

Culturally Responsive Education for ESI Schools

WHY CULTURALLY RESPONSIVE EDUCATION?

As we embark on this journey of college and career readiness and increased success for Black and Latino young men, the ESI team understands the importance of learning together in a community. Since the Design Challenge, we have created opportunities for ESI schools to engage in professional learning via design teams, as well as during the Summer Conversation Series at the Open Society Institute.

On October 4, 2012, the ESI team announced Culturally Responsive Education (CRE) as a core professional learning area that underscores the implementation of your strategies in Year 1 of the ESI grant. Culturally Responsive Education is a framework that recognizes the importance of including students' cultural references (or lived experiences) in all aspects of learning.

ESI is a research and development initiative focused on race and gender. In consideration of the best approaches to teaching Black and Latino young men, CRE proposes that educational practices must be congruent with the culture of Black and Latino men:

- a. Schools are an ecosystem of academic, physical, and developmental possibilities. In this context, educators have a responsibility to understand the ways in which their students learn best in order to effectively teach subject area content.
- b. Identity formation is a vital part of young people's development. It is how they define themselves politically, socially, and historically. Identity affirms the need for self-understanding and is the basis for self-definition.
- c. In addition to teaching content, educators are also purveyors of opportunity and guardians of equity.

The goal of undertaking CRE as a professional learning community is to create an optimal environment for Black and Latino males to thrive. Starting in January 2013, all ESI schools will participate in CRE training with carefully selected providers who can offer your school's design team a way to begin and/or deepen a conversation about increasing college and career readiness among Black and Latino young men through CRE practices.

WHO SHOULD ATTEND CRE TRAINING?

The fulcrum of change to operationalize your ESI strategies in Year 1 lies in the enlistment of key members of your school community. They are the ones who will support the culture of transformation in your school to increase achievement for Black and Latino males. These key stakeholders should be the members of your design team and continue to meet as a design team to move this work. The suggested design team members include the principal, representatives of the school's administration (AP, Dean, etc.), teachers, college counselors, Black and Latino male students, school safety agent, parent coordinators, parents, and CBO representatives.

ESI is encouraging schools to send up to five members of your design team to participate in CRE training. The workshops are designed for members of your design team but please note that they are not geared towards students and parents. There are four CRE training opportunities facilitated by these providers: **Metro Center for Urban Education at NYU, The Efficacy Institute, Michelle Knight, Associate Professor at Teachers College, and Brotherhood/SisterSol**. As a design team you may choose to attend one or more workshops that you feel will most benefit your school community.

Your school's design team should be strategic in deciding who attends which workshop. Your design team should carefully read the description of each workshop and review your School Barometer data and Year 1 Work Plan to make an informed decision about which one(s) most benefit your school. See Appendix 1 for the workshop descriptions and specific dates/times. **Please note that all trainings commence on January 28 & 29, 2013.**

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HOW DOES CRE RELATE TO COLLEGE READINESS?

ESI's definition of college readiness is embedded in the DOE's College and Career Readiness Benchmarks (CCR). These benchmarks are integral to the work of ESI and represent the necessary strategic approaches to increasing the number of students who graduate ready to take on college work without any remediation. There are four domains that make up the College Readiness benchmarks: **Academics as defined by the Common Core Learning Standards, Academic and Personal behaviors, Academic programming, and College and Career access.**

The *Standards & Promising Practices of the Coalition of Schools Educating Boys of Color* are a set of guidelines intended to assist school districts, schools, and school leaders who seek to develop and enhance schools and programs serving boys and young men of color. They are also a self-assessment tool that can serve as the basis for reflection, planning, professional development, and accountability. These standards complement the DOE CCR and together serve as foundational frameworks for improving college and career readiness outcomes for Black and Latino young men.

The CRE trainings are designed to provide support for schools to utilize these frameworks to inform pedagogical and programmatic practices across the three areas of school operations outlined in the Design Challenge: Academics, Youth Development, and School Culture.

WHAT SHOULD SCHOOL-BASED CRE PLANNING LOOK LIKE FOR SPRING 2013?

In order to plan for strategic participation in the CRE trainings this Spring, ESI schools will engage their design teams in a review of the CRE Provider Selection page on the ESI wiki as well as take the following steps:

BY DECEMBER 21, 2012

Step 1: Decide which training(s) your school will select and which members of your design team will attend. A review of your School Barometer data and Work Plan should guide your selection. What area of school operations needs the most help? Which strategies does your school need to learn more about?

Step 2: Each design team member will register individually [here](#) by December 21. Each registrant may only select one training option as participants are expected to attend all scheduled dates.

Step 3: Decide how the CRE workshops will inform staff development in your schools and how your design team will devolve the information to the rest of the school.

On JANUARY 28 & 29, 2013

Step 4: Attend the CRE workshops and come ready with your questions.

Step 5: Choose a date to debrief the workshop(s) as a design team. Evaluate the CRE workshops and their implications for the strategies delineated in the work plan. What needs tweaking? What needs to be reconsidered?

BY MARCH 4, 2013

Step 6: Based on the CRE workshops, create a schedule of professional development sessions for the rest of the staff.

BY MAY 15, 2013

Step 7: After the PD with your staff, what questions remain? How can the ESI team support your school's development? How will this inform how you plan for CRE learning in Year 2? Include this in your Year 2 Work Plan. ESI will provide data and tools that will help your school assess and hone its strategies every step of the way.

