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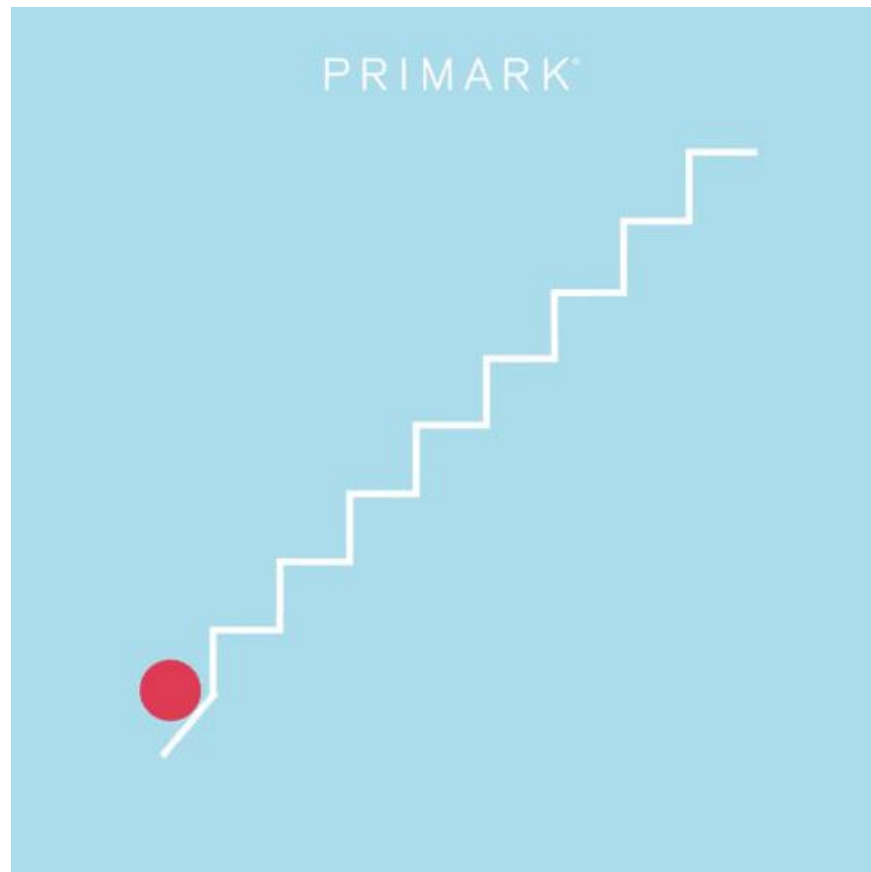
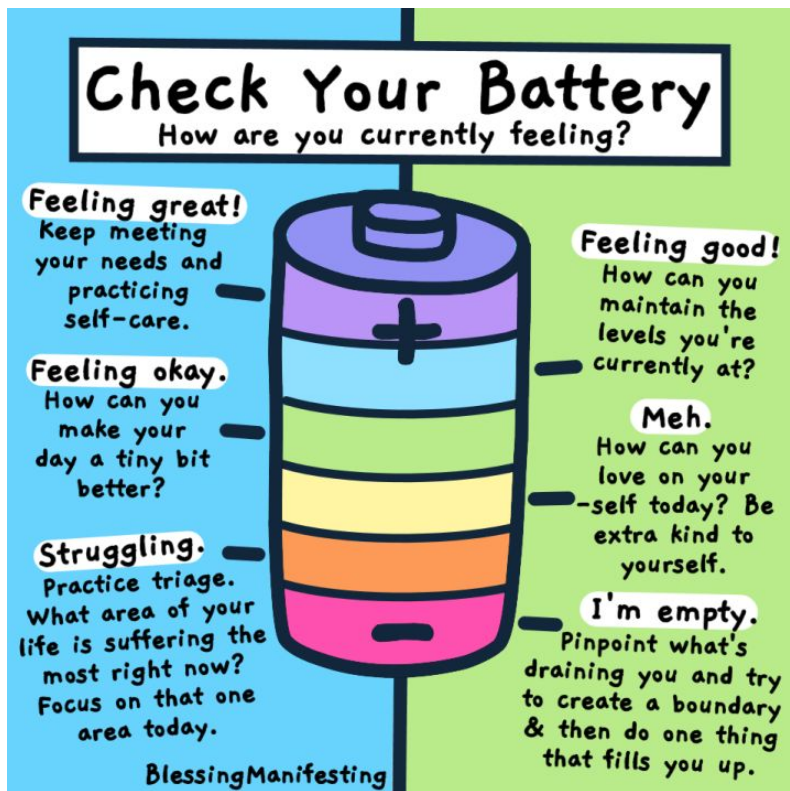
# **School & System Resources and Inner Resources / Anti-Racist Curriculum & Standards: Framework Part I**

