#### **Association of Metropolitan School Districts**





## Culturally Responsive Pedagogy and Improved Student Relationships

Dr. Jean Lubke, Equity Alliance MN

Wifi:

Username: Guest Password: fossil82

15 April 2019

www.amsd.org/reimagineminnesota

#### **Association of Metropolitan School Districts**

### REIMAGINE MINNESOTA

The Roadmap

## 9 KEY STRATEGIES

## CULTURAL COMPETENCE

Develop, sustain and evaluate cultural competence for teachers

## PERSONALIZED EDUCATION

Prioritize and ensure personalized education with emphasis on acceleration vs. intervention

### CULTURAL INCLUSIVITY

Develop and implement culturally inclusive standards, curriculum and comprehensive system of assessment

## RECRUITMENT AND RETENTION

Develop and build systemic strategies for recruiting and retaining staff of color

#### STUDENT VOICE

Elevate student voice and leadership and improve/ensure inclusiveness in the school culture and environment

#### ADULT BEHAVIORS

Eliminate adult behaviors and policies that lead to disproportionality; provide growth-oriented support

## COMMUNITY BRIDGES

Build bridges between school and community

#### SHARED UNDERSTANDING

Create and sustain consistent shared understanding of equity and high level of skill application for leaders

## STATEWIDE FUNDING

Statewide funding that ensures equity, access and opportunity for all students

# **Culturally Responsive Pedagogy and Improved Student Relationships**

- Classroom Successes
- District-level System Change
- Cross-district Collaboration



