Learning Objectives

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?

https://goo.gl/fbvj8E
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

Look for items in **RED**

- Teacher surveys
- Race Terms (and Gluten Video)
- TED Talk Videos
- Articles
- Questioning Payne

Click on STUDENT webpage

Look for items in **RED**

- Student surveys
- Game of K-12 Life
- A Time to Speak
- 20 Face to Face Advisories

**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

<table>
<thead>
<tr>
<th>Pink</th>
<th>Yellow</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activity**
Items of reference on website: OURSELVES

Click on STAFF webpage

Look for items in **ORANGE**

- Privilege Walk
- Lemonheads and Whoppers
- Identity Beads
- Identity Stickers
- Videos

Click on STUDENT webpage

Look for items in **ORANGE**

- Walk a mile in my shoes
- I am from Poem
- Becoming Joey

**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
- No judgment
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
Poverty

PlaySpent.org
### Items of reference on website: PERSONAL BELIEFS

<table>
<thead>
<tr>
<th>Go to STAFF webpage</th>
<th>Go to STUDENT webpage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YELLOW</strong></td>
<td></td>
</tr>
<tr>
<td>TED Talk: The Danger of a Single Story</td>
<td>Pyramid of Hate</td>
</tr>
<tr>
<td>Social Identity Chart</td>
<td>Window or Mirror?</td>
</tr>
<tr>
<td>Timeline Exercise</td>
<td>Equity Classroom Practices</td>
</tr>
<tr>
<td>MTV’s Look Different Campaign</td>
<td>Four Anti Bias Activities</td>
</tr>
</tbody>
</table>

**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**

- At this school, I have never experienced racism from teachers.
- My teachers understand how I learn best.
- I feel connected to at least one adult in this school.
- 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*

*Discussion Form*
Write everything down

- relating to community
- transition to HS is hard
- gender issues
- differences - going home and having difficulty relating
  - host parent - diverse student
  - bus - home/city - after school
  - learning/getting involved in
  - social issues - demonstrations - big picture - equity - a cause
  - start from different groups

- don't label
- terms: chameleon
- relatability - essay topics
  - teachers: gender, ethnicity
  - teacher empowerment
  - all students should perform at same level
  - connections to Milw area
  - real world training - bus routes, needs, jobs, corporations
  - understanding - let the best him/her - do not attempt to change
  - contact
  - meet again - 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?