

Culturally Sustaining Pedagogy

Poudre School District
Colorado State University



Learning Targets

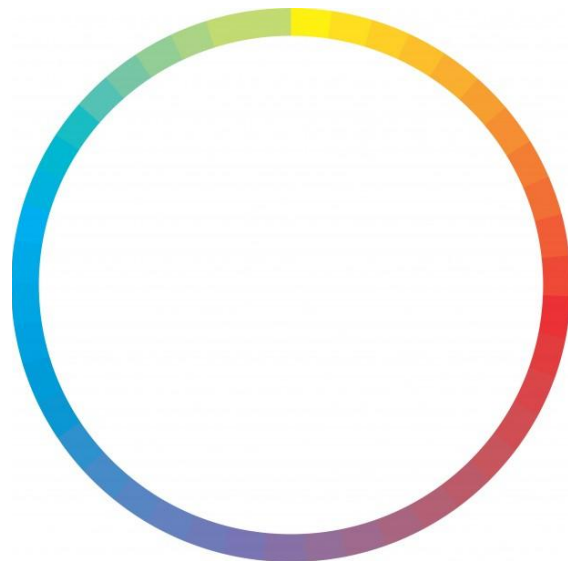
- Clarify what we mean by educational equity and situate CSP as a form of practice in educational equity.
- Define Culturally Sustaining Pedagogy and Culturally Responsive Teaching in research, theory, and action.
- Dive into foundational pillars through dialogic and inquiry-based learning models
- Contextualize this work in PSD sites + district
- Practice PSD Principles of Community
- Engage in authentic inquiry-based plan to explore, grow, and commit to shifts in personal and professional practice





PSD Norms CHECK-IN + CIRCLE AGREEMENTS

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



Equity in Practice Guidelines

- **"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 culture, 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.

- **Notice Content AND the Process**

Means notice both, "what we say", "how/why" we say or do something and how the members of the group react. For example, notice who's active and who's not, who's comfortable and who's not, who's interested and who's not, including ourselves. Ask about both the process and content, and share our own thoughts and feelings too.

- **Practice Self-focus**

Assumes that our learning about differences can be accelerated and maximized when we listen to our internal thoughts, feelings and reactions. When we find ourselves getting irritated with someone about cultural differences, we can blame or shame them or ourselves, *or* we can figure out internally what is causing our irritation. An effective tool for practicing self focus is using "I", rather than "we", "you", or "one" statements. When we intend to refer to others, be specific about who those others are—by name or group.

- **Expect & Accept non-closure**

This agreement asks participants to "hang out in uncertainty" and not rush to quick solutions, especially in relation to racial understanding. This can be heavy, confusing, and lead to more questions than answers. 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.



Our Responsibilities

Poudre School District
Colorado State University





Land Commitment





Mindful Moment





Educational Equity PRE-ASSESSMENT for Culturally Sustaining Pedagogy

Dear Participants~Thank you for enrolling in our CSP course in PSD 2022-2023. This form will help us measure the impact of our investment in bringing in outside support to teach us ALL about deepening our practices in educational equity by engaging in culturally sustaining pedagogical practices.

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?

Naomi Shihab Nye



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01

Mindsets for this Work



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...

02

Groundwork in Community

Recognizing and Addressing Harmful Language



From Theory to Practice

Culturally Responsive Teaching
Culturally Sustaining Pedagogy





Workshop:

Dr. Ricki Ginsberg

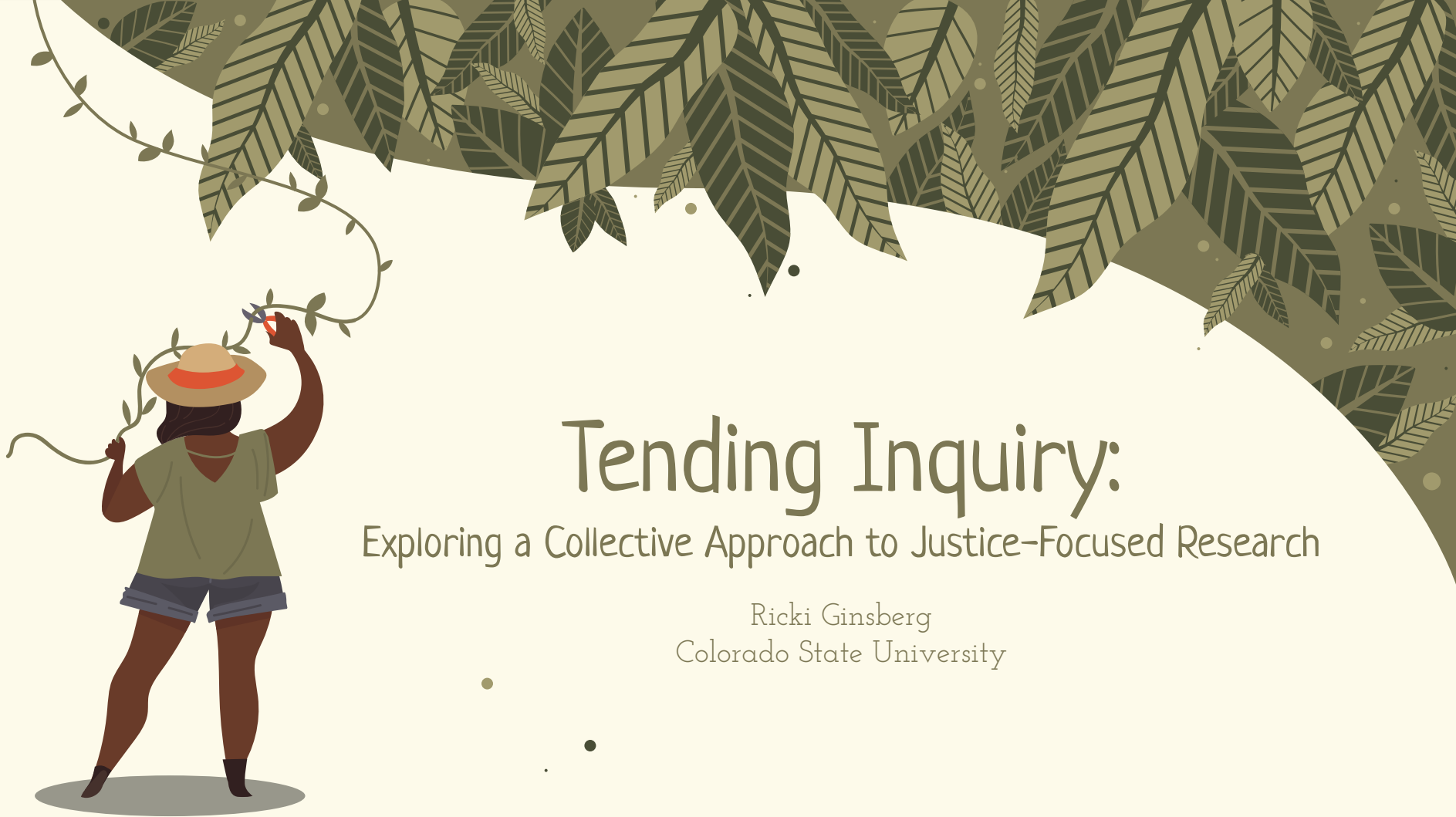


Culturally Responsive Pedagogies and Culturally Sustaining Pedagogies

Integrating Theory
into our Classrooms



Dr. Ricki Ginsberg



Tending Inquiry:

Exploring a Collective Approach to Justice-Focused Research

Ricki Ginsberg
Colorado State University

From Theory to Practice

Culturally Responsive Teaching
Culturally Sustaining Pedagogy





Workshop:

Considering how our identities shape our enactments of justice in our classrooms

Dr. Naitnaphit Limlai:



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...



Next Steps

1. Revisit
 - a. Survey questions from this morning
 - b. Your question around CSP
 - c. Your inquiry start with Ricki--can you begin to refine it after Naitnaphit's workshop?
2. Declare your CURRENT STATE and DESIRED STATE to launch your inquiry
 - a. Integration into our working and personal life?
3. Work day in January on calendar--remind of DESIRED STATED
4. After our next session on 1/13/22, we will ask for your inquiry cycle to be completed and offer a digital space to



04

Circling Back

What was your NORM intention? Ask your tablemates if they witnessed you upholding?
MINDFUL CLOSURE





PLT Feedback Form:

[LINKED HERE](#)



