WELCOME!

Family Coffee:

Culturally Responsive Practices



OUR MS PRINCIPALS



Dr. Darnell Fine
Deputy Principal (G7)

Dr. Betsy Hall
Deputy Principal (G8)

Ms. Audrey Hazleton
Deputy Principal (G6)

Mr. Chris Beingessner
Principal

SAS 2027 AREAS OF FOCUS OVER NEXT SIX YEARS

STRATEGIC FOCUS

EXCELLENCE

Deepen the focus on our learning aspirations in every classroom and co-curricular program through aligned, consistent curriculum and assessment practices

Promote high quality teaching in every classroom to support the learning of each student

Increase coaching and feedback for teachers on their professional practice, including through the development of teacher leadership and coaching opportunities

EXTRAORDINARY CARE

Deepen our focus on social-emotional learning and wellness among all our students

Promote diversity, equity, and inclusion throughout our community and ensure that every student feels valued and included

Strengthen our school culture and school community based on our shared core values

POSSIBILITIES

Upgrade our campus to be more environmentally sustainable and improve learning environments, co-curricular opportunities, and community spaces

Enrich our students' international and cross-cultural perspectives by expanding opportunities to learn from the cultural and historical richness of Singapore and the region of Southeast Asia

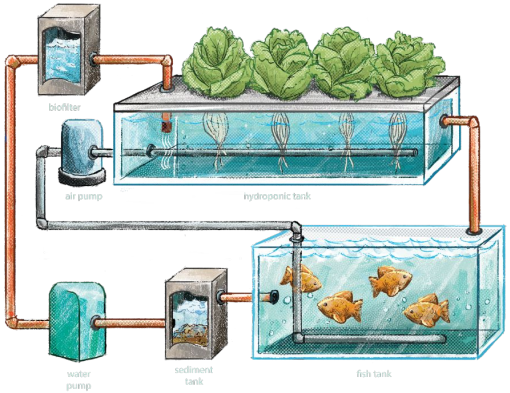
Continue to explore and design innovative programs to meet student needs and interests as well as the SAS strategic direction

2022-2023 PRIORITIZED AREAS OF GROWTH

#1 As a school, **strengthen relationships and foster an inclusive culture** based on our commitment to diversity, equity and inclusion.
#2 - Educators develop **greater expertise in using high quality, culturally responsive practices** to plan, teach, and assess.
#3 - Educators, students, and families are **prepared to transition to improved or new learning, work and community spaces**.
#4 - Educators **support students in the key social-emotional learning areas** identified by CASEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

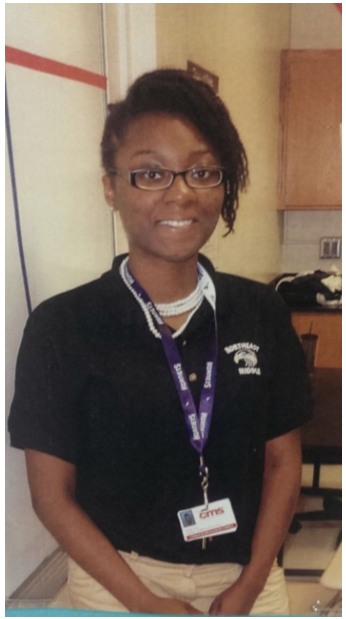
JESSICA JONES- MS DIVERSITY, EQUITY, INCLUSION SPECIALIST













I chose Cystic Fibrosis, because I didn't know what would be something interesting to research about, and Cystic Fibrosis stood out to me

Cause its interests me and it was kinda goofy

I choose my topic so I could inform others of my condition and hope that they will be able to understand the risks and treatments for it.

I love cats and the extra toes look funny

I thought Alzheimers was a pretty cool subject, albeit a little terrifying.

INCLUSION: PERSONAL HISTORIES

1. Where were you born?
2. Do you have siblings? Where do you fall in the order?
3. What has been the most interesting or most difficult challenge you've faced?
4. Choose a photo that captures a highlight of your life.





