

Interludes

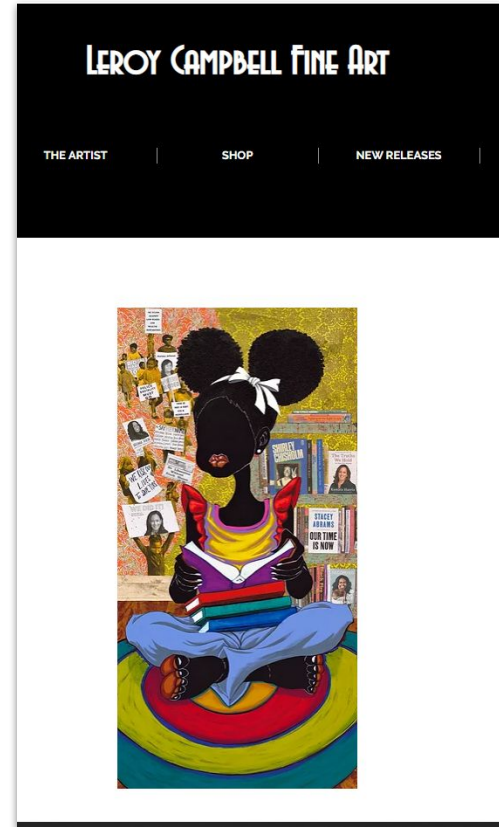
[28 Days of Black History](#)

[Julius Eastman - Unjust Malaise](#)

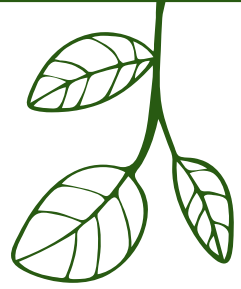
[Nina Simone](#)

[The Miseducation of Lauryn Hill](#)

[Leroy Campbell](#)



Culturally Sustaining Pedagogy



Poudre School District
Colorado State University



Define Culturally
Sustaining Pedagogy
and Culturally
Responsive Teaching
in research, theory,
and action.

Dive into
foundational pillars
through dialogic and
inquiry-based
learning models

Engage in authentic
inquiry-based plan to
explore, grow, and
commit to shifts in
personal and
professional
practice

Contextualize this
work in PSD sites +
district

Practice PSD
Principles of
Community

Learning
Targets



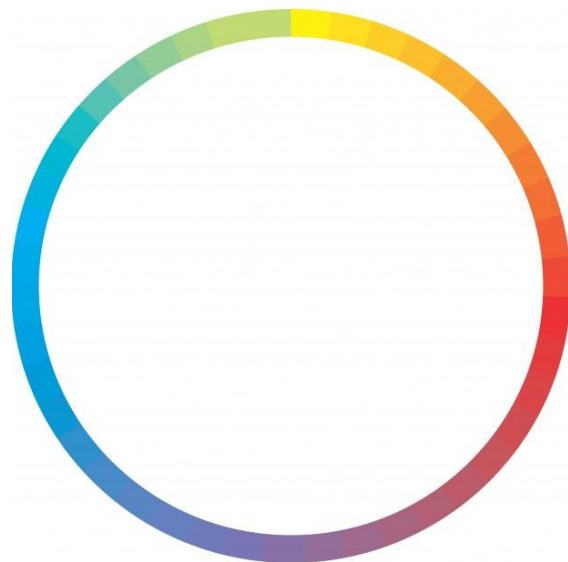


Allies, Accomplices, Co-Conspirators



Community of Practice

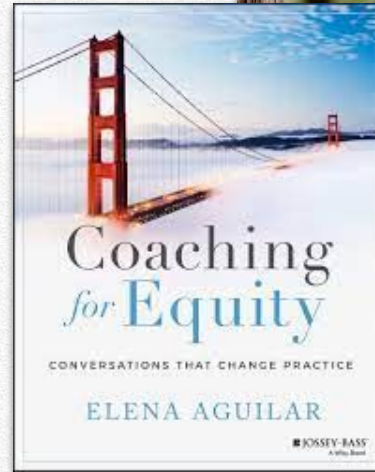
- Respect the Space of the Speaker
- Speak from the heart
 - Listen from the heart
 - Trust you will know what to say
 - Say just enough.



