CRASEL SESSION #3:
CREATING A VISION FOR RACIAL EQUITY

Zoom Poll: How are you feeling today?
Goals for today!

- Discuss Asset Based and Deficit Based Thinking: How can we as school communities make a shift from a gap and crisis mindset to a strengths based UNLIMITED POSSIBILITIES mindset?

- Voices from the Field: TMALS’ Culturally Responsive Lead Teacher and New Teacher Mentor Danica Goyens-Ward shares her journey supporting staff in CRSE.

- Creating a Vision for Racial Equity: Begin thinking about co-creating your school’s vision
ASSETS-BASED VS. DEFICITS-BASED

CHALLENGE DEFICIT THINKING
ASSET BASED THINKING
STRENGTH BASED THINKING
A Comparison Between Deficit & Strength-Based Thinking

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<th>Deficit-Based Thinking</th>
<th>Strength-Based Thinking</th>
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<td>Focus on What's Broken</td>
<td>Focus on What's Working</td>
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<td>Reliance on Expert Knowledge</td>
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<tr>
<td>Reform and Transition</td>
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<td>Highlight Past Failures</td>
<td>Highlight Past Successes</td>
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<td>Predict &amp; Control</td>
<td>Discovery &amp; Surprise</td>
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Strength-Based Thinking is a common sense idea which discovers the greatest qualities of what we do by combining:

- Personal Strengths
- Positive Experiences
- Individual Initiative
- Personal Responsibility
- Independence
- Capacity to Act
SHIFTING THE NARRATIVE

REFRAME THE BEHAVIOUR

WON'T

- Judgmental
- Willful
- Defiant

ADULT'S MINDSET

VIEW OF CHILD

CURIOUS

- Too many
  stressors
- Skills deficits

THOUGHTS

- What's getting
  in their way?
- How can I help?

RESPONSE

- Find & remove
  barriers
- Supported
  & strengthened

CHILD'S EXPERIENCE

- Frustration
- Guilt/shame

SEE A CHILD DIFFERENTLY, YOU SEE A DIFFERENT CHILD.

Dr. Stuart Shanker

When kids exhibit challenging behavior we can be

STRESS DETECTIVES... finding and removing barriers.

- Find stressors
- Reduce them
- Find unmet needs
- Meet them
- Find skills deficits
- Teach them

“WON’T”

“Can’t”

FAIT or FEAR.
Worry or Confidence.
Doubt or Belief.
IT'S YOUR CHOICE!

“Failure is an opportunity to grow”

GROWTH MINDSET

“I can learn to do anything I want.”

Challenges help me to grow.

“My effort and attitude determine my abilities.”

“I like to try new things.”

“Feedback is constructive.”

“I am inspired by the success of others.”

“Failure is the limit of my abilities”

FIXED MINDSET

“I’m either good at it or I’m not”

“My abilities are unchanging.”

“I don’t like to be challenged.”

“I can either do it or I can’t.”

“My potential is predetermined.”

“When I’m frustrated, I give up.”

“Feedback and criticism are personal.”

“I stick to what I know.”
CRSE Lead Teacher Responsibilities

Danica Goyens-Ward
T.M.A.L.S.
What does a CRSE Lead Teacher do?

- Analyzes the research and evidence-based practices of Dr. Gholdy Muhammad, Linda Darling-Hammond, and Gloria Ladson-Billing, and other CR scholars.
- Supports and leads fellow educators in seeing and valuing the ethnic backgrounds, perspectives, and needs of all students.
- Integrates the HILL framework or other CR framework into instructional planning to connect students’ identities to instruction in a way to honor their presence.
- Encourages critical thinking from all students and staff to develop a feeling of classroom agency to disrupt inequalities.
- Creates engaging professional support to my colleagues and mentees around CRSE practices.
- Fosters positive student relationships by learning about students’ lives, beliefs, and identities.
- Creates emotional safe spaces and foster trust among staff and students.
- Gains an awareness of past and present forms of bias and oppression and use this knowledge to create a more inclusive school community at TMALS
- Integrates joy into making a change for increased equity for all students!
How did I train & prepare for this role?

