

Welcome!

Please find our agenda in the BetterLesson Lab where you checked in for today's session!

Let's chat. Tell us your...
Name
Role

Based on your teaching experience, is the curriculum you work with inclusive of diverse narratives, perspectives, or experiences? Why or why not?



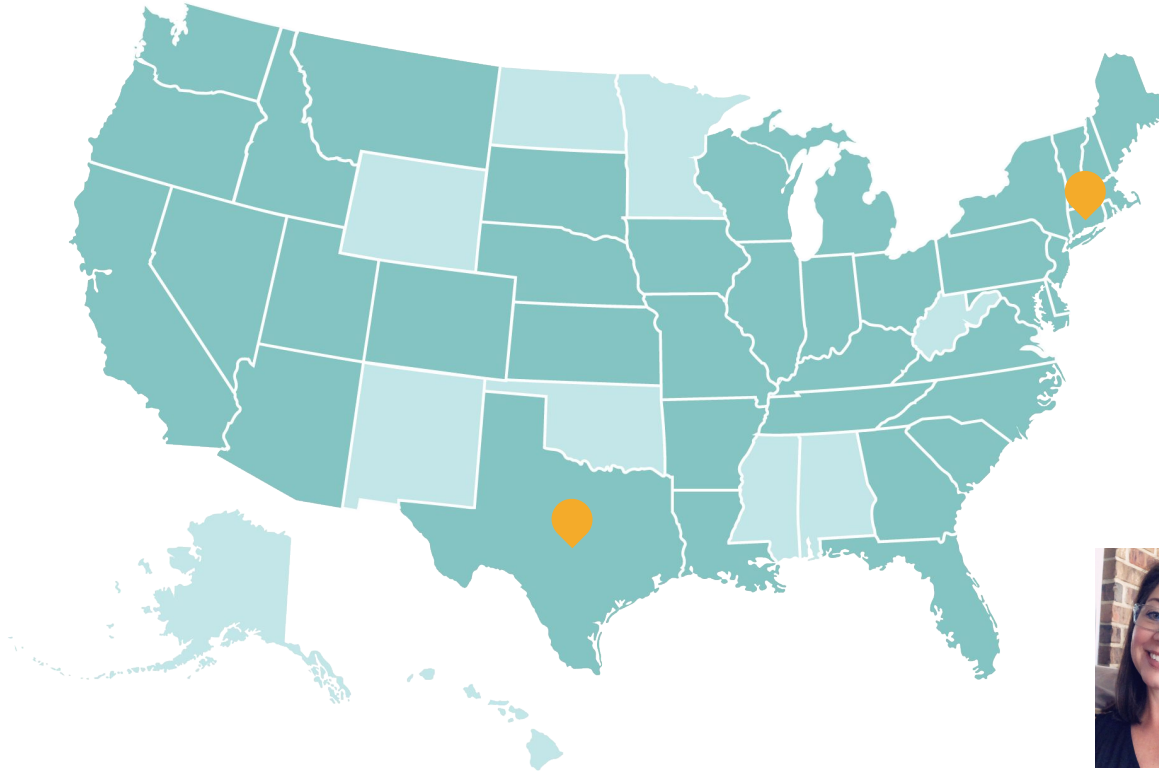
BetterLesson Coaching

Curriculum for Social Justice: Examining What We Teach and How to Critique it

Mentor Exempted Village School District

Coaches: Farida Mama Graham & Ann Gage

Introducing your BetterLesson Coach



Farida Mama Graham
Instructional Coach

📍 Boston, MA




Waco, TX 📍

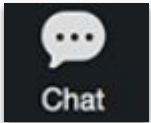
Ann Gage
Instructional Coach

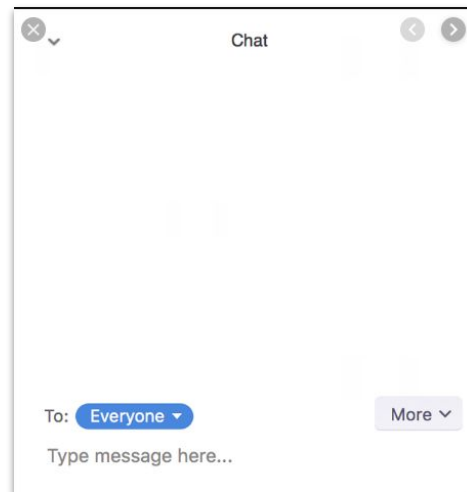
Zoom Room

→ I am **sharing my screen** with you!

