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# **Equity Professional Development Plan Hamden Board of Education July 30, 2020**

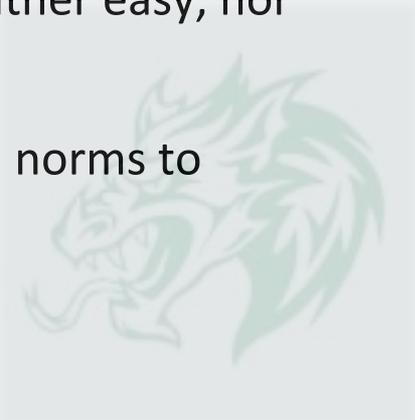




When a district establishes a clear and intentional plan to engage families and the community there is a significant impact on the achievement of all students.

Research also demonstrates that students gain substantial academic, social, and other educational benefits when provided with diverse educators and role models and feel welcomed and included. This work is neither easy, nor ever finished.

This is a continuous work in progress and requires established norms to ensure a safe space for ALL to learn and grow.



# Equity Logic Model

## Guiding Principles:

- Reaffirm the district's commitment to diversity and inclusivity by acknowledging implicit biases and privilege actively dismantling systemic racism and equitably allocating resources to remediate
- Be intentional and purposeful by providing clarity of direction and defining key terms to build common understanding/language.
- Build awareness of key elements of an inclusive classroom/school/district as well as the role and responsibility of all staff to set the tone for a safe respectful culture.





# Social Justice Standards

## Social Justice Anchor Standards Goals:

Using the IDJA framework provided by the Teaching Tolerance Social Justice Standards allows HPS educators and students to develop agency and engage in a range of anti-bias, multicultural and social justice issues through learning experiences (both curricular and professional learning experiences).

*Identity*

*Diversity*

*Justice*

*Action*





# Social Justice Standards

## Identity

- Understanding Ourselves/Understanding our Students in context of social identities and belonging to multiple cultural groups
- Understanding how social-emotionality, trauma and poverty impact learning
- Appreciate and value what each individual brings to the classroom/school/district

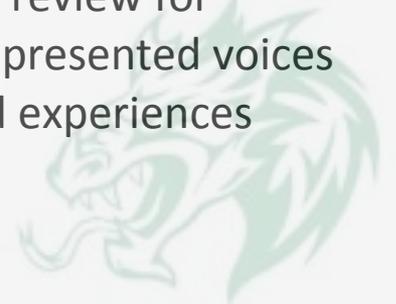




# Social Justice Standards

## Diversity

- Develop mutually respectful relationships with others who are similar or different than oneself.
- Respond to diversity by building empathy, respect, understanding and connection
- Remediate racial and cultural illiteracy through ongoing review for historical-accuracy and representation; elevate underrepresented voices and provide opportunities for multiple perspectives and experiences





# Social Justice Standards

## Justice

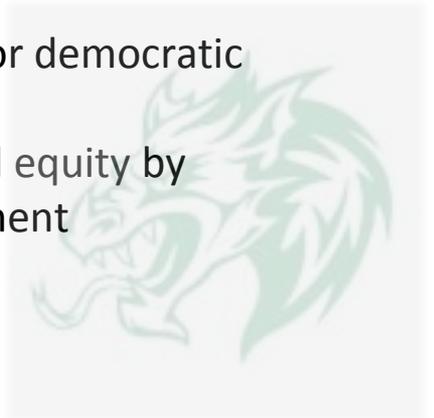
- Provide anti-racist training and support through professional learning and community engagement
- Identify and remediate habitual patterns of unintentional racism and bias
- Ensure that students have safe and appropriate opportunities to address issues of race, culture, gender orientation and religion



# Social Justice Standards

## Action

- Build capacity for educators and families
- Audit policies, procedures, curriculum and instruction with an equity lens to improve the level to which they address students' cultural and individual needs, including materials, learning modalities, learning targets, and assessments
- Provide for student voice and perspective and a process for democratic action
- Use dedicated resources to focus on anti-racism and racial equity by providing a toolkit (bank of) quality professional development resources, books and other resources materials
- Build access by removing barriers to education for ALL students/families





# Key Terms

This is not intended to be a comprehensive glossary of all the language used in conversations regarding social justice, diversity, and allyship. In every context, the meaning of these words may change and evolve. This glossary and its definitions provide a starting point for engaging in open and honest conversation, and is a tool meant to build a shared language of understanding.



