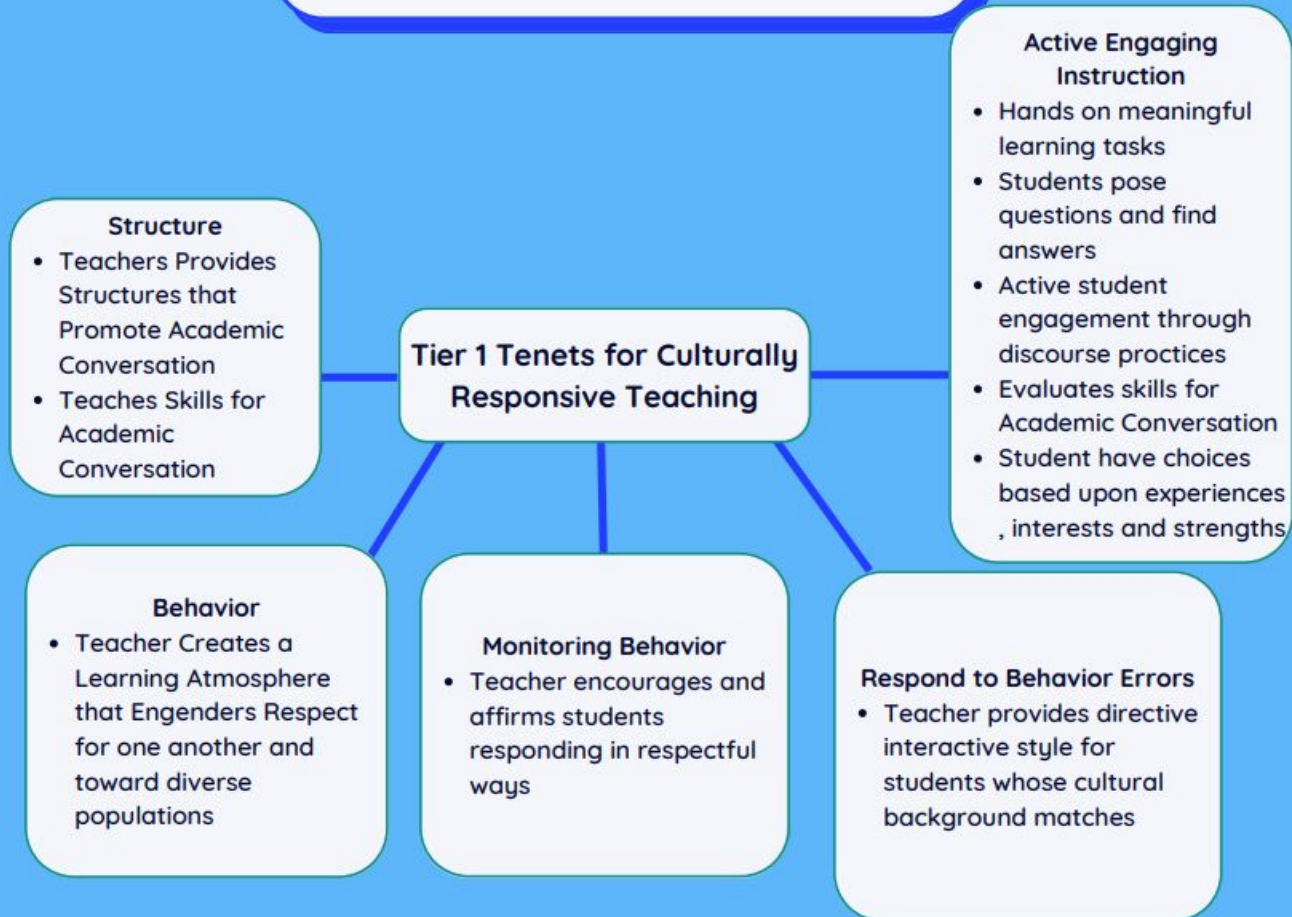


## Empirically Documented Best Practices



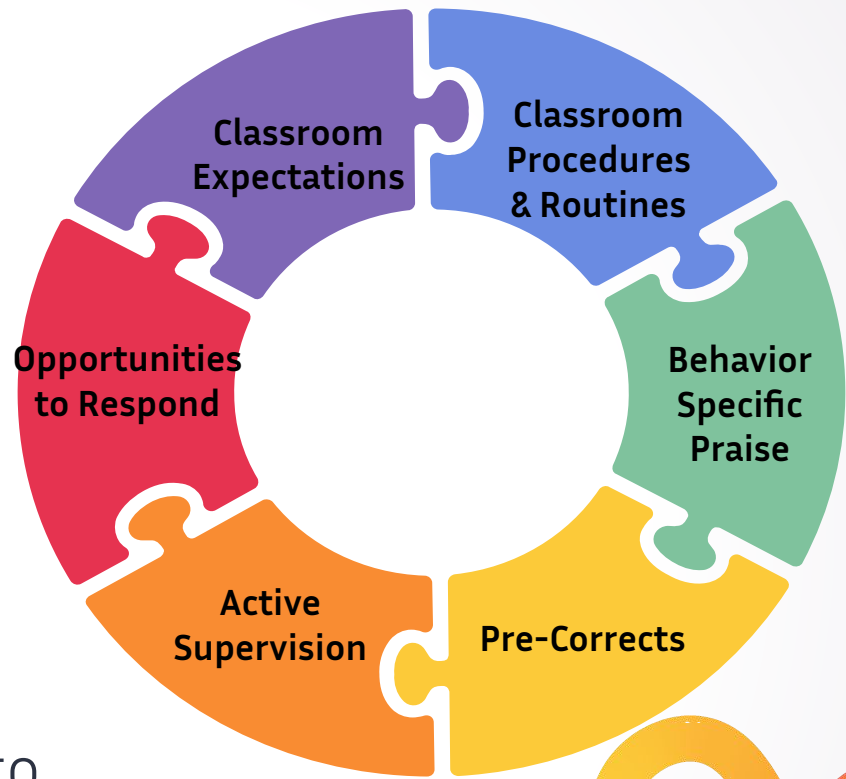
## Culturally Responsive Teaching and the Brain:

Tenets that link to PBIS Effective Classroom Strategies



# *Agenda*

1. Review several PBIS Effective Classroom Strategies
2. Introduce Culturally Responsive Teaching and the Brain
3. Understand how they intersect and learn how to apply.

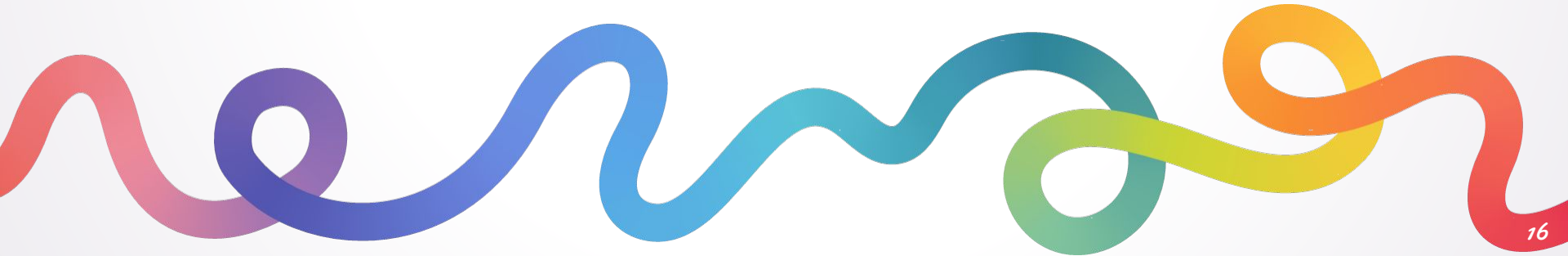


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1.

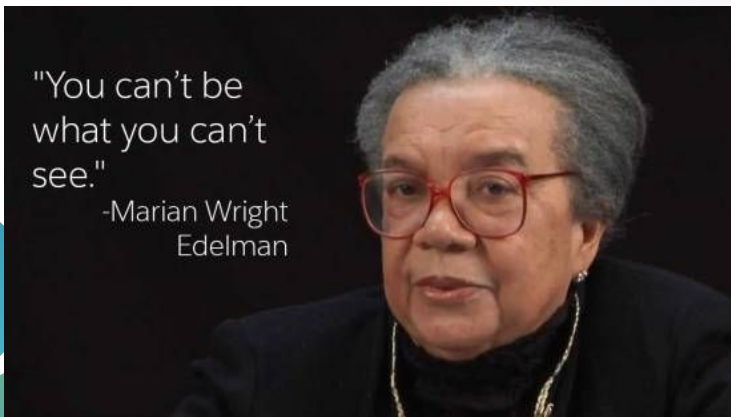
# *Classroom Expectations*

# *The Importance of Emphasizing What You **Want***



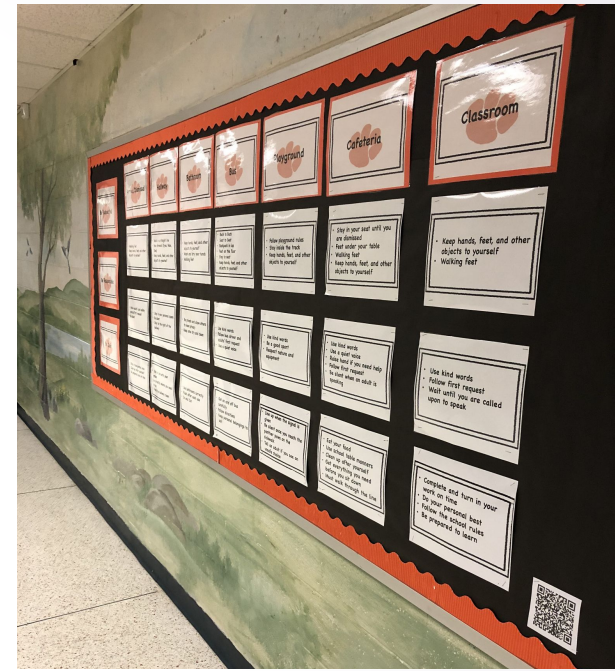
## *What to Consider*

- How do the district and building universals look in my classroom with my content and students?
- How do my culturally diverse student population impact my universals? How do I display positive and affirming messages regarding students' identities in my class?
- What are my expectations for classroom discourse and how are they included in my expectations?
- How do I teach this to my students?
- How will we practice this?