## **Community Builder**

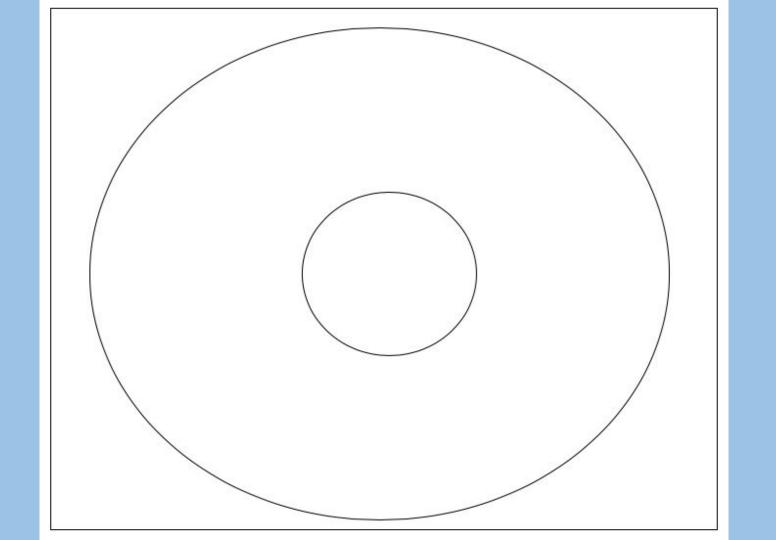


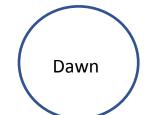
## **Personal Circle Map**

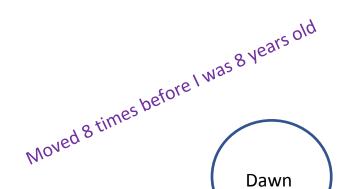


### **Community Builder**

**Learning Target:** To build community through the sharing of personal stories.







Lived in two countries beside the United States

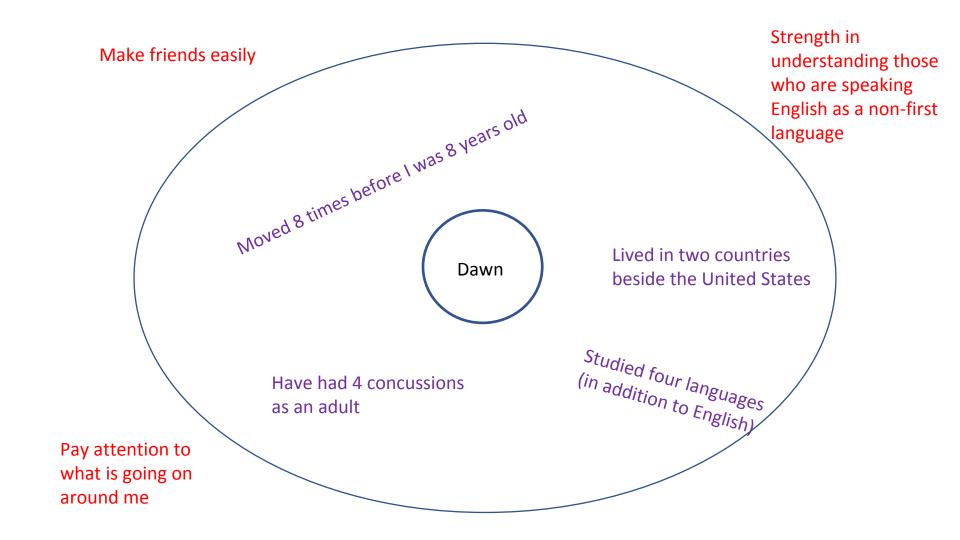
Have had 4 concussions as an adult

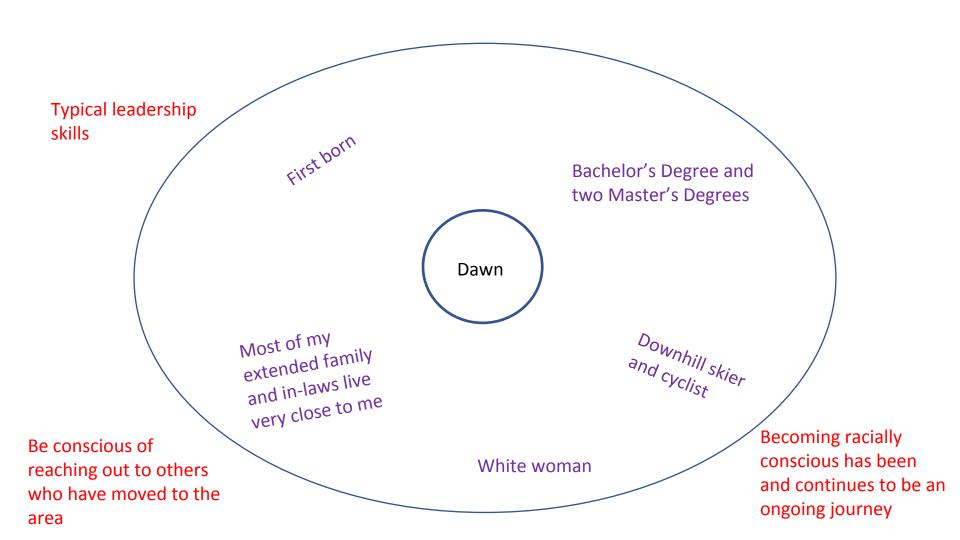
Studied four languages (in addition to English)