**August 16, 2022**

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# MINDFUL MOMENT



# History of Terms/Pedagogies

## Cultural Foundations in Teaching and Learning

1995

Culturally  
Relevant  
Teaching

Gloria Ladson-Billings

“Toward a theory of  
culturally relevant  
pedagogy”

2002

Culturally  
Responsive  
Teaching

Geneva Gay

“Preparing for  
culturally responsive  
teaching”

2014

Culturally  
Sustaining  
Pedagogy

Django Paris  
& H. Samy Alim

“What are we seeking to sustain  
through culturally sustaining  
pedagogy? A loving critique forward.”

2016

Cross-  
Pollinating  
CSP &  
Universal  
Design for  
Learning

Federico Waitoller &  
Kathleen King Thorius

“Cross-pollinating culturally  
sustaining pedagogy and universal  
design for learning: Toward an  
inclusive pedagogy that accounts  
for disability”

# Myths of Culturally Responsive Practices

1. Simply increasing student engagement and motivation
2. Being an expert in every student's culture
3. Having a bag of tricks that works for all students

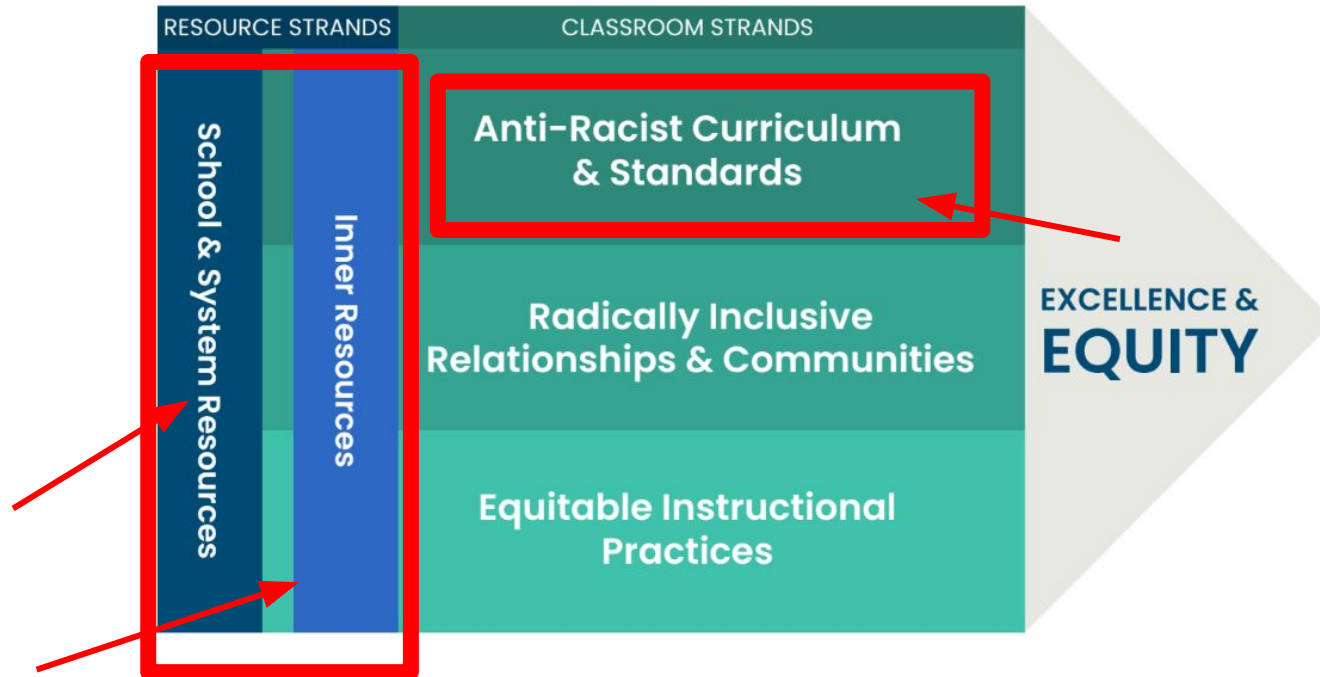
Jigsaw the [article](#) with a partner and share your thinking.

