

# WELCOME!

The Webinar will begin shortly.

## Tips:

- Be sure your audio is turned on.
- When the webinar begins you will have the option of using the "chat" feature to communicate with the host and technical support.
- From the drop-down menu at the bottom right corner of your screen, be sure to click the option "Q & A to all participants" for all content-related questions and/or comments.
- We will also be using polls throughout the presentation. Please get ready to participate by visiting **[pollev.com/rvirtualcomm889](https://pollev.com/rvirtualcomm889)** or texting **[rvirtualcomm889](https://text.poll Everywhere.com/rvirtualcomm889)** to **37607** to join.



## Poll #1

From what city and state are you joining us?



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RIDESVIRTUAL COMMUNITY WEBINAR

JANUARY 10, 2019

4:00 PM PDT/ 7:00 PM EST

HARVARD



GRADUATE SCHOOL  
OF EDUCATION

## **AGENDA OVERVIEW**

7:00-7:05pm: Welcome & Introductions

7:05-7:10pm: Overview of RIDES

7:10-7:15pm: Navigating the RIDES website & resources

7:15-7:45pm: Addressing the Problem of Practice

7:45-8:00pm: Questions, answers and Next Steps

8:00-8:30pm: Additional Q&A and discussion



## **Objectives for today's webinar:**

- Provide an overview of the HGSE RIDES program
- Create an online learning community to reimagine integration, learn with and from others doing the work of equity
- Share resources and practices that can improve efforts to successfully integrate schools, educate and graduate all students
- Reflect on and learn how to create a welcoming learning environment that embraces diversity, inclusion and rigor in our curriculum, especially for our students (and families) who have been historically marginalized
- Build individual and collective knowledge, will and skill to be more effective in our work of educational equity and excellence

**Zaretta Hammond**



***Presenter***

**Dr. Lee Teitel**



***Faculty Director***

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**RoLesia Holman**



***RIDES Webinar Coordinator***

Before we start the formal part of the webinar, let's do a quick practice poll to find out what your role is in education.



If you have not already done so, point your browser to **pollev.com/rvirtualcomm889** or text **rvirtualcomm889** to **37607** once to join.

# OUR VIRTUAL COMMUNITY

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## REQUESTED NORMS

- Stay engaged- during the webinar and over the course of the series
- Seek clarification
- Share your knowledge, resources and experience
- Experience discomfort, and stay in it
- Expect and accept non-closure
- Be willing to do the work



# RIDES OVERVIEW

<http://rides.gse.harvard.edu>

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The most common error when we talk about school diversity...

...is to act as if

*“Desegregation” and “Integration”*

are the same thing

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RIDES seeks to “reimagine integration” and increase the number and quality of diverse and equitable schools by.....

- Making a clear distinction between desegregation and integration.
- Taking a systemic approach to diversity and equity.
- Offering schools and district partners coaching and support through the RIDES Institute and a customized step-by-step equity improvement cycle.
- Meeting every site where it is-- with a set of customizable diagnostic tools linked to the ABCDs.



RIDES distinguishes between desegregation (getting the bodies in the building) and true integration, that seeks these outcomes:

**Academics** All students have strong academic preparation, capitalizing on and connecting to students of all backgrounds, with high levels of knowledge and skills.

**Belongingness** All students have a strong sense and appreciation of their own culture and heritage, as well as of those of their diverse classmates.

**Commitment to dismantling racism and oppression.** All students understand the role that institutional racism and other forms of oppression play in our society and have the skills, vision, and courage to dismantle them.

**Diversity** All students appreciate and value different perspectives, thoughts, and people and have friendships and collaborative working relationships with students and adults from a variety of racial and economic backgrounds.



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## RIDES helps schools and districts systemically support equity...

- At the classroom level, by connecting what students and teachers do with equity- focused content and curriculum
- At the school and district level, by making sure that equity-focused classrooms are not isolated islands, but supported by structures, cultures, and policies of the school and district
- At the belief level, by ensuring that everyone has shared language and beliefs about equity and about racism, and how to dismantle it

## RIDES uses the Systemic Improvement Map to guide this work and to align practices



- You cannot work on Diversity and Equity without consciously dismantling racism.
- You cannot dismantle racism without working consciously at the individual, interpersonal, institutional, and ideological levels.