- (2016) My Brother’s Keeper Literacy Grant Initiative Participant
- (2018) Barnard College Student Teacher Program
- (2018-2019) District Charter Collaborative Team Member/Learning Partners
- (2020) Liberatory Pedagogies Participant
What are success & challenges as a CRSE Lead Teacher?

The success of this role is in connection to a range of opportunities and partnerships for students and educators at TMALS.

Here are some examples of SUCCESS:

1. School racial autobiographies (for staff and next year for students)
2. Lesson plans and teacher instruction focused on social injustices and problem solving
3. Improved SEL practices are integrated throughout the day for emotional regulation
4. Students feel included in the lesson with the integration of the HILL framework and as a result student engagement has increased
5. Strong establishment of a Lab Classroom and culturally responsive best practices for school wide support
6. Increased student dialogue and awareness around issues connected to social justice
Are you up for the challenge?

Here are some examples of CHALLENGES:

- Individuals may become uncomfortable and resistant while talking about race & identities.
- Some colleagues and fellow educators may not value the impact or know the research behind culturally responsive pedagogy.
- Some teachers are reluctant to incorporate the HILL model or another CRSE approach into lesson plans.
- Gaining true teacher perspectives about their classroom CR experiences with the HILL model can be difficult.
What is most important in your school/organizational environment in the selection of your CRSE Lead Teacher? (No right answers, this will be specific to your school/organizational structure and culture)

The current teaching and leadership skill/quality of the teacher?

Supporting a structure for supporting the CRSE Lead in creating a Lab Classroom?

How this lead teacher will be supported in leading/mentoring?

How time will be scheduled for the lead teacher to teach, lead and support?
Thank you for listening!
Creating the Vision...
Culturally Responsive Sustaining Leadership

- Developing culturally responsive staff
- Using data to determine student needs and areas of unfinished learning
- Modeling culturally responsive practices throughout the school day and in all spaces of the school
- Incorporating identity and perspectives of the marginalized in the curriculum
- Conducting an equity audit
- Developing a vision for racial equity

School and Community Relationship Building

- Supportive, understanding and positive communication with all staff, students, and families
- Ability to take the perspectives of others with empathy
- Being a servant leader: Finding connections between school and community
- Connecting directly with students, staff, families, and community

Advocacy

- Serving as a caring advocate
- Challenging deficit images of students and families
- Engaging in racial justice and equity
- Challenging exclusionary policies and practices within and outside of school
- Serving as a social activist for school and community

Nurturing Through High Expectations

- Creating a safe environment for all learners
- Engaging student voice
- Positive discipline practices
- Using data to inform instructional needs of students

Self Awareness, Self Care & Self Management

- Recognizing and identifying emotions and the impact on the school community
- Stress management
- Mindful practices
- Motivation
- Self-regulation
- Self-reflection on leadership behaviors and actions
- Racial autobiography

LEAD
Overview: A vision of racial equity defines what a school team would like racial equity to look like at their school within the learning focus area (e.g. what equitable literacy practice would look like in a classroom, or what an equitable discipline system might look like). It is a way for the school team to norm around what the ideal looks like if all students were given the opportunities and supports that they need, and clarify where the gap lies between that vision of racial equity and the school’s current reality. Once school teams determine their vision of racial equity, they use it to make decisions about where to focus the cycles of learning improvement work and reflect on the progress toward achieving that vision.