Press “**esc**” to have access to other windows on your own screen.

→  We will begin **muted**, with **video on** (if possible). This makes it easier to communicate with each other. Feel free to “**unmute**” yourself to comment at any time!

→ The  is another great way for us to communicate. You can send a chat to **everyone** or to **1 specific person**.



Rename Yourself in Zoom

1. Click Participants in the Zoom taskbar.
2. In the participants window, find your name and hover over it.
3. Choose More, and Rename.
4. Add your grade level or role to the end of your name.

Community Agreements

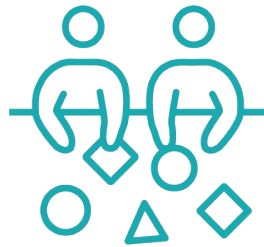
- ❖ Be present & engaged
- ❖ Share your reality
- ❖ Seek to understand
- ❖ Lower the stakes



Social and Racial Justice Lenses



Restorative



Anti-Bias



Systems



Action



Today's Session

Essential Question

How can I be a co-conspirator while using a curriculum rooted in whiteness?

DEFINE

Becoming
Co-conspirators

EXPLORE

Scenario & Resources

BUILD

An Auditing Tool

**TRY, MEASURE,
LEARN**

Bring it to life!

Key Terms Review

- **In the chat - what do you think the term co-conspirator means?**
 - **Type your response, do not hit enter until asked!**

- Co-conspirator
 - A person whose actions combat racism through direct challenge to or subversion of racist structures and institutions.

Key Terms Review

BI/POC

- BIPOC or POC
 - Black, Indigenous, Person of Color
 - Person of color
 - Person = People

Design Process

DEFINE

EXPLORE

BUILD

**TRY
MEASURE
LEARN**

Becoming Co-conspirators


Scenario & Resources

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Bring it to life!



Remember to breathe . . .



Becoming Co-conspirators

DEFINE

What is a co-conspirator?



Newsome and James Tyson (right and left) were charged with defacing a monument and taken to jail by police



"our neighbors" = People Of Color

A person whose actions combat racism through direct challenge to or subversion of racist structures and institutions.

(ie. changing racist policies, working on systemic change, and supporting social protests and direct social change actions)

What is a co-conspirator?

What resonates with you about the video that we just watched?

Educators As Co-conspirators

Thirty-one Mission Hill School faculty protest Wit and Wisdom curriculum

"If our students don't see themselves, they start to think that they don't matter"



Schoolyard News

Follow

Jul 14 · 3 min read



Keep in mind *how* these educators used their privilege to advocate for better diversity in their curriculum to reflect the students they teach.



What is a co-conspirator?

What resonates with you about the article that we just read?

Confronting Self

“Anti-racist work means acknowledging that racist beliefs and structures are pervasive in all aspects of our lives—from education to housing to climate change—and then actively doing work to tear down those beliefs and structures. Those beliefs and structures don’t just exist in primarily white/and or privileged institutions—they thrive there.”

-Christina Torres, *Teaching Tolerance*

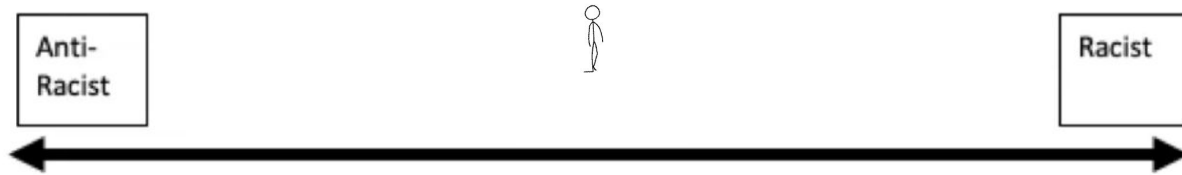


What is a co-conspirator?

What resonates with you about the video that we just watched?

Self-Examination

We all have the potential to be implicit or complicit in the systems we navigate which further perpetuates racism. Questioning the role you play, developing your awareness, and engaging in new learning experiences are steps towards sharpening your anti-bias lens as you continue becoming a co-conspirator and anti-racist.



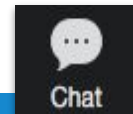


Think - Where do you see yourself landing on this anti-racism scale?

Pair - BO rooms

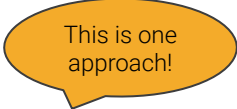
Share - whole group

refer to your agenda for the larger visual



How can I become a co-conspirator?