## **Unit 5's Board Approved Definition of Educational Equity**

Educational equity is the result of eliminating individual, organizational and institutional policies and practices that prevent the realization of children's lifelong learning and self-actualization, regardless of racial, cultural, economic or any other social factor.

# Teaching for Equity (TFE) - Leading Educators

## The Framework At-A-Glance



## Activity for Inner Resources

Complete the activity as lead by your trainer using the provided List of Values.

# Strand 1 - Inner Resources

## INNER RESOURCES & SCHOOL RESOURCES

**INNER RESOURCES** are our values, beliefs, & practices that support our personal well-being & fuel reflection & growth. *Inner resources we value are:*

### **DISRUPT RACIAL INEQUITY:**

Challenge historical & current gaps in opportunity & *WE BELIEVE that we have power to do so by...*

ACTION ITEM to DISRUPT RACIAL INEQUITY:

- Building understanding of our own identities & cultures as well as the identities & cultures *of others*.

### **BUILD ON STRENGTHS:**

*WE BELIEVE that each person brings unique skills & strengths to our work that make us collectively stronger by...*

ACTION ITEM to BUILD ON STRENGTHS:

- Building trusting relationships as the foundation of collective action.

### **PRIORITIZE PEOPLE:**

*WE BELIEVE that we can build trust & reflect on the impact of different perspectives & intersectional identities by...*

ACTION ITEM to PRIORITIZE PEOPLE:

- Taking care of our own physical, psychological, emotional, & mental health & safety, to build the resilience to sustain ourselves in the work & also provide an example for students.

### **CONTINUOUSLY LEARN:**

*WE BELIEVE that we are responsible to develop ourselves & others by applying that deepened self awareness to relationships by...*

ACTION ITEM to CONTINUOUSLY LEARN:

- Having the courage to learn from discomfort & take risks in the service of growth.

# Strand 2 School and System Resources

**SCHOOL & SYSTEMS RESOURCES** based on our inner values describe the resources, policies, & learning conditions we operate in within ourselves, schools & districts.

Interacting in Your Personal Workspace	In the School	In the District
Build trusting relationships as the foundation of collective action	School improvement goals that include equity	Continued, deep investment in the equity vision
Have the courage to learn from discomfort & select at least one action to change or challenge	Differentiated professional development offerings	Professional learning focused on equity
Take risks in the service of growth through listening to others truth, believing others about their lived experiences & self reflection.	Staff, students & resources that support deep conversations that allow equity to be explored, reconsidered, & a change in action/instructional practices.	Alignment of roles and resources to the equity vision

# Strand 3 Anti-Racist Curriculum & Standards

Anti-Racist Curriculum & Standards - our first of three classroom strands of the Teaching for Equity framework, the Anti-Racist Curriculum & Standards strand discusses what we teach, focusing on lessons that integrate academics, anti-racism, and social, emotional, cognitive, and identity development to support learning, well-being, justice, and joy.

