



Our **vision** is to provide high-quality educational opportunities that inspire a community of learners

WELLNESS • EQUITY • ENGAGEMENT

Our **mission** is to develop engaged, well-balanced learners through collaborative, caring relationships

# Culturally Responsive Practices

November 1, 2022

WELLNESS • EQUITY • ENGAGEMENT

## Agenda

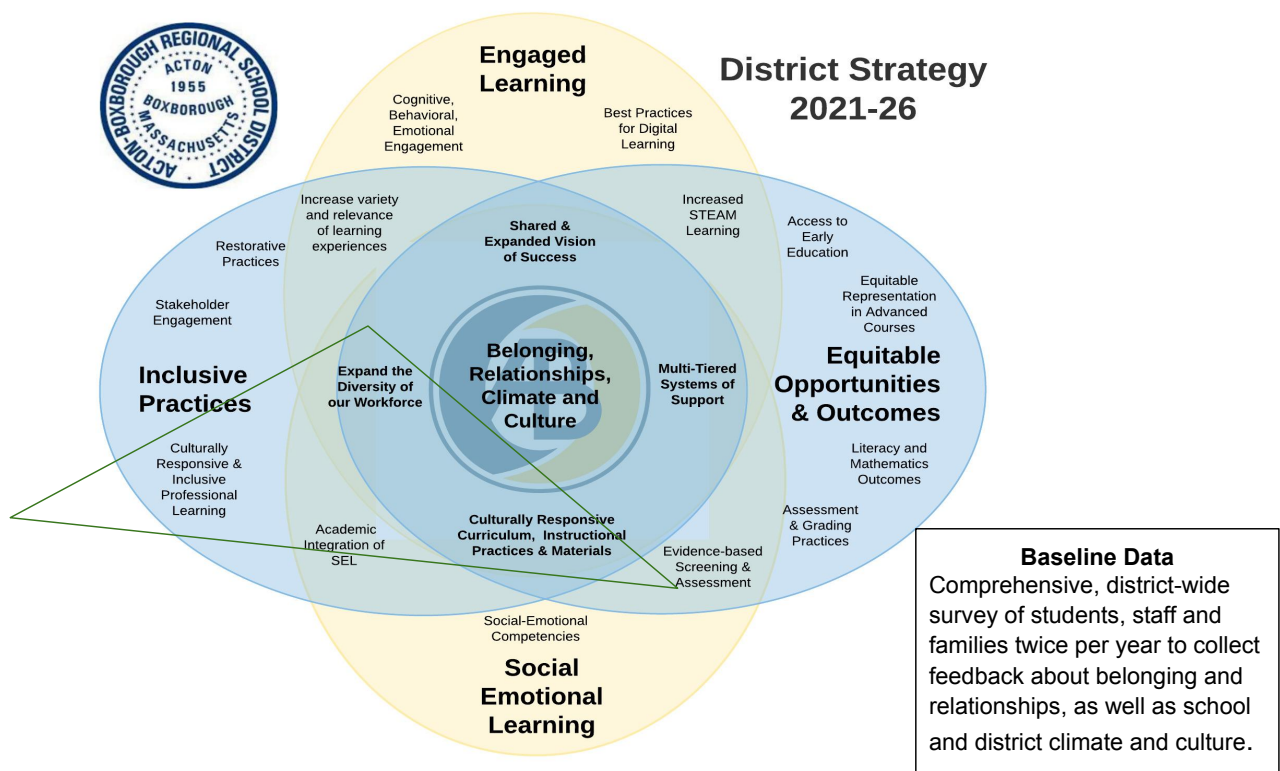
- District Strategy and Framework
- SEED (Seeking Educational Equity and Diversity)
- CRTL (Culturally Responsive Teacher Leaders)
- Curriculum
- Welcome Center