The following slides offer examples of approaches one can take to begin living out your commitment to becoming an anti-racist co-conspirator



This is one approach!

Re-evaluating Curriculum

When teaching standards and core curricula have been previously developed and provided it's easy to simply follow along. However, it's important to remember that our education system has been founded on historically racist practices, including silencing those from disenfranchised communities. To begin re-evaluating curriculum we can start by asking questions:

- **What voices are being amplified?** Students from communities with white privilege need to hear voices from other races/ethnicities/cultures in order to grow their own thinking.
- **Are the voices of color offering a different perspective or aligning with the traditional narrative?** Perspectives need to be diverse and empowering as well—only showing POC suffering or slavery does not begin to break down problematic beliefs about POC.
- **How are the dynamics of power depicted?** Students coming from positions of power need to see and understand the power and agency of those who have been historically disenfranchised because society frequently tells them otherwise.
- **Does the narrative perpetuate “savior” behavior?** In understanding our history the narrative can center BIPOC voices while allowing white students and teachers to see examples of themselves as allies and accomplices instead of “saviors”

This is another approach!

Examining **WHAT** We Teach

Isn't just ...

Including resources/media into a lesson →

Highlighting a significant BIPOC leader →

Building a diverse classroom library →

Attending a PD workshop/session →

But also ...

Intentional alignment with content area/objective that challenges normalized ideas

Critiquing them too; examining whether they upheld or dismantled oppressive systems, and their influence

Providing windows, mirrors, and sliding glass doors for students to explore diverse narratives, leaders, and allies

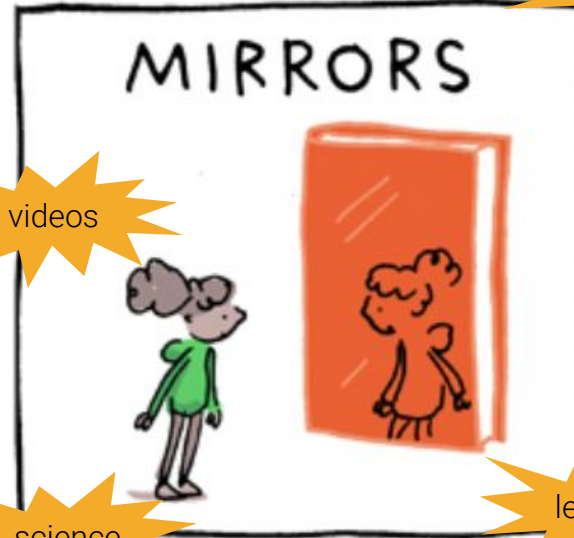
Continuing to develop your critical consciousness by reading texts, engaging in conversations, and committing to being a learner on the journey towards becoming anti-racist

Students Need ...

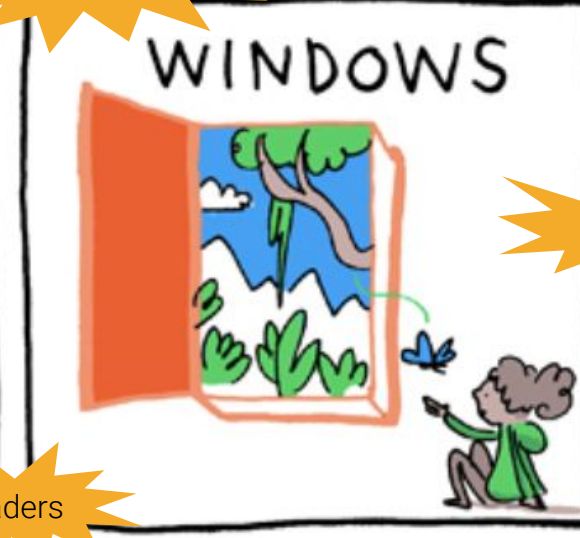
texts

curriculum

images



To let students see their own lives and experiences as part of the larger human experience



To offer views of worlds that may be real or imagined, familiar or strange



To allow students to become a part of whatever world has been created or recreated

Ways to Evaluate your Lesson Plans

- Omission
 - Exclusion and erasure are some of the most insidious and painful forms of bias.
- Authenticity
 - Check for inaccuracy and inappropriateness in the depiction of cultures and lifestyles.
- Language
 - Consider how certain words have negative connotations or racial bias.
- Perspective
 - Does the lesson consider a situation from several perspectives?