REIMAGINING  
INTEGRATION  
Diverse and Equitable Schools

# RIDES RESOURCES


Safari File Edit View History Bookmarks Window Help

rid.es.gse.harvard.edu

Syllabus | T... CHANGE 2017 Harvard Libra...rvar Library Apple iCloud Facebook Twitter Wikipedia Yahoo News Popular

P Straight-A grant fun... https://www.uua.org... Quality Rubrics / Th... Preparing for Succe... www.racialequitytoo... TEDxGoldenGateED... Microsoft PowerPoi... Master Slide Deck 1... Resources | Reimagi...

ABOUT RESOURCES RIDES INSTITUTE FELLOWSHIP EVENTS BLOG CONTACT



The Systemic Improvement Map includes 7 key levers of education – Students, Teachers, Curriculum, Leadership, Family and Community Partnerships, Systems and Structures, and Culture. Click on any of these areas to see a list of research briefs, articles, case studies and examples of schools using promising practices.

[ABCDs](#)

At the heart of the RIDES project are the four essential components: Academics, Belonging, Commitment to dismantling racism, and Diversity ([A](#) [B](#) [C](#) [D](#)). When you click on these themes you can find relevant practices.

<b>A-Academics</b>	Enriching academics to support culturally appropriate, 21st century curriculum goals
<b>B-Belonging</b>	Creating healthy and inclusive learning environments
<b>C-Commitment to dismantling racism and oppression</b>	Supporting personal and professional commitment to interrupting systemic privilege and oppressi
<b>D-Diversity</b>	Embracing diversity as an asset to support accelerated, equitable achievement

In addition, RIDES provides a set of processes to accompany these tools and guide schools and systems that are ready to [start reimagining integration](#).

Please [be in touch](#) if you would like us know about other practice-related materials that you think should be shared here.

# RIDES RESOURCES

## [ABCDs](#)

At the heart of the RIDES project are the four essential components: Academics, Belonging, Commitment to dismantling racism, and Diversity ([A](#) [B](#) [C](#) [D](#)). When you click on these themes you can find relevant practices.

### **A-[Academics](#)**

Enriching academics to support culturally appropriate, 21st century curriculum goals

### **B-[Belonging](#)**

Creating healthy and inclusive learning environments

### **C-[Commitment to dismantling racism and oppression](#)**

Supporting personal and professional commitment to interrupting systemic privilege and oppressions

### **D-[Diversity](#)**

Embracing diversity as an asset to support accelerated, equitable achievement



# REIMAGINING INTEGRATION

Diverse and Equitable Schools

## White Papers on the Instructional Core: Teachers, Curriculum, Students

### Teachers

The role of **teachers** in segregated, desegregated, and integrated schools

#### Historical and Theoretical Overview:

Beginning with school desegregation in the 1960s, researchers began studying ways in which the nation's largely white teaching force<sup>1</sup> could best teach Black students in newly integrated schools. The foundation of several related theories emerged from these studies: **multicultural education**, **culturally responsive teaching**, and **culturally relevant pedagogy** are three of the most salient today. Critical studies and asset-based instruction/funds of knowledge are theories developed subsequently with similar goals in mind. While these theories have differences in terms of underlying assumptions and paradigms, each is grounded in a shared notion of education aimed at achieving a social justice end.

- Teach Critical Consciousness

- New research suggests that Black students who are taught to name and challenge racial oppression are more likely to succeed academically (El-Amin, et al 2017). In a study of 5



### Curriculum

The role of **curriculum** in segregated, desegregated, and integrated schools.

#### Introduction and Background:

Curriculum plays a large role in shaping a school's *academic* outcomes and speaks largely to a school's priorities in creating a culture of *belongingness*, its collective *commitment* to dismantling racism, and appreciation of *diversity* ([the ABCDs of RIDES](#)). This paper discusses the role of curriculum in segregated, desegregated, integrated and intentionally diverse schools, including both how it may foster inclusion and cultural proficiency as well how it may hinder an education.

Traditionally, American education has sought to prepare students to be Americanized and has used various curricula, structures and teaching practices to assimilate students into prevailing

### Students

The role of students in segregated, desegregated, and integrated schools.

