

Identity Affirmation and Culturally Responsive Teaching: Beginning Your Journey

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<https://goo.gl/fbvj8E>



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Learning Objectives

<https://goo.gl/fbvj8E>

Participants will be able to make conclusions about their personal belief systems by experiencing activities on culturally relevant thinking, teaching, and practices, which can then be implemented directly in their own districts and/or schools with parents, students, and staff.

Participants will evaluate student and staff surveys, research, activities, and videos compiled in a URL for implementation into their own schoolwide or districtwide journey towards cultural responsiveness.

Participants will apply, enhance, and modify their knowledge of ELL strategies to develop lessons, activities and projects that will increase student voice and help close the achievement gap in their districts and/or schools.

<https://goo.gl/fbvj8E>

Our Journey

Year One: Discovery

Year Two: Looking Inward

Year Three: Classroom Practices

Emergence of Four Essential Questions

How do we start with a safe, non-judgmental playing field?

How do we start with ourselves to close the achievement gap?

How do our personal belief systems impact our teaching and student learning?

What do we know about our families?



Year One: Discovery

General Overview

Training

Beyond Diversity

Every other month

Committee

articles

book study

Staff Meeting

Data Discussion

Data Gathering

How do we start with a safe, non-judgmental playing field?

Data Gathering

Data Discussion

Exit Tickets

Race Terms

Student Meetings

Parent Meetings



Culturally Responsive Educator Practices Survey

Intercultural Self-Assessment



Items of reference on website: TO START



Click on STAFF webpage

Click on STUDENT webpage

Look for items in **RED**

Look for items in **RED**

Teacher surveys

Student surveys

Race Terms (and Gluten Video)

Game of K-12 Life

TED Talk Videos

A Time to Speak

Articles

20 Face to Face Advisories

Questioning Payne

Turn and Talk: What items would you like to bring to your school and/or district?

How do we start with ourselves to close the achievement gap?

White Privilege

Community Mapping

Identity



Pink and Yellow Tickets

Make a chart

Pink	Yellow

Activity



Items of reference on website: OURSELVES



Click on STAFF webpage

Click on STUDENT webpage

Look for items in **ORANGE**

Look for items in **ORANGE**

Privilege Walk

Walk a mile in my shoes

Lemonheads and Whoppers

I am from Poem

Identity Beads

Becoming Joey

Identity Stickers

Videos

Turn and Talk: What items would you like to bring to your school and/or district?

Year One: Suggestions

How do we get BUY IN from teachers?

Set ground level expectations

Share data related DIRECTLY to your staff, building, district

Seek input from staff on what they NEED or WANT

Let your staff FEEL HEARD

Kindness

Meaningful

Year Two: Looking Inward

General Overview

Nine Staff Meetings

Intercultural Self Awareness
Survey

Privilege Walk

Identity and Bias Activities

Discussion Starters

Race Terms

Poverty Simulation

Black Male Youth Summit

And the start of..

Parent Meetings

Student Meetings

Community Experts

How do our personal belief systems impact our teaching and student learning?

Bias

Poverty

Race



Bias



Project Implicit

Poverty



[PlaySpent.org](https://www.playspent.org)

Items of reference on website: PERSONAL BELIEFS



Go to STAFF webpage

Look for items in **YELLOW**

TED Talk: The Danger of a Single Story

Social Identity Chart

Timeline Exercise

MTV's Look Different Campaign

Gorski Article

Go to STUDENT webpage

Look for items in **YELLOW**

Pyramid of Hate

Window or Mirror?

Equity Classroom Practices

Four Anti Bias Activities

Turn and Talk: What items would you like to bring to your school and/or district?

Year Two: Suggestions

Staff

Give a pre and post survey

sealed envelope, confidential, personal

Identity and Bias Activities

DEBRIEF!

