

A Framework for Reimagining Education:

Equity - Instruction - Cultural Responsiveness - Mental Health & Wellness

R-H

Summer Leadership Development 2021: Session 1

Diane M. Wynne



How do educational leaders advance equity while leading during the COVID-19 crisis?

Study: Principals in California, Connecticut, and New York serving elementary schools, middle schools, and high schools.

Focused on changing mindset (“deficit thinking”)

Principals focused much of their effort on challenging and altering staff beliefs regarding families from vulnerable populations.

Frontiers in Education,
April 2021





Diversity is a fact.
Equity is a choice.
Inclusion is an
action.
Belonging is an
outcome.

- Armer Chan -



Culturally Responsive-Sustaining Education Framework





Culturally Responsive-Sustaining Mindsets

All stakeholders (students, teachers, school leaders, district leaders, families and community members, higher education faculty and administrators, and Education Department Policymakers) can adopt these culturally responsive-sustaining aligned mindsets as a lens through which to implement the CR-S guidelines outlined in this framework.

New York State **EDUCATION STAKEHOLDERS** can contribute to a Culturally Responsive-Sustaining Education for students by:

Believing that culture is not an addition but is a critical component of education.

Believing that students and their families are individuals with their own assets, knowledge, and abilities who should be valued and consulted.

- Student and community assets should be sustained and leveraged for academic achievement.
- Consider students as co-designers of curriculum and drivers of instruction (Jenkins & Healey, 2009)
- Embed community input into curriculum to reflect diversity of the local and global community.

Believing that critical and continuous self-reflection is required to dismantle systems of biases and inequities rooted in our country's history, culture, and institutions.

“NYSED has come to understand that the results we seek for all our children can never be fully achieved without incorporating an equity and inclusion lens **in every facet of our work**”.

“The Framework represents an opportunity for stakeholders to continue to work together and plan for the unique needs of their communities”.

(NYSED.gov)

CULTURALLY
RESPONSIVE-
SUSTAINING
EDUCATION



CR-S Framework History

- ❖ Directive from the Board of Regents in 2018 (released in 2019)
- ❖ Focus on being **responsive** and **sustaining**
- ❖ Expert panel, advisory panel, and NYS stakeholders (87 total)
- ❖ Intended for use across stakeholder groups including the following 7 groups:

Students

Teachers

School Leaders

District Leaders

Families and Community Members

Higher Education Faculty & Administrators

NYSED Policymakers



The CR-S framework helps educators create student-centered learning environments that: affirm racial, linguistic and cultural identities; prepare students for rigor and independent learning; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.

4 Principles:

Create a Welcoming & Affirming Environment

Foster High Expectations & Rigorous Instruction for All

Ensure Inclusive Curriculum & Assessment Practices

Engage in Ongoing Professional Learning & Support



CR-S Framework



Activity: For each of the 4 principles of the CR-S Framework...

Review teacher pages #26, 27, & 28:

Review additional pages:

School Leaders: (pages 32-35); District Leaders (pages 38-39)

Identify:

- 2 teacher practices that you would like to strengthen
- 2 corresponding leadership practices that will support this

****Choose a notetaker and a spokesperson for the group***

**EVERYONE
HAS A ROLE
TO PLAY**

CR-S Framework Briefs

<u>Brief 1</u>	<u>Brief 2</u>	<u>Brief 3</u>	<u>Brief 4</u>	<u>Brief 5</u>	<u>Brief 6</u>
*Assign names of administrators to each brief/small group					

Essential Takeaways



What is Culturally Responsive-Sustaining Education?



What is the Culturally Responsive-Sustaining Education Framework?
Why now for New York State?



What do students gain when culturally responsive-sustaining education guides our education system?



ureau of educational

Essential Takeaways



Why should schools focus on the cultures of their students?



What are the four principles of the Culturally Responsive-Sustaining Education Framework?



How does implementing the New York Culturally Responsive-Sustaining Education Framework improve your school community as a whole?



A journey of self-awareness is essential in this work...





R-H Needs Assessment (Finalized 2021)



*No one is born with
hatred or intolerance*



Teacher Focus Groups (2019)

- Warner team conducted five brief focus groups in spring 2019 with a total of 26 teachers from 5 schools (Senior High school, 1 Junior High school and 3 elementary schools).
- Focus group protocol can be found in Appendix B of this report.



R-H Family Survey (2019)

- Adapted from the US Department of Education Survey on school culture and climate to address NA questions.
- Translated into Spanish, Arabic, and Nepalese – the three most commonly spoken languages in the district after English.
- 563 responses.
- Survey protocol can be found in Appendix C of this report.



R-H Instructional Staff Survey (2020)

- Adapted from the US Department of Education Survey on school culture and climate to address NA questions.
- 364 responses.
- Survey protocol can be found in Appendix D of this report.



R-H Non-instructional Staff Survey (2020)

- Adapted from the US Department of Education Survey on school culture and climate to address NA questions.
- 146 responses.
- Survey protocol can be found in Appendix E of this report.



Reflections from Steering Committee members

- SC Year End survey, June 2019
- Reflections collected from year end meeting, June 2020



Student Focus Groups (2020/2021)

- Warner team conducted nine brief focus groups in winter 2020/2021 with a total of 28 students from 4 schools (Senior High school, Burger & Roth Junior High schools and Webster Learning Center).