# Strategy and Framework

Deborah Bookis, Ed.D. and Jennifer Faber

WELLNESS • EQUITY • ENGAGEMENT

## District Strategy

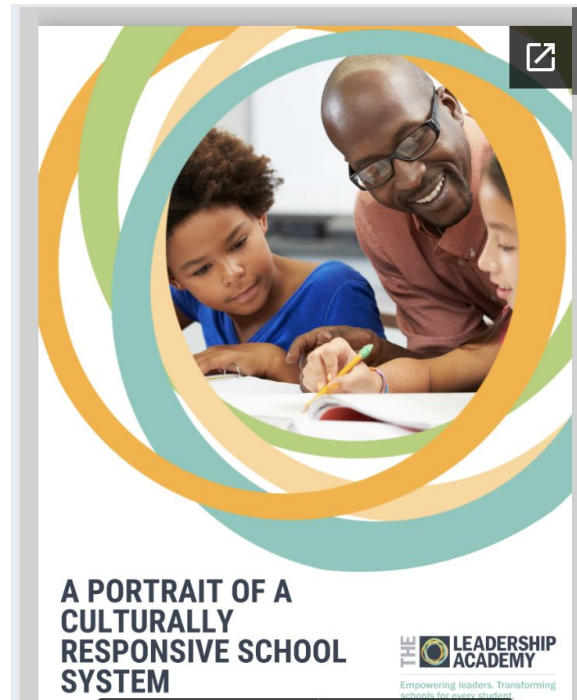


WELLNESS • EQUITY • ENGAGEMENT

# A Culturally Responsive Framework



ABRSD is using *A Portrait of a Culturally Responsive School System* as a Framework to guide and evaluate our work to improve students', staff, and families' sense of belonging by strengthening school culture and climate, diversifying the professional staff, and intentionally implementing culturally-responsive instructional practices and materials.



WELLNESS • EQUITY • ENGAGEMENT

## SEED (Seeking Educational Equity and Diversity)

Karin Drowne and Maureen Lin

WELLNESS • EQUITY • ENGAGEMENT

# History of SEED

- Founded in 1987 at Wellesley College by Dr. Peggy McIntosh
- SEED stems from the belief that teachers learn best from their peers, who become facilitators, fashioning their own professional development
- SEED encourages teachers to learn from others' experiences of inequity in terms of race, gender, class, and other systems of oppression and privilege



WELLNESS • EQUITY • ENGAGEMENT

## SEED at AB

- Started in 2017
- We now have 15 SEED Leaders throughout the district
- SEED is not a “training”
- SEED leaders guide colleagues in experiential, interactive exercises and conversations
- Cultivating spaces for self-learning and peer-sharing is a necessary prelude to creating more inclusive learning spaces and communities

WELLNESS • EQUITY • ENGAGEMENT

# Planting the SEED...

- Changes the filter through which you see education and your own pedagogy
- Adjustments to curriculum, policies and practices
- Conversation partners, champions
- School based work

WELLNESS • EQUITY • ENGAGEMENT

# Culturally Responsive Teacher Leaders

---

Jennifer Faber

WELLNESS • EQUITY • ENGAGEMENT

# Culturally Responsive Teaching

An educator's ability to **recognize students' cultural displays** of learning and meaning making and respond positively and constructively with **teaching moves** that use **cultural knowledge** as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. All the while the educator understands the importance of being in a **relationship and having a social-emotional connection** to the student in order to create a safe space for learning.

-Zaretta Hammond

WELLNESS • EQUITY • ENGAGEMENT

# Culturally Responsive Teacher Leadership

## Goal

- Expand teacher leadership focused on culturally responsive practices

## Who

- 38 interested educators interviewed
- 32 Culturally Responsive Teacher Leaders (CRTLs) across the district
- Range from 2-5 at each school level

## Role Overview

- Support the school administration in developing and implementing plans to support our goal of becoming a culturally responsive district
- Build their capacity as learners
- Receive and provide professional learning
- Available to support colleagues as thought partners

WELLNESS • EQUITY • ENGAGEMENT

# Professional Learning

- Monthly book study sessions with Michele Shannon from Leadership Academy
- Periodic meetings for the whole group to discuss and plan for the district's overall strategy in becoming a culturally responsive school district
- Responsible for school based professional learning led by Culturally Responsive Teacher Leaders in partnership with the school's Administrative team focusing on the established DEI-goals
- Safe Schools presentations for both District Leadership Teams and all elementary staff focused on gender inclusive schools and curriculum

