

# Culturally Responsive Education for Teachers of Rochester City School District: A Professional Development Plan by Tyler Jarosinski

<b>Dates of PD:</b>	Session 1: September, 2018 – Disproportionality Data & Goals of CRE Session 2: November, 2018 – Effectively Planning for Responsive Instruction Session 3: January, 2019 – Fostering a Responsive Classroom Climate Session 4: March, 2019 – Teacher Leadership: Taking CRE Beyond the Classroom
<b>Location of PD:</b>	World of Inquiry School No. 58
<b>Length of PD:</b>	2 hour per session
<b>Expected Participants:</b>	25-30 teachers and support staff are expected as projected from previous school-wide PD attendance
<b>Learning Objectives:</b>	<p><b>Session 1: Disproportionality Data &amp; Goals of CRE</b> <u>Group Objectives –</u></p> <ol style="list-style-type: none"> <li>1. Teachers will be able to critically analyze assessment data from the RCSD report card</li> <li>2. Teachers will be able to recognize the identified problem of disproportionality and explain its significance using examples from the assessment data</li> <li>3. Teachers will be able to collaboratively discuss the implications of racial achievement disproportionality in regards to student learning</li> <li>4. Teachers will be able to increase their awareness of CRE by participating in a discussion of the basic fundamental principles</li> </ol> <p><b>Session 2: Effectively Planning For Responsive Instruction</b> <u>Individual Objectives –</u></p> <ol style="list-style-type: none"> <li>5. Teachers will be able to incorporate texts that reflect the diversity of the classroom and write learning targets that include language objectives (p. 12-14)</li> <li>6. Teachers will be able to examine and address the appropriateness of images and themes within instructional materials and curricula (p. 15, 16)</li> <li>7. Teachers will be able to use student choice in their differentiated instruction (p. 17, 18)</li> <li>8. Teachers will be able to apply student voice to the planning of instruction and instructional activities (p. 19)</li> <li>9. Teachers will be able to scaffold learning with culturally familiar examples (p. 20, 21)</li> <li>10. Teachers will be able to supplement curricula with lessons about current events (p. 22)</li> <li>11. Teachers will be able to promote cross-cultural comparisons and open-ended and higher-order questioning (23, 24)</li> </ol> <p><u>Group Objectives –</u></p> <ol style="list-style-type: none"> <li>12. Teachers will be able to critically reflect on their ability to plan and facilitate instruction that is culturally responsive</li> <li>13. Teachers will be able to choose one area of planning and/or instruction to which they will apply one or more culturally responsive teaching practices</li> </ol> <p><b>Session 3: Fostering a Responsive Classroom Climate</b> <u>Individual Objectives –</u></p> <ol style="list-style-type: none"> <li>14. Teacher will be able to incorporate cooperative and collaborative learning in their daily instruction (p. 26-28)</li> <li>15. Teachers will be able to relate academic material to students' experiences (p. 29-31)</li> <li>16. Teachers will be able to understand the importance of supporting the use of non-traditional discourse styles in instruction and interactions (p. 32-35)</li> <li>17. Teachers will be able to promote a culturally responsive physical environment through appropriate imagery, icons, and symbols (p. 36-38)</li> <li>18. Teachers will be able to hold all students to high expectations (p. 39-41)</li> <li>19. Teachers will be able to support students' social-emotional safety through the use of a restorative justice approach to community building, discipline, and conflict resolution (p. 42-45)</li> </ol> <p><u>Group Objectives –</u></p> <ol style="list-style-type: none"> <li>20. Teachers will be able to critically reflect on their ability to foster a culturally responsive classroom climate</li> <li>21. Teachers will be able to choose one area of fostering a responsive classroom climate to which they will apply one or more culturally responsive teaching practices</li> </ol> <p><b>Session 4: Teacher Leadership: CRE Beyond the Classroom</b> <u>Individual Objectives –</u></p> <ol style="list-style-type: none"> <li>22. Teachers will be able to assess and critically reflect upon their cultural competency using the</li> </ol>