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OUR PURPOSE TODAY

What	Why	How
• Introduce parents and families to *culturally responsive practices* used in the middle school	• To understand how students and teachers are leveraging culture to deepen learning across content areas	• Personal histories • Gallery Walk • Turn & learn • Reflection

QUESTION PARKING LOT

Digital Submission



Notecards



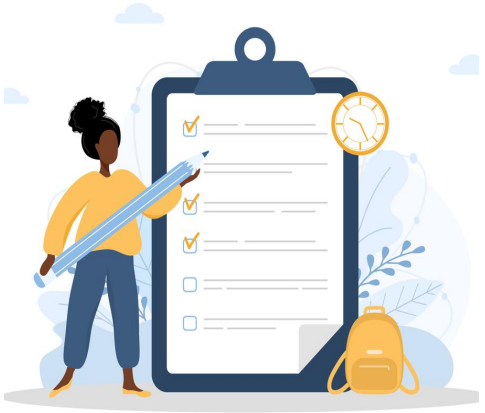
Q&A time will be provided at the end of the session

OBJECTIVES

1. Understand what Culturally Responsive Practices (CRP) are

2. Recognize Culturally Responsive Practices in action

3. Explore the impact of CRP on students and their learning across content areas



HOW DO WE DEFINE *CULTURE*?

These groups are often defined by national and/or racial or ethnic boundaries, but they may also represent other affiliations, such as region, religion, gender, sexual orientation, ability, socioeconomic status, etc.



WHAT ARE CULTURALLY RESPONSIVE CLASSROOMS?



Find the Golden Line

What part(s) of the video stand out for you? Explain.

Which parts do you want to be true for your child?

Be prepared to share at your groups.

CULTURALLY RESPONSIVE PRACTICES

> Creating opportunities for students to center and connect their daily lives, cultural backgrounds [race, ethnicity, religion, gender, sexual orientation, ability, socio-economic status, language, age, etc], and concerns in ways that support academic engagement, achievement, and empowerment.

DEEPER DIVE: CULTURALLY RESPONSIVE CLASSROOMS

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Culturally Responsive Curriculum and Instruction Checklist*

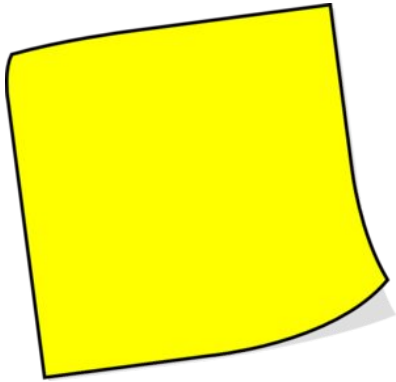
*Adapted from Singapore American School's Guidebook for Teaching

Culturally Responsive Indicator	*Reflections*
1. A teacher uses what their students know and have experienced to help them learn. They choose things that make the lessons more interesting and easier to understand. The teacher also checks that the things they use to teach don't have any bad stereotypes or ideas about certain groups of people. They only use materials that are fair and nice to everyone.	
2. A teacher picks things to teach that show that all cultures are important and special, not just the most common one in a community.	

Which of the Culturally Responsive Indicators do you value for your child's learning experience?