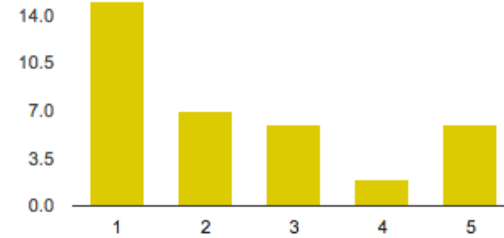
Listen for hallway conversations

Develop baseline knowledge and understandings

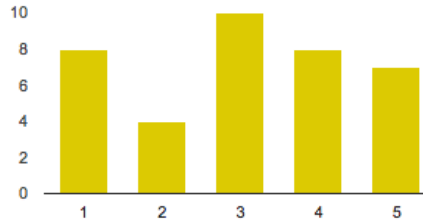
Year Two: Student Meetings

Survey and Discussion

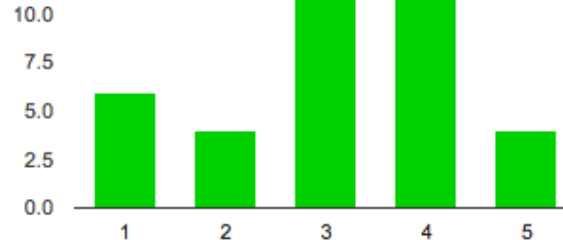
I feel connected to at least one adult in this school.



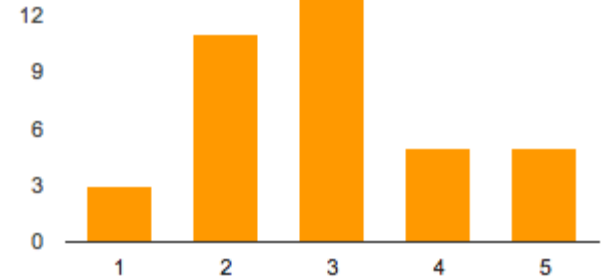
At this school, I have never experienced racism from teachers.



My teachers understand how I learn best.



Most of my teachers treat me fairly.



Year Two: Student Meeting Suggestions

FOOD and drink

Anonymous Survey

Baseline rules for discussion

Sentence Starters

Follow up!

Positive Reinforcement

Community events

Outside people

What do we know about our families?

It's important to hear the voices of our parents because...