#### Student-centered learning

- [Student-Centered Learning How Four Schools Are Closing the Opportunity Gap](#)
  - Learning has shifted from teacher-centered and what is mostly convenient for educators to focusing primarily on what will actively engage students.
- [Lifting Up Our Kings: Developing Black Males in a Positive and Safe Space](#)
  - The African-American Male Achievement (AMA) is lifting up African-American male students in Oakland Unified School District and has received national attention for their success in improving the academic, social and emotional development of this subgroup of students. Read about their exemplary work in this [Voices in Urban Education](#) article.
- [Learn about Youth Participatory Action Research](#)
  - This resource provides a training to develop students' competency to conduct research to improve their lives, schools and communities. This practice is especially useful for students who are experiencing racial, classism, ableism and other forms of discrimination.



# REIMAGINING INTEGRATION

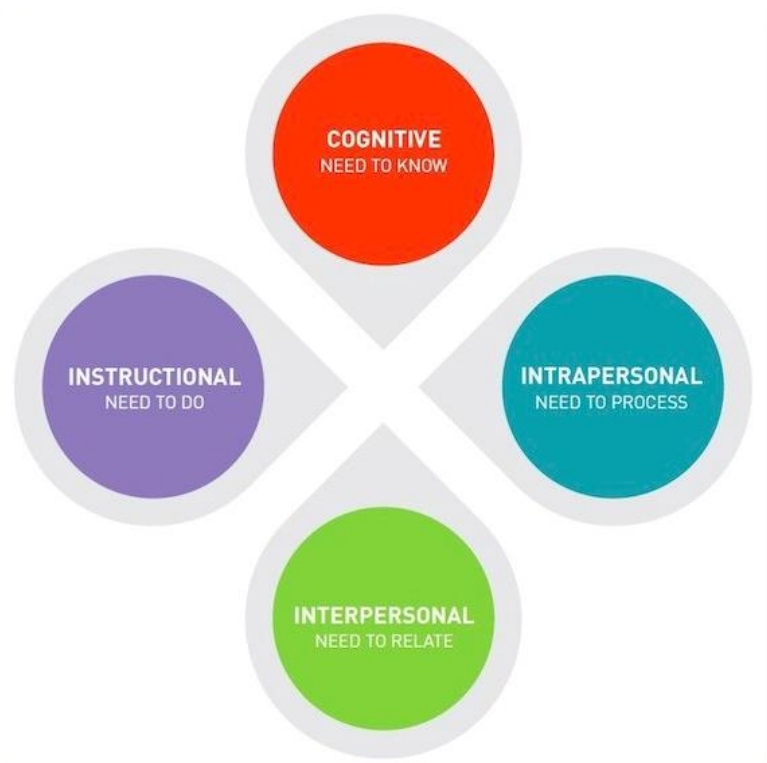
Diverse and Equitable Schools

## SYSTEMIC FOCUS

### SYSTEMIC FOCUS:

Stakeholder Groups	Kinds of curriculum materials with a lens for diversity, equity and inclusion	A* B* C* D *A-academics *B-belongingness *C-commitment to dismantling racism *D-diversity
Teachers	Curriculum for teacher professional development topics (e.g. <a href="#">Culturally Responsive Teaching &amp; The Brain</a> )	A; B; C; D
Students	Curriculum for each course throughout schooling (e.g. <a href="#">An Equity Toolkit For Inclusive Schools: Centering on Youth Voice In School Change</a> )	A; B; C; D
Family and Community Partnerships	Curriculum for family and community engagement (e.g. <a href="#">Reaching Out to Diverse Populations: What Can Schools Do to Foster Family-School Connections?</a> )	A; B; C; D
Leadership	Curriculum for leadership	A; B; C; D

The development of *Educator Competencies for Personalized, Learner-Centered Teaching* ("the Competencies") serves as a first step in identifying the knowledge, skills, and dispositions that educators need in order to create and thrive in effective personalized, learner-centered environments. The Competencies are organized into four domains-Cognitive, Intrapersonal, Interpersonal, and Instructional. For each domain, we identified both high-level competencies and detailed "indicators," which describe specific ways that educators can meet each competency in a personalized, learner-centered manner.



*Council of Chief State School Officers*  
"Educator Competencies for Personalized,  
Learner-Centered Teaching" (2018)

***Problem of Practice:***

How do we create a welcoming learning environment that embraces diversity, inclusion and rigor in our curriculum?



**Zaretta Hammond, Author**

*Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor for Culturally and Linguistically Diverse Students*



## OUR ESSENTIAL QUESTION

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How do we create a welcoming learning environment that embraces diversity, inclusion and rigor in our curriculum?