	<p>cultural competency continuum (p. 47, 48)</p> <p>23. Teachers will be able to understand the relationship between culture and personal identity (p. 49, 50)</p> <p>24. Teachers will be able to spend time learning about the cultures and languages of students outside of class (p. 51-53)</p> <p>25. Teachers will be able to affirm linguistic diversity by incorporating student vocabulary in instruction and/or instructional activities (p. 54, 55)</p> <p>26. Teachers will be able to recognize and examine their own implicit biases in and outside of the classroom (p. 56, 57)</p> <p>27. Teachers will be able to support students to be activists of the world they live in (p. 58-60)</p> <p><u>Group Objectives –</u></p> <p>28. Teachers will be able to increase their cultural awareness and cultural competency through CRE training</p> <p>29. Teachers will be able to acknowledge their own prejudice, bias, and stereotypes</p> <p>30. Teachers will be able to respond to prejudice, bias, and stereotypes in and outside of the classroom</p>
<b>Materials:</b>	CRE handbook copied in color, handout with learning objective checklist, articles and excerpts for reading and greeting,

## Session 1: Disproportionality Data & Goals of CRE

Time	Instructional Activity	Facilitator Script
25 minutes	<p><b><u>Reading and Greeting</u></b></p> <p>1. PD Participants pick up materials and sit in one of the chairs in the circle</p> <p>2. <b>Reading:</b> “This is What it Feels Like to be Black in White Spaces” by Elijah Anderson (2018) located at: <a href="https://courageousconversation.com/his-is-what-it-feels-like-to-be-black-in-white-spaces/">https://courageousconversation.com/his-is-what-it-feels-like-to-be-black-in-white-spaces/</a></p> <p>3. <b>Greeting:</b> Share out one frustration or concern weighing heavily on your mind that you can leave at the door today in order to be physically and mentally present in the learning that takes place</p>	<p>2. “Today’s session on Culturally Responsive Teaching is the first in a series of four professional development sessions in which teachers will explore the roles of culture and race in student learning and examine how to use the differences of their culturally and linguistically diverse students as a benefit to instruction and classroom climate. We’re going to start off taking turns reading an article written by Elijah Anderson about being black in majority white spaces. For many of our students of color, schools reflect society and society is full of social inequities. And with most schools in our district consisting of primarily white teachers, it is important to make constant efforts to understand the unique life experiences of our students”</p> <p>3. ”In order for us to truly be present in today’s learning, it’s important to let go of anything that is pulling our attention from the present moment. For example, I can’t stop thinking about all the grading I have to do, but for me to be my best self, I’m going to leave that stress at the door and try not to let it distract me from living in this moment right now.”</p>
10 minutes	<p><b><u>Introduction to the PD Series:</u></b></p> <p>1. Pass out Individual &amp; Group Learning Objectives handout and go over learning objectives specific to today’s session</p> <p>2. Pass out copies of handbook and explain the format each session will follow</p>	<p>1. “Each session will consist of individual and group learning objectives. The group objectives are learning targets that every participant achieves and the individual objectives are learning targets from which you will select one to focus on for each session. Allowing students to select their own learning targets is a great way to increase motivation and engagement. For the purpose of honoring everyone’s time, I felt it was important for you to get the most out of each session by allowing you to choose a specific area of focus for each sessions. For today’s session, there aren’t any individual learning objectives; therefore, we will all be</p>

