



California
Center for
School Climate



Beyond Heroes and Holidays:

Expanding and understanding practices of culturally responsive and sustaining approaches

Agenda

1. Welcome and Introductions
2. Opening activity
3. Setting the Stage: Culturally Responsive and Sustaining Education (CRSE) and Equity
4. Language of This Work
5. Post-Session Assignment: *Let's Talk Identity*
6. Q & A
7. Closing

California Center for School Climate Goals

Relevance	Data	Connection	Partnership
Deliver relevant, responsive, and engaging technical assistance on a variety of school climate topics that meet LEAs and schools where they are	Support LEAs and schools with best practices for collecting, using, and measuring data to support equitable school climate systems change and positive school climates	Serve as a connector across the state to promote and disseminate best practices	Support LEAs and schools in building partnerships with education partners in creating a supportive school climate for all



CCSC Website QR Code

Welcome



Hilva Chan

Education Program Consultant

California Department of Education



Introductions



Dr. Erin Browder
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WestEd



Dr. Alexis Patterson Williams
Associate Professor, UC Davis



Beyond Heroes and Holidays: Expanding and Understanding Practices of Culturally Responsive and Sustaining Approaches

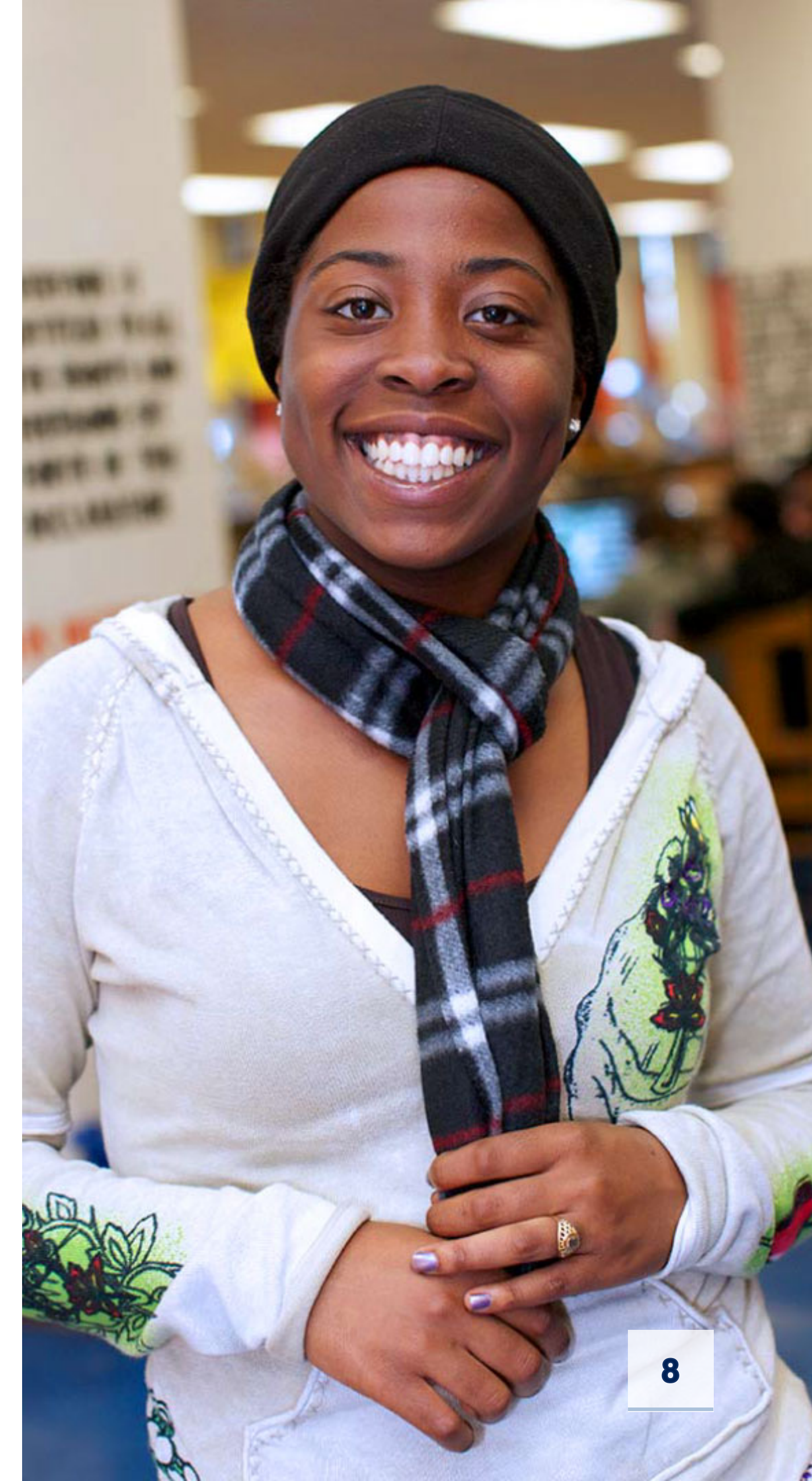


How are you feeling today?

1. "Walking on Sunshine" by Katrina and the Waves
2. "A Good Day" by Ice Cube
3. "Say a Little Prayer" by Aretha Franklin
4. "I'm Happy" by Pharrell
5. "Torn" by Natalie Imbruglia
6. "Bidi bidi bom bom" by Selena

Working Agreements

- Keep confidentiality
- Focus on impact vs. intent
- Knowing when to step forward and step back
- Stay in the room (struggle together)
- Interrogate self and systems
- Accept lack of closure



Intended Outcomes

Participants will:

- Deepen understanding of how and where culture exists in our schools, classrooms, and shared spaces
- Explore the qualities of an equitable classroom and the central role of noticing and self-reflection in the implementation of culturally responsive and sustaining practices
- Discover promising practices and behaviors to support a critical consciousness, and foster culturally affirmative schooling experiences for culturally diverse students and staff



