

Supporting an Equitable & Culturally Responsive Environment Professional Learning 2020

Resources

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Responsive Environment

Professional Learning 2020

[Resources](#)



LCPS DOI Equity and CRI Office
-Jessica Harding and Cynthia Lewis

Connection *before* Content

Classroom **culture** is the shadow of...



...the ***teacher!***

How do you connect with this quote?

What does it mean to **you?**

Record your thoughts in the personal reflections notes page. Please make a copy of the [personal reflection page here](#). You will use this private space to record your personal thoughts.



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Office of Equity and Culturally Responsive Instruction



Office of Equity and Culturally
Responsive Instruction

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Supervisor,

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Learning Outcomes

- Describe how lack of racial literacy and bias impacts students.
- Identify ways to build an inclusive and affirming classroom environment.
- Explore the Culturally Responsive Framework and make connections to the role of the classroom teacher.

Temperature Check!

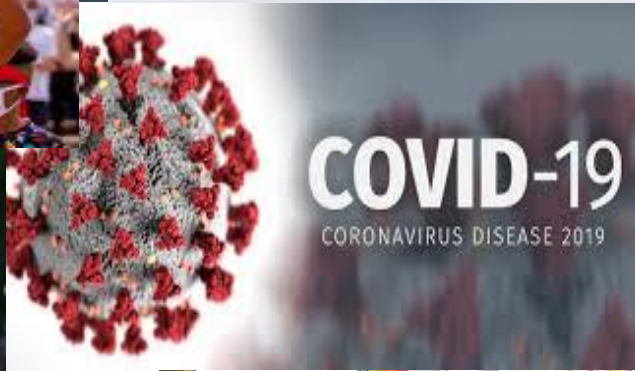
Directions: In your personal reflection sheet, write your answer to the following questions.

1. How prepared do you feel to create a welcoming, inclusive and affirming classroom environment?
2. How comfortable do you feel discussing race?

Temperature Check!

Directions: In your personal reflection sheet, write your answer to the following questions.

1. How prepared do you feel to create a welcoming, inclusive and affirming classroom environment?
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Agenda

- Overview
- LCPS Equity Journey
- 3 CRF Components
- Clarifying Questions
- Next Steps
- Closure (Feedback)

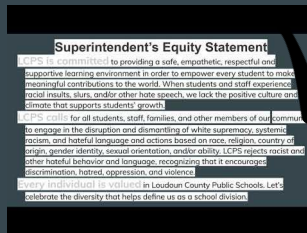
Superintendent's Equity Statement

LCPS is committed to providing a safe, empathetic, respectful and supportive learning environment in order to empower every student to make meaningful contributions to the world. When students and staff experience racial insults, slurs, and/or other hate speech, we lack the positive culture and climate that supports students' growth.

LCPS calls for all students, staff, families, and other members of our community to engage in the disruption and dismantling of white supremacy, systemic racism, and hateful language and actions based on race, religion, country of origin, gender identity, sexual orientation, and/or ability. LCPS rejects racist and other hateful behavior and language, recognizing that it encourages discrimination, hatred, oppression, and violence.

Every individual is valued in Loudoun County Public Schools. Let's celebrate the diversity that helps define us as a school division.

DIRECTIONS FOR NEXT ACTIVITY ----->



Superintendent's Statement on Equity

Directions: Choose the padlet that corresponds to your school level to reflect on the Superintendent's Equity Statement.

Elementary	Middle	High
<u>Padlet Link</u>	<u>Padlet Link</u>	<u>Padlet Link</u>

EQUITY in ACTION

Working toward equity involves:

- ensuring equally high outcomes for all participants in our educational system
- removing the predictability of success or failures that currently correlates with any social or cultural factor.

It involves:

- interrupting inequitable practices,
- eliminating biases,
- creating inclusive, multicultural school environments for adults and children
- discovering and cultivating the unique gifts, talents and interests that every human possesses.

