CRASEL Session 2: Developing a CRASEL Implementation Team

Welcome please check in and tell us in the Zoom poll where you are on the RULER mood meter.
• Yellow is high energy and high pleasantness
• Red is high energy and low pleasantness
• Green is low energy and high pleasantness
• Blue is low energy and low pleasantness
ZOOM POLL:
How do you feel about sharing your visual racial autobiographies, identity statements and self care plans during our time together?
Goals Today:
What is Cultural Relevance and Responsiveness?

Where is the connection to Social Emotional Learning?

How do we create a CRASEL Implementation Team?
Article Study

“Why SEL Alone is Not Enough” & “Why We Can’t Afford Whitewashed SEL”
By Dr. Dena Simmons

What are your major takeaways from the article you chose? Take 3 minutes to jot down your thoughts. We will ask you to share your response at the end of our time together.
THE FRAMEWORKS

THE CASEL FRAMEWORK FOR SOCIAL & EMOTIONAL LEARNING
The CASEL Framework: Social Awareness and Relationship Building:

**SOCIAL AWARENESS:** The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as: • Taking others’ perspectives • Recognizing strengths in others • Demonstrating empathy and compassion • Showing concern for the feelings of others • Understanding and expressing gratitude • Identifying diverse social norms, including unjust ones • Recognizing situational demands and opportunities • Understanding the influences of organizations/systems on behavior

**RELATIONSHIP SKILLS:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as: • Communicating effectively • Developing positive relationships • Demonstrating cultural competency • Practicing teamwork and collaborative problem-solving • Resolving conflicts constructively • Resisting negative social pressure • Showing leadership in groups • Seeking or offering support and help when needed • Standing up for the rights of others
Figure 1 | Eight Competencies for Culturally Responsive Teaching

- Reflect on one's cultural lens
- Recognize and redress bias in the system
- Communicate in linguistically and culturally responsive ways
- Draw on students' culture to shape curriculum and instruction
- Collaborate with families and the local community
- Bring real-world issues into the classroom
- Promote respect for student differences
- Model high expectations for all students

THE NEW AMERICA FRAMEWORK FOR CULTURALLY RESPONSIVE TEACHING
“Over two decades ago, Gloria Ladson-Billings introduced the term *culturally relevant pedagogy* to describe a form of teaching that calls for engaging learners whose experiences and cultures are traditionally excluded from mainstream settings. Based on her research of effective teachers of African American students, Ladson-Billings proposed three goals on which these teachers’ practices were grounded. By centering these goals in their practice, culturally relevant practitioners can empower students not only intellectually but also socially, emotionally, and politically.”—New America, 2019
A CULTURALLY RESPONSIVE APPROACH

In her work, Geneva Gay identified six key practices of culturally responsive teaching:

- having high expectations for all students
- engaging students' cultural knowledges, experiences, practices, and perspectives
- bridging gaps between home and school practices
- seeking to educate the whole child
- identifying and leveraging students' strengths to transform education
- critically questioning normative schooling practices, content, and assessments
Antiracist Teaching in Action: Integrating Culturally Responsive Pedagogy

- Identity: Self and Others
- Multiple Perspectives
- Varied Texts and Tools for Learning
- Stories from Authors of Color
- Teaching the Historical Context of People of Color
- Social Justice and Activism-Historical and Present
- Power, Privilege, Anti Oppression and Injustice
Dr. Gholdy Muhammad: The HILL Framework Pursuits

Identity: Opportunity for students to explore multiple facets of self-identity, the identity of others different from them, recognize collective identities & opportunities for students to authentically see themselves in the learning.

Skill development: Standards based, grade level skills and competencies students should master. (For example: reading comprehension, decoding, fluency, vocabulary development, writing mechanics, number sense and problem solving)

Intellectual Development: Emphasizing what we want students to become smarter about and what we want students to learn or understand about various topics, concepts and ideals.

Criticality: Teaching students to understand power, inequality, social justice, oppressive systems and relationships. Teaching students to read between the lines, pushing students to dismantle systems of inequality, to protect themselves against wrongdoing and become positive world change-makers.