# *Encourage Expected Behavior*

- Specifically describe the behavior.
  - Explicitly identify the behavior you saw/heard.
    - Fosters replication
- Anchor your statement to your classroom expectations.
- Emphasize the group expectations to hold each other accountable



## *Action Steps - Classroom Expectations*

1.

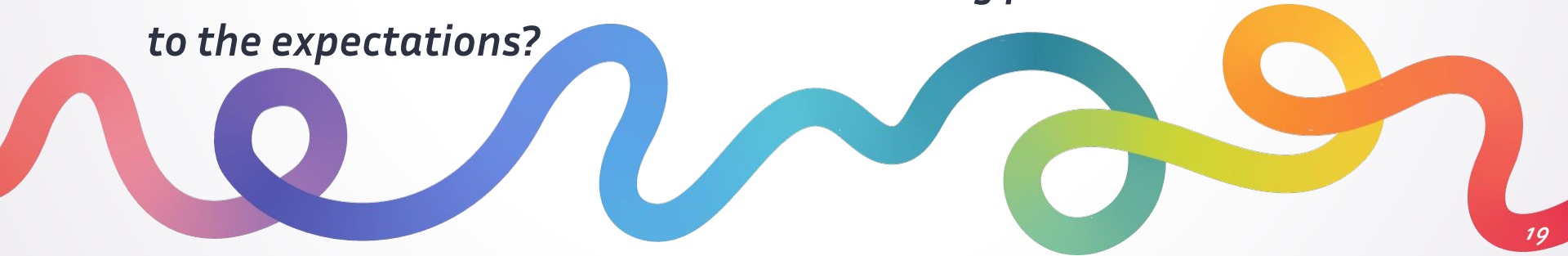
Create and post classroom expectations aligned with school and district matrix and universals.

***How can you: Include student affirmation and commitment to the expectations?***

2.

Make a plan to teach and practice the classroom expectations and rules.

***How can you: Include student voice and agency into the teaching plan?***



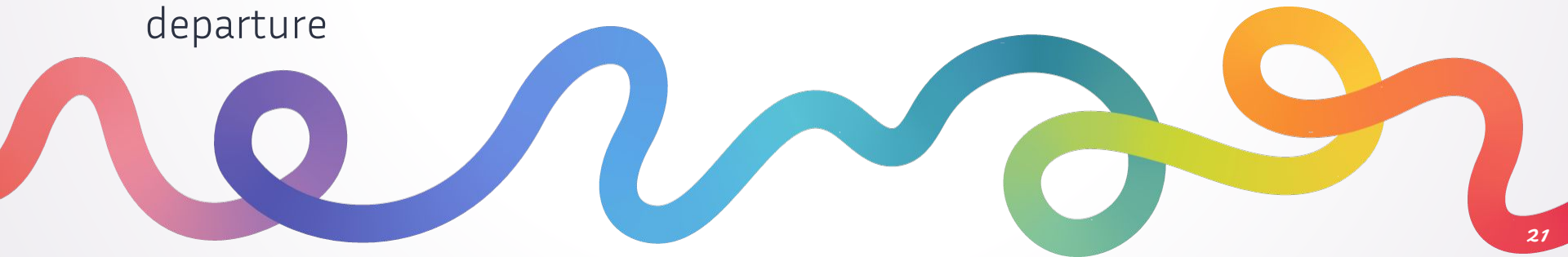
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2.

*Classroom  
Procedures  
& Routines*

# *SPaRCK: FFSD Universal Expectations*

- Classroom arrival
- Eating & Drinking in Classroom
- Academic conversations
- Group work
- Getting up to turn in assignments/sharpen pencil/trash/etc.
- Classroom cleanup and departure
- Safe
- Perseverance
- Responsibility
- Cooperative
- Kind





## Classroom Arrival Procedure

### #1: Welcome Students at the Door

Cook and colleagues' (2018) study in middle school found that when teachers welcomed students by name at the door, **engagement increased by 20% and disruptive behavior decreased by 9%.**

- Sets a positive tone
- Promotes sense of belonging
- Builds Trust
- No cost, no prep!



## *Action Steps - Classroom Procedures & Routines*

1.