~National Equity Coalition (formerly BAYCES)

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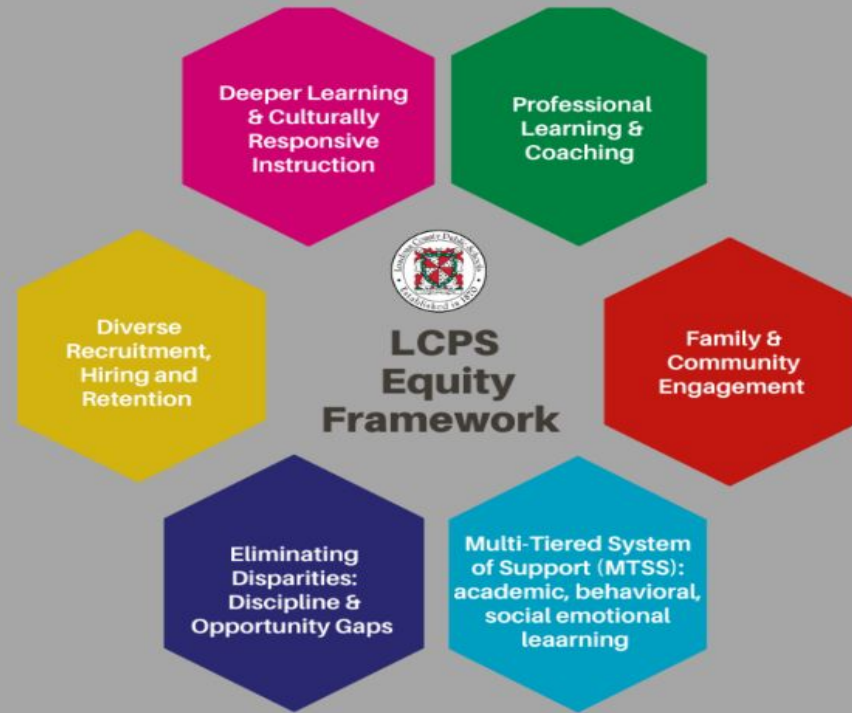
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LCPS Equity Impact Statement

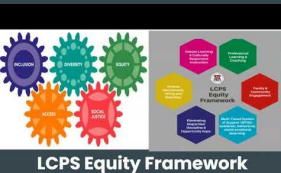
In addition to ensuring a racially-conscious, identity-affirming, and culturally responsive learning space for every student and employee, Loudoun County Public Schools is committed to decreasing disparities, increasing opportunities and participation outcomes for rigorous learning, dismantling barriers and interrupting the status quo for the development of stronger equitable practices. A diverse, inclusive, equitable, and socially-just teaching and learning community is a priority in LCPS.



LCPS Equity Framework

[Draft Comprehensive Equity Plan](#)

[Draft Action Plan to Combat Systemic Racism](#)



Structure of the Culturally Responsive Framework

CRF One Pager [HERE](#)