Setting the Stage



Culture in Schools



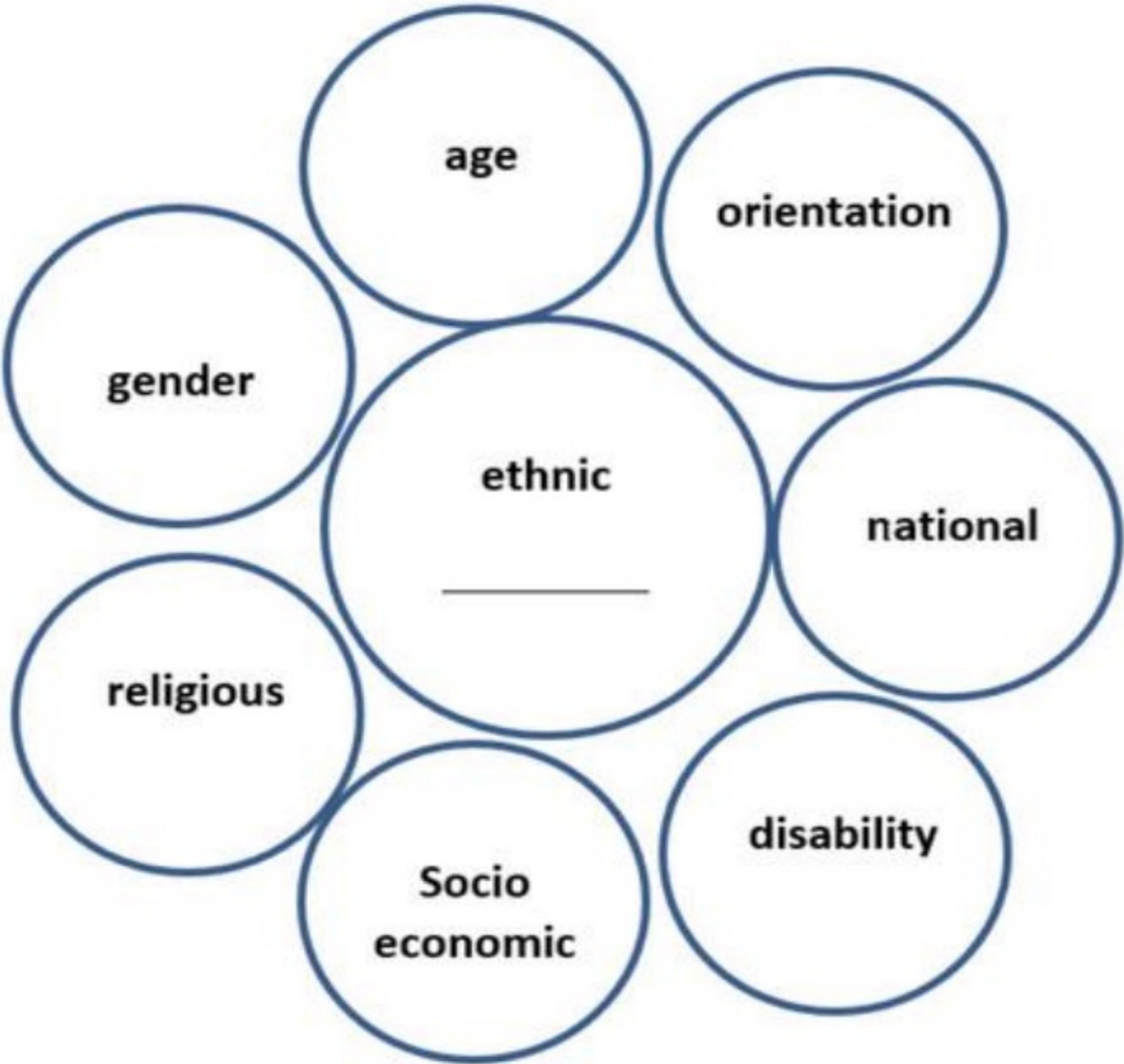


Ways we see culture in schools


- Language
- Non-verbal communication: gestures, body language, and facial expressions
- Clothing, fashion
- Curriculum materials
- Instruction
- Learning
- Hairstyles
- Physical appearances
- Greetings
- Social interactions
- Music
- Vocabulary
- Spatial reasoning
- Relationships
- Perceptions of time
- Artifacts and objects
- Values and principles



RINGS OF CULTURE



New Mexico Public Education Department, 2020



Schools become a meeting place for cultures, containing children and adults who bring with them multiple facets of their identity, along with unique experiences and perspectives.

NYSED Culturally Responsive-Sustaining Education Framework (2019)

What are ways we invalidate students' home culture?

Educator Commitments: Instructional Practices and Critical Self-Examination

Language of This Work

What Is Culturally Responsive and Sustaining Education?

Gloria Ladson-Billings

Students:

- Experience academic success
- Develop and/or maintain cultural competence
- Develop a critical consciousness through which they challenge the status quo of the current social order

(Ladson-Billings, 1995, p. 160)