The U.S. Census Bureau projects that by the middle of 2020, the majority of the nation's children will be nonwhite (U.S. Census Bureau, 2018)

In 2015-16, about 80% of public school teachers were white (National Center for Education).

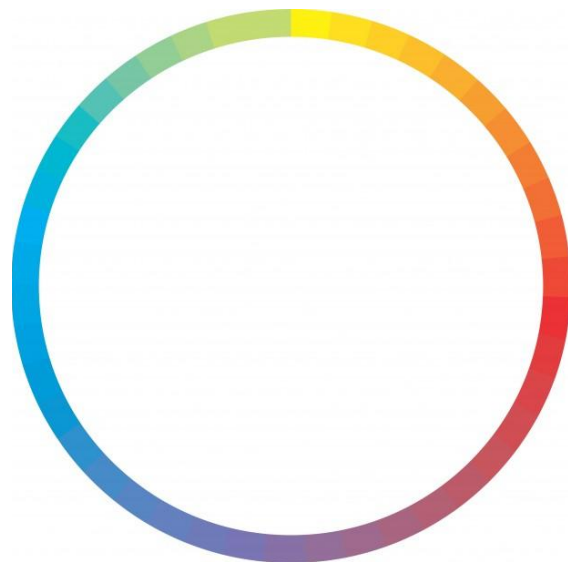
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Community of Practice

- Respect the Space of the Speaker
 - Speak from the heart
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 - Trust you will know what to say
 - Say just enough.





Name

Pronouns

Site and role

What brings you here today?





Land Acknowledgement

Tribal Nations Map

A Guide to Indigenous Land Acknowledgement

CSU's Land Acknowledgement



Acknowledgment is a simple, powerful way of showing respect and a step toward correcting the stories and practices that erase Indigenous people's history and culture and toward inviting and honoring the truth.

Imagine this practice widely adopted: imagine cultural venues, classrooms, conference settings, places of worship, sports stadiums, and town halls, acknowledging traditional lands. Millions would be exposed—many for the first time—to the names of the traditional Indigenous inhabitants of the lands they are on, inspiring them to ongoing awareness and action.



NATIVE GOVERNANCE
CENTER

ABOUT I

NEWS > LAND ACKNOWLEDGMENT

A GUIDE TO INDIGENOUS LAND ACKNOWLEDGMENT





Mindful Moment





Write Into the Day

Equity in Practice Guidelines

RE-CENTER
RACE & EQUITY IN EDUCATION

"Try On"

An invitation to be open-minded to others' ideas, feelings, worldviews and ways of doing things so that greater exploration and understanding are possible. The invitation also includes feeling free to take those things that "fit" and to leave or file away those things that don't fit.

Experience Discomfort

When talking about something that is not usually a part of daily conversation, it is natural for some people to become uncomfortable. We are not surprised when we (or others) feel uncomfortable, but we do not try to rescue one another from the discomfort. It's a learning process, and it becomes natural only through experience.

Move up, Move up

In order to ensure that everyone has an opportunity to participate in the conversation, please monitor your own engagement. If you find yourself speaking loudly and often, move up your listening. If you are more hesitant to share your voice, move up your verbal participation.

Be aware of Intent & Impact

Invites us to consider that in cross-cultural interactions, our intent might not match our impact. When we have a negative impact on others across cultures, ensuring a successful outcome requires changing that negative impact. This guideline requires a willingness to take risks and to exchange and receive honest feedback about the impact of our words and actions on others. It is possible to be well-intentioned and still say and do hurtful things.

Practice Both/And thinking

Invites us to see that more than one reality or perspective can be true at the same time, rather than seeing reality as strictly either/or, right or wrong, good or bad, this or that. Using "both/and" thinking can be very helpful in reconciling differences and conflicts that do not present easy solutions.

RE-CENTER
RACE & EQUITY IN EDUCATION

The Process

We say, "how/why" we say or do something of the group react. For example, is not, who's comfortable and who's not's not, including ourselves. Ask about it, and share our own thoughts and

but differences can be accelerated into our internal thoughts, feelings involves getting irritated with someone can blame or shame them or internally what is causing our restricting self focus is using "I", rather than "we". When we intend to refer to people others are-by name or group.