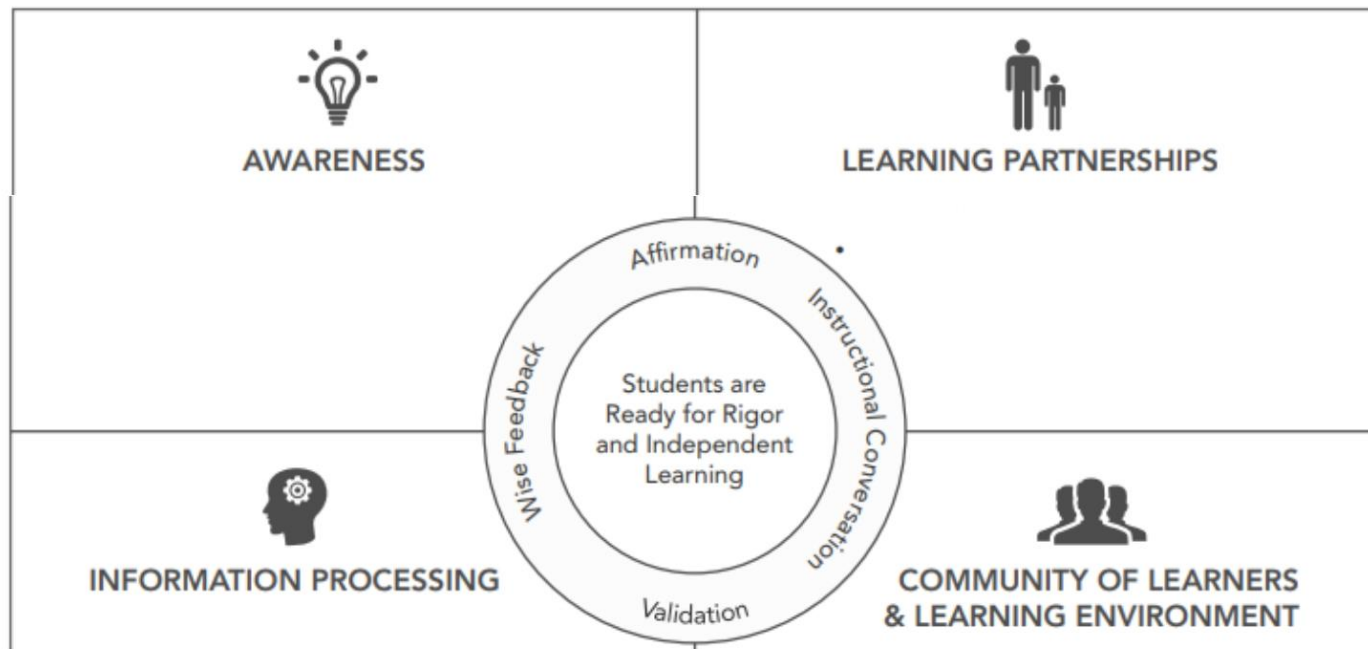


## Poll #3

# READY FOR RIGOR FRAMEWORK

## READY for RIGOR

A Framework for Culturally Responsive Teaching



Z. Hammond

Desegregation

Integration

MULTICULTURAL EDUCATION	SOCIAL JUSTICE EDUCATION	CULTURALLY RESPONSIVE PEDAGOGY
Focuses on celebrating diversity	Focuses on exposing the social political context that students experience	Focuses on improving the learning capacity of diverse students who have been marginalized educationally
Centers around creating positive social interactions across difference	Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political aspects of life	Centers around the affective & cognitive aspects of teaching and learning
Concerns itself with exposing privileged students to diverse literature, multiple perspectives, and inclusion in the curriculum as well as help students of color see themselves reflected	Concerns itself with creating lenses to recognize and interrupt inequitable patterns and practices in society	Concerns itself with building resilience and academic mindset by pushing back on dominant narratives about people of color