Zaretta Hammond

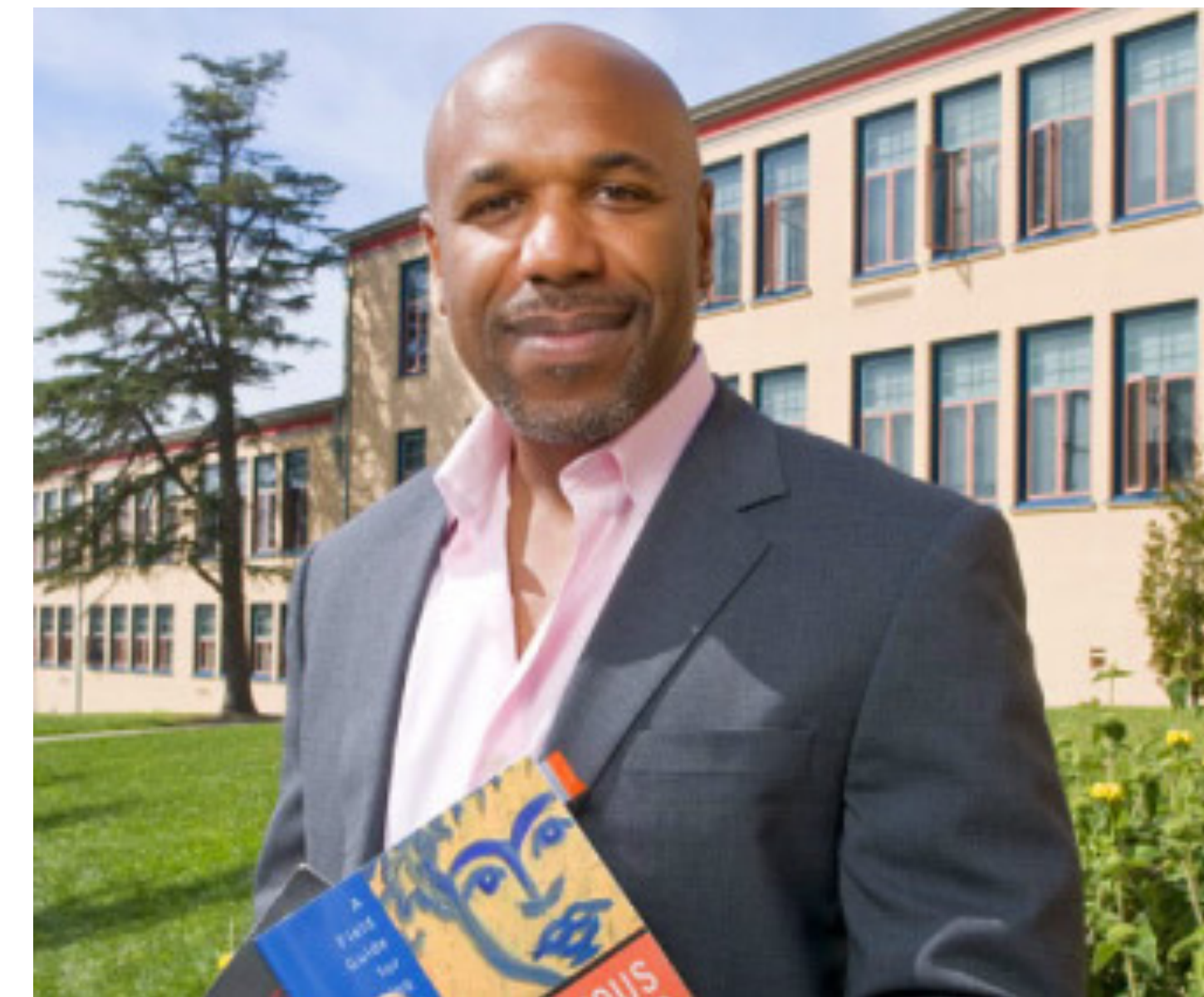
Educators:

- Recognize impact of racialized society
- Recognize and validate students' use of cultural capital
- Connect content to student knowledge and culture
- Build relationships and social-emotional connection to create a safe space for learning

(Hammond, 2015, pp. 15 and 17)

Equity

“Equity in education is raising the achievement of all students while narrowing the gaps between the highest- and lowest-performing students; and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.”



Glenn Singleton

Equity in the Classroom



Voice

Agency

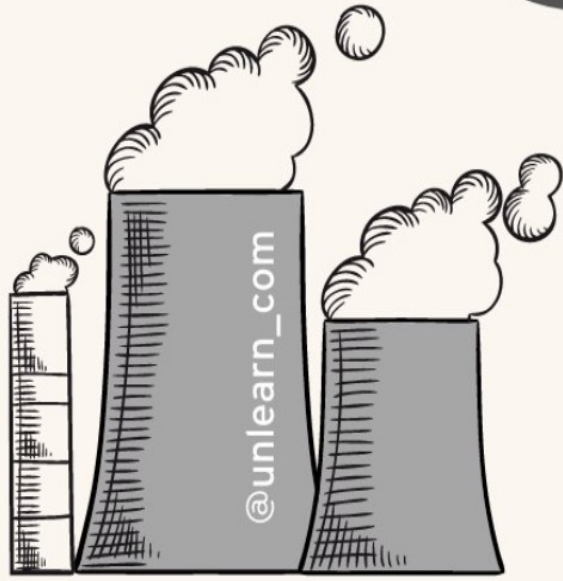
Visibility

Authority

Cultural racism...
is like smog.