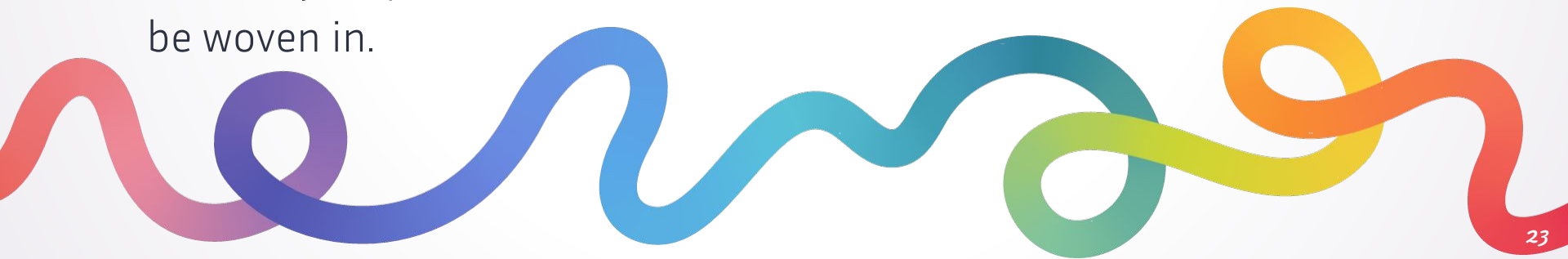
Create and post classroom procedures and routines (use diverse and inclusive images)

2.

Look specifically for your culturally responsive tenets to be woven in.

3.

Make a plan to teach and practice the classroom procedures and routines. (Incorporate group activities and group accountability)





**clear is kind.  
unclear is unkind.**

Be prepared for this to take **much more time** than you anticipate.

It may take all of first quarter to **fully establish** these **expectations, procedures, and routines.**

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3.  
*Behavior  
Specific  
Praise*

# Examples of Behavior Specific Praise

## **Entering/Leaving the Classroom:**

Positive - "You guys all did a great job coming into class and starting your DO NOW. Thank you for being responsible."

Corrective - "Sometimes I forget to pick up after myself, too, but please make sure we are keeping our work areas clean."

## **Transition:**

Positive - "Thank you for taking everything you needed with you. That saves us a lot of time."

Corrective - "Please wait until you have heard all directions before you get up to move."

## **Cooperative Group Work:**

Positive - "I see that this group is using its time wisely and staying on task. Thank you for being responsible."

Corrective - "I know it can be easy to let others do the work for you, but to be responsible in the classroom means that you have to do your part."

## **Problem Solving:**

The teacher honors and encourages multiple problem solving strategies.



## *Action Steps - Behavior Specific Praise*

1.

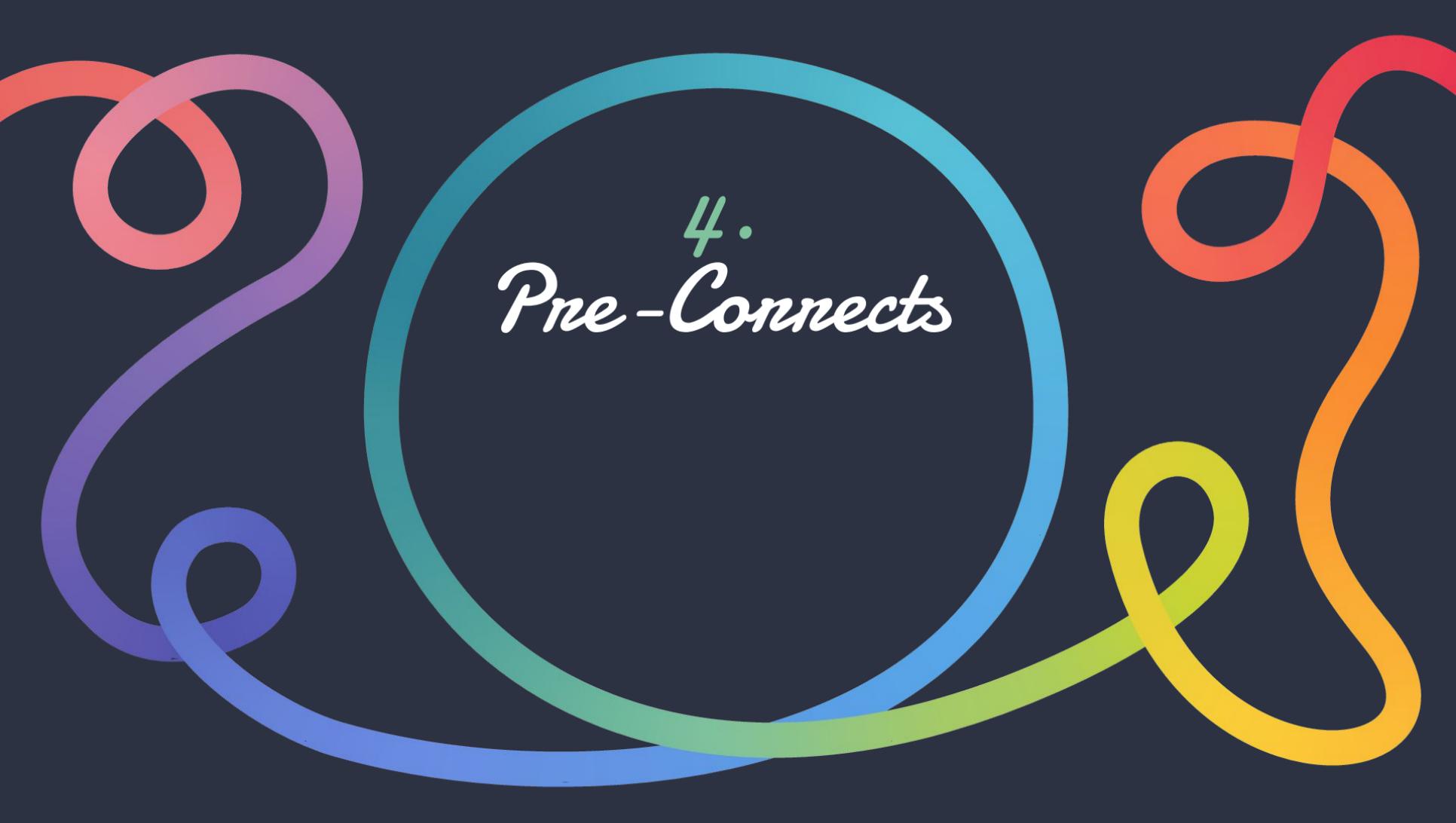
Make a plan to use a variety of strategies to give behavior specific praise to all students.