Synthesis

As an educator using a curriculum rooted in whiteness,
being a co-conspirator means...

- actively being an agent of change
- disrupting racist narratives and systems
- being willing to unlearn, in order to relearn
- developing awareness and teaching students the same
- using an auditing tool to evaluate and challenge content



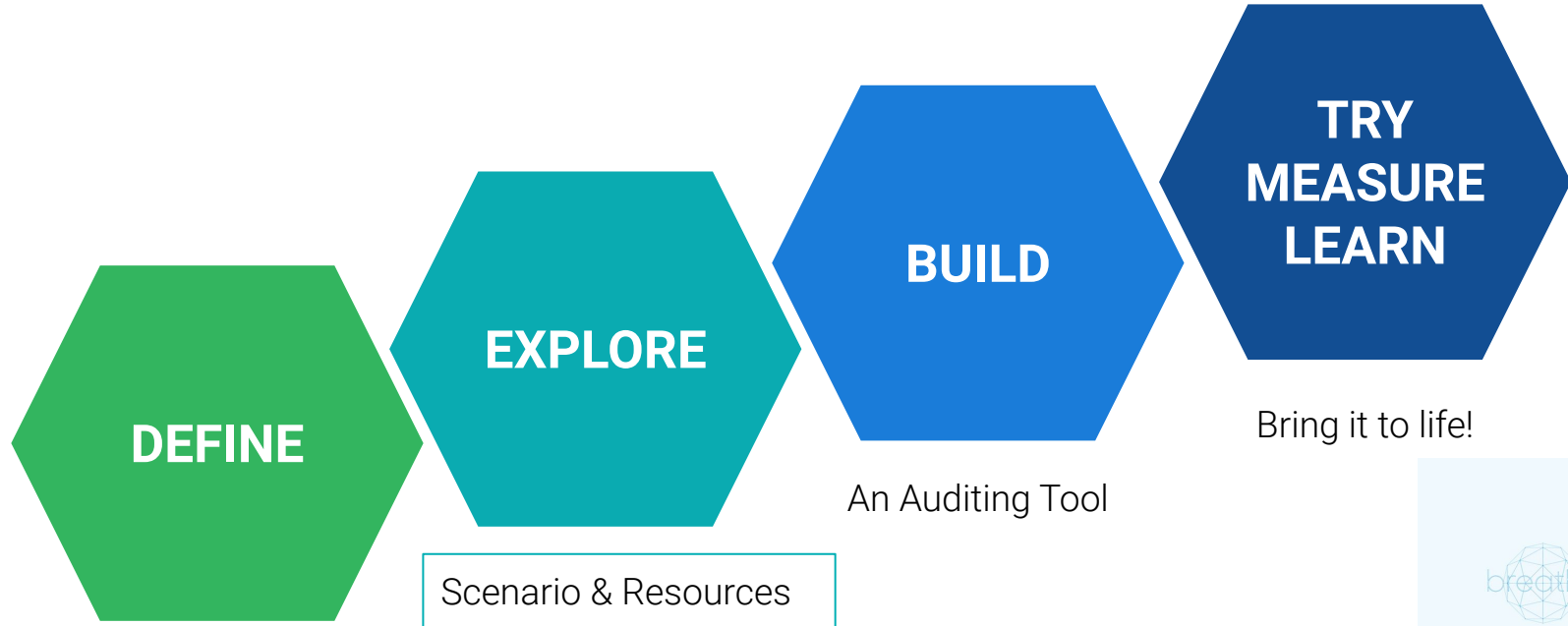
Scenario & Resources

EXPLORE

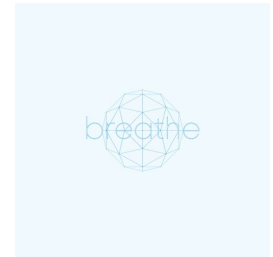
“An anti-racist is someone who is supporting an antiracist policy by their actions or expressing an anti-racist idea.”

-Dr. Ibram X. Kendi

Design Process



~~Becoming Co-conspirators~~



Remember to breathe . . .

**How can I be a co-conspirator while using
a curriculum rooted in whiteness?**



What is an auditing tool?

An auditing tool is a resource that will help you evaluate the content you're teaching. It's a self-check **for you** to evaluate your instruction to determine if it's meeting the needs of all learners.

- ★ To identify specific strengths and weaknesses within curriculum
- ★ Provide a guide to make changes that redefine whiteness
- ★ To create indicators needed to improve teaching and learning

Why is an auditing tool helpful?