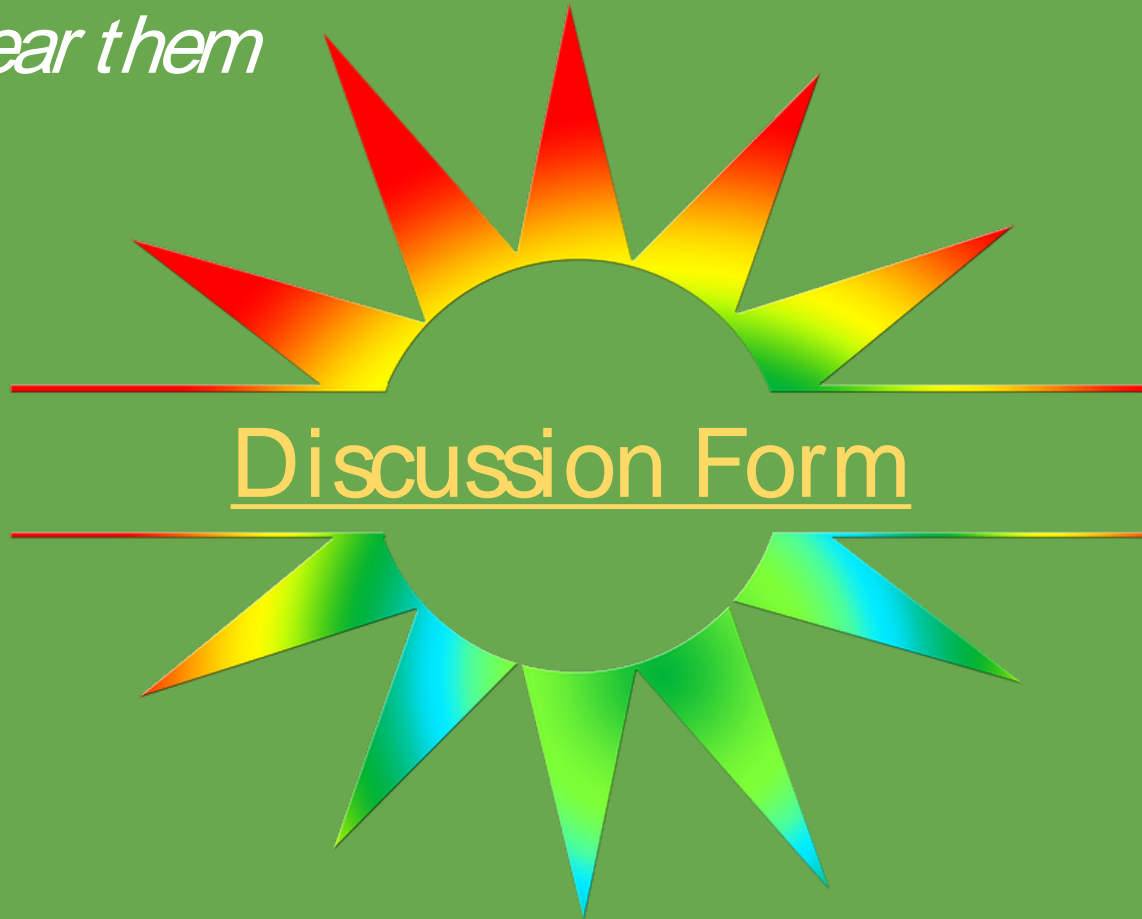
They have connections in the community

They know their children the best

They can provide an outside perspective



Before anything... *Hear them*



Write *everything* down

- relating to community
- transition to HS is hard
- gender issues
- differences - going home and having difficulty relating
- Host parent
 - bus
 - home/city
 - after school
- diverse student
- learning/getting involved in social issues
 - donations
 - equality
 - strengths from different groups
 - biggest goal
 - big picture
 - a cause

- don't label
- terms: chameleon
- reliability - essay topics
 - teachers - gender, ethnicity
- teacher empowerment
- all students should perform at same level
- connections to Milwa area
- real world training
 - bus routes
 - internships/jobs
 - corporations
- understanding
- let the boss hire him/her
 - do not attempt to change
- connect
 - meet again
 - meet
 - home visits
 - field leaders
 - community - Facebook groups

Items of reference on website: PARENTS

Go to PARENTS webpage

Look for items in **GREEN**

RACE: a family guide

G/T criteria

Action item list

Mission statement

Diverse book list



Turn and Talk: What items would you like to bring to your school and/or district?

Year Two: Parent Meeting Suggestions

Planning: POLL parents for a good day, date, and time

Follow up PHONE CALLS: who knows these students best?

What resources can you bring in from your COMMUNITY?

FOOD and drink

Year Three: Classroom Practices

General Overview

What does a Culturally Responsive Classroom look like?

How do we deepen our understanding of students?

How can we become a Culturally Responsive school?

Three Staff Meetings

Self Audit of your Culturally Competent Classroom

Speak Up at School: How to

Respond to Everyday

Prejudice, Bias, and

Stereotypes

Microaggressions

Black Male Youth Summit

Continued parent and student meetings

Year Three: Things to Think about

This is where the HARD WORK begins

This is where the COGNITIVE DISSONANCE happens

This is where you need your CHEERLEADERS around the building

[Speak Up at School](#)

[Finding Our Voice](#)

[Pocket Guide](#)

Year Three: What could it look like?

Curriculum Audits

Classroom Audits (de-leveling)

High expectations for all students

Involving any and all initiatives in the school or district

PBIS

Book Studies

Response to Intervention

Ideas placed under one umbrella

Overall Suggestions

Being vs Doing

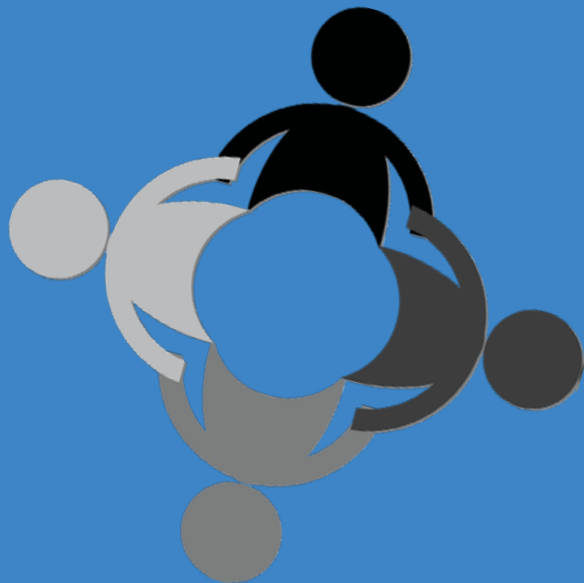
The work is a different journey for everyone

Stay the course!

Support each other

Bottom line...

This is a LENS through which you look at everything in your school.



A New Perspective

FedEx

Express

Whole Group Discussion:
What will YOUR school or district's
journey look like?