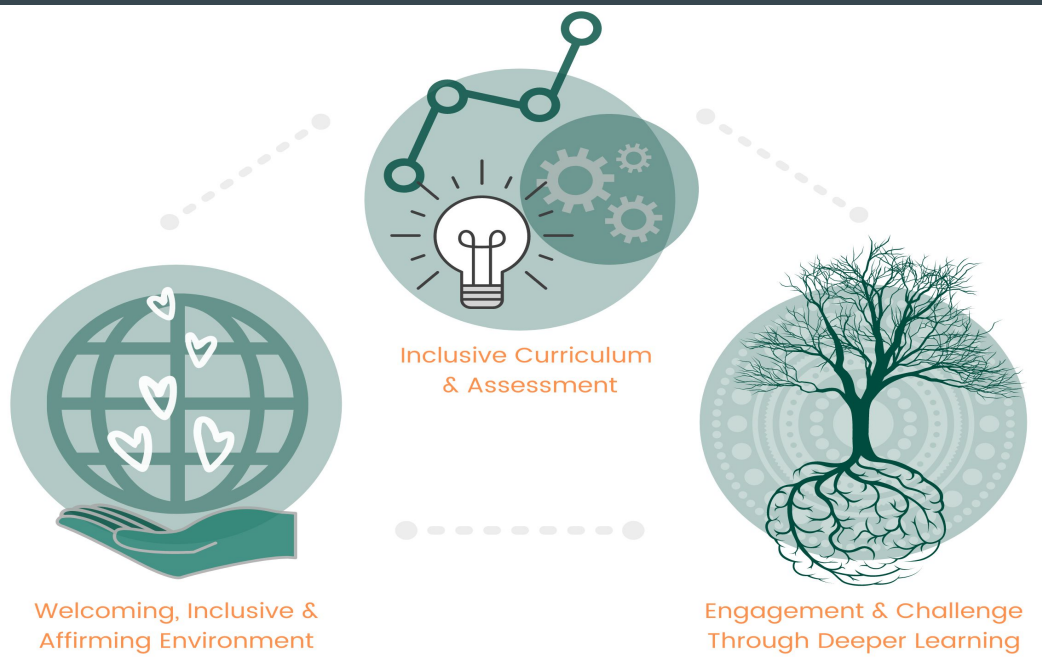
Introduction

Components

Principles

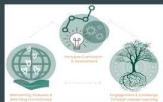
Guidelines

Indicators by Roles



Structure of the Culturally Responsive Framework

CRF One Pager [HERE](#)



Welcoming, Inclusive, and Affirming Environment



LCPS CRF Component of Welcoming, Inclusive & Affirming Environment

1. Collective responsibility to learn about and affirm student cultures and communities.
2. Supportive and connected relationships among students, families and staff.
3. Investment in the development of social and emotional skills and mental wellness for students and staff.
4. Settings that represent and affirm student identities.



What can negatively impact the creation of a *Welcoming, Inclusive & Affirming Environment* ?



Unconscious Bias - Refers to the automatic and subconscious stereotypes that drive people to behave and make decisions in certain ways. It is the mind's way of making uncontrolled and automatic associations between two concepts very quickly.

What can negatively impact the creation of a *Welcoming, Inclusive & Affirming Environment* ?

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Totally optional!

Check out this Edutopia article on Implicit Bias [HERE](#)

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What can negatively impact the creation of a *Welcoming, Inclusive & Affirming Environment* ?



Some examples of ways unconscious bias can reveal itself in school:

- ✓ Disproportionality in discipline
- ✓ Disproportionality in special education designation
- ✓ Different responses to similar student behavior
- ✓ Disproportionality in lower performing “tracks”
- ✓ Dominant discourse re “smart” “bright” “slow” students

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Video Reflection #1

Directions: Click the link at the top to access and view the video. Choose the padlet that corresponds to your school level to reflect on the short video clip.

Elementary	Middle	High
<u>Padlet Link</u>	<u>Padlet Link</u>	<u>Padlet Link</u>

Reflection Activity – Welcoming, Inclusive, and Affirming Environment



Directions:

1. Click here to read the teacher indicators for a [Welcoming, Inclusive, and Affirming Environment](#).
2. Choose **two indicators** that you feel you confident about implementing in your classroom.
3. Choose **one additional indicator** that may be an area of growth for you.
4. Each indicator is hyperlinked to a Padlet where you will record your thoughts. Why do you feel an indicator is a strength? Why do you feel you need growth in other areas? What is an obstacle to growth in this area?

Inclusive Curriculum and Assessment

LCPS Principles of Inclusive Curriculum and Assessment

5. Affirm diverse perspectives by engaging teachers and students in deeper learning around cultural literacy and authentic challenging problems including issues of justice and equity.
6. Model an asset-based approach based on the premise that students have diverse capabilities and individual patterns of progress and learning.
7. Respond to the needs of the school community, empower students' voices and culturally affirm the identities of those who have been traditionally marginalized.



What is Cultural Literacy?