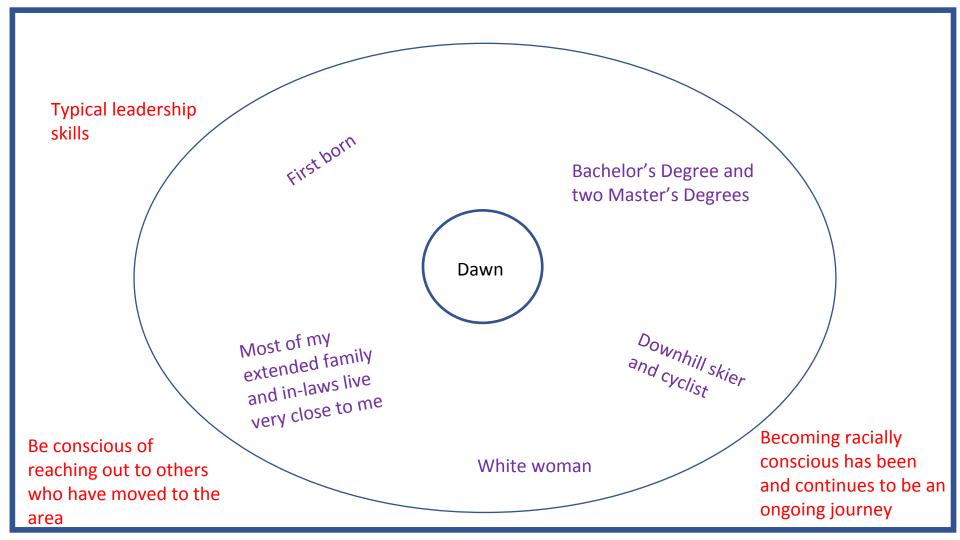


Most of my extended family and in-laws live very close to me

White woman







#### Form groups of three

Share as much or as little as you'd like from either/both of your Circle Maps

Note/be aware of patterns about what people chose to include in their Circle Maps and/or their Frames

Return to your seats in 6 minutes

#### **Assess Achievement**



**Learning Target:** To build community through the sharing of personal stories. **Association of Metropolitan School Districts** The Roadmap 9 KEY STRATEGIES CULTURAL RECRUITMENT COMMUNITY COMPETENCE AND RETENTION BRIDGES Develop and build systemic strategies for recruiting and retaining staff of color PERSONALIZED STUDENT SHARED VOICE education with emphasis on ADULT STATEWIDE CULTURAL **BEHAVIORS FUNDING** INCLUSIVITY Eliminate adult behaviors and policies that lead to disproportionality; provide growth-oriented support www.amsd.org/reimagineminnesota



Spend five minutes talking with your table mates about how building community within a classroom and/or how using Circle Maps (and other Thinking Maps) can be effective tools in developing Cultural Inclusivity and Student Voice.



## Success Stories in the Classrooms - Edina Public Schools

- Jackie Roehl, HS ELA
- Elizabeth Hillstrom, HS ELA



## Equity Work & Edina English

Presented by Jackie Roehl & Elizabeth Hillstrom





**Bdote PD & student seminar** 

## **Presentation Agenda**

- Jackie provides an overview of the impact of professional development about culturally responsive teaching (CRT) & equity in Edina High School's English department.
- Elizabeth details a day in the life of a student in her English classroom infused with CRT strategies.
- We will reference Reimagine Minnesota's 9 key strategies throughout the presentation.

#### **Association of Metropolitan School Districts**

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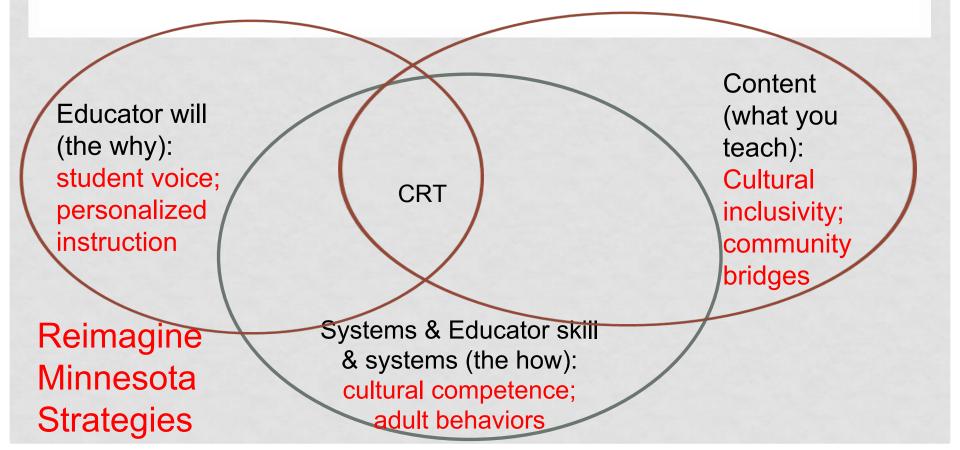
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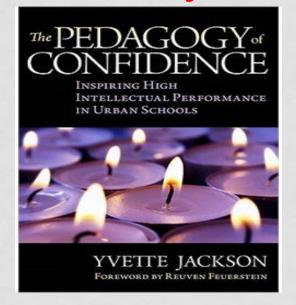
Statewide funding that ensures equity, access and opportunity for all students

