Culturally Responsive Pedagogy and Improved Student Relationships

Dr. Jean Lubke, Equity Alliance MN

15 April 2019

Wifi:
Username: Guest
Password: fossil82

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.
- **Recruitment and Retention**: Develop and build systemic strategies for recruiting and retaining staff of color.
- **Community Bridges**: Build bridges between school and community.
- **Personalized Education**: Prioritize and ensure personalized education with emphasis on acceleration vs. intervention.
- **Student Voice**: Elevate student voice and leadership and improve/ensure inclusiveness in the school culture and environment.
- **Shared Understanding**: Create and sustain consistent shared understanding of equity and high level of skill application for leaders.
- **Cultural Inclusivity**: Develop and implement culturally inclusive standards, curriculum and comprehensive system of assessment.
- **Adult Behaviors**: Eliminate adult behaviors and policies that lead to disproportionality; provide growth-oriented support.
- **Statewide Funding**: Statewide funding that ensures equity, access and opportunity for all students.

[www.amsd.org/reimagineminnesota](http://www.amsd.org/reimagineminnesota)
Culturally Responsive Pedagogy and Improved Student Relationships

- Classroom Successes
- District-level System Change
- Cross-district Collaboration
Personal Circle Map
Community Builder

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

Moved 8 times before I was 8 years old

Studied four languages (in addition to English)

Lived in two countries beside the United States

Have had 4 concussions as an adult
Dawn

First born

Bachelor’s Degree and two Master’s Degrees

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

Downhill skier and cyclist

White woman
Dawn

Moved 8 times before I was 8 years old

Studied four languages (in addition to English)

Lived in two countries beside the United States

Have had 4 concussions as an adult

Pay attention to what is going on around me

Make friends easily

Strength in understanding those who are speaking English as a non-first language
Dawn

First born
Bachelor’s Degree and two Master’s Degrees
Downhill skier and cyclist

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

Typical leadership skills
Be conscious of reaching out to others who have moved to the area

White woman

Becoming racially conscious has been and continues to be an ongoing journey
Dawn

First born

Bachelor’s Degree and two Master’s Degrees

Downhill skier and cyclist

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

White woman

Be conscious of reaching out to others who have moved to the area

Becoming racially conscious has been and continues to be an ongoing journey

Typical leadership skills
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.
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

REIMAGINE MINNESOTA

The Roadmap

9 KEY STRATEGIES

CULTURAL COMPETENCE
Develop, sustain and evaluate cultural competence for teachers

RECRUITMENT AND RETENTION
Develop and build systemic strategies for recruiting and retaining staff of color

COMMUNITY BRIDGES
Build bridges between school and community

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

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

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

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

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

STATEWIDE FUNDING
Statewide funding that ensures equity, access and opportunity for all students
CRT PEDAGOGY = ART & SCIENCE OF TEACHING

Educator will (the why):
- student voice;
- personalized instruction

Content (what you teach):
- Cultural inclusivity;
- Community bridges

Systems & Educator skill & systems (the how):
- Cultural competence;
- Adult behaviors

Reimagine Minnesota Strategies
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

Student

Gender identity
IEP, 504, ELL
ethnicity
Learning strengths

race

Socioeconomic status
language(s)
Medical conditions

religion

Sexual orientation

Hobbies & Extracurricular activities

age
geography
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)
HOW: BRAIN-BASED STRATEGIES

Cultural competence
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 their work at The Passion 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 Individual?
*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*

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** 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?

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.

“I really wanted to go on this trip since last year when the Edina district was first introduced to this great experience,” said Abdi Abdi, 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.”
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
A Day In the Life of a Classroom:
What Does Systemic Change Look Like Every Day?

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

- Cultural Competence:
  Develop, sustain and evaluate cultural competence for teachers

- Cultural Inclusivity:
  Develop and implement culturally inclusive standards, curriculum and comprehensive system of assessment

- Personalized Education:
  Prioritize and ensure personalized education with emphasis on acceleration vs. intervention

- Student Voice:
  Elevate student voice and leadership and improve/ensure inclusiveness in the school culture and environment
A Day In the Life of a Classroom:
What Does Systemic Change Look Like Every Day?

- Affirmation
- Attention Signals
- Community Building
- Grouping

- Discussion
- Literacy
- Vocabulary
- Movement
- Response

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

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

Greeting every student each day by name and a daily table community builder.
A Day In the Life of a Classroom: What Does Systemic Change Look Like Every Day?

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Fist-bump sendoffs. Generally a random message, but kids LOVE them.
The opportunity for student growth is limitless.

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

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

Lily, a junior in my class, performing her traditional dance at Autumn Luau at United Noodles in Minneapolis.
“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.”
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.
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<thead>
<tr>
<th>Relicensure</th>
<th>Additional Trainings</th>
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<tr>
<td>- Accommodations and Modifications</td>
<td>- Dyslexia (work in progress)</td>
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<td>- Digital Learning Strategies</td>
<td>- Helping students “do” school (work in progress)</td>
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<td>- English Learners</td>
<td>- Introduction to Restorative Practices</td>
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<td>- Positive Behavior Intervention Strategies</td>
<td>- Introduction to Trauma-Informed Practices</td>
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<td>- Reading</td>
<td>- Peer Review</td>
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<td>- Student Mental Health</td>
<td>- PLC’s</td>
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<td>- Suicide Prevention</td>
<td>- SPED Collaboration</td>
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<tr>
<td>FIRE</td>
<td>- Staff Development</td>
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<td>- Community Storytelling (10 modules)</td>
<td>- Tiered Licensure</td>
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<td>- Culturally Responsive Teaching</td>
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<td>- Equity Literacy and Intercultural Competence</td>
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<td>- Interrupting Racism in Our Learning Communities</td>
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<td>- Understanding and Recognizing Bias and Privilege</td>
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### MEA and FIRE Professional Development Stats

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Total Sessions</th>
<th>Total Participants</th>
<th>Locals Served</th>
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<tbody>
<tr>
<td>2017-2018</td>
<td>155</td>
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<td>October 3, 2018</td>
<td>17</td>
<td>368</td>
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**Notes:**
- **Total Sessions** refers to the number of sessions conducted.
- **Total Participants** refers to the total number of individuals who participated in the sessions.
- **Locals Served** refers to the number of local education professionals served by the sessions.
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 Wheatley

*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 member-driven 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.

Two program components:

- 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
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
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?

Oak View
NUA Cohorts
Year 1
Questions?
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:  https://forms.gle/AMvGg2mYjcJ5768y6