Developing an Auditing Tool

- Focus
 - Narrow topics that are meaningful to adjust
- Representation
 - **ALL** students must feel that their identities are validated and that their school is a place that accepts them completely
- Accountability
 - Schools must hold educators and students accountable when they say and do things that make school unsafe for those they claim they want to support.



How To Audit

Scrutinize the Curriculum

- ❑ Compare the current curriculum to an alternative
- ❑ Make sure the content and processes for learning are appropriate for all of your students
- ❑ Focus on how the learning outcomes are measured (ie. formative, summative, qualitative, quantitative, frequency, type, etc.)
- ❑ Ensure intentional integration of technology as a tool to enhance learning

Set Objectives

- ❑ Pinpoint what's working and what needs to change
- ❑ Determine if changes have been made, recently, in order to measure their effectiveness
- ❑ Make sure curriculum aligns to common core standards, school standards, and meets accreditation requirements

Collect Feedback and Data

- ❑ Form a curriculum evaluation team of teachers, families, and administrators
- ❑ Seek student feedback about the content (ie. survey, discussion, questionnaire, etc.)
- ❑ Follow up with alumni to inquire about content relevance
- ❑ Monitor students' performance on state and national achievement tests

How To Audit

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- ❑ Ensure intentional integration of technology as a tool to enhance learning

Set Objectives

- ❑ Pinpoint what's working and what needs to change using indicators for monitoring
- ❑ Determine if strategic or policy changes have been made, recently, in order to measure their effectiveness
- ❑ Make sure curriculum aligns to common core standards, school standards, and meets accreditation requirements

Collect Feedback and Data

- ❑ Form a curriculum evaluation team of teachers, families, and administrators
- ❑ Seek student feedback about the content (ie. survey, discussion, questionnaire, etc.)
- ❑ Follow up with alumni to inquire about content relevance
- ❑ Monitor students' performance on state and national achievement tests

Practice Auditing

Scrutinize the Curriculum	Set Objectives
<ul style="list-style-type: none"> ❑ How might this be adapted for the students you work with? ❑ Did this lesson offer all students an opportunity to connect and draw take-aways? ❑ From what you could see, what did students need to produce to demonstrate their comprehension? ❑ In this example, how does Andrea Bell-Myers challenge curriculum and content? ❑ How does her approach to teaching and learning demonstrate her commitment to co-conspiracy? ❑ How is technology integrated into the learning experience you saw? 	<ul style="list-style-type: none"> ❑ What is working: <ul style="list-style-type: none"> - <u>Representation</u>: How does Ms. Myers challenge the normed narrative? What impact can this have on the students in this classroom? How can Ms. Myers' instructional moves be replicated to influence more students, similarly? ❑ What needs to change: <ul style="list-style-type: none"> - <u>Accountability</u>: How can this school leverage the instructional changes Ms. Myers used, to be responsive and inclusive of the students' experience? What needs to change - a system, a mindset, an approach to teaching and learning?

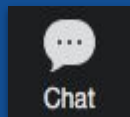


Culturally Relevant Pedagogy Using Primary Sources Tenet 1 in an Elementary Classroom

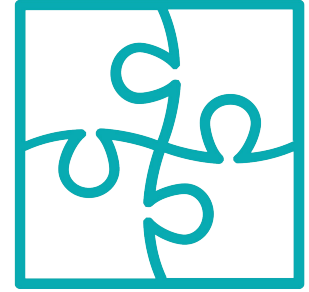
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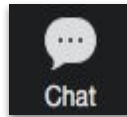
SHARE!



Debrief



- What was **successful** about your auditing practice?
- Is there anything about the **auditing process** that you're taking away?



Optional Slides

The following 5 slides are optional for you to facilitate - please see the design document for details

Scenarios & Resources

We're going to spend **some time** reviewing a scenario in breakout rooms before jumping into an exploration of resources.



Scenarios

1

Claude

2

Pia

3

Samad

4

Franz

Scenarios

1 Claude's social studies curriculum still does not include Hispanic Heritage Month. After petitions, a task force that produced a tentative curriculum, and noteworthy stakeholders willing to contribute - his district has omitted it from content again this year. He decides to recognize it on his own! He ends the unit with a potluck for his class to celebrate, students sign up to bring dishes from different countries.

