



ENHANCING CULTURAL TOOLKITS AND STUDENT MINDSETS

TRAINING INSTITUTE FOR ELEMENTARY CERTIFICATED TEACHERS

The *Enhancing Cultural Toolkits and Student Mindsets Institute* builds on social psychological research by training teachers to implement evidenced-based practices that promote student engagement, motivation, and performance. **OUR GOAL IS TO EXAMINE HOW BEST TO TRAIN TEACHERS AND SCHOOLS TO IMPLEMENT THESE PRACTICES IN ORDER TO REDUCE ACHIEVEMENT GAPS BETWEEN ADVANTAGED AND DISADVANTAGED STUDENTS AND TO CREATE SUSTAINABLE CULTURAL CHANGE WITHIN SCHOOLS.** We partner with educators to identify, empirically test, and disseminate teaching practices and policies that help all students succeed in school.

The *Enhancing Cultural Toolkits and Student Mindsets Training Institute* is led by three educators: **DR. STEPHANIE FRYBERG (UNIVERSITY OF WASHINGTON), DR. MARY MURPHY (INDIANA UNIVERSITY) AND DR. MEGAN BANG (UNIVERSITY OF WASHINGTON).** We are partnering with school districts in the Seattle metropolitan area to advance several goals:

- To identify and evaluate the effectiveness of different practices and policies aimed at reducing racial/ethnic and social class achievement gaps
- To train teachers and schools to identify and implement practices and policies that promote student engagement, belonging, learning, and performance
- To improve academic outcomes (e.g., grades, retention rates, belonging, and motivation) and engagement of students, particularly students from disadvantaged backgrounds

During the first three weeks of August, the institute will train elementary school teachers in how to change the culture of their classroom to promote learning and growth for all students. *Participating teachers/teams would attend just one of these weeks for a total of 40 hours.* The workshop will meet daily and will include:

- Educational sessions about evidence-based practices that facilitate students' learning, motivation and performance
- Collaborative activities designed to expand teachers' knowledge about how to foster inclusivity and motivation in the classroom
- Practical guidelines for implementing the practices and policies discussed

The research team will collect data from teachers and schools before and after the workshop to examine how participating in the workshop influences teachers and their students.

BENEFITS FOR TEACHERS, SCHOOLS, AND DISTRICTS

Teachers will:

- Learn and practice classroom practices and strategies to enhance students' learning experience, especially for low-income and minority students
- Receive a personalized report describing how you and your students grew following your participation in the workshop
- Earn 40 clock hours for attending the workshop
- Receive a \$50 honorarium upon completion of the post-institute survey

Schools and districts whose teachers participate in the institute will:

- Receive an aggregated report (no information linked to participant names, grade levels, or schools listed) of how participation in the institute influenced teachers' practices and students' attitudes and performance
 - Receive practical guidelines for implementing practices discussed in the workshop
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WORKSHOP DATES AND LOCATION

Participants can select from workshops that will take place August 1-5, August 8-12, or August 15-19 from 9:00 am to 5:00 pm. Workshops will be held north of Everett at the [Hibulb Cultural Museum](#), off I-5 Exit 199 for Marysville/Tulalip.

PARTICIPATION

To participate in a workshop, please visit the following website and complete a pre-institute questionnaire and select your preferred dates for participation. The questionnaire will take 15-20 minutes to complete. The researchers will follow up with you to confirm your date of participation and schedule a time to visit your classroom in the fall to collect video and survey data from you and your students.

<http://tinyurl.com/TeacherTrainingInstitute>

Note: Efforts will be made to keep members of the same school staffs together.

THIS RESEARCH PROJECT HAS BEEN APPROVED BY THE EVERETT PUBLIC SCHOOLS ASSESSMENT AND RESEARCH DEPARTMENT PURSUANT TO BOARD POLICY 2105