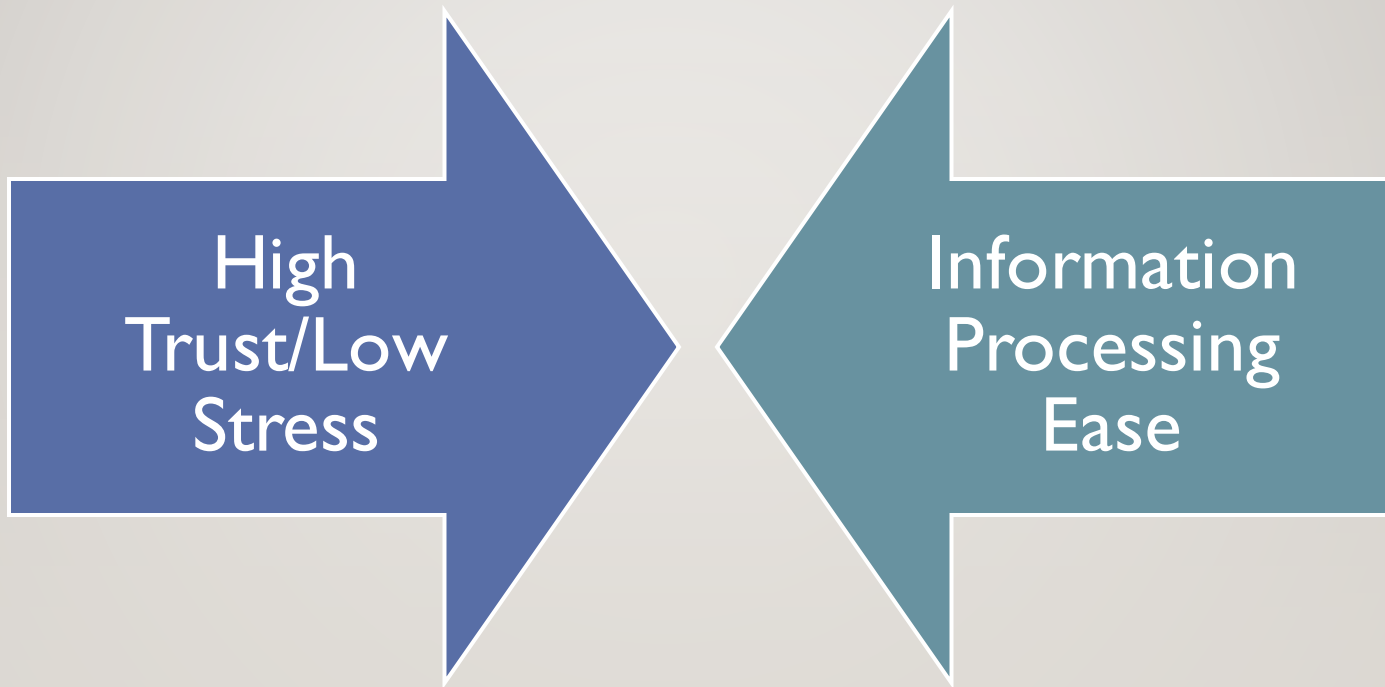
# INEQUITY BY DESIGN

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Inequitable outcomes happen because schools were historically designed to *under-develop* the cognitive *information processing skills* of diverse students. Consequently, *eroding* their *confidence* as intellectuals.

# CULTURALLY RESPONSIVE TEACHING BRINGS TOGETHER THE AFFECTIVE AND THE COGNITIVE

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# The Learning Pit

Learning  
this way

Eureka!

I don't  
understand

I was right  
not to give up

This is hard

I see. This  
makes  
sense now

I can't do this

How do these  
pieces fit  
together?

This is stupid

Example and  
non-example?