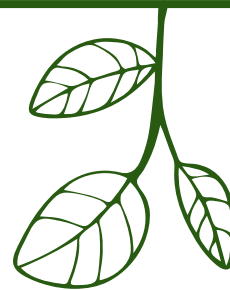
Ensure

to "hang out in uncertainty" and daily in relation to racial understandings. We are engaging in an adaptive process, not implementing technical solutions.

Anything else to create a safe/brave space?

Invites us to recognize that there is a difference between 'safety' and 'comfort'. As adult learners we are each responsible for our own physical and emotional safety. Often, in situations of cross-cultural disagreement individuals may assume they are unsafe, when in reality they are simply uncomfortable. Demonstrate bravery and lean into that discomfort so that we can each remain engaged and move forward together.

*Adapted from RISE2020, Jan. 2020 Copyright © 2017 All Center Race & Equity in Education. All Rights Reserved



Our Responsibilities

Cross That Line

Paul Robeson stood
on the northern border
of the USA
and sang into Canada
where a vast audience
sat on folding chairs
waiting to hear him.

He sang into Canada.
His voice left the USA
when his body was
not allowed to cross
that line.

Remind us again,
brave friend.
What countries may we
sing into?
What lines should we all
be crossing?
What songs travel toward us
from far away
to deepen our days?



Paul Robeson



Naomi Shihab Nye

What "countries" do you sing into?
(equitable practices, changes,
student needs, staff needs, etc.)

What lines should we all be
crossing?

What "songs" travel toward us
from far away to deepen our
days?



Write Into the Day

01

Mindsets for this Work





Purpose: Educational Equity

Clear and shared definition



Praxis: Principles of Equity Literacy 10 Ways to Recenter Race and Equity in Education

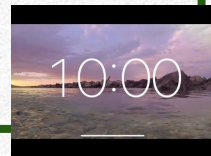
Reflection + ACTION



Pursue: Equity Literacy & Abilities Skills 20 Things I will do to Be an Equitable Educator

Rather than centering
dominant culture comfort...

THREE MINDSETS



02

Groundwork in Community

Recognizing and Addressing Harmful Language



From Theory to Practice

Culturally Responsive Teaching
Culturally Sustaining Pedagogy



Session 1



Investigating our Own Identities and Shining a Light on Counter Narratives

with thanks to Tiana Song and Kate Stevens

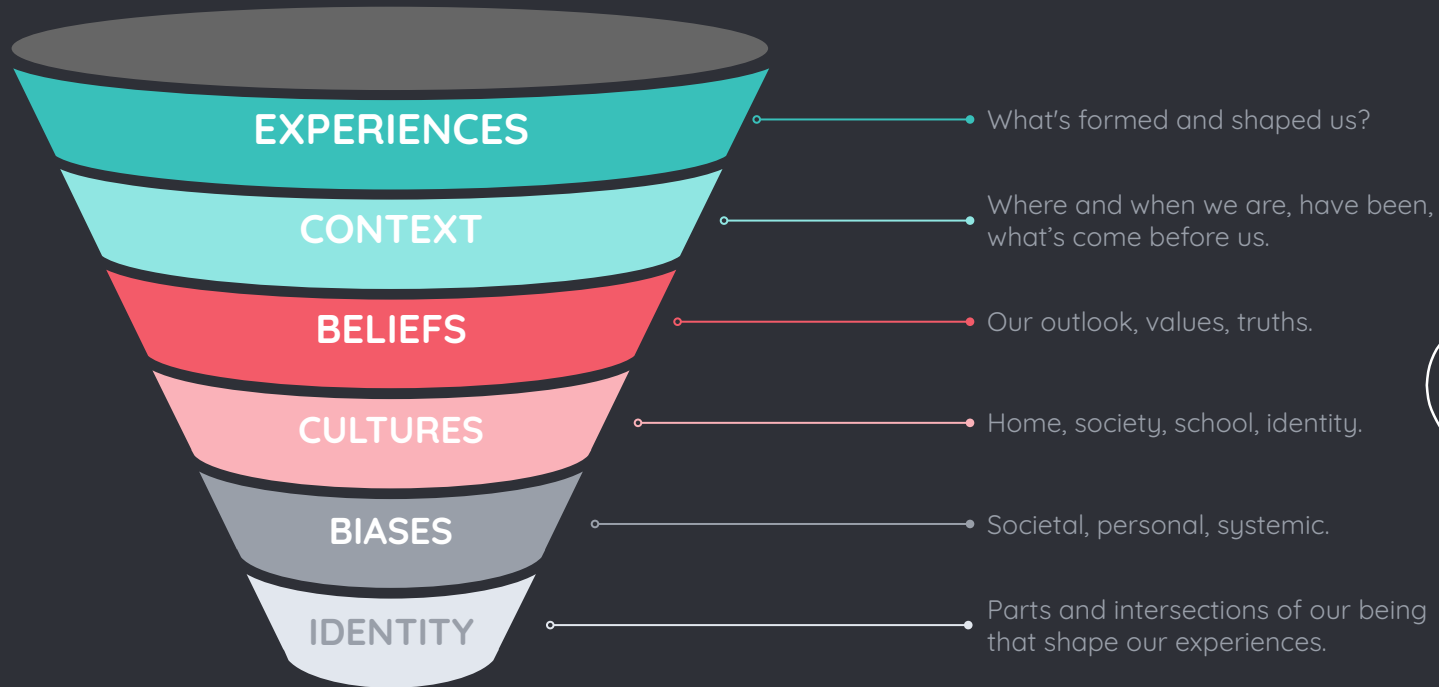
Burning Questions for Session One: Investigating Self