2 Pia's 10th grade English class is required to read Shakespeare in order to demonstrate mastery of a standard. Every year the curriculum provided gives dry lessons that she struggles to deliver and students struggle to comprehend. At the start of this school year families have asked if there are instructional changes she can make to meet the needs of the students.

3 Samaad is a first year teacher at the elementary school she attended. She remembers feeling "othered" as one of the few students of color with teachers that did very little to support her. Upon her return she's surprised to learn that there have been many systemic changes after teachers of color complained about a lack of inclusion. In response, there's mandatory ongoing PD for staff and a committee was formed to review school and staff culture, curriculum design, & student performance.

4 Franz has held various roles in education from teacher to principal and administrator. A close friend is opening a school and in need of content, so he consults Franz. The new curriculum is inclusive of SEL, relevant, & diverse reflections of global citizens. But more expensive and require extensive training. The traditional option is inexpensive, but old and a heavy lift on teachers to adjust to reflect the students.

Breakout Rooms



Task:

Use the link in your agenda to access the scenarios. Once everyone in your group is ready, read your group's scenario. Work together to outline questions to scrutinize the curriculum and set objectives.

Time frame:

15 minutes

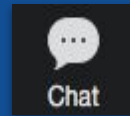
Next step:

Be sure to choose one group member that will be prepared to share your group's conclusion



Breakout Rooms

SHARE!



Scenario → Resources

Resources

The remaining time in this section will be dedicated to exploring resources! Take time to look through the articles, videos, or BetterLesson strategies **to help you build your auditing tool**. Remember to:

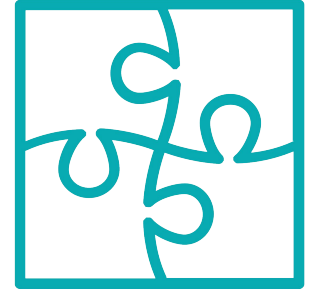
- ❑ scrutinize the curriculum - *outline essential questions*
- ❑ set objectives - *create indicators for improvement*
- ❑ collect feedback and data - *plan a method to inform your findings*

Resources

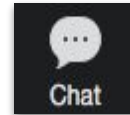
Articles	Videos	Strategies
<ul style="list-style-type: none">• Ending Curriculum Violence• Evolving Our Narratives About Race in Schools — Teaching While White• How Race and Racism Empower a School's Curriculum	<ul style="list-style-type: none">• Replacing "Teacher-Proof" Curricula with "Curriculum-Proof" Teachers (HS math example)• Culture Before Curriculum• Students Leading not Teachers	<ul style="list-style-type: none">• Examining Stereotypes• Identifying and Addressing Implicit Bias• Having Conversations about Challenging and Controversial Topics

Scenarios: Assist in developing questions to scrutinize the curriculum!

Debrief



- Why will your **auditing tool** be unique?
- What was **successful** about this time?



An overhead photograph of three students sitting around a wooden table, looking at papers and books. A large blue hexagon is overlaid on the right side of the image, containing the word 'BUILD'.

An Auditing Tool

BUILD

“Working for social justice in education means guiding students (and often being guided by students) in critical self-reflection of their socialization into this matrix of unequal relationships and its implications, analysis of the mechanisms of oppression, and the ability to challenge these hierarchies.”

-Marilyn Cochran-Smith

Design Process

DEFINE

EXPLORE

~~Scenario & Resources~~

~~Becoming Co-conspirators~~

BUILD

An Auditing Tool

**TRY
MEASURE
LEARN**

Bring it to life!



Remember to breathe . . .

**How can I be a co-conspirator while using
a curriculum rooted in whiteness?**

Strategy

Cultivating Critical Consciousness by Exploring and Reflecting on a Lesson or Unit

Prior to developing a lesson or unit, reflect using questions that support drafting culturally responsive & culturally relevant instruction



Add to Favorites



Recommend

About This Strategy

The purpose of this strategy is to coach educators through the process of examining and rewriting lessons or units that promote authentic student representation, increase student engagement, and incorporate multiple perspectives through the lens of racial, cultural, gender, physical, and learning differences. Teachers will use an action plan to guide the process in constructing lessons and units.

SHARE



28 teachers like this strategy



STRATEGY AUTHORS



Shakiyya Bland, Ed.D.
CRTL Master Teacher

GRADE LEVEL

All Grades



Evaluate your Lesson Plan

- Omission
 - Exclusion and erasure are some of the most insidious and painful forms of bias.
- Authenticity
 - Check for inaccuracy and inappropriateness in the depiction of cultures and lifestyles.
- Language
 - Consider how certain words have negative connotations or racial bias.
- Perspective
 - Does the lesson consider a situation from several perspectives?