Sometimes it is so thick it is visible,
other times it is less apparent,

but always, day in
and day out, we are
breathing it in...



None of us would
introduce ourselves as
'smog breathers'

(and most of us don't
want to be described as
prejudiced),

but if we live in a
smoggy place, how
can we avoid
breathing the air?"

- Beverly Daniel Tatum, Ph.D

unlearn.®



“ We are
smog
breathers.”

Dr. Beverly Tatum, 2006

Critical Consciousness

“The process whereby people achieve an illuminating awareness of the socioeconomic and cultural circumstances that shape their lives and their capacity to transform that reality” (Freire, 1978) is an active, participatory process through which individuals and groups gain greater control over their identities and lives, protect human rights, and reduce social injustice (Maton, 2008).

“A broader sociopolitical consciousness that allows individuals to critique the cultural norms, values, morals, and institutions that produce and maintain social inequities (Gloria Ladson-Billings, 2012).”



The Discipline of Noticing & The Inner Witness

- The ability to see, interpret, and respond to behaviors that facilitate equitable interactions and participation
- Noticing for equity also includes teachers attending to and addressing issues of race, gender, class, status, etc.
- An inner witness is the intentional self-observation necessary to sustain disciplined attempts to notice (Mason, 2011).



Developing an Inner Witness

We can develop an inner witness toward *anything*.

- An inner witness highlights information and interaction according to the lens or perspective the teacher has developed.
- It can be likened to a guide on your shoulder pointing out relevant information.

Cultivating an inner witness requires preparation reflection and opportunities to see and understand the world differently

- What we notice and the inner witness(es) we develop are influenced by many things: pedagogy, curricula, *positionality*, as well as other things.