- How does the act of "investigating self" step toward being a more culturally responsive educator?
- How can this investigation help me commit to shifts in my personal and professional practice?



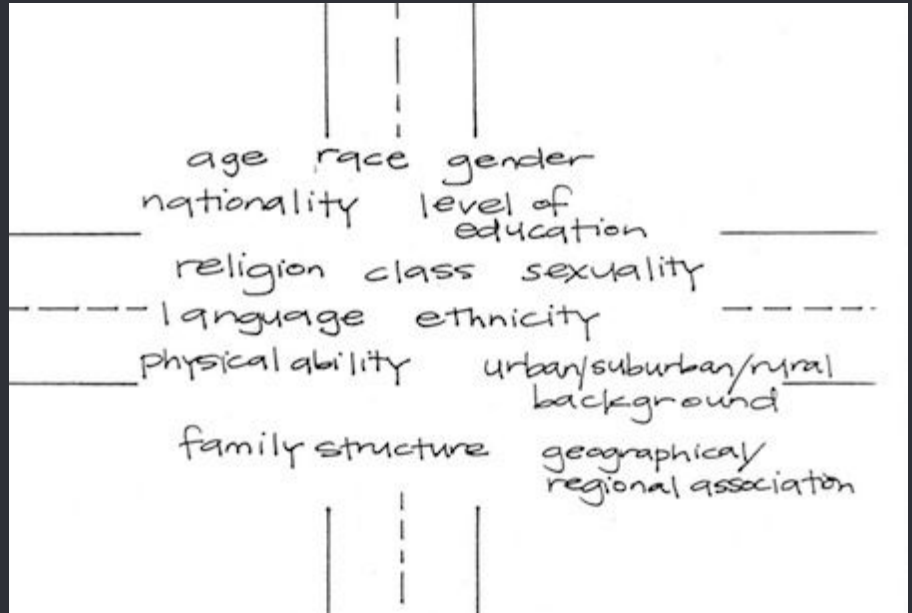


- When we start with ourselves, we can consider...



● Invitation for Self Investigation

- How has your identity influenced how you teach and lead?
- What identity markers are most important to you?
- Take some time now to put it on paper, considering aspects of the self that show up for you visibly and invisibly.



START HERE, START NOW

Try creating your own identity map.