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APPENDIX 1 – CRE PROVIDERS FOR ESI SCHOOLS – SPRING 2013

PROGRAM: Culturally Responsive Education Series

PROVIDER: Metropolitan Center for Urban Education at NYU

GOALS: The Metropolitan Center for Urban Education is dedicated to the pursuit of academic excellence for all children, promoting equity particularly for young people from groups that have historically been underrepresented in college.

TRAINING APPROACH: The Metro Center will offer teachers an opportunity to participate in a 4-Part Learning Series on Culturally Responsive Education (CRE). The purpose of CRE is to build teachers’ capacity for engaging in habits of thinking that promote improvements in pedagogical practices and interpersonal relationships with students from vulnerable populations. The four training sessions are specifically for teachers who are currently in classrooms and are interested in improving how they teach and connect with students from culturally diverse backgrounds.

FOR MORE INFORMATION: see <http://steinhardt.nyu.edu/metrocenter/>

SCHEDULE: 4 day training that begins in January 2013; 2nd cycle offered in Summer 2013.

Date	Time
January 28 & 29	9 AM – 4 PM
February 12 & 28	9 AM – 4 PM

LOCATION: TBD

PARTICIPANTS: Up to 30 participants per training cycle.

PROGRAM: Psychology of Performance: a Package for Education Reform

PROVIDER: The Efficacy Institute

GOALS: A fundamental transformation of the way we think about intelligence and development is required to dramatically increase the number of Black and Latino young men who are prepared for the rigors of college and beyond. The Efficacy Institute emphasis is on academic operations and school culture, and sets the foundation to accelerate the change already taking place within the ESI schools. Efficacy’s approach is rooted in the belief that the mindsets of adults – teachers, administrators and parents--directly influence their capacities to produce positive outcomes in their students.

TRAINING APPROACH: Our core training focuses on the driving forces for change—and the restraining forces that inhibit it. We will investigate the Psychology of Performance—the study of how and why people (adults and young people) learn and grow; an underlying set of character traits that will support that growth; and the phenomenon of resistance to change—key to understanding why so many change initiatives fail. The training will include multiple opportunities for application, personal introspection and skill practice.

FOR MORE INFORMATION: see <http://www.efficacy.org/>

SCHEDULE: 3 day training that begins in January 2013

Date	Time
January 28 & 29	9 AM – 4 PM
February 28	9 AM – 4 PM

LOCATION: Scholastic Offices, 557 Broadway-Educational Resource Center on 2nd floor

PARTICIPANTS: This training is for Principals, APs, and other key stakeholders at the school, Network level, or higher. Limited to 40 participants.

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PROGRAM: Culturally Relevant College Readiness and Access

PROVIDER: Michelle Knight, Associate Professor of Education, Teachers College

GOALS: Professor Michelle Knight, of Teachers College, Columbia University, is offering professional development for teachers, guidance counselors and administrators aimed at developing a culturally relevant school-wide college-going culture supportive of Black and Latino male’s college readiness and access. She will share the findings of a four-year research study focused on who and what influences the college-going process of Black and Latina/o youth at a New York City public high school, making connections between the findings and current school policies and practices.

TRAINING APPROACH: This is a seminar series. Professor Knight is the author of the forthcoming book *Culturally Relevant Education and College Access: Preparing Black and Latina/o Youth to be College Ready*. Dr. Knight's work highlights the active role Black and Latino males play in the development of curriculum, teaching and policy while simultaneously meeting Common Core Learning Standards by discussing, for example, how and why youth co-researcher inquiry projects serve as culturally relevant educational practices in support of their college readiness and access.

FOR MORE INFORMATION: see <http://epx.sagepub.com/content/17/5/531.abstract>

SCHEDULE: 2 full day session that begin in January 2013; 4 additional evening seminar-style workshops.

Date	Time
January 28 & 29	9 AM – 4 PM
February 7, 14, 21, 28	5 PM – 8 PM

LOCATION: Teachers College, Columbia University

PARTICIPANTS: Up to 40 participants.

PROGRAM: Liberating Voices/Liberating Minds Institute

PROVIDER: The Brotherhood/Sister Sol

GOALS: The Brotherhood/Sister Sol (BHSS) is offering professional development to ESI design teams and school staff focused on helping Black and Latino males in grades 7-12 develop into critical thinkers and leaders. The training is in sync with our members’ academic and life success and role as school and community leaders, as well as with the safe, collaborative space created within BHSS by youth and adults as a result of our holistic approach. The Institute primarily focuses on Youth Development and School Culture as outlined in the ESI design. It will provide participants with strategies for fostering youth leadership development, group building and the personal achievement of Black and Latino male students.

TRAINING APPROACH: Activities highlight the perspectives of BHSS members and/or alumni through screening videos depicting our work, reviewing our members’ writing and/or through their actual participation as trainers. The Liberating Voices/Liberating Minds Institute also offers participants tangible tools for implementing elements of BHSS methods into their settings.

FOR MORE INFORMATION: see <http://www.brotherhood-sistersol.org/>

SCHEDULE: 3 day training that begins in January 2013; 2nd cycle offered in Summer 2013.

Date	Time
January 28 & 29	9 AM – 4 PM
February 28	9 AM – 4 PM

LOCATION: TBD

PARTICIPANTS: Up to 30 participants per training cycle.