E.D. Hirsch Jr. coined the term "cultural literacy" in 1987. He used the term to imply that just as literate people are fluent in reading and writing, *culturally* literate people should be fluent in their cultural heritages, histories, literature, art, politics and the like.

Developing cultural literacy is crucial in the modern classroom, in that the increasing diversity of the student population necessitates understanding and appreciation of others' experiences, backgrounds and cultures.

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Check out this video on
teaching Mathematics with
cultural significance [HERE](#)

Totally
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What can negatively hinder the creation of a **Inclusive Curriculum and Assessment** ?



Some examples of ways that low levels of cultural literacy reveal itself in schools and classrooms.

- ✓ Lack of diverse books and instructional material
- ✓ Majority culture is consistently centered in lessons and instruction
- ✓ Lack of inclusive assessments that can create inequitable experiences for students

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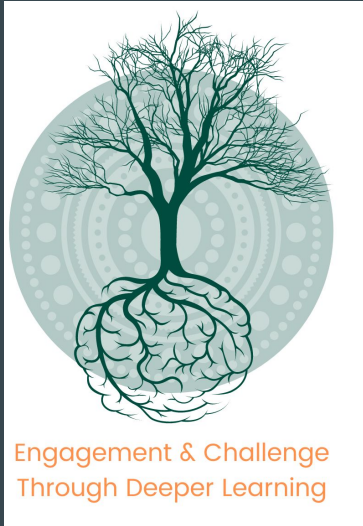
Elementary	Middle	High
<u>Padlet Link</u>	<u>Padlet Link</u>	<u>Padlet Link</u>

Reflection Activity – Inclusive Curriculum & Assessment

Directions:

1. Click here to read the teacher indicators for [Curriculum & Assessment](#).
2. Choose **two indicators** that you feel you confident about implementing in your classroom.
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Engagement and Challenge through Deeper Learning

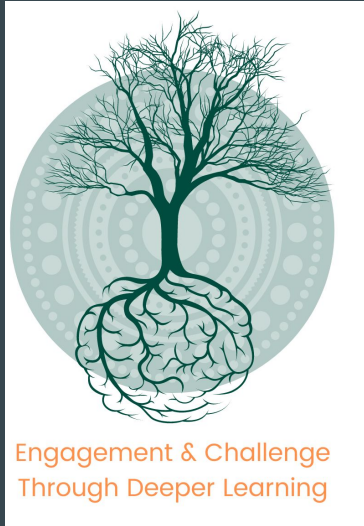


LCPS Principles of Engagement and Challenge Through Deeper Learning

8. Student engagement in deeper learning is centered in authentic learning opportunities that speak to diverse student identities.
9. Appropriate challenge and high expectations through student-centered instruction stimulates brain growth, increases learning capacity and develops independent learners.
10. An asset-based approach to student learning capitalizes on student strengths and uplifts students who have been marginalized by historic inequalities by increasing access to opportunities for deeper learning and developing student efficacy.
11. Professional collaboration and systems of instructional practice affirm the cultural identities of students and work towards dismantling the systems of inequality where they exist.