OR 1-1

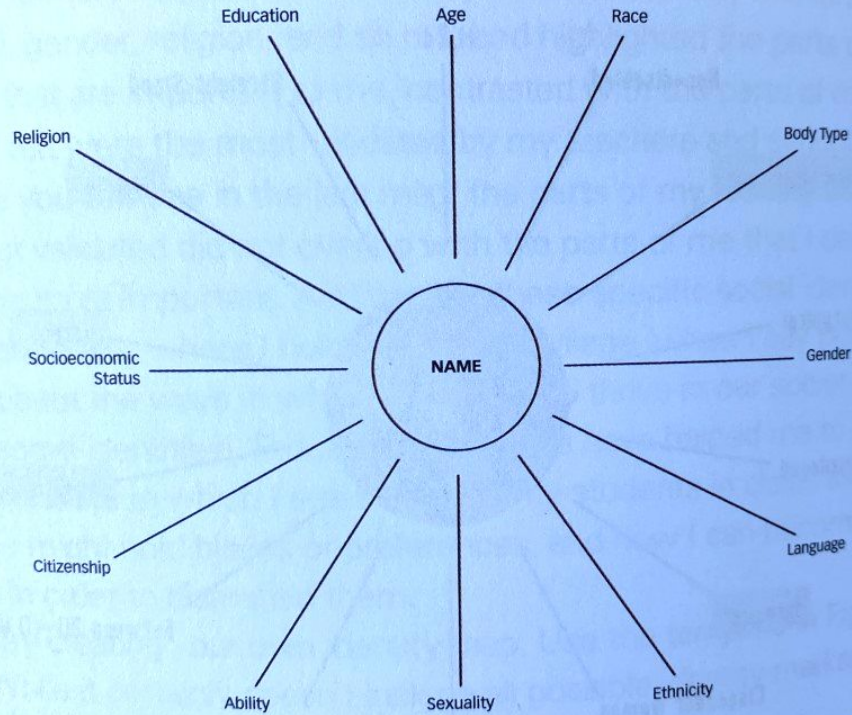
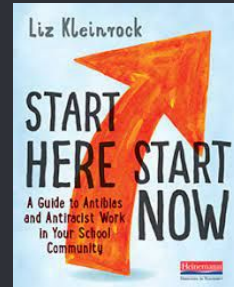
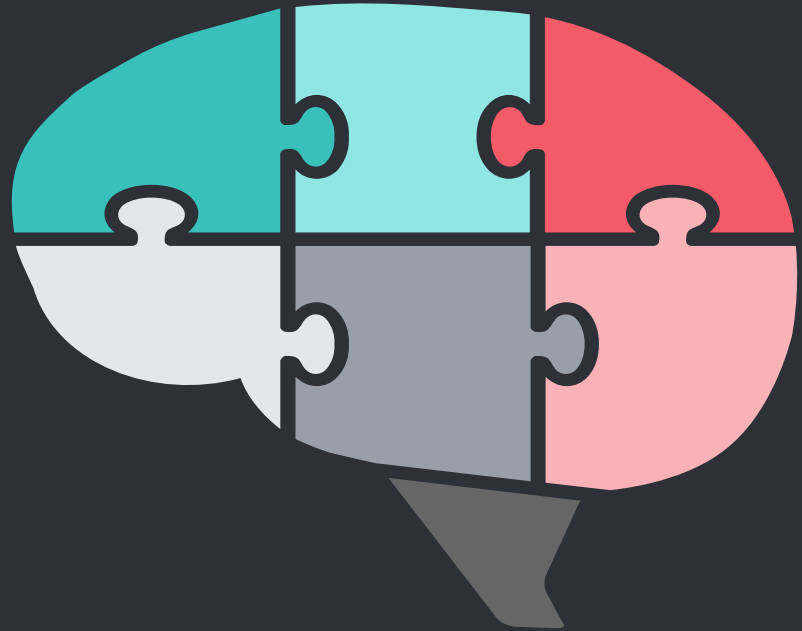


FIGURE 1-2 Identity Map Template



What parts of
your identity
were most
validated by your
teachers and
your schools?





How does identity and experience influence what and how I teach (or how I lead)?

What may be my bare spots?

What may be my biases?



Hold your thinking.