2.

Develop a method to providing behavior specific praise at a ratio of 4:1.

***(Concrete ways to track include a timer, a tally chart, asking a peer to observe and count, etc. and can help you avoid implicit bias.)***



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4.  
*Pre-Connects*

## *Pre-Connects*

Identify the times of day, settings, activities, or transitions in which students struggle to remember what to do.

### *Examples:*

- Walking in the hallway
- Transitioning from seats to rug
- Classroom Transitions
- Assemblies
- Morning or end of day routines



# Pre-Connects Examples

Type	K-5 Example	6-12 Example
<b>Gesture:</b> Clear and brief physical movement	Pointing to the tray for turning in work	Pointing to the hand sanitizer by the door for students to use
<b>Verbal:</b> Rule statements, questions, verbal cues	Reminding students to put away their books after reading time	Reviewing the norms for classroom discussion
<b>Visual:</b> Visual reminders/ schedules, checklists, etc.	Posting a picture sequence of the morning routine	Posting a daily planner visual with homework/ materials needed
<b>Model:</b> Examples of expected behaviors/ work products	Having a volunteer demonstrate how to get their book box	Having a volunteer demonstrate how to charge their device



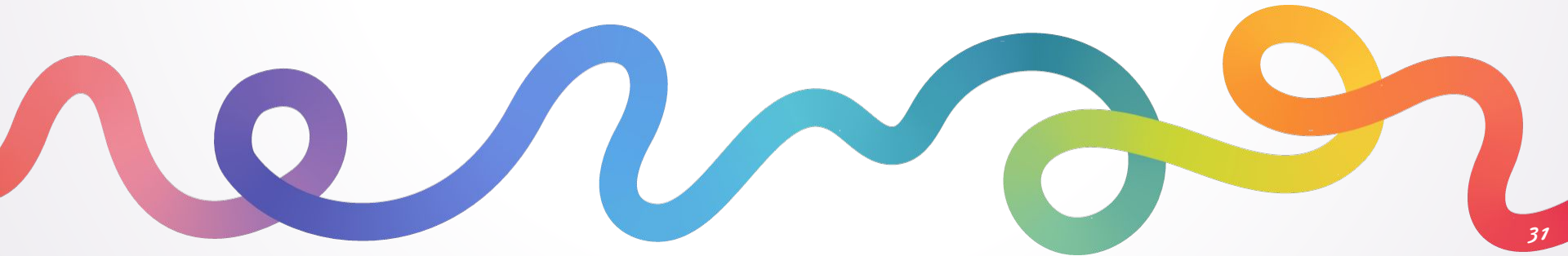
## *Action Steps - Pre-Connects*

1.

Plan a variety of ways to review your expectations daily including student voice as much as possible.

2.

Make a plan for how pre-corrects are being used at the beginning of each transition.



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5.  
*Active  
Supervision*

# Active Supervision

**SCAN** Visual sweep of entire space

**INTERACT** Respectful, verbal communication

- Prompts/pre-corrections
- Non-contingent attention
- Behavior specific feedback
- **Connect**

**MOVE** Continuous movement, proximity



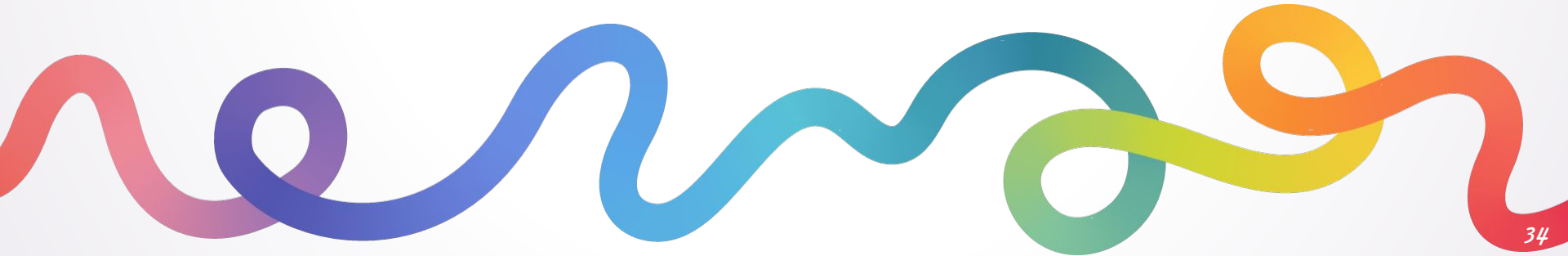
## *Action Steps - Active Supervision*

1.