Engagement and Challenge through Deeper Learning



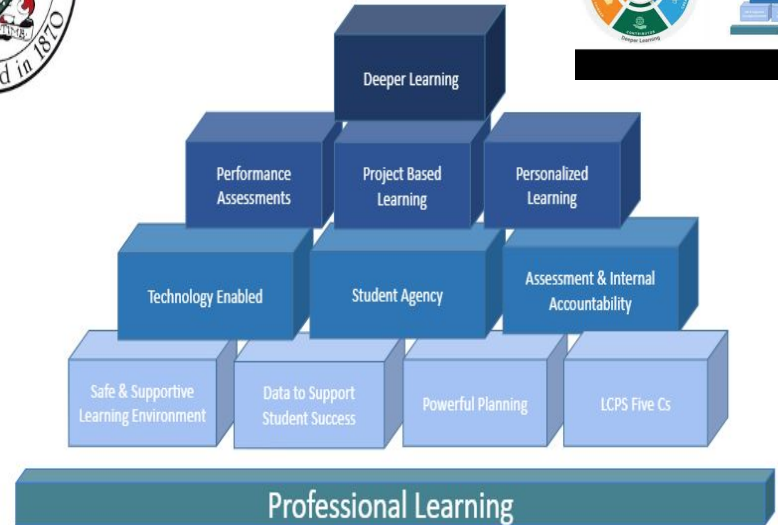
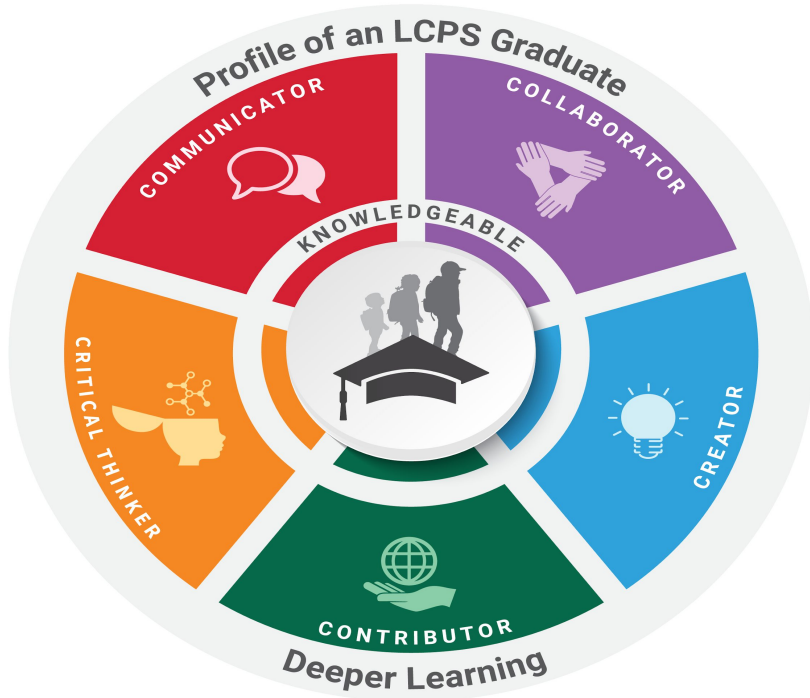
“Classroom studies document the fact that underserved English learners, poor students and students of color routinely receive **less instruction in higher order skills development** than other students. Their curriculum is less challenging and more repetitive. Their instruction is more **focused on skills low on Bloom’s taxonomy**. This type of instruction denies students the opportunity to engage in what neuroscientists call productive struggle that actually grows our brain power.”

Culturally Responsive Teaching & The Brain

Zaretta Hammond



Engagement and Challenge Through Deeper Learning



What can negatively impact the creation of *Engagement and Challenge Through Deeper Learning*?

Some examples of ways lack of Engagement and Challenge Through Deeper Learning negatively impact students:

- ✓ Lowered expectations for students who struggle academically
- ✓ Denying access to critical thinking opportunities and project based learning to students who we personally believe are not equipped to handle these academic challenges
- ✓ Lack of meaningful connection to parents/community members
- ✓ Lack of applicable instructional opportunities

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Extension

MUST DO

1. **Equity Buddy/Group** - (CLT, Dept., etc.), work with a colleague to identify one teacher indicator from the Culturally Responsive Framework. Challenge each other to prioritize one of the indicators that might currently be an area of weakness for you. Work to demonstrate that quality in your instruction. Check in with each other on your progress.
2. **Reflection** - Revisit your temperature check notes from slide #5. How have your thoughts changed since the beginning of this presentation? Create a flip grid response HERE! Click HERE to view previous flipgrid responses!

MAY DO

3. **Further Reading** - *Culturally Responsive Teaching & the Brain* - Zaretta Hammond
4. **Further Reading** - Review this list of books to increase your cultural literacy.

Feedback Survey

Feedback Form

Feedback
Survey

Feedback Form