

Seattle Public Schools

2019 - 2020 Professional Development Series for Racial Equity Literacy, Culturally Responsive Teaching and Ethnic Studies

Purpose and Vision

To support the development of racially equitable and culturally responsive learning environments for students, the Department of Racial Equity and Advancement, SEA Center for Racial Equity, and the Ethnic Studies Department have created a sequence of courses and supports for SPS educators. Courses can be accessed on Early Release Wednesdays and are offered as a recommended scope and sequence to best support educators in acquiring the knowledge and skills needed to create change in the classroom to improve the educational experiences and outcomes of students of color and those furthest from educational justice. Please contact the lead for each area of work as detailed below.

This work is aligned to the following Strategic Plan Priorities:

Priority 1: High-quality Instruction and Learning Experiences

Priority 3: Culturally Responsive Workforce

Courses are in the general recommended order – but please note that the Racial Equity, Culturally Responsive Teaching, and Ethnic Studies Courses may be offered in the following sequence:

Phase One: 101 Series: REL 101, CRT 101, Ethnic Studies 101

Phase Two: 102 Series: REL 102, CRT 102, Ethnic Studies 102

Phase Three: 103 Series: REL 103, CRT 103, Ethnic Studies 103

How to Request Courses for your School

Courses may be requested for Early Release days using the following request form:

[Request form for Racial Equity Professional Development Series](#)

Requests will be scheduled in the order received and as capacity allows.

Foundations for Racial Equity – Offered through DREA

Contact: Concie Pedroza, Ed.D. at DREA@seattleschools.org until September 1, 2019, then TBD

1) Implicit Bias & Deficit Thinking outcomes include:

- Examine implicit bias and deficit thinking.
- Learn that everyone has a racial lens and race is a social construct.
- Acknowledge the existence of implicit bias and deficit thinking in our classrooms.
- Exploring what this means for building equity knowledge.

2) Micro-Aggressions & Stereotype Threat outcomes include:

- Examine the definition of “micro-aggression” and “stereotype threat”
- Identify self within the culturally proficiency and anti-racist educator continuum

August, 2019

Adapted from Sue and Sue’s Cultural Proficiency Framework of “Awareness, Knowledge, Skills and Advocacy”, Equity Literacy by Paul Gorski and Cultural Responsive Teaching in the Brain by Zaretta Hammond.

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- Explore how stereotype threat and micro-aggressions impact us as teachers, and our students.
- Plan and practice how to mitigate for micro-aggressions and stereotype threat in the classroom.

3) **Racial Equity in Education** outcomes include:

- Learn about the forms of racism including institutional and structural racism.
- Explore how different groups have been affected by institutional and structural racism.
- Understand how school systems are institutions that perpetuate racism.
- Discuss how to intentionally and constructively work to institutionalize equity.

4) **Building our Racial Equity Analysis Lens** outcomes include:

- Review implicit bias and forms of racism within institutions.
- Identify choice points within the classroom and school structures.
- Understand how racial equity analysis mitigates implicit bias decision making.
- Practice building racial equity analysis lens within a classroom observation protocol.

Racial Equity Literacy – Offered through the SEA Center for Racial Equity

Contact: Marquita Prinzing at meprinzing@seattleschools.org

5) **Racial Equity Literacy 101** outcomes include:

- Define racial “equity literacy”.
- Use the equity literacy framework to self-evaluate the ability to apply it to situations in schools and classrooms.
- Practice recognizing inequity in multiple forms and even the subtlest racial biases in classrooms and in the larger school community to ultimately respond, redress, create, and sustain racial equity.
- Support their own and their team’s development of racial equity literacy through reflection and collective activities.

6) **Racial Equity Literacy 102** outcomes include:

- Explore their own racial identities and how the different layers of their identities intersect with power and oppression.
- Examine how their positionality in the classroom impacts the learning of students from different racial backgrounds.
- Use a *Beyond Inclusion, Beyond Empowerment* framework inspired by Leticia Nieto to create an action plan for transforming their classrooms into racially equitable spaces.

7) **Racial Equity Literacy 103** outcomes include:

- Understand intersectionality in identities and racial experience
- Analyze racial equity detours related to intersectionality
- Analyze factors for effectively redressing and sustaining racial equity literacy.

Culturally Responsive Teaching – Offered through the CRT Leadership Cadre

Contact: Laura Schneider VanDerPloeg at lsvanderploeg@seattleschools.org

8) **Culturally Responsive Teaching 101** outcomes include:

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- Defining Culturally Responsive Instruction and Culturally Responsive Proficiency.
- Explore how to implement Culturally Responsive Instructional strategies in the classroom.
- Practice using tools for observing CRT inside of instruction and auditing classroom practices for areas of growth.
- Develop goals for implementing Culturally Responsive Instruction in the Classroom.

9) Culturally Responsive Teaching 102 outcomes include:

- Focus on the critical practices of Social and Emotional Safety and Honoring Student Experience as foundational for building a culturally responsive classroom.
- Observe examples of what practices look like in the classroom and case studies from SPS Culturally Responsive Teacher Leaders.
- Continue practice using the tools for observing CRT.

10) Culturally Responsive Teaching 103

- Defining culture and what kinds of classroom culture is needed to create a responsive classroom
- Understand the difference between individualism and collectivism and how Whiteness can shape classroom culture through discretionary moments of teacher practice
- Develop skills for analyzing and reflecting on classroom culture and how to disrupt White supremacy and transform classroom cultures to become more culturally responsive
- Investigate the critical practices of Values-based Behavior Management, Collaborative and Cooperative Learning and how they contribute to constructing classroom culture

Ethnic Studies – Offered through the Ethnic Studies Department

Contact: Tracy Castro-Gill at tlgill@seattleschools.org

11) Ethnic Studies 101 outcomes include:

- Address misconceptions surrounding Ethnic Studies
- Provides tools created by educator leaders in Seattle Public Schools to assist in creating Ethnic Studies curriculum.
- Learn how our community defined Ethnic Studies, and what Ethnic Studies curriculum should look like.
- Utilize the Ethnic Studies Frameworks, definitions, resources, and sample lesson/unit plans to implement into classroom practice.

12) Ethnic Studies 102 outcomes include:

- Analyze existing lesson plans, either their own or examples provided by facilitators.
- Use the learning and tools from Ethnic Studies 101 to create modified and/or new lessons that exemplify Ethnic Studies as defined by our community.
- Receive coaching and support by the educator leaders who continue to work on the development of our Ethnic Studies program

13) Ethnic Studies 103 outcomes include:

- Understand and use assessment as a tool for liberation and critical reflection
- Gain tools to evaluate assessments and identify those that incorporate culturally responsive and critical practice that is relevant to the lived experiences of students.

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Notes:

- *All courses are offered during Racial Equity Institute Training for Racial Equity Team leads.*
- *All courses are offered regionally for all SPS educators through ESS.*
- *Individual schools may contact the racial equity leaders above for all school staff training.*

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