GALLERY WALK: SAS STUDENTS' EXPERIENCES WITH CRP

- **Engage with the artifacts and others sharing the space.**

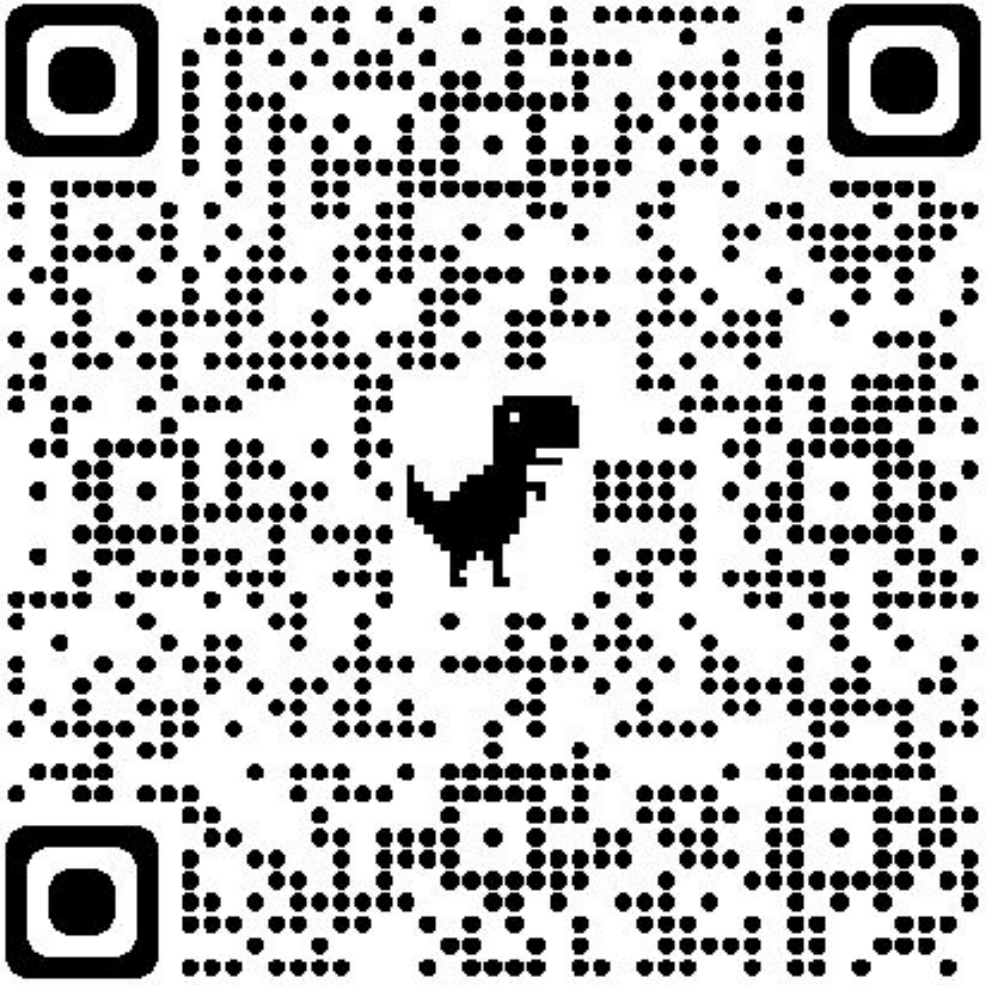




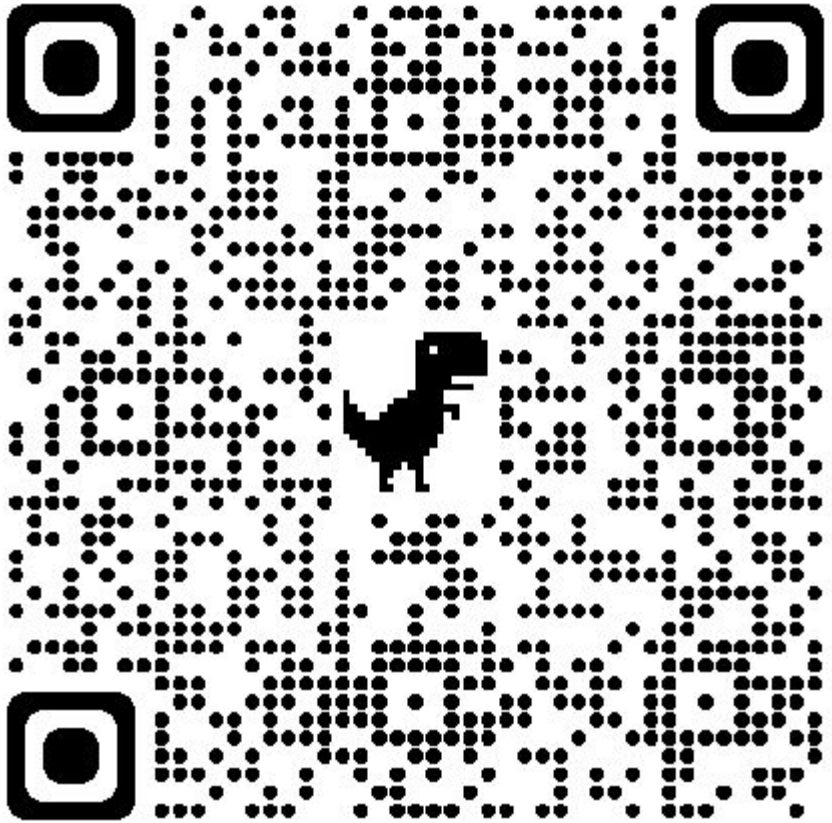
- **Take notes:**
  - What do you notice?
  - What do you wonder?
  - How is this important for students?
  - What do you want more of for students?