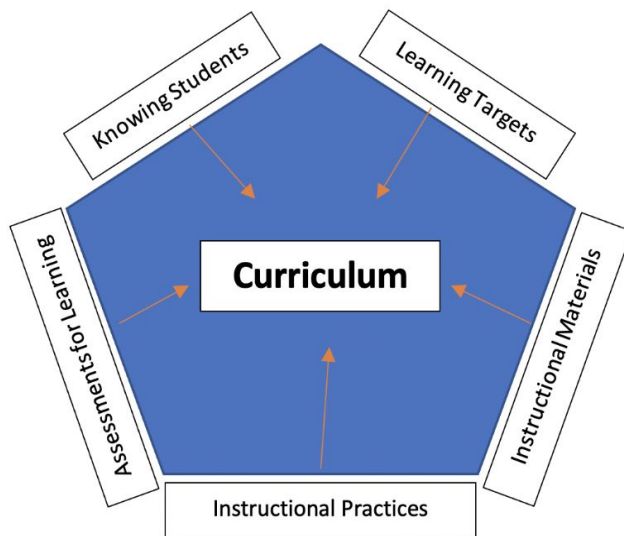
WELLNESS • EQUITY • ENGAGEMENT

# Curriculum

---

WELLNESS • EQUITY • ENGAGEMENT

# Curriculum



**Curriculum:** the design educators use to plan, implement, and assess the learning outcomes for students.

WELLNESS • EQUITY • ENGAGEMENT

## PK-12 Libraries

Laurie Taylor  
PK-12 Library Media Department Chair

WELLNESS • EQUITY • ENGAGEMENT



## PK–12 Libraries - Collections

ABRSD libraries need diverse and inclusive book collections.

### Diversity audits

- Programs like Follett provide diversity audits
- In depth diversity audits done by a certified librarian

We need to closely examine our libraries to ensure that our collections are inclusive, with representation of diverse characters and experiences across a wide range of genres.

WELLNESS • EQUITY • ENGAGEMENT

## PK–12 Libraries - Collections

Selection of new materials that meet AB's DEIJ and CRP goals.

Disrupt Texts	American Indian Library Assoc.
Diverse Book Finder	Asian Pacific American Awards
Horn Book Magazine	Coretta Scott King Awards
Project Lit	Pura Belpre Awards
School Library Journal	Rainbow Booklist
We Need Diverse Books	Stonewall Book Awards

**RJ Grey Library:** World Language Book Collection

**ABRHS Library:** [Ethnic Diversity Source](#), a full text database focusing on the culture, traditions, social treatment, and lived experiences of different ethnic groups in the United States.

WELLNESS • EQUITY • ENGAGEMENT

# PK–12 Libraries - Collections

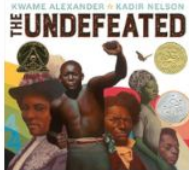



Weeding - removing library materials that contain biases and stereotypes. Weeding is not censorship.



WELLNESS • EQUITY • ENGAGEMENT

# PK–12 Libraries - Instruction

Samples of CRP library instruction with UDL and digital literacy.

<p><b>McCarthy Towne 4th grade unit:</b></p> <p><b>The Undeclared by Kwame Alexander</b>                  Research project - biographies of Black Americans featured in this book.                  Standard 4.W7, 4.W8, 4.W9 of the  <b>MA History &amp; Social Science Framework 2018</b></p> 	<p><b>McCarthy Towne 5th grade unit:</b></p> <p><b>Civil Rights research project</b>                  Research project - Using primary sources, students research famous people, events, movements, organizations, or legislative acts from the 20th century civil rights movements (African American, women, Native American, disability, and LGBTQ).                  Standard 5.T5.8 and 5.T5.9 of the  <b>MA History and Social Science Framework 2018</b></p>  <p>Image source: LA Times</p>
<p><b>Blanchard 3rd grade lesson:</b>                  How does where you live affect how you live?                  Sharing families' traditional customs, foods, games, and music</p> 	<p><b>Blanchard 5th grade lesson:</b>                  What can we learn about a society by understanding how students get to school?</p> 

WELLNESS • EQUITY • ENGAGEMENT



# Elementary Social Studies

## The Geography and Native Peoples of MA Unit, Grade 3

*Supporting Question:* How did Native Peoples live in New England before Europeans arrived?