		<p>focusing on the same four group learning objectives you can see on your sheet”</p> <p>2. “For each session, this handbook will be utilized as our anchor text. In the beginning of each learning session you will look over the individual learning objectives from the handout and choose one that is of interest and relevance to you. Because we are all at different parts in our journey toward being culturally responsive teachers, and because the handbook is so extensive, I wanted you to be able to focus your time in the areas of your choosing. After you’ve chosen a learning objective, you will use the CRE Note-catcher provided to guide your learning in a ten minute independent learning session. After, you will share your learning with group members using the discussion prompts provided. By the end of each session, you should leave with a firm understanding of at least one teaching practice which you can immediately apply to your teaching in addition to leaving with a general overview of other teaching practices shared by your group members.”</p>
15 minutes	<p><b><u>Independent Learning</u></b></p> <p>1. Participants will refer to pages 6-10 of their handbook and independently follow the prompts located in the note-catcher provided (questions 1-3)</p>	<p>1. “Using your handbook and a note-catcher, please examine the information located on pages 6-10. Record your responses to the discussion prompts on the note-catcher provided. You will have 20 minutes to do this so please take your time and complete the questions thoroughly. If you finish early, you may wish to use your extra time to explore other sections of the handbook to get an idea of what will be covered in future sessions.”</p>
25 minutes	<p><b><u>Collaborative Learning</u></b></p> <p>1. [Participants are still sitting in a circle at this points] Participants will count off by fours and split off into small learning groups based on their number (group one, group two, etc.)</p> <p>2. In their groups, participants will take turns sharing out their responses to the discussion prompts on the note-catcher</p>	<p>1. “For our next activity, you will be sharing out your discussion responses in small learning groups using normal circle protocols (talking piece, connection round, etc.) at the discretion of your group. Please count off by fours and sit in a circle somewhere in the room or hallway with the members who share your number.”</p>
35 minutes	<p><b><u>Circle Discussion:</u></b></p> <p>1. After their small group learning, PD participants will rejoin the original circle for a circle discussion</p> <p>2. Participants will be asked to think about the following prompts and provide a response that they will contribute during the circle discussion</p> <p>3. Participants will use a talking piece and are allowed to pass</p> <p><b><u>Discussion Prompts:</u></b></p> <p><b>Round 1:</b> What previous knowledge of CRE did you bring with you to today’s PD? OR What is your initial understanding of CRE that you gained from today’s session?</p> <p><b>Round 2:</b> Looking at the Table of Contents within the handbook, what</p>	<p>1. “Please wrap-up your conversations with your group members and rejoin the original circle so that we can apply your independent learning and collaborative learning to a larger-scale circle discussion.”</p> <p>2. “For this circle discussion, we will have two rounds, each with a connection round. For Round 1, the discussion questions is: ‘What previous knowledge of CRE did you bring with you to today’s PD? Or ‘What is your initial understanding of CRE that you gained from today’s lesson?’ If you do not have previous knowledge of CRE, which is OK, just share out what you understand about CRE from today’s session. Remember, if you choose not to share you may pass. Once everyone has shared, try to make a connection with something someone else said.”</p> <p>3. “Before we begin Round 2, please spend 60 seconds glancing at the Table of Contents of your handbook. For Round 2, the discussion question is: ‘What component of CRE are you most looking forward to uncovering and learning more about this year?’ Once everyone has shared, try to</p>

	component of CRE are you most looking forward to uncovering this year?	make a connection with something someone else said.”
10 minutes	<p><b>Closure &amp; Self-Evaluation</b></p> <ol style="list-style-type: none"> <li>Teachers will be asked to anonymously reflect on their ability to implement CRE in their classrooms and acknowledge any issues or concerns they have regarding the topics to be covered</li> <li>Teachers will also be asked to evaluate themselves on their successful completion of the session’s learning objectives</li> </ol>	<ol style="list-style-type: none"> <li>“Because critical reflection is a key component of CRE, the ticket out the door today asks you to critically reflect on your ability to implement CRE in your classrooms, your interactions with students, and your daily instruction. The more honest you are with your answers, the easier it will be for PD facilitators to tailor the material to fit your needs. If you wish to keep your answers anonymous that is totally acceptable”</li> <li>“On the bottom portion of the ticket out the door, you will evaluate yourself on the successful completion of this session’s learning objectives. You will place a checkmark where you fall in regards to your level of confidence for each learning objective.”</li> </ol>