Joy: Helping youth to see the joy in themselves and others
Engaging the school community-
Book and Article Studies-
CRSE, SEL, Equity Audits & Antiracist Education
HOLDING ENVIRONMENTS

Whenever you find yourself leading adaptive change, you must construct a holding environment. A **holding environment is a psychological space that is both safe and uncomfortable.**

Furthermore, we have learned that people don’t resist change; they resist loss. And that means that anyone going through adaptive change will experience the grief process that anyone experiences as they go through loss. The mandate for a leader who is helping a community through adaptive change, then, is to hang in there with them while they work their way in adaptive change. - *Scott Cormode*

The concept of a holding environment was first described in the 1960s by pediatrician and psychoanalyst D.W. Winnicott. Kegan later used the term in his theory of adult development and maintained that we all need multiple forms of “holding” throughout our lives. His theory highlights that we must benefit from differentiated forms of holding — meaning **support, nourishment, and care** — in order to grow. - *Dr. Ellie Drago Severson*
Equity Audits of Your Organization
(Adapted from the process used by the NYCDOE’s District/Charter Collaborative, Learning Partners & Racial Equity Principal’s Academy)

Data Reflection Questions:
In what ways is this the school/organization you want to be?
In what ways is it not?

Guiding Questions:
What did my initial data lead me to investigate?
What area of my school does the data lead me to focus toward?
What additional data do I need to collect?
GATHER QUALITATIVE DATA FROM THE SCHOOL COMMUNITY (STAFF, PARENTS, STUDENTS)

EMPATHY INTERVIEWS:


DIVERSITY, EQUITY AND INCLUSION SURVEYS:

CONSIDERATIONS FOR SEL PROGRAM ROLLOUT

- Start with the adults (include an SEL component in all Faculty Conferences)
- Roll it out slowly (depth not breadth-build a strong foundation-MAKE IT STICK)
- Cultivate a lead teacher whose classroom will serve as a lab site for your SEL work
- Have teachers document in their DAILY schedules and pacing guides/curriculum maps when SEL work will occur (consistency is the key). Your daily practices can be 10-15 minutes but be needs to be consistent. Determine when it will happen based on your school culture (everyone at the same time or teacher flexibility)
- Ensure that SEL happens in ALL classrooms including cluster spaces
- Make it visible (constant messaging about the work)
- Make it a part of your vision/mission statement
- Highlight and celebrate the work when you see it, verbally and in observation reports (SEL ties directly to Domain 2 of the Danielson’s Framework)

WHATEVER YOU INSPECT PEOPLE RESPECT!

- After you build a strong foundation and consistency, then you can cultivate parent leadership and student leadership in the work (have parent leaders trained in the program and student leaders for ownership and co facilitation.)
LET’S STOP FOR A MOMENT, CHECK IN WITH OURSELVES AND REFLECT: We will ask you to share your responses at the end of our time together

- WHAT IS AT THE FRONT OF YOUR MIND ABOUT THE WORK?
- DISCUSS WHAT THIS WORK IS MAKING YOU THINK ABOUT WITH REGARDS TO YOUR OWN SCHOOL?
- HOW MIGHT THIS HELP YOUR SCHOOL COMMUNITY?
- WHAT CHALLENGES ARE YOU ANTICIPATING?
ZOOM POLL

Thinking about your own school community or educational institution, what do you think will be most important to consider when creating your CRASEL planning and implementation teams?

(There are NO right answers, your response is specific to the needs of your learning community)

a.) How I can choose who should be on the team?
b.) How I will self reflect and build my own knowledge of CRSE and SEL.
c.) How I will support the team and build their knowledge of CRSE and SEL.
d.) Making CRASEL a priority and making time to meet regularly with the team for planning?
e.) How we will set clear goals and monitor our progress.
ZOOM POLL

To what level did this second session make you feel supported in implementing Culturally Responsive Affirming Social Emotional Learning in your school.
NEXT STEPS:

PLEASE RESPOND TO THE REFLECTION QUESTIONS FOR THIS SESSION THAT WILL BE SENT VIA EMAIL.

CONTINUE WORKING ON YOUR VISUAL RACIAL AUTOBIOGRAPHY SLIDES AND YOUR SELF CARE COMMITMENT SLIDES

- Please create your visual racial autobiography slide, either with images of your own experiences, or images that represent moments in your life that reflect how your racial identity has developed over time. Please also include in your slide, your racial/ethnic identity statement that you created.
- Please take a screenshot or save a pdf of your slide and submit to: getmoving@pureedgeinc.org
- Please send by Wednesday, 5:00 pm

We will create a slideshow of all of our beautiful visual autobiographies on our last day together.

THANK YOU SO MUCH FOR YOUR GENEROSITY IN SHARING YOURSELF WITH US TODAY! CAN’T WAIT TO SEE YOU TOMORROW!!!