Design a classroom floor plan to allow for ease of movements while also considering safety precautions.

2.

Create a classroom space where all areas of the room are accessible by scanning, moving, and interacting frequently and strategically.



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6.

*Opportunities  
to Respond*

# *Opportunities to Respond*

What?

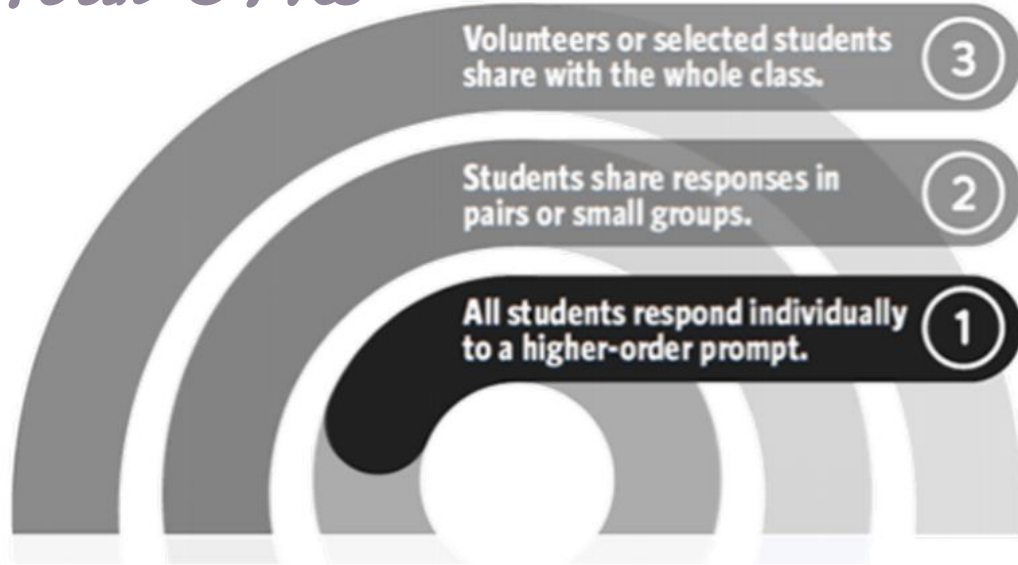
Teacher behaviors that request/ solicit a student response

Why?

Actively **engage** students in multiple ways



## *Ripple Your OTRs*



## *Set Yourself Up for Success*

	<b>Actively engage students in instruction</b>
<b>Add cues for effective practice</b>	Add opportunities to respond (OTRs) into instructional materials.
<b>Prevent undesired practices</b>	Reduce “lecture” segments of lessons.
<b>Add prompts</b>	Develop visual reminder of common OTR approaches. Set a reminder for yourself. (timer, slide, etc)



# OTR Video Examples



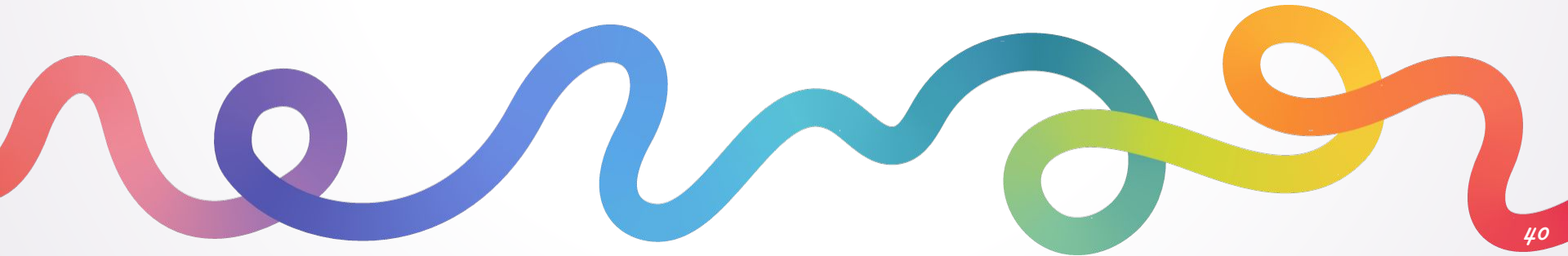
## *Action Steps - Opportunities to Respond*

1.

Plan a variety of strategies to increase student Opportunities to Respond (examples on checklist).

2.

Determine a strategy to use to track students being called on.