PROCESS DESIGNED AND CREATED BY THE NYCDOE DISTRICT CHARTER COLLABORATIVE & THE LEARNING PARTNERS PROGRAM
The Vision of Racial Equity

Elements

1. A desired student outcome that would be the result of moving toward equity
2. Action(s) you would be taking as a leader to ensure that outcome.
3. Action(s) your staff members would be taking in collaboration with you to achieve that outcome.
100% of our students feel safe physically, emotionally, and intellectually in our school, and feel valued in their whole authentic selves. This is consistent across all races, genders, and socioeconomic statuses. Students’ safety in this way promotes high engagement and resulting high achievement. As a school leader, I model behaviors that support this through kindness and caring, through designated sessions with staff, students, and families to talk about school culture, and by advocating for school-wide structures that promote positive personal interactions with all community members. Examples include low-ratio advisories, explicit SEL learning, and curriculum that is reflective of students’ racial and other identities. Staff members at my school have deep personal relationships with all students and seek to learn more about them, whether through conversation, professional development, or other means.
The goal of this activity is for school teams to create a specific vision of racial equity that answers the following question:

*If we were truly achieving racial equity and working towards eliminating disparities along racial lines, what would be specific indicators of equitable practices?*

Consider Zaretta Hammond’s [Ready for Rigor Framework (on p. 17 of Chapter 1)](https://docs.google.com/document/d/18bLipe1Al2Wduq36jco6O54yVyoOy5YlvrQTccmkoo/edit?usp=sharing) as a frame for developing these indicators.

**USE THE LEARNING PARTNERS PROTOCOL IN CREATING YOUR VISION FOR RACIAL EQUITY**
TMALS Racial Equity Vision Statement

With the TMALS core values of RESPECT, SELF-AWARENESS, PERSEVERANCE and ACCOUNTABILITY, we believe that all children can learn through multiple pathways in an environment where they feel emotionally and physically safe. Teachers will deliver instruction through practices and curriculum that allows students to think critically in collaboration with others. Students will learn in culturally relevant ways, respecting diversity and practicing self-awareness as well as respect for self and others. Students will learn to be responsible, socially conscious change-makers through community and global awareness.

As a result of these practices, students will learn to challenge and investigate ideas and become independent thinkers. Through student agency in authentic learning experiences students will be facilitators in their learning while learning an appreciation for diversity and a sense of cultural pride through high expectations and rigorous tasks across subject areas. Students will feel safe and supported in a respectful and inclusive environment. --
Using Protocols to Ground Staff in Research Based Practices and Discussions: https://nsrfharmony.org/protocols/

Consultancy Protocol: A Consultancy is a structured process for helping an individual or a team think more expansively about a particular, concrete dilemma.

4A’s Protocol: Purpose To explore a text deeply in light of one’s own values and intentions

Equity Protocol: Purpose To look at student and teacher work in order to understand our own work and its relation to promoting equity

Equity Stances Protocol: Participants will engage in an activity to examine some of the tough questions that arise when educators act to address equity in student learning but that are often obscured by vague language about equity.

Barriers and Bridges Protocol: Purpose: This activity can be used as a way to help a group focus on the importance of perspective and attitude. It also serves as a reminder to participants of the need to build relationships if we are going to create meaningful change.

Equity Perspectives Protocol: Creating Space for Making Meaning on Equity Issues

Discussion Protocols: Harvard Teaching and Learning Lab One pager

List of CRSEL Resources: Articles, podcasts, webinars to use with staff and teams
ZOOM POLL:
To what level did this third session make you feel supported in implementing Culturally Responsive Affirming Social Emotional Learning in your school.
NEXT STEPS:
PLEASE RESPOND TO THE REFLECTION QUESTIONS THAT WILL BE SENT VIA EMAIL

IF YOU HAVE NOT SENT YOUR RACIAL AUTOBIOGRAPHY AND SELF CARE COMMITMENT SLIDES, PLEASE SEND TODAY BY 5:00 PM

- 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 TODAY, BY 5:00 pm

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

*Look over the resource list and begin identifying what resources you want to share with your teams and what protocols you might use to begin building their knowledge of CRSE and SEL.*
CAN'T WAIT TO SEE YOU TOMORROW !!!!

IF YOU WANT TO KNOW MORE ABOUT TMALS...

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