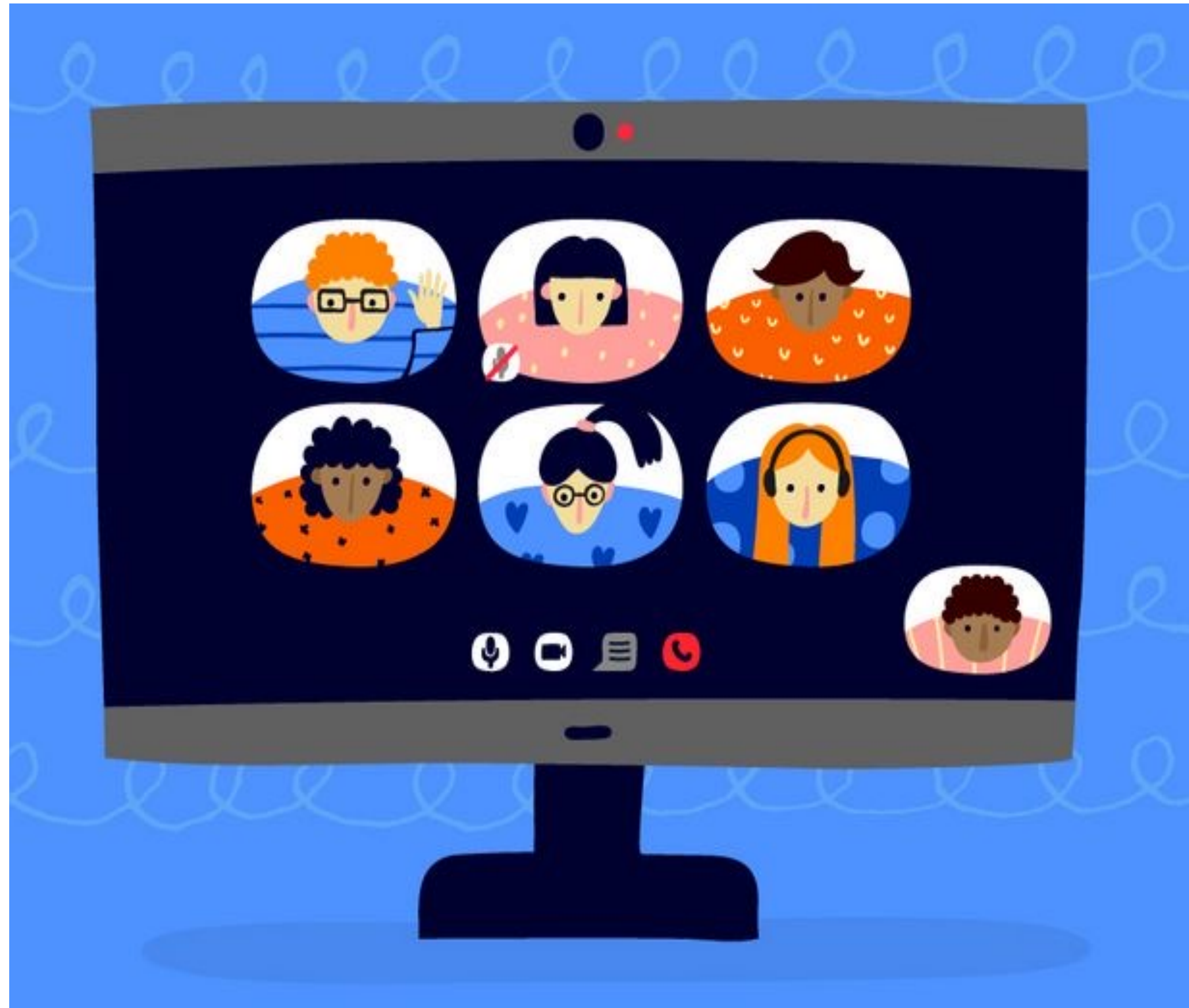
Guided Reflection

Take 3 to 4 minutes to write about a time when you've observed an injustice or inequity in your classroom or school. Include as many details of the situation as you recall.

Listening to the following prompts, you will be guided to jot down responses and notes in relation to the above observation.

1. *Why is this situation an issue of injustice or inequity?*
2. *What are some ways to address or resolve this injustice or inequity?*

Checking In



In the chat, please respond:

What information is new and/or surprising to you? What aha's are you experiencing?