## *Where do we go from here?*

### Teacher Moves:

- Plan & Implement
  - Environment
  - Instruction
  - Student Success
  - Demand Warmly
- Self Assess
- Observations & Feedback

### Resources for You:

[Self Assessment Survey](#)

[CRIOP Observation Tool \(from UnboundEd\)](#)

[Effective Classroom Strategies and Culturally Responsive Strategies Checklist](#)



# The Tools: CRIOP Survey

## CRIOP Self Assessment - Culturally Responsive Teaching

Teachers, please complete this form to assess knowledge and level of implementation regarding Culturally Responsive teaching.

This form is automatically collecting emails from all respondents. [Change settings](#)

I am familiar with the tenets of Culturally Responsive Teaching

Wait, what?      1      2      3      4      5      Ah, yes, of course!

(Check all that apply) I have a plan/have implemented a plan to:

- ☐ Demonstrate an ethic of care in my classroom with my scholars
- ☐ Communicate high expectations in my classroom with my scholars
- ☐ Create an atmosphere in my classroom that engenders respect for each other and diverse populations
- ☐ Provide continual opportunities in my classroom for scholars to work together productively

(Check all that apply) In my classroom I:

- ☐ Limit my time sitting at my desk
- ☐ Use directive language with scholars who need it
- ☐ Refrain from vocalizing deficit thinking
- ☐ Provide frequent and actionable feedback tied to standards
- ☐ Honor multiple problem solving strategies
- ☐ Create a competitive environment
- ☐ Emphasize individual accomplishments
- ☐ Promote classroom discussions

(Check all that apply) In my classroom the environment has:

- ☐ Anchor charts promoting growth mindset, diversity, and social emotional wellbeing
- ☐ Desks or tables in groups for community learning
- ☐ Norms posted for collaborative work
- ☐ Classroom library/resources representing diversity and inclusion
- ☐ Classroom arranged for solitary work
- ☐ Images that represent diverse people accomplishing important/relevant things

(Check all that apply) In my classroom my scholars:

- ☐ Are safe to take risks and do
- ☐ Express negativity frequently
- ☐ Ask questions frequently
- ☐ Seek to help each other
- ☐ Can become and remain disengaged
- ☐ Often participate in peer discussions
- ☐ View each other as learning resources

I understand how to apply the tenets of culturally responsive teaching and foster positive outcomes.

Not really!      1      2      3      4      5      Yes - and it's working!

## I. CLASS: CLASSROOM RELATIONSHIPS

1. The teacher demonstrates an ethic of care (e.g., equitable relationships, bonding)		Item Score:
<p><b>For example, in a responsive classroom:</b> Generally Effective Practices:</p> <ul style="list-style-type: none"> <li>Teacher refers to students by name, uses personalized language with students</li> <li>Teacher conveys interest in students' lives and experiences</li> </ul> <p>Culturally Responsive Practices:</p> <ul style="list-style-type: none"> <li>There is a "family-like" environment in the classroom; there is a sense of belonging; students express care for one another in a variety of ways</li> <li>Teacher promotes an environment that is safe and anxiety-free for all students, including culturally and linguistically diverse students; students seem comfortable participating and taking risks (e.g., sharing initial thinking, making mistakes, asking questions) in the classroom</li> <li>Teacher differentiates patterns of interaction and management techniques to be culturally congruent with the students and families they serve (e.g., using a more direct interactive style with students who require it)</li> </ul>	<p><b>For example, in a non-responsive classroom:</b></p> <ul style="list-style-type: none"> <li>Teacher permits and/or promotes negativity in the classroom, e.g., criticisms, negative comments, sarcasm, etc.</li> <li>Teacher does not address negative comments of one student towards another</li> <li>Teacher stays behind desk or across table from students; s/he does not get "on their level"</li> <li>Teacher does not take interest in students' lives and experiences; is primarily concerned with conveying content</li> <li>Teacher does not seem aware that some students are marginalized and are not participating fully in classroom activities</li> <li>Some students do not seem comfortable contributing to class discussions and participating in learning activities</li> <li>Teacher uses the same management techniques and interactive style with all students when it is clear that they do not work for some</li> </ul>	
<b>Timestamp(s) with Evidence:</b>		
2. The teacher communicates high expectations for all students		Item Score:
<p><b>For example, in a responsive classroom:</b> Generally Effective Practices:</p> <ul style="list-style-type: none"> <li>There is an emphasis on learning and higher-level thinking; challenging grade-level work is the norm</li> <li>Students do not hesitate to ask questions that further their learning; there is a "culture of learning" in the classroom</li> <li>Teacher expects every student to participate actively; students are not allowed to be unengaged or off-task</li> <li>Teacher gives feedback on established high standards and provides students with specific information on how they can meet those standards</li> </ul> <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> <li>There are group goals for success as well as individual goals (e.g., goals and charts posted on walls); every student is expected to achieve</li> <li>Students are invested in their own and others' learning; they continuously assist one another</li> <li>Teacher takes steps to assure that emerging bilinguals understand directions and have</li> </ul>	<p><b>For example, in a non-responsive classroom:</b></p> <ul style="list-style-type: none"> <li>Teacher has low expectations, consistently giving work that is not challenging (below grade-level) or frustrating students by giving them tasks that are unreasonably difficult</li> <li>Teacher does not call on all students consistently</li> <li>Teacher allows some students to remain unengaged, e.g., never asks them to respond to questions, allows them to sleep, places them in the "corners" of the room, and does not bring them into the instructional conversation, etc.</li> <li>Teacher does not establish high standards; evaluation criteria require lower-level thinking and will not challenge students</li> <li>Teacher feedback is subjective and is not tied to targeted learning outcomes and standards</li> <li>Teacher expresses a deficit model, suggesting through words or actions that some students are not as capable as others</li> <li>Teacher does not explicitly assist emerging bilinguals to assure they understand directions and content</li> </ul>	