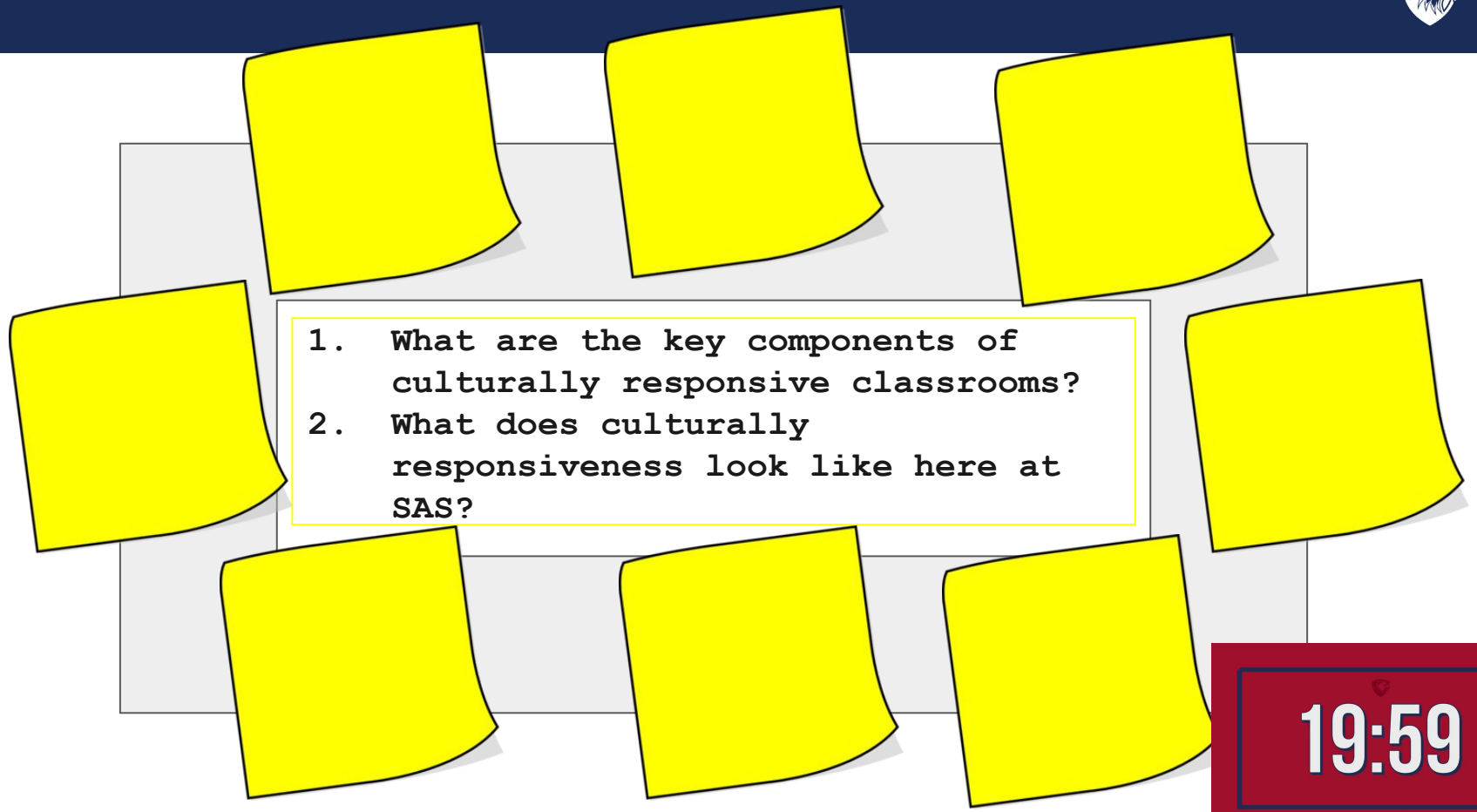
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STUDENT EXPERIENCES



TEACHER PRACTICES




1. What are the key components of culturally responsive classrooms?
2. What does culturally responsiveness look like here at SAS?
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REFLECTION:

"Students show up with incredible strengths and assets. Kids are capable of much more than we think."
GLORIA J. LADSON BILLINGS

"...cultural responsiveness...is such an essential aspect of the learning process...It is absolutely unavoidable and indispensable because at the end of the day, the children have to be able to see themselves in the lessons they are learning and see the relevance of what they have learned after the dismissal bell rings at 3 o'clock."

- Baruti K. Kafele in Education Week Teacher

Choose a quote that connects the most with our session today.


Q&A