## Session 2: Effectively Planning for Responsive Instruction

Time	Instructional Activity	Facilitator Script
25 minutes	<p><b>Reading and Greeting</b></p> <ol style="list-style-type: none"> <li>PD Participants pick up materials and sit in one of the chairs in the circle</li> <li><b>Reading:</b> “Frequently Asked Questions about Culturally Responsive Instruction” by Inclusive Schools Network (2015)  <a href="https://inclusiveschools.org/frequently-asked-questions-about-culturally-responsive-instruction/">https://inclusiveschools.org/frequently-asked-questions-about-culturally-responsive-instruction/</a></li> <li><b>Greeting:</b> Share out one way you were culturally responsive since our last PD session.</li> </ol>	<ol style="list-style-type: none"> <li>“Today’s session on Culturally Responsive Teaching is the second in a series of four professional development sessions in which teachers will explore the roles of culture and race in student learning and examine how to use the differences of their culturally and linguistically diverse students as a benefit to instruction and classroom climate. We’re going to start off taking turns reading an article from the Inclusive Schools Network about the common questions surrounding today’s topic, culturally responsive instruction.”</li> <li>“Today’s greeting asks you to reflect on your actions and thoughts since the last session. Remember, CRE doesn’t just focus on your teaching, you can mention any changes in your mentality or thought process, changes in your interactions, etc.”</li> </ol>
10 minutes	<p><b>Overview of Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>Facilitator will review the learning objectives for this session</li> <li>Participants will be instructed to refer to the handout of learning objectives</li> <li>Participants will select their own learning objective(s) from the list</li> </ol>	<p>“As stated at the previous session, for each session, we will be using the CRE handbook as our anchor text. In the beginning of each learning session you will look over the individual learning objectives from the handout and choose one that is of interest and relevance to you. Because we are all at different parts in our journey toward being culturally responsive teachers, and because the handbook is so extensive, I wanted you to be able to focus your time in the areas of your choosing. After you’ve chosen a learning objective, you will use the CRE Note-catcher provided to guide your learning in a ten minute independent learning session. After, you will share your learning with group members using the discussion prompts provided. By the end of each session, you should leave with a firm understanding of at least one teaching practice which you can immediately apply to your teaching in addition to leaving with a general overview of other teaching practices shared by your group members.”</p>

15 minutes	<p><b><u>Independent Learning:</u></b></p> <ol style="list-style-type: none"> <li>1. Participants will refer to pages 11-24 of their handbook and flip through the chapter to find the pages relevant to your chosen learning objective.</li> <li>2. Independently follow the prompts located on the note-catcher provided</li> <li>3. With help of the note-catcher, PD participants will reflect on their own teaching, and challenge themselves to think of ways they can immediately apply their strategy to their teaching</li> </ol>	<ol style="list-style-type: none"> <li>1. "On your learning objectives handout there are page numbers located next to each individual objective. Locate the page numbers for your chosen objective."</li> <li>2. "Use your note-catcher to organize your thoughts and begin creating your action plan to implement your chosen objective. Try to be as detailed as possible with your responses so that you can make meaningful contributions to your collaborative learning group."</li> </ol>
25 minutes	<p><b><u>Collaborative Learning:</u></b></p> <ol style="list-style-type: none"> <li>1. [Participants are still sitting in a circle at this points] Participants will count off by fours and split off into small learning groups based on their number (group one, group two, etc.)</li> <li>2. In their groups, participants will take turns sharing out their responses to the discussion prompts on the note-catcher</li> </ol>	<ol style="list-style-type: none"> <li>1. "For our next activity, you will be sharing out your discussion responses in small learning groups using normal circle protocols (talking piece, connection round, etc.) at the discretion of your group. Please count off by fours and sit in a circle somewhere in the room or hallway with the members who share your number."</li> </ol>
35 minutes	<p><b><u>Circle Discussion:</u></b></p> <ol style="list-style-type: none"> <li>1. After their small group learning, PD participants will rejoin the original circle for a circle discussion</li> <li>2. Participants will be asked to think about the following prompts and provide a response that they will contribute during the circle discussion</li> <li>3. Participants will use a talking piece and are allowed to pass</li> </ol> <p><b><u>Discussion Prompts:</u></b></p> <p><b>Round 1:</b> What objective did you choose and what is one thing you're taking away from today's learning session as it relates to your objective?</p> <p><b>Round 2:</b> What is one question you have or something you are wondering in regards to the CRE strategies you learned today or future strategies to be covered?</p>	<ol style="list-style-type: none"> <li>1. "Please wrap-up your conversations with your group members and rejoin the original circle so that we can apply your independent learning and collaborative learning to a larger-scale circle discussion."</li> <li>2. "For this circle discussion, we will have two rounds, each with a connection round. For Round 1, the discussion questions is: 'What objective did you choose and what is one thing you're taking away from today's learning session as it relates to your objective?' Remember, if you choose not to share you may pass. Once everyone has shared, try to make a connection with something someone else said."</li> <li>3. "For Round 2, the discussion question is: 'What is one question you have or something you are wondering in regards to the CRE strategies you learned today or future strategies to be covered?' Once everyone has shared, try to make a connection with something someone else said."</li> </ol>
10 minutes	<p><b><u>Closure &amp; Self-Evaluation</u></b></p> <ol style="list-style-type: none"> <li>1. Teachers will be asked to anonymously reflect on their ability to implement CRE in their classrooms and acknowledge any issues or concerns they have regarding the topics to be covered</li> <li>2. Teachers will also be asked to evaluate themselves on their successful completion of the session's learning objectives</li> </ol>	<ol style="list-style-type: none"> <li>1. "Because critical reflection is a key component of CRE, the ticket out the door today asks you to critically reflect on your ability to implement CRE in your classrooms, your interactions with students, and your daily instruction. The more honest you are with your answers, the easier it will be for PD facilitators to tailor the material to fit your needs. If you wish to keep your answers anonymous that is totally acceptable"</li> <li>2. "On the bottom portion of the ticket out the door, you will evaluate yourself on the successful completion of this session's learning objectives. You will place a checkmark where you fall in regards to your level of confidence for each learning objective."</li> </ol>