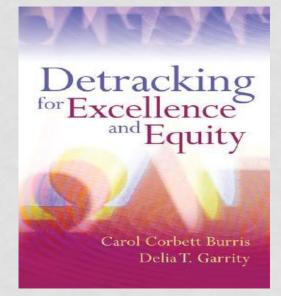
#### CRT PEDAGOGY = ART & SCIENCE OF TEACHING

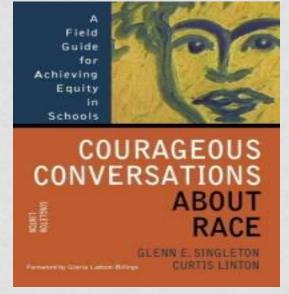


Edina English teachers read, discussed, and applied ideas from these books to uncover why culturally responsive teaching is essential.

All 9 Reimagine Minnesota strategies are referenced in some way in these three books.

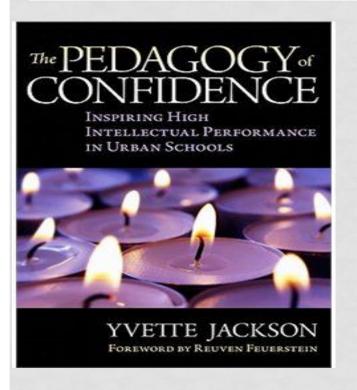






### **How: Changing Teacher Practice**

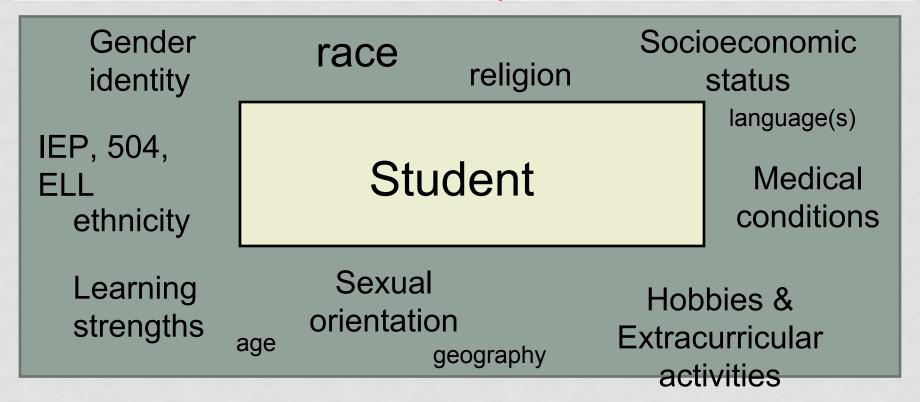
cultural competence and adult behaviors



In 2002, under Dr. Sicoli's leadership, Edina High School entered a WMEP/NUA partnership to train teachers.

### The How: cultural frame of reference

cultural competence

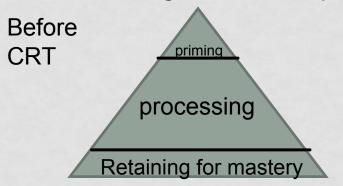


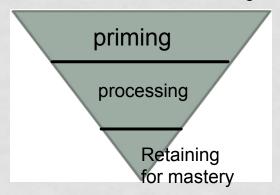
## HOW: CRT LESSON DESIGN

### cultural competence

Culturally responsive teaching requires three stages in lessons.