I want to quit

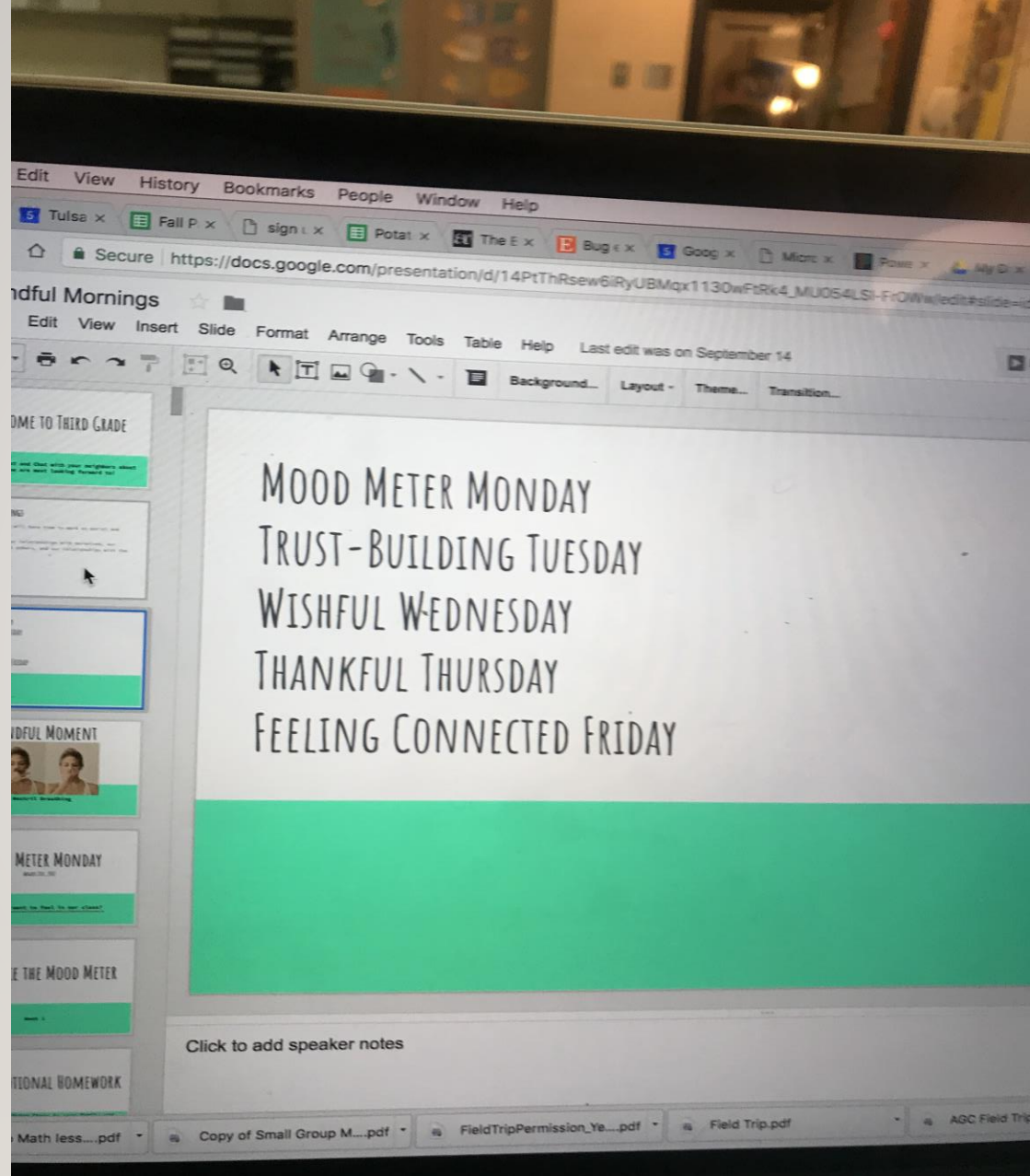
What does  
this remind  
me of?

Academic mindset  
regulates emotions  
& manages negative  
self-talk.  
We must go into  
the pit calm  
and ready.

Information  
processing lifts us up  
out of the pit as we  
make meaning  
of new learning