# Individual & Group Learning Objectives for Each Session:

## Session 1: Disproportionality Data & Goals of CRE

### Individual Objectives

### Group Objectives

1. Teachers will be able to critically analyze assessment data from the RCSD report card
2. Teachers will be able to recognize the identified problem of disproportionality and explain its significance using examples from the assessment data
3. Teachers will be able to collaboratively discuss the implications of racial achievement disproportionality in regards to student learning
4. Teachers will be able to increase their awareness of CRE by participating in a discussion of the basic fundamental principles

## Session 2: Effectively Planning For Responsive Instruction

### Individual Objectives

### Group Objectives

- Teachers will be able to incorporate texts that reflect the diversity of the classroom and write learning targets that include language objectives (p. 12-14)
- Teachers will be able to examine and address the appropriateness of images and themes within instructional materials and curricula (p. 15, 16)
- Teachers will be able to use student choice in their differentiated instruction (p. 17, 18)
- Teachers will be able to apply student voice to the planning of instruction and instructional activities (p. 19)
- Teachers will be able to scaffold learning with culturally familiar examples (p. 20, 21)
- Teachers will be able to supplement curricula with lessons about current events (p. 22)
- Teachers will be able to promote cross-cultural comparisons and open-ended and higher-order questioning (23, 24)

1. Teachers will be able to critically reflect on their ability to plan and facilitate instruction that is culturally responsive
2. Teachers will be able to choose one area of planning and/or instruction to which they will apply one or more culturally responsive teaching practices

## Session 3: Fostering a Responsive Classroom Climate

### Individual Objectives

- Teacher will be able to incorporate cooperative and collaborative learning in their daily instruction (p. 26-28)
- Teachers will be able to relate academic material to students' experiences (p. 29-31)
- Teachers will be able to understand the importance of supporting the use of non-traditional discourse styles in instruction and interactions (p. 32-35)
- Teachers will be able to promote a culturally responsive physical environment through appropriate imagery, icons, and symbols (p. 36-38)
- Teachers will be able to hold all students to high expectations (p. 39-41)
- Teachers will be able to support students' social-emotional safety through the use of a restorative justice approach to community building, discipline, and conflict resolution (p. 42-45)

### Group Objectives

1. Teachers will be able to critically reflect on their ability to foster a culturally responsive classroom climate
2. Teachers will be able to choose one area of fostering a responsive classroom climate to which they will apply one or more culturally responsive teaching practices

## Session 4: Teacher Leadership: CRE Beyond the Classroom

### Individual Objectives

- Teachers will be able to assess and critically reflect upon their cultural competency using the cultural competency continuum (p. 47, 48)
- Teachers will be able to understand the relationship between culture and personal identity (p. 49, 50)
- Teachers will be able to spend time learning about the cultures and languages of students outside of class (p. 51-53)
- Teachers will be able to affirm linguistic diversity by incorporating student vocabulary in instruction and/or instructional activities (p. 54, 55)
- Teachers will be able to recognize and examine their own implicit biases in and outside of the classroom (p. 56, 57)
- Teachers will be able to support students to be activists of the world they live in (p. 58-60)