When we commit to designing instruction that integrates academics, anti-racism, and whole child development, we realize the potential of our lessons to not only support students' academic success, but also to develop their power to take action in the world to help create well-being, inclusion, and justice for all.

# Strand 3 Anti-Racist Curriculum & Standards

## We Believe Chart

# Strand 3 Anti-Racist Curriculum & Standards

<b>Educator Beliefs</b> <i>We believe...</i>	<b>Success in the Classroom Looks/Sounds/Feels Like</b> <i>Students and Teacher.</i>
<p>(1) The purpose of school is <b>more than academics</b>; our lessons offer the chance to integrate a focus on academics, social, emotional, cognitive, and identity development, and anti-racism to support <b>learning, well-being, justice, and joy.</b></p>	<p>Lessons include explicit goals for:</p> <ul style="list-style-type: none"> <li>• Content learning and language development</li> <li>• Social and emotional learning</li> <li>• Identity or mindset development</li> </ul>
<p>(2) College and Career Readiness <b>standards are a foundation of equity</b> for all students. Starting from standards-aligned materials helps to ensure students have the opportunity to engage with grade-level content.</p>	<p>Lessons align to the <a href="#">CCSS shifts</a> in ELA and Math (as appropriate) and engage all students in <a href="#">grade-level content</a>.</p> <p>ELA Shifts:</p> <ul style="list-style-type: none"> <li>• Practice regularly with complex text and its academic language</li> <li>• Ground reading, writing, and speaking in evidence from text, both literary and informational</li> <li>• Build knowledge through content-rich nonfiction</li> </ul> <p>Math Shifts:</p> <ul style="list-style-type: none"> <li>• Focus strongly where the standards focus</li> <li>• Coherence: Think across grades and link to major topics within grades</li> <li>• Rigor: In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity</li> </ul>
<p>(3) Students' cultures and identities are valuable; lessons offer the chance to <b>affirm and include students' cultures as scaffolds for learning</b> and to <b>broaden students' perspectives</b> by learning about other cultures.</p>	<p>Lessons include opportunities to:</p> <ul style="list-style-type: none"> <li>• Build from students' funds of knowledge</li> <li>• Engage with authentic representations that affirm students' identities (mirrors)</li> <li>• Learn about and from diverse cultures or perspectives (windows)</li> <li>• Bridge new learning to familiar experiences, including connecting vocabulary to native languages, when appropriate</li> </ul>
<p>(4) Every student deserves <b>both access to grade-level learning and the scaffolds to succeed with it</b>, including scaffolds and extra-linguistic supports for students who are neurodiverse or emergent multilinguals.</p>	<p>Lessons include grade-level content alongside scaffolds and extra-linguistic supports</p>
<p>(5) <b>Students deserve learning that matters to them</b> and is in service of their goals. Lessons have the power to invite students to make choices during learning, to have voice, and to see the relevance of learning to <b>their lives, communities, and the world.</b></p>	<ul style="list-style-type: none"> <li>• Lessons offers students opportunities to:</li> <li>• Read, write, speak, listen, engage, create, and/or collaborate using meaningful and relevant content</li> <li>• Articulate and reflect on their goals, including how lessons support or hinder their progress</li> <li>• Exercise their power through voice and choice</li> <li>• Develop critical consciousness by challenging oppressive narratives or examining and creating counter-narratives</li> <li>• Apply learning to real contexts, including their goals, lives, communities, and world</li> </ul>

# Strand 3 Anti-Racist Curriculum & Standards

## Key Terms To Know

# Wrap Up: What are the Next Steps?

- September 30: Framework II
  - Radically Inclusive Relationships & Communities
  - Equitable Instructional Practices
  
- Looking farther ahead...
  - Practices for the Classroom (January, February, April)

## Exit Slip- Let's Discuss!

- What are some key points that you will take away from this training today?
- How do you feel the information shared today will impact you on your equity journey?