# Key Terms

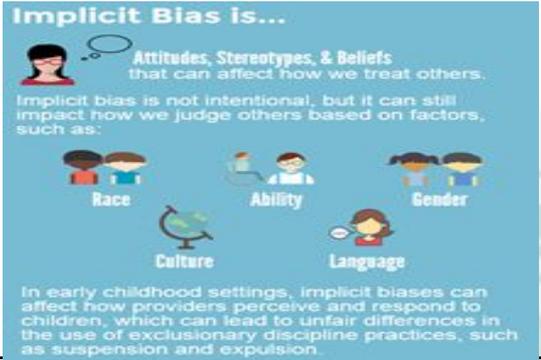
Ableism  
Disproportionality  
Culturally Implicit  
Oppression  
Classism  
Religionism Ally Justice Heterosexism  
Discrimination Sexism Privilege  
Systemic Teaching Responsive  
Social Racism Race Equality  
Anti Bias Diversity  
Inclusion Mindset  
Stereotypes Prejudice  
Racial Classroom Equity  
Inclusive



# — Key Terms

term	definition	example
<p><b><i>Ableism</i></b></p>	<p>The individual, cultural, and institutional beliefs and discrimination that systematically oppress people who have mental, emotional and physical disabilities.</p> <p>is the normalization of able-bodied persons resulting in the privilege of perceived “normal ability” and the oppression and exclusion of people with disabilities at many levels in society. Normalized bodies are those that are considered in the planning and designing of society under capitalism, because those bodies are deemed profitable to those who rule capitalist society. Ableist thought leads to the planning and designing of communities in ways that deny access to people with disabilities. (<i>Colours of Resistance</i>)</p>	<p>How do you see me?  <a href="https://www.youtube.com/watch?v=GggfYQCcKpY&amp;feature=youtu.be">https://www.youtube.com/watch?v=GggfYQCcKpY&amp;feature=youtu.be</a></p> <p>Ableism Is... (a form of) Discrimination.</p> <p>The false idea that disabled people are by default, inferior. When in truth disability is just another way for a mind and/or body to be.</p> <p><small>whatableism.tumblr.com</small></p>

# Key Terms

term	definition	example
<b>Implicit Bias</b>	any unconsciously-held set of attitudes or associations about a cultural group, which can be positive <i>or</i> negative, that affect one's behaviors or perceptions. They are the product of learned associations and social conditioning from a young age. In education, implicit bias often refers to unconscious racial or socioeconomic bias towards students, which can negatively impact their growth.	<p>The Look: <a href="https://www.youtube.com/watch?v=aC7IbdD1hq0&amp;app=desktop">https://www.youtube.com/watch?v=aC7IbdD1hq0&amp;app=desktop</a></p>  <p><b>Implicit Bias is...</b> Attitudes, Stereotypes, &amp; Beliefs that can affect how we treat others.</p> <p>Implicit bias is not intentional, but it can still impact how we judge others based on factors, such as:</p> <ul style="list-style-type: none"><li>Race</li><li>Ability</li><li>Gender</li><li>Culture</li><li>Language</li></ul> <p>In early childhood settings, implicit biases can affect how providers perceive and respond to children, which can lead to unfair differences in the use of exclusionary discipline practices, such as suspension and expulsion.</p>



*"I have two mommies. I know where the apostrophe goes."*

# Professional Learning Plan

Introduction to Social Justice Standards

**Course Embracing Diversity: A Look in the Mirror** to work on understanding ourselves and our students

**Course Fostering Resilient Learners** to begin to address Social Emotional Learning/ Trauma Informed Teaching Practices along with Mindfulness Training with Copper Beech Institute

Learning Models and Expectations (in person, hybrid and distance learning)

- Culturally Responsive Teaching Practices
- Technology and Instructional Design in various models

ASCD Activate Resources inclusive of courses, webinars, professional readings and videos

Partnerships with Dr. Tamika LaSalle and Kellen Nixon

Book Clubs





# ASCD Activate Platform



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# Embracing Diversity: A Look in the Mirror

Americans are a diverse collection of faiths, creeds, and colors. Intolerance has, unfortunately, always been part of the American experience. Schools have always been vulnerable to this societal dilemma, and students sometimes have been—and still are—the victims of bias-related incidents.