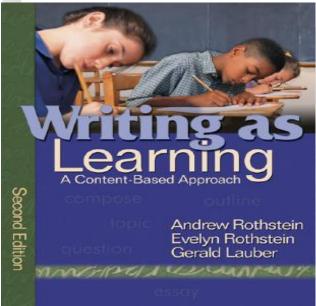
- 1. Priming—building curiosity and motivation before lesson
- 2. Processing—offer student choice in how to take notes, chunk text, solve problems, etc.
- 3. Retaining for mastery—assessment (Jackson, 2011, p. 148)



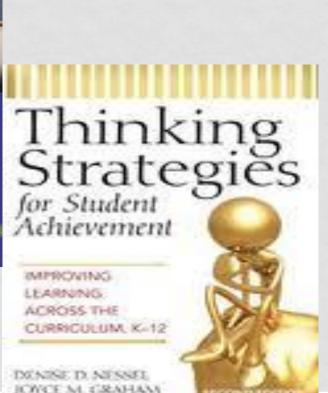


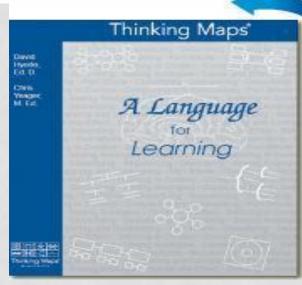
After CRT

### HOW: BRAIN-BASED STRATEGIES



**Cultural competence** 





SEE INS

## **HOW: CHANGING THE SYSTEM**

- Curriculum Review Committee explored racial and gender opportunity gaps in English courses.
- English teachers studied research and practices on detracking and differentiation for three years.
- In 2012, received School Board approval to offer all 9th and 10th grade students the most challenging curriculum.
- Student voice: improve/ensure inclusiveness

### **How: Personalized Education**

Research paper followed by service learning project

The Passion Project was a year-long research project about topics students selected. All sophomores completed this research paper and related service learning activities,

showcasing the



Fair.

## How: Enrichment Seminar on Literature, Language, Art, History & Science

## **Community** bridges









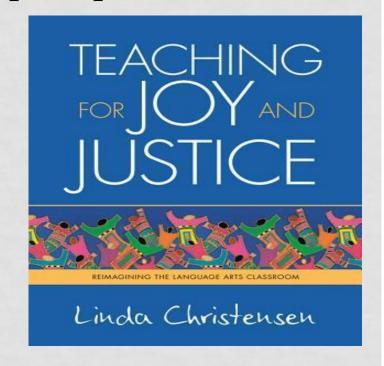






# WHAT: Cultural Inclusivity Multiple, non-dominant perspectives

- NCTE Resolution on Social Justice in Literacy Education
- National Council of Teachers of English supports efforts to teach about social injustice and discrimination in all its forms.
- College Board trains Advanced Placement teachers in literary theory lenses which require discussions about race, class, and gender.



# What: 2015 UNITS AND TEXTS: Cultural Inclusivity

#### Coming of Age and Identity:

The Grace of Silence
The Girl Who Fell from the Sky

#### How and why do we tell our stories?

Memoir Choice:

- Black Boy
- The Latehomecomer
- A Long Way Gone
- Night

#### Identity formation in a society in flux:

Persepolis
The Road
Slaughterhouse-Five

How do competing social structures impact the <a href="Individual?">Individual?</a>

Things Fall Apart & Dakota unit (Bdote optional seminar)

How does the individual survive in a hostile society? The Color Purple

How does a person's heritage affect their present identity?

Choice unit:

- Indian Killer
- Kite Runner
- The Namesake

<sup>\*\*</sup> Administration required curriculum revisions every year, citing "continuous improvement" needs.

## A Day In the Life of a Classroom: What Does Systemic Change Look Like Every Day?

Relationships and bonds of immersive experiences CAN be recreated in the classroom, but....





Bdote, 2014 (Courtesy of Zephyrus, Edina High School's student newspaper)

## A Day In the Life of a Classroom: What Does Systemic Change Look Like Every Day?

....commitment from teachers is paramount. Strategies matter, but CRT is a changed mindset about teaching (honoring AND understanding more than student's frame of reference).