## Effective Classroom Strategies & Culturally Responsive Strategies Checklist

Use this checklist to prepare for the start of school.

Effective Classroom Practices	Staff Expectations to Support Student Behavior
1. Classroom Expectations & PBIS	<input type="checkbox"/> I have created and posted <b>classroom expectations</b> aligned with school and district matrix and universals. <input type="checkbox"/> I have made a plan to teach and practice the <b>classroom expectations and rules</b> .  OPTIONAL READING: Click <a href="#">here</a> for an infographic about expectations.
1. Classroom Expectations & Cultural Responsiveness	<input type="checkbox"/> I have considered how my classroom postings affirm my diverse student population. <input type="checkbox"/> I have made a plan to elevate student voice around my classroom expectations and connect their importance to our collective culture. <input type="checkbox"/> I have included environmental supports that affirm my students abilities and contributions to our class community.
2. Classroom Procedures and Routines & PBIS	<input type="checkbox"/> I have created and posted <b>classroom procedures and routines</b> . <input type="checkbox"/> I have made a plan to teach and practice the <b>classroom procedures and routines</b> .  EXAMPLES: restroom, moving around the room, pencil sharpening, transitions, passes, etc.
2. Classroom Procedures and Routines & Cultural Responsiveness	<input type="checkbox"/> My students have had a voice in creating <b>classroom procedures and routines</b> . <input type="checkbox"/> My students understand the role our <b>classroom procedures and routines</b> have in creating our class culture. <input type="checkbox"/> My students will hold me and their classmates accountable for consistent use of our <b>classroom procedures and routines</b> .
3. Behavior Specific Praise & PBIS	<input type="checkbox"/> I have a plan to use a variety of strategies to give <b>behavior specific praise</b> to all students. <input type="checkbox"/> I have a method for providing <b>behavior specific praise</b> at a ratio of 4:1.
3. Behavior Specific Praise & Cultural Responsiveness	<input type="checkbox"/> I have a plan to periodically check my <b>BSP ratios</b> to ensure equitable implementation. <input type="checkbox"/> I have a method for building trust and culture with <b>BSP</b> by being reliable, sincere, value and relationship based in the praise that I deliver.
4. Pre-corrects & PBIS	<input type="checkbox"/> I have planned a variety of ways to review my expectations daily. <input type="checkbox"/> I have a plan for how <b>pre-corrects</b> are being used at the beginning of each transition.
4. Pre-corrects & Cultural Responsiveness	<input type="checkbox"/> I have planned a variety of ways to <b>pre-correct</b> my expectations daily including using student voice and capitalizing on the norms of our class community. <input type="checkbox"/> I can use culturally relevant strategies, like call and response or movement, as a part of my <b>pre-corrects</b> .

# Effective Strategies Checklist

5. Active Supervision & PBIS	<input type="checkbox"/> I have designed the classroom floor plan to allow for ease of movement for <b>Active Supervision</b> and allow for safety precautions. <input type="checkbox"/> I have created a classroom space where all areas of the room are accessible by scanning, moving, and interacting frequently and strategically.
5. Active Supervision & Cultural Responsiveness	<input type="checkbox"/> I have designed the classroom floor plan to allow for ease of movement for <b>Active Supervision</b> and allow for safety precautions and I deliberately move through all space equitably. <input type="checkbox"/> I avoid a controlling stance and interact frequently with students, while also connecting with them.
6. Opportunities to Respond & PBIS	<input type="checkbox"/> I use a variety of strategies to increase student <b>Opportunities to Respond</b> (examples: turn and talk, wait time, guided notes, response cards). <input type="checkbox"/> I have determined a strategy to use to track students being called on.
6. Opportunities to Respond & Cultural Responsiveness	<input type="checkbox"/> I use a variety of equitable strategies to increase student <b>Opportunities to Respond</b> and ensure fair and equitable opportunities for all. <input type="checkbox"/> I have determined a strategy to use to track students and correct implicit bias as I see it.
Overall: Warm Demander	<input type="checkbox"/> I understand the importance of my role as <b>Warm Demander</b> , and plan to implement tenets of this approach in the teaching moves I make. <input type="checkbox"/> I will check my progress through self-assessment, student voice, and informal observations (using the tools provided) as the school year progresses. <input type="checkbox"/> I will implement tenets of community collectivism in my class culture, understanding that this approach will create a culturally relevant classroom for all diverse student populations.

## References

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*Thanks for  
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