Still, it's in schools where change can begin.

## **Learning Outcomes:**

Reflect on your own diversity beliefs.

Gauge the harmony level of a school environment.

Create a school culture that respects and embraces diversity.



## Course Syllabus

<b>Module 1</b>	<b>The Challenge</b> <ul style="list-style-type: none"><li>• Module Welcome</li><li>• Reading: Facing Reality</li><li>• Reading: It Starts at Home...</li><li>• Reading: ...And Comes to School</li><li>• Video: Multicultural Education</li><li>• Application: Feelings About Diversity</li><li>• Post-Module Reflection</li></ul>
<b>Module 2</b>	<b>The Power to Make Change</b> <ul style="list-style-type: none"><li>• Module Welcome</li><li>• Reading: It's Never Too Early to Teach Tolerance</li><li>• Reading: Developmental Stages of Differences Awareness — Babies to Teens</li><li>• Reading: The Power to Make Change</li><li>• Application: Teaching Tolerance</li><li>• Post-Module Reflection</li></ul>
<b>Module 3</b>	<b>A Look in the Mirror</b> <ul style="list-style-type: none"><li>• Module Welcome</li><li>• Reading: Willingness vs. Readiness</li><li>• Reading: Classroom Environment</li><li>• Reading: Overcoming Bias</li><li>• Video: School Environment</li><li>• Application: School Learning Environment</li><li>• Post-Module Reflection</li></ul>

<b>Module 4</b>	<b>Getting to the Roots of Intolerance</b> <ul style="list-style-type: none"><li>• Module Welcome</li><li>• Reading: Nurture, not Nature</li><li>• Reading: Survival and Belonging</li><li>• Reading: Taking Action</li><li>• Application: What Would You Do?</li><li>• Post-Module Reflection</li></ul>
<b>Module 5</b>	<b>Eyes on Your School</b> <ul style="list-style-type: none"><li>• Module Welcome</li><li>• Reading: Not the Reality...</li><li>• Reading: ...And Yet</li><li>• Video: Rethinking Who We Are</li><li>• Application: My Personal Community</li><li>• Post-Module Reflection</li></ul>
<b>Module 6</b>	<b>Taking Measure</b> <ul style="list-style-type: none"><li>• Module Welcome</li><li>• Reading: Taking Action</li><li>• Post-Module Reflection</li></ul>



# Fostering Resilient Learners

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The Fostering Resilient Learners PD Online course helps educators equip their students to succeed not only academically but also in their overall development. Schools are seeing more and more students who are entering the classroom burdened by the stress of overwhelming trauma or the psychological scars of neglect and abuse.

The education field must work to understand how trauma influences learning and development.

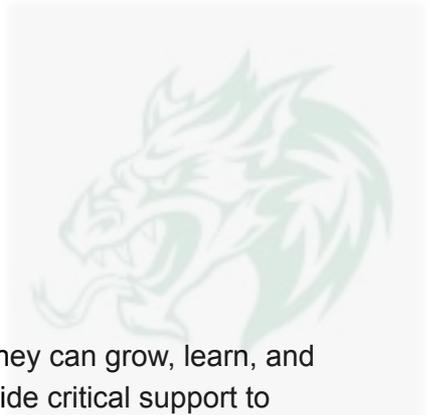
As you embark on this course, the following facts about childhood trauma will help orient your understanding:

Trauma is real.

Trauma is prevalent. In fact, it is likely much more common than we care to admit.

Trauma can be toxic to the brain and can affect development and learning in a multitude of ways.

In our schools, we need to be prepared to support all students, those with both known and unknown trauma histories. Children are resilient, and within positive learning environments they can grow, learn, and succeed. Teachers, in concert with parents, administrators, and other school personnel, can provide critical support to students and exert a positive influence that nurtures their resilience and prepares them for a lifetime of learning.