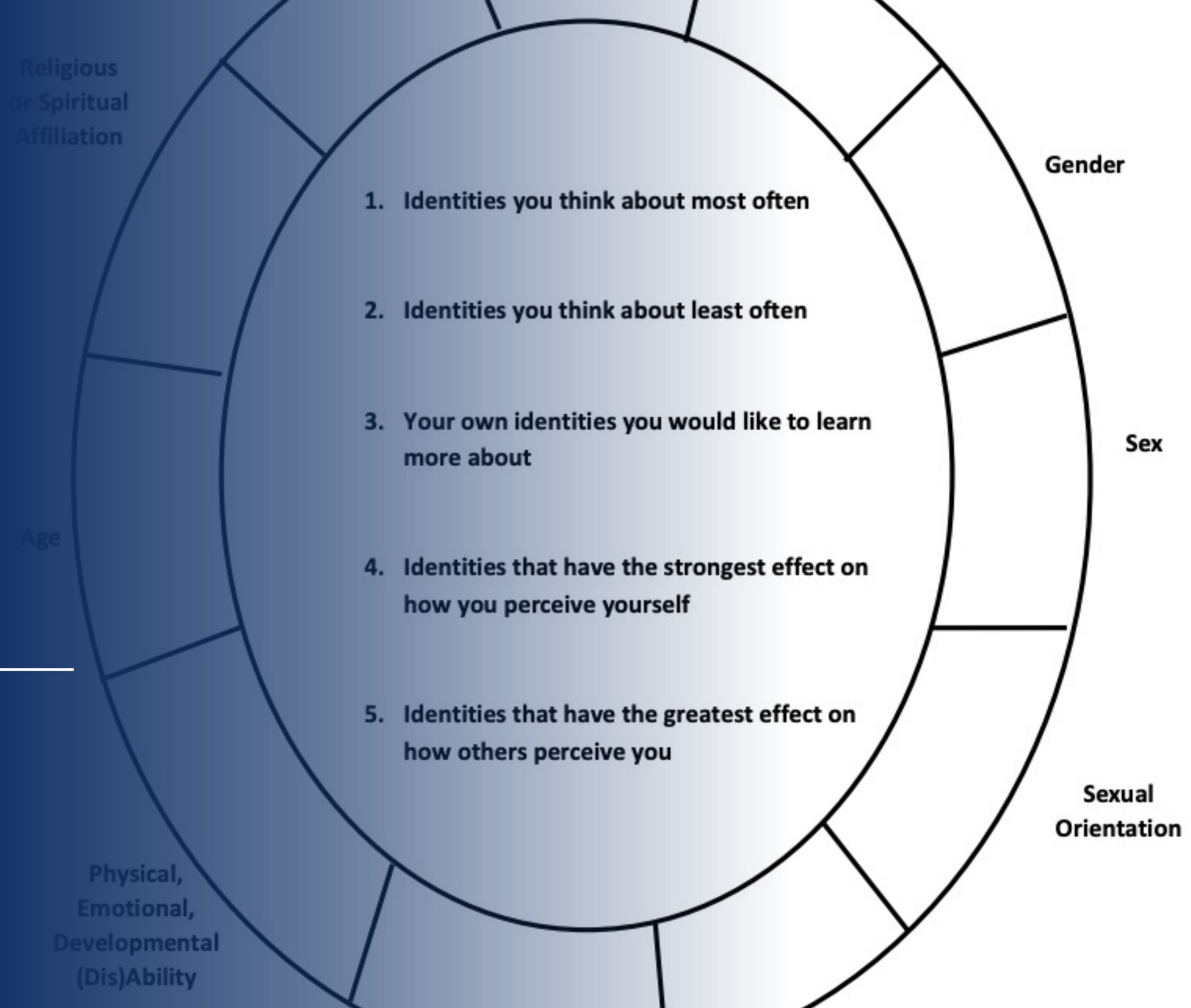
What curiosities and questions do you have?

Reflecting on One's Cultural Lens

“Culturally responsive educators routinely reflect on their own life experiences and membership in various social groups (such as by race, ethnicity, social class, and gender), and they ask themselves how these factors influence their beliefs about cultural diversity. They understand that they, like everyone, can unwittingly adopt societal biases that can shape the nature of their interactions with students, families, and colleagues.”

Post-Session Assignment: *Let's Talk Identity*

Social Identity Wheel



Reflection



- What did you learn about yourself going through the social identity wheel activity?
- How has your understanding of your self-identity changed over time?
- Which identities gives you power and privilege?

Culturally Responsive Coaching Questions

University of South Florida



USF Culturally Responsive Coaching Questions

College of Education
Childhood Education & Literacy Studies



Classroom Caring and Teacher Dispositions

- How will you ensure all students are engaged in this lesson?
- How will you ensure all students are meeting your learning goals for this lesson?
- How will you make sure all students have a voice in this lesson?
- How will you encourage your students to be respectful of other students and their perspectives?

Classroom Climate/Physical Environment

- How will you provide all students with a representation of themselves in the lesson? (i.e. through literature, lesson examples, etc.)
- How will you foster collaboration among your students? What can you do to the physical environment of the classroom to help facilitate collaboration?

Students' Lives/Construct Knowledge/Learn about Students' Lives

- How does this lesson connect to your students' experiences?
- How did you use your relationships with your students to design your lesson/activities?
- What could you have done instead (based on students' experiences if they are unaware of the topic you are teaching)?
- Thinking about the content of the lesson, how are some students' privileged over others based on their experiences?
- How may your students' experiences lead to inequities in the classroom or privilege?

Questions?

Closing Activity:

Share one action you will take following today's webinar or one word describing how you feel after today's session.



Thank you.

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Thank you for joining us.