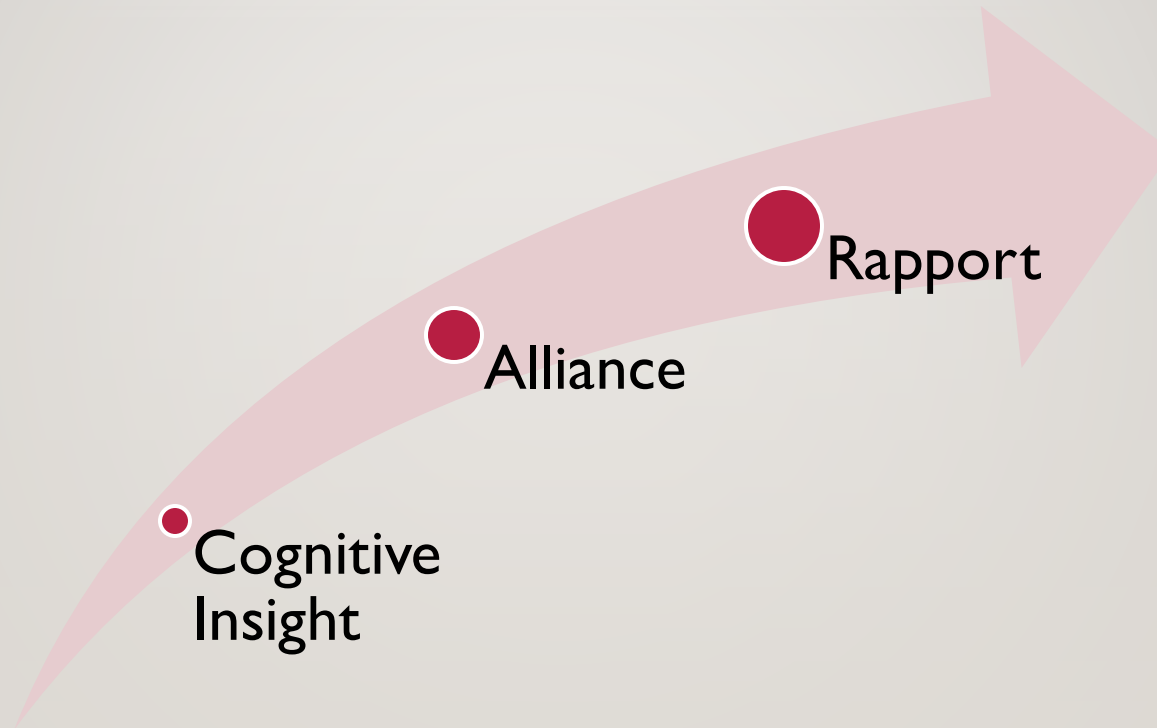
Productive Struggle

Adapted from *The Learning Challenge*  
by J. Nottingham



# RE-IMAGINING STUDENT TEACHER RELATIONSHIPS AS LEARNING PARTNERSHIPS

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# WAYS TO REDUCE CORTISOL

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- Reframe failure. Errors are information, not confirmation of low intelligence.
- Set up system for useful, corrective feedback
- Eliminate micro-aggressions

# WAYS TO INCREASE OXYTOCIN

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## **Make the 5 minutes of class social**

- Play a game related to the day's lesson
- Use dyads or pair share to have students build a sense of connection.
- Have a ritual such as a credo reading or poem recitation

# RE-IMAGINING INTEGRATION MEANS....

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- Recognizing that competence proceeds confidence. Focus on helping marginalized students regain their confidence as learners by helping them get better as learning new content.
- Creating classrooms that are "intellectually safe" to make mistakes and learn from errors. Formative assessment is an equity necessity.
- Using culture as a cognitive scaffold to process more effectively and make content sticky.



# Q & A

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## Next Steps:

- *Visit* the RIDES website and review a few of the resources introduced today, and others
- *Select* a practice, resource or idea you heard from today's webinar and presentation, share and discuss it with a colleague
- ***Commit*** to a practice, behavior or action, a shift in thinking about this work differently...something that you will explore before the next webinar
- *Share* your action, tell us how it went and questions you have on our shared google doc [here](#). (Also, see *link in chat box.*)

## Expand our Virtual Community



- Why?** We are a community of learners, so let's learn with and from each other about RIDES and the work happening in integrated school communities all across the country.
- Who?** You, your school team, coaches, organization, all are welcome!
- What?** Topics will include RIDES's ABCDs, Problems of Practice, resources and strategies for improvement, discussion, and more.

## OUR VIRTUAL COMMUNITY

For each topic, we will provide resources and then discuss examples of promising practices. The next session will be...

**When?** **February**

*Problem of Practice:* Decentering whiteness in integrated schools

*Domains:* **A**cademics, **B**elonging,

**C**ommitment to dismantling racism, **D**iversity

**Where?** Anywhere you are and can get connected to the internet from a laptop, iPad, mobile phone or other device.





REIMAGINING  
INTEGRATION  
Diverse and Equitable Schools

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## FUTURE WEBINAR DATES & TOPICS:

January 10	<b><i>Problem of Practice:</i></b> How do we create a welcoming learning environment that embraces diversity, inclusion, and rigor in our curriculum?
February 7	<b><i>Problem of Practice:</i></b> De-centering Whiteness in integrated schools
March 7	<b><i>Problem of Practice:</i></b> Engaging Students as Active Agents/Cultivating Student Activism in integrated schools
April 4	<b><i>Problem of Practice:</i></b> Creating a sense of belonging with ESL, Undocumented Students, Refugee/Immigrant Students
May 2	<b><i>Problem of Practice:</i></b> Discipline disparities



**THANK YOU FOR ATTENDING!**

**LOOKING FORWARD TO RECONNECTING ON  
FEBRUARY 7**

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# ADDITIONAL

# QUESTIONS AND DISCUSSION



**THANK YOU FOR ATTENDING!**

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