Examining HOW To Critique

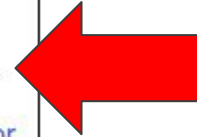
Science	Math	ELA	ESOL
<ul style="list-style-type: none">-Examine the effects of capitalism on the environment and biological systems-Study environmental racism and its effects at local, national, and international levels-Discuss misogyny and racism in STEM fields and how to counter it-Highlight the scientific contributions of BIPOC	<ul style="list-style-type: none">-Have students use statistics, algebra, etc. to analyze the rates and effects of different social problems and injustices in areas such as banking, the criminal justice system, education, housing, etc.-Use math for a purpose, in context, and not in the abstract (to analyze and discuss social problems)-Radical Math or The Underrepresentation Curriculum Project	<ul style="list-style-type: none">-Choose texts that address themes related to systems of oppression and social justice, especially written by BIPOC-Bring student voices and experiences into the discussion of texts and allow them to personally relate to the materials and its themes-Critically analyze all texts and ask higher order thinking questions to get students thinking about systems of oppression-Allow students to research systems of oppression and write about their own experiences or those of people in their lives	<ul style="list-style-type: none">-Examine and use English language structures as a means to discuss social issues while bringing student voices and stories into the discussion-Examine the oppressive nature behind enforcing "Standard English"-Study and affirm the validity of various dialects

Your turn to Evaluate Your Own Lesson Plan

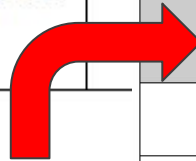


2

25 minutes	Build: An Auditing Tool <u>Breakout room task:</u> Work independently or in a breakout room to develop your own auditing tool.	8. Audit 9. Evaluate Lesson Plan 10. Strategy - Cultivating Critical Consciousness by Exploring and Reflecting on a Lesson or Unit
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10 minutes	Try, Measure, Learn: Bring it to life!	Evaluate your Lesson Plan: Link to an action planning guide	What changes are needed?
		Omission	Exclusion and erasure are some of the most insidious and painful forms of bias
		Authenticity	Check for inaccuracy and inappropriateness in the depiction of cultures and lifestyles.
		Language	Consider how certain words have negative connotations
		Perspective	Does the lesson consider a situation from several perspectives?



How to Audit

Scrutinize the Curriculum	Set Objectives	Collect Feedback and Data
<ul style="list-style-type: none">❑ Compare the current curriculum to an alternative❑ Make sure the content and processes for learning are appropriate for all of your students❑ Focus on how the learning outcomes are measured (ie. formative, summative, qualitative, quantitative, frequency, type, etc.)❑ Ensure intentional integration of technology as a tool to enhance learning	<ul style="list-style-type: none">❑ Pinpoint what's working and what needs to change❑ Determine if changes have been made, recently, in order to measure their effectiveness❑ Make sure curriculum aligns to common core standards, school standards, and meets accreditation requirements	<ul style="list-style-type: none">❑ Form a curriculum evaluation team of teachers, families, and administrators❑ Seek student feedback about the content (ie. survey, discussion, questionnaire, etc.)❑ Follow up with alumni to inquire about content relevance❑ Monitor students' performance on state and national achievement tests

Areas to Audit

How To Audit

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Develop Your Own Personal Auditing Tool

How To Audit		
Scrutinize the Curriculum	Set Objectives	Collect Feedback and Data
<ul style="list-style-type: none">❑❑❑❑	<ul style="list-style-type: none">❑❑❑	<ul style="list-style-type: none">❑ Form a curriculum evaluation team of teachers, families, and administrators❑ Seek student feedback about the content (ie. survey, discussion, questionnaire, etc.)❑ Follow up with alumni to inquire about content relevance❑ Monitor students' performance on state and national achievement tests

A photograph of two people sitting at a wooden desk, engaged in study or work. The person on the left is wearing a black and white striped long-sleeved shirt and has their hand on an open book. The person on the right is wearing a white button-down shirt and is holding a red pen, writing in a notebook. On the desk, there are several colorful sticky notes (yellow, pink, green) arranged in a grid-like pattern. A stack of books is visible on the left, and a coffee cup is partially visible. In the background, there are more books on a shelf. A blue hexagonal graphic is overlaid on the right side of the image, containing the text 'TRY MEASURE LEARN'.