### Group Objectives

1. Teachers will be able to increase their cultural awareness and cultural competency through CRE training
2. Teachers will be able to acknowledge their own prejudice, bias, and stereotypes
3. Teachers will be able to respond to prejudice, bias, and stereotypes in and outside of the classroom

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Culturally Responsive Education: Note-catcher

**Session 1: Disproportionality Data & Goals of CRE**

1. The assessment data on pages 6 and 7 show exam results in which White students outperformed students of color. What could be some reasons why more White students did well on these exams even though more Hispanic/Latino and Black/African American students took the exam?

2. The assessment data on page 8 show exam results in which Non-ELLs outperformed ELLs based on percentage of students who passed. What could be some reasons why more Non-ELLs did well on these exams and ELLs did not?

3. Based on the information from pages 9 and 10, what are some of the basic principles or goals of CRE?

**Session 2: Effectively Planning For Responsive Instruction**

1. What learning objective did you choose to focus on?

2. What key information or strategies did you gain from researching your learning objective?

3. How do you plan on applying your learning from today to your daily interactions and instruction? Give specific examples. How will you hold yourself accountable for this plan?

### **Session 3: Fostering a Responsive Classroom Climate**

1. What learning objective did you choose to focus on?

2. What key information or strategies did you gain from researching your learning objective?

3. How do you plan on applying your learning from today to your daily interactions and instruction? Give specific examples. How will you hold yourself accountable for this plan?

### **Session 4: Teacher Leadership: CRE Beyond the Classroom**

1. What learning objective did you choose to focus on?

2. What key information or strategies did you gain from researching your learning objective?

3. How do you plan on applying your learning from today to your daily interactions and instruction? Give specific examples. How will you hold yourself accountable for this plan?

Name (Optional): \_\_\_\_\_ Date: \_\_\_\_\_

Culturally Responsive Education: Session 1 Ticket out the door

**A. Respond to the questions below as honestly and openly as possible. Your answers are essential to helping PD facilitators address the school-wide implementation of CRE at WOIS.**

1. After today's session, how do you feel about your ability to implement CRE in your classroom and daily instruction?

2. Are there any initial obstacles or potential obstacles you are concerned will hinder your ability to implement CRE in your classroom and daily instruction?

3. What questions or concerns do you have regarding future topics to be covered in the other PD sessions?

**B. Evaluate yourself on your completion of this session's learning objectives by placing a checkmark in the appropriate box.**

	I am <b>not confident</b> in my completion of this learning objective	I am <b>somewhat confident</b> in my completion of this learning objective	I am <b>very confident</b> in my completion of this learning objective
1. Teachers will be able to critically analyze assessment data from the RCSD report card			
2. Teachers will be able to recognize the identified problem of disproportionality and explain its significance using examples from the assessment data			
3. Teachers will be able to collaboratively discuss the implications of racial achievement disproportionality in regards to student learning			
4. Teachers will be able to increase their awareness of CRE by participating in a discussion of the basic fundamental principles			

Name (Optional): \_\_\_\_\_ Date: \_\_\_\_\_

Culturally Responsive Education: Session 2 Ticket out the door

**A. Respond to the questions below as honestly and openly as possible. Your answers are essential to helping PD facilitators address the school-wide implementation of CRE at WOIS.**

1. After today's session, how do you feel about your ability to apply the knowledge you gained from your learning objective to your classroom, interactions, and daily instruction?

2. Are there any initial obstacles or potential obstacles you are concerned will hinder your ability to implement CRE in your classroom and daily instruction?

3. If you could sum up your learning from today in one or two words, what would they be?

**B. Evaluate yourself on your completion of this session's learning objectives by placing a checkmark in the appropriate box. Write your individual learning objective in the blank space.**

	I am <b>not confident</b> in my completion of this learning objective	I am <b>somewhat confident</b> in my completion of this learning objective	I am <b>very confident</b> in my completion of this learning objective
1. Teachers will be able to critically reflect on their ability to plan and facilitate instruction that is culturally responsive			
2. Teachers will be able to choose one area of planning and/or instruction to which they will apply one or more culturally responsive teaching practices			
3.			
4.			