### Scope of the Unit

- Draw attention to untold stories and narratives of minoritized groups
- Provide opportunities to learn about continuous contributions to our society by Indigenous groups.
- Students connect to their culture and the land around them.

**Professional Learning Opportunities to build educator's background knowledge**

WELLNESS • EQUITY • ENGAGEMENT

# Elementary Social Studies

## 2022-23 SY Recipients of DESE's Civics Teaching & Learning Grant

Grant funds (\$26K) will support grades 3 and 4 in civics education by contracting *Primary Source* to provide professional learning on implementing the *Cornerstones for Civic Engagement* instructional resources.

These resources include culturally responsive, grade-appropriate sources and student materials aligned to the MA History & Social Studies Framework.

Culturally inclusive multi-genre texts will complement the curriculum.

WELLNESS • EQUITY • ENGAGEMENT

# Junior High Civics Project

## Grade 7

Kat Contini, Ph.D., 7th Grade Social Studies Teacher  
Molly Wong, JH Library/Media Specialist

WELLNESS • EQUITY • ENGAGEMENT

# Junior High Civics Project

## Project Overview

- Topic Selection and Research (relevance)
- Visual Creation (choice)
- Argument Writing
- Letter Writing (22) - Civics Fair (voice) (23)  
(civic & community engagement)

## Why this project?

- Choice
- Relevance
- Community & Civic Engagement

WELLNESS • EQUITY • ENGAGEMENT

# Junior High Civics Project

## Developing Relationships

- student to student
- student to teacher
- student to text & media

## Literacy Skill Integration

- Finding reliable sources (voices)
- Claim, Evidence, & Reasoning
- Writing an argument paragraph

\*In collaboration with the Library, ELE, and Learning Center

WELLNESS • EQUITY • ENGAGEMENT

# Junior High Civics Project

## UDL Considerations

### *Supporting ALL Learners*

1. Increase Student Engagement
2. Multiple reading levels and formats for sources
3. One-on-one conferences
4. Creation of exemplars/models
5. Research guides, graphic organizers, sentence starters, paragraph writing tools
6. Teacher and Student Rubrics for Self-Reflection

# High School Understanding Race Course

David Green, High School Social Studies Department Leader

Karin Drowne, High School Social Studies Teacher

Alec Lewis, High School Social Studies Teacher

WELLNESS • EQUITY • ENGAGEMENT

## Understanding Race Course

### How did we get here?

- International, national, and local shifts and needs
- Departmental interest and passion - and challenges
- Student feedback, experiences, and activism
- Recognizing curricular need for content and skills

### Process

- Department reflection - R&D
- Affinity groups
- Research across districts
- Primary Source - resource curation
- Student advisory group

WELLNESS • EQUITY • ENGAGEMENT

# Understanding Race

Semester Elective, unleveled (with Honors option)

Grade 10-12

Taught by Alec Lewis and Karin Drowne

**Community Building** - Small Talk, journaling, and sharing, community rules and values

**Race at AB** - Exploring the changing demographics of Acton and Boxborough.

**Myth and Race** - What is race and how has it affected our society legally, socially, biologically? How does race (and the stories that have created in the name of race) affected people's lived experience?

WELLNESS • EQUITY • ENGAGEMENT

# Understanding Race

**Case Studies in American History** - What are some essential case studies in American history for understanding the concept of race in the United States?

**Community Project** - Students select a local issue, develop a product based on research on that issue

**Progress so Far** - Positive feedback from students, parents, and administrators

WELLNESS • EQUITY • ENGAGEMENT



# Welcome Center

---

Maryann Young and Jennifer Faber

WELLNESS • EQUITY • ENGAGEMENT

## Vision

Develop a central location for new and existing families to streamline the registration process, gather helpful information about the services, community partnerships and resources available.

WELLNESS • EQUITY • ENGAGEMENT

# Welcome Center Advisory and Steering Committee

Membership includes representation from the following stakeholders:

- District/Central Office
- School based leadership
- MPAC
- SEPAC
- DEI Family Advisory Committee
- Community Education
- Mental Health Department
- Multilingual Families

WELLNESS • EQUITY • ENGAGEMENT

## Subcommittee work

- Staffing
- Facilities
- Community Partnerships
- Services

WELLNESS • EQUITY • ENGAGEMENT