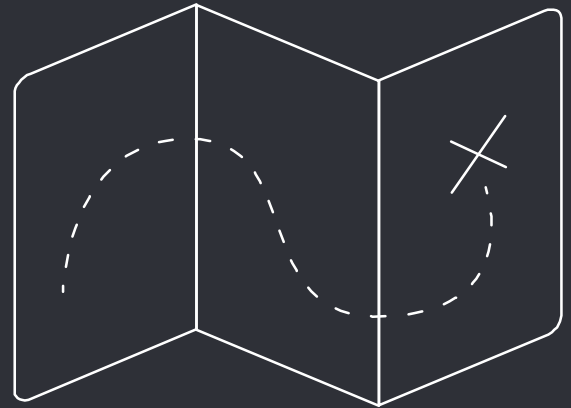
Burning Questions on Investigating Self

- Ted Talk Liz Kleinrock *Start Here, Start Now: a guide to anti bias and antiracist work in your school community. STARTING WITH OUR OWN IDENTITIES*
- MINI LESSON: What are dominant cultural narratives and non-dominant cultural narratives? *See the matrix from Kate and Tiana for more resources*
- *Where are our lights shining right now?* (In classroom, schools, leadership, communities?)(Poster Walk and Talk)
- Elena Aguilar Matrix

What stories do our classrooms hold?

1

Dominant Narratives & Counternarratives



- *Define Dominant Narratives/Counternarratives*

○ Dominant Narratives

- A **dominant narrative** is an explanation or story that is told in service of the dominant social group's interests and ideologies.
- It usually achieves dominance through repetition (often accorded to speakers who represent the dominant social groups), and the silencing of alternative accounts.
- Because **dominant narratives** are so **normalized** through their **repetition** and **authority**, they have the **illusion of being objective and apolitical**, when in fact they are neither.

- *Define Narratives/Counternarratives*

Counternarratives

→ A **counternarrative** is a message that offers a positive alternative to extremist propaganda, or alternatively aims to deconstruct or delegitimize extremist messages.

→ Counternarratives play a role in the construction of identity, with identity understood as relational, taking form through interaction in social contexts.

→ They fill a need for stories that match one's own experiences of self, particularly those that are at odds with socially constrained master narratives.

In your life, in your teaching/leadership, in your school,
● where are the lights shining? What dominant narratives are
being perpetuated? What counternarratives need light?

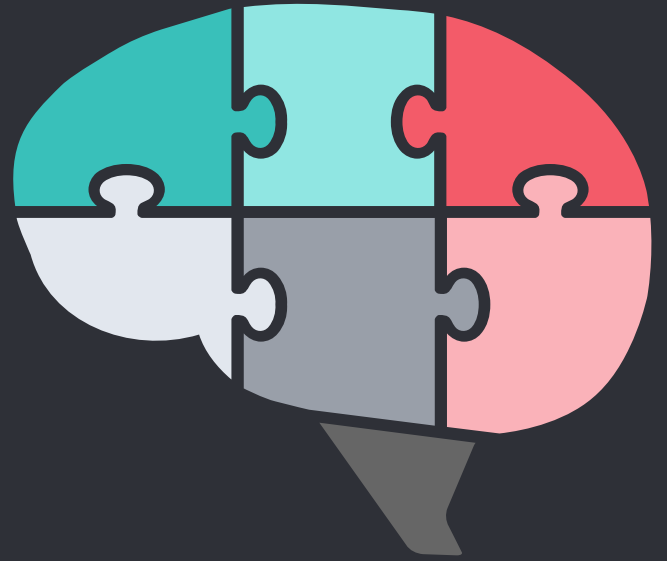


- BIG POST-IT PAPER (from your previous reflection)

- What are your observations?
(schools, classrooms, teams)
- Big ideas from your reflection
- Big questions that may not
have an answer yet
- Add your thoughts to your
group's sticky



- Post stickies around the room
- Take a lap, read through them
- What do you notice?
- What do you wonder?





Sessions 2 and 3

Dr. Ricki Ginsberg



Culturally Responsive Pedagogies and Culturally Sustaining Pedagogies

Integrating Theory
into our Classrooms



Dr. Ricki Ginsberg



Tending Inquiry:

Exploring a Collective Approach to Justice-Focused Research

Ricki Ginsberg
Colorado State University

Circling Back...

THREE MINDSETS



Purpose: Educational Equity

Clear and shared definition



Praxis: Principles of Equity Literacy

Reflection + ACTION



Pursue: Equity Literacy & Abilities Skills

Rather than centering
dominant culture comfort...

03

Start Anywhere, Go Everywhere

Next Steps: Inquiry between now and March 30



Feedback Form

bit.ly/PLTfb