Bring it to life!

**TRY
MEASURE
LEARN**

Design Process

DEFINE

EXPLORE

BUILD

**TRY
MEASURE
LEARN**

Bring it to life!

~~An Auditing Tool~~

~~Scenario & Resources~~

~~Becoming Co-conspirators~~



Remember to breathe . . .

Share with Flipgrid



Auditing Tool

0 responses • 0 views • 0 comments • 0 hours of engagement

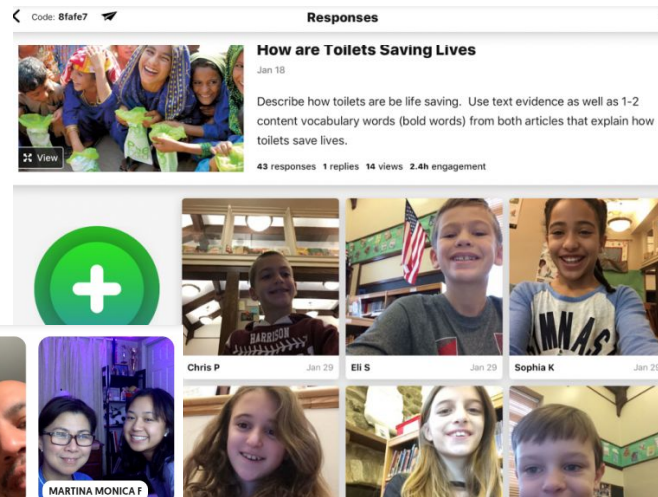
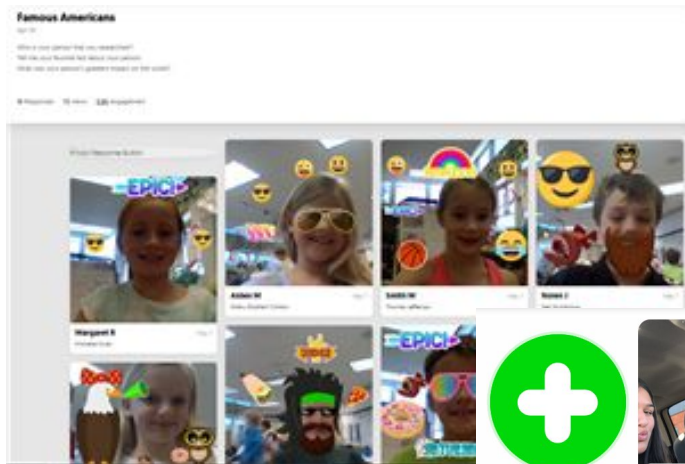
Synthesize your auditing tool! Be sure describe what you're trying that is new and how you plan on rolling it out in your 30 seconds.

Join Code: [8de45fdd](#)

Synthesize your auditing tool with **FlipGrid!**

Gallery Walk

Explore each other's ideas, leave comments, get new ideas!



Materials from today's workshop

BetterLesson Lab



Today's agenda

BL BetterLesson

1

Flexible Math: Introduction to Student-Centered Mathematics Practices

Partner name
Date, time

Key Links & Resources

- Join the session using the Zoom link
- Check in for the session in the BetterLesson Lab
- Find the slides for this session
- Your BetterLesson Coach for this session is name, email

Agenda

In this session we will define "student-centered math" and explore approaches to creating student-centered learning experiences in both in-person and virtual settings


Time	Focus	Resources
20 minutes	Welcome, Introductions & Agreements	<ul style="list-style-type: none">• BetterLesson Check In • Find fun, math-y prompts at:<ul style="list-style-type: none">◦ Which One Doesn't Belong


Thank you!


Please take our survey!

You can also record any notes from today's session in the "Next Steps"

Event Materials

**Agenda**
Access resources and links during and after the session.[View Agenda](#)

**Presentation Deck**
Follow along with the presentation or review on your own later.[View Presentation](#)

**Survey**
Complete your experience by reflecting and giving feedback.[Complete Survey](#)

Next Steps

Use this space to document your next steps for turning your plan into action. Your notes will be automatically published to your workspace and may be shared with your administrator.

[Edit Next Steps](#)

A young boy with dark, curly hair, wearing a light blue button-down shirt over a green t-shirt, is high-fiving a young girl. The girl has long, wavy brown hair and is wearing a light blue shirt under a tan apron. They are both smiling and looking at each other. The background is a blurred classroom with bookshelves and other students.

Thank you!



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