## A Day In the Life of a Classroom: What Does Systemic Change Look Like Every Day?





Civil Rights Research Experience, Robbinsdale and Edina. 4,000 miles, 11 days by bus: Harlem, Manhattan, Gullah Islands, Tuskegee, Montgomery, Selma, Birmingham, New Orleans, Memphis.

## A Day In the Life of a Classroom: What Does Systemic Change Look Like Every Day?



"I really wanted to go on this trip since last year when the Edina district was first introduced to this great experience," said Abdigani Abdulkadir, a junior going on the Uhuru and Ujima tour. "Hopefully I can come back as a changed man with more knowledge so we can possibly apply the knowledge that we have captured and come back to school and educate our peers."

Civil Rights Research Experience, Robbinsdale and Edina. 4,000 miles, 11 days by bus: Harlem, Manhattan, Gullah Islands, Tuskegee, Montgomery, Selma, Birmingham, New Orleans, Memphis.



## A Day In the Life of a Classroom: What Does Systemic Change Look Like Every Day?

Little actions make a huge difference in building classroom community. Four class periods a week with at least two personal connections between myself and each student every single day =

- Understanding a student's Frame of Reference
- Going beyond understanding Frames of Reference
- Trust
- Genuine relationships
- Intrinsic Motivation
- Cultural competency



Four class periods a week with at least two personal connections between myself and each student <u>every single day</u> =

## CULTURAL COMPETENCE

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## PERSONALIZED EDUCATION

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#### STUDENT VOICE

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- Affirmation
- Attention Signals
- Community Building
- Grouping

- Discussion
- Literacy
- Vocabulary
- Movement
- Response







Develop, sustain and evaluate cultural competence for teachers





Elevate student voice and leadership and improve/ensure inclusiveness in the school culture and environment



CULTURAL

Develop and implement culturally nclusive standards, curriculum and omprehensive system of assessmer

Greeting every student each day by name and a daily table community builder.

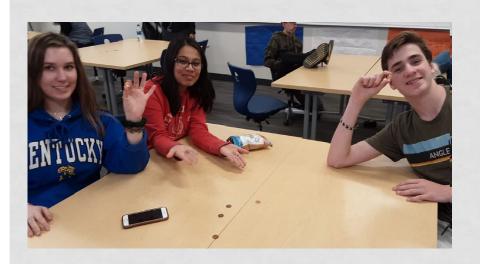




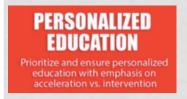




## CULTURAL INCLUSIVITY Develop and implement culturally nelusive standards, curriculum and

























Fist-bump sendoffs. Generally a random message, but kids LOVE them.











### The opportunity for student growth is limitless.



PERSONALIZED EDUCATION

Prioritize and ensure personalized education with emphasis on acceleration vs. intervention



Aisha, at her celebration of success ceremony after serving on Keith Ellison's high school student board.

- Pre-AP 10 Distinguished Scholar
- AP English
- Black Student Union at both Edina and Hamline

VOICE

Elevate student voice and leadership and improve/ensure inclusiveness in the school culture and environment CULTURAL

Develop and implement culturally nclusive standards, curriculum and omprehensive system of assessment

### The opportunity for student growth is limitless.

#### Guled, his senior year

- Civil Rights Research Trip X2
- AP English
- EHS Black Student Union
- Spoken word poet
- My son's basketball mentor
- Hamline junior, president of its Black Student Union



### PERSONALIZED EDUCATION

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#### CULTURAL

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Lily, a junior in my class, performing her traditional dance at Autumn Luau at United Noodles in











#### Sometimes, Students ARE the Teachers.



"When it comes down to the extreme minorities in Edina High School, there is always ignorance, and the staff that has been contacted by myself has done little to fix this ignorance. Changing an entire school's mindset is a task not easily completed so I will make my challenge simple enough to be possible, but difficult enough to make a difference.