## Course Objectives

### Module 1

- Define trauma and understand its prevalence among children and families.
- Draw conclusions about the extent of childhood trauma and its relevance to school learning and social dynamics.
- Evaluate the level of awareness of possible trauma in yourself and in students.

### Module 2

- Understand the adverse impact of stress and trauma on normal development and learning.
- Understand and analyze how students and adults make meaning of their experiences and how that influences future behaviors.
- Analyze a student's behavior to determine what need the student is attempting to meet.

### Module 3

- Understand that awareness of our own ideals and behaviors influences how we communicate to our students.
- Create a teacher mission statement informed by a deep understanding of your own beliefs and purpose.

### Module 4

- Understand that relationships are the critical component for creating a safe and productive learning environment.
- Develop and use intentional steps to build or maintain strong relationships with each of your students, especially the most challenging.

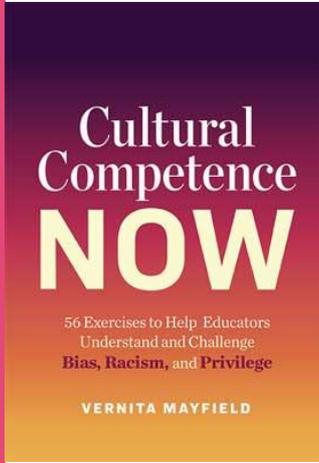
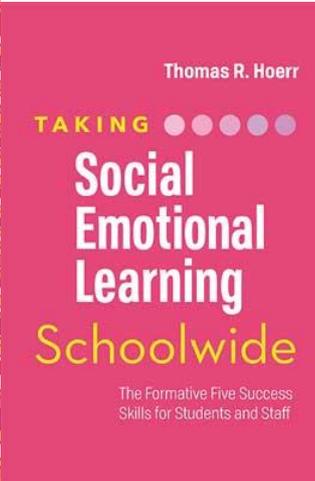
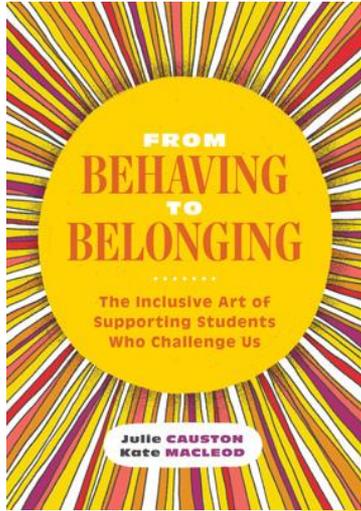
### Module 5

- Understand that despite trauma, students can still meet high expectations with the appropriate support.
- Convey the concepts of resilience and grit, and then help students use them to achieve success.

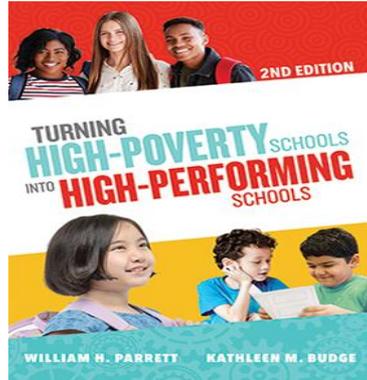
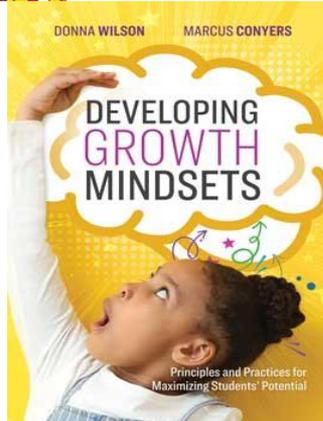
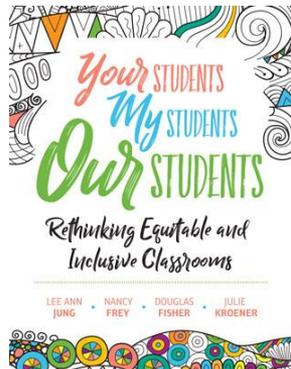
### Module 6

- Recognize the benefits of applying grace in your professional sphere.
- Understand that self-care does justice to both teachers and students by helping teachers perform at their best.





# Potential Readings for Professional Book Clubs



**We look forward to providing  
updates as we continue  
through this process**