I am one of under five Polynesian, Melanesian, and Austronesian people in Edina High School, and I identify as an indigenous/native Hawaiian person. At both Valley View Middle School and Edina High School, I have noticed many things that go unnoticed by those who aren't actively associated with indigenous culture."

### PERSONALIZED EDUCATION

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## Our Journey...Has Not Been Easy







# Even though the journey has been difficult, the opportunity for student growth is limitless.



Video Link: Bdote Animoto

EHS Bdote Group, April 2014



## Success Stories in the Classroom and District - Eden Prairie

Dawn Fedora





## Success Stories in the Classroom and District - Wayzata

Ann Schwartz

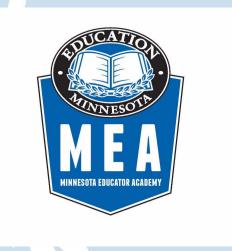




# Success Stories in the Classroom and in Districts - Minnesota Educator Academy Professional Development (PD)

Allison LaBree-Whittlef, Education Issues Specialist

# Minnesota Educator Academy Professional Development





### Minnesota Educator Academy

- We have the experts educators in our ranks. We have the relationships with experts in think tanks, colleges and universities who can inform teacher practice. In addition, we already work with teacher-driven curricular groups, which are often lead by our members.
- We have the reach across the state of Minnesota to meet every educator where they live, whether in their hometown or online. And we have resources from expert staff to cutting-edge technology. These assets – relationships, reach and resources – give Education Minnesota an unparalleled ability to provide professional development across the state.
- The Minnesota Educator Academy is the umbrella for our PD resources -- from ConnectED to the MEA Conference and Summer Seminar.
- Creating and supporting quality development opportunities for members stands at the core of our union's work.

# MEA and FIRE Professional Development

#### Relicensure

- -Accommodations and Modifications
- -Digital Learning Strategies
- -English Learners
- -Positive Behavior Intervention Strategies
- -Reading
- -Student Mental Health
- -Suicide Prevention

#### **FIRE**

- -Community Storytelling (10 modules)
- -Culturally Responsive Teaching
- -Equity Literacy and Intercultural Competence
- -Interrupting Racism in Our Learning Communities

#### **Additional Trainings**

- -Dyslexia (work in progress)
- -Helping students "do" school (work in progress)
- -Introduction to Restorative Practices
- -Introduction to Trauma-Informed Practices
- -Peer Review
- -PLC's
- -SPED Collaboration
- -Staff Development
- -Tiered Licensure



THE VOICE FOR PROFESSIONAL EDUCATORS AND STUDENTS

-Understanding and Recognizing Bias and Privilege

# MEA and FIRE Professional Development Stats

2017-2018

**October 3, 2018** 

Total Sessions = 155

Total Sessions = 17

Total Participants = 4500

Total Participants = 368



Locals Served = 6

#### **Thank You!**

If you have additional questions please contact:

Allison LaBree

allison.labree@edmn.org

Or

651.292.4835

There is no power for change greater than a community discovering what it cares about.

Margaret Wheately

Turning to One Another: Simple Conversations to Restore Hope to the Future



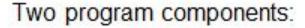


## Success Stories in the Classroom and in Districts - Facing Inequities and Racism in Education (FIRE)

Jonathan Kim, Education Issues Specialist

#### What is FIRE?

The Minnesota Educator Academy's memberdriven program for Facing Inequities and Racism in Education aims to disrupt systemic racism and racial inequities in Minnesota's education system. The FIRE program will lead the state's educators in a movement to live equitably and practice recognizing and responding to inequities and injustices.



- Racial Equity Advocate cohort
- Professional learning





#### **Mounds View**

- Introduction to FIRE
- Racial Equity within Ourselves
- Racial Equity with Others
- Racial Equity within Systems



## **Equity Team**

Kimberly Colbert, Racial Equity Organizer

Jonathan Kim, Education Issues Specialist

Vicki Turner, Education Issues Specialist/Collaboration Lab Coordinator

Robin Wonsley Worlobah, Community Engagement Specialist





## Success Stories in the Classroom and District - Roseville

• Dr. Aldo Sicoli, Superintendent



# OSSEO AREA SCI

## Success Stories in the Classroom and District - Osseo

- Ann Mock, principal,
- Elizabeth Ness, principal, Elm Creek
   Elementary



## **NUA Cohort with** Oak View Elementary and Elm Creek Elementary

By Ann Mock and Beth Ness

#### Are You Wondering How To Get Started?

- -Initial staff buy in
- -Planning with Eric Cooper, Curriculum department, Equity department and Special Education department
- -Allocated sub days

#### What Does A Session Looks Like?

Strategies Notebook

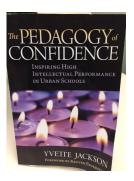
Collaboration

Pedagogy of Confidence text

Participant engagement

Cognitive Process/Function	21	Booksell Remember	Best Use Rivers, Horters,	Source) CLEAR FOCUS
Strengthon relationship Prime for opening learning, solid result, honor others	Community Boilder	Keep the activity shou		NUA/ CUHIMI RISPINSIVE
Sequence events	Flow Map	use arrows; flow from left to righ	Priming + Processing	Thinking Mexico
Explore moltiple perspectives	Frame of Reference	Use with anylall Think	Processio	Thinkers Mys cultival, Equitable
Predict content of that; become familiar vy text	List-Group- Label	Lavel each category; 20 words approx	Priming & Priming &	Thinking Strak Learning, Respossie, Ach
Clarify-hought prices; support language doucloping	Speaking	Student Spak Whole Frame	Retaining for understanding	NUA Learning Equitable





#### How Do You Keep It Going?

Alignment to our work

Schoolwide:

PLT's or PLC's, Building Leadership

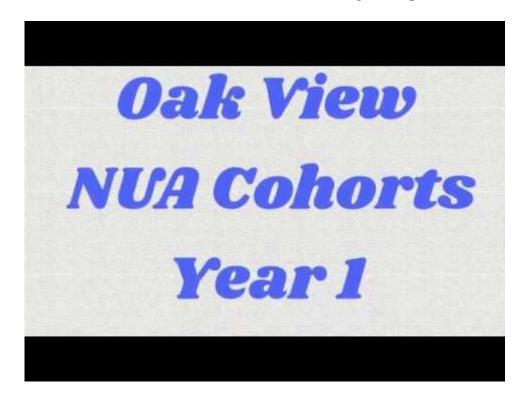
Individual: Professional Growth Plan

#### NUA Strategies to Date ....

Tweet It List, Group, Label Scrambled Sentences Chalk Talk Inside Scoop Letters of Promise Who, What, When, Where, and How Colors of My World Good News! Key Word Prediction See. Think, Wonder. Taxonomy of Words Name 10 Metacognition Statement Anticipation Guide What Are You Doing? Hitchhiker

Multi-Flow Map Circle Map Bubble Map Cultural Pizza Punctuate Your Thoughts **Defining Format** Key Word Notes Double Bubble Map SUPERFANS "Yes! Let's!" Ball Toss Name Game Facts & Inferences Frayer Model Framing (map/idea) Space Walk I Am a Tree Act Out Adjectives

#### What are staff and students saying?



#### Questions?

# OSSEO AREA SCI

## Success Stories in the Classroom and District - Osseo

Dr. Rev PM Crowley Hillstrom,
 Director of Educational Equity





#### Pedagogy of Confidence

Dr. Eric Cooper, President, National Urban Alliance



#### Opportunities to Collaborate

Dr. Aldo Sicoli, Roseville Area Schools

Dr. Jean Lubke, Equity Alliance MN



Cross-district interest in NUA cohorts?



#### **NUA Summer Institute**

June 12-14

Location - Roseville

Cost - \$500 / participation

Early bird incentive through April 30 - Send 5, get 1 free

Registration link: <a href="https://forms.gle/AMvGg2mYjcJ5768y6">https://forms.gle/AMvGg2mYjcJ5768y6</a>