**Equity & Inclusion
Steering
Committee**

**Needs
Assessment
Recommendations**

Group Activity: Equity Steering Committee Report and BOE Recommendations/Exploring the 4 Principles

Principle 1: Pat

Principle 2: Nerlande

Principle 3: Diane

Principle 4: Dom

*Add names of administrators to each group

Greg

***Please indicate your notices and wonders about recommendations for your assigned principle**

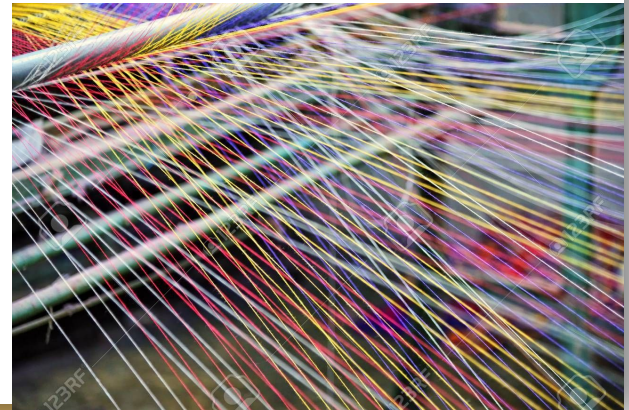
Share-out regarding notices and wonders



Activity: Common Themes

Independently brainstorm the top 3-4 themes (interwoven threads)
across all recommendations

Jamboard



Closing: Snowball Activity



A Framework for Reimagining Education:

Equity - Instruction - Cultural Responsiveness - Mental Health & Wellness

R-H

Summer Leadership Development 2021: Session 4

Diane M. Wynne



Reminder: 3 Recommendations From Principle #1 Presented to the BOE

Welcoming & Affirming Environments

- Assess the physical environment of all district buildings and classrooms to determine whether diverse cultures, languages, and backgrounds are reflected and valued
- Empower and amplify student voices in decision-making and planning through multiple opportunities in order to build an inclusive, respectful school environment that acknowledges and appreciates the diversity of our community
- Develop a variety of opportunities for families to connect with our district in order to ensure that our schools are welcoming and affirming places

SEL addressed in the CR-S Framework

Welcoming & Affirming Environment:

Practice empathy

Choose kind words

Make others feel valued and affirmed

Express respectful agreement or disagreement with others

View mistakes as opportunities to grow

Build relationships across groups

Address implicit bias

Use discussion and restorative practices to mediate conflicts

Provide space to discuss and process events that impact the wider community

Assess school climate



Activity

What does educational leadership look like in the time of COVID-19?

Study: Over 1,000 Principals, APs, and District Administrators from New York

Asked to list 3 emotions they experienced the most during the past 2 weeks:

An overwhelming 95 percent of the feelings they named could be classified as “negative.”

1. **Anxiety**

Other top emotions: Overwhelmed

Sad

Stressed

Frustrated

Uncertain

Worried

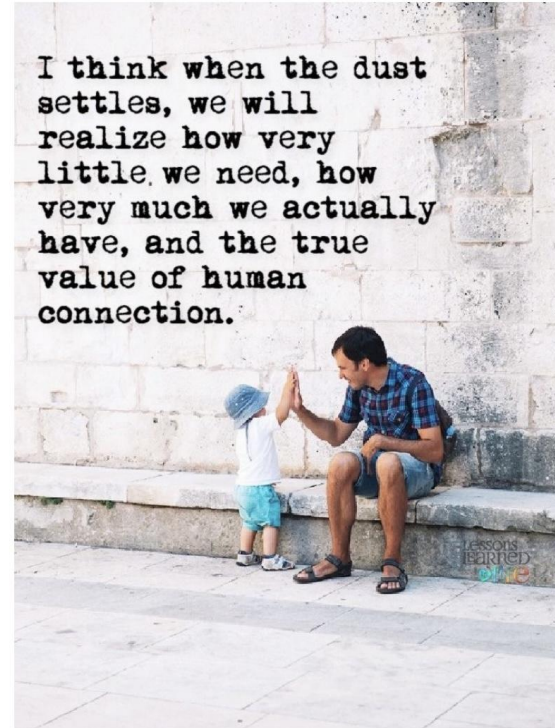
Yale Center for Emotional
Intelligence, May 2020

Social-Emotional Learning (SEL)

SEL is NOT merely what we are providing for students...

We need to **model** it and **prioritize** it for ourselves: Build our capacity to support teachers and students in areas identified in CR-S “Welcoming and Affirming Environment”

“Restorative Restart”



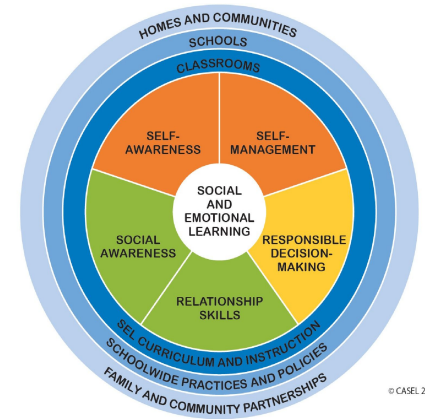
Self-Awareness: The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

Self-Management: The ability to manage one's emotions, thoughts, and behaviors effectively in different situations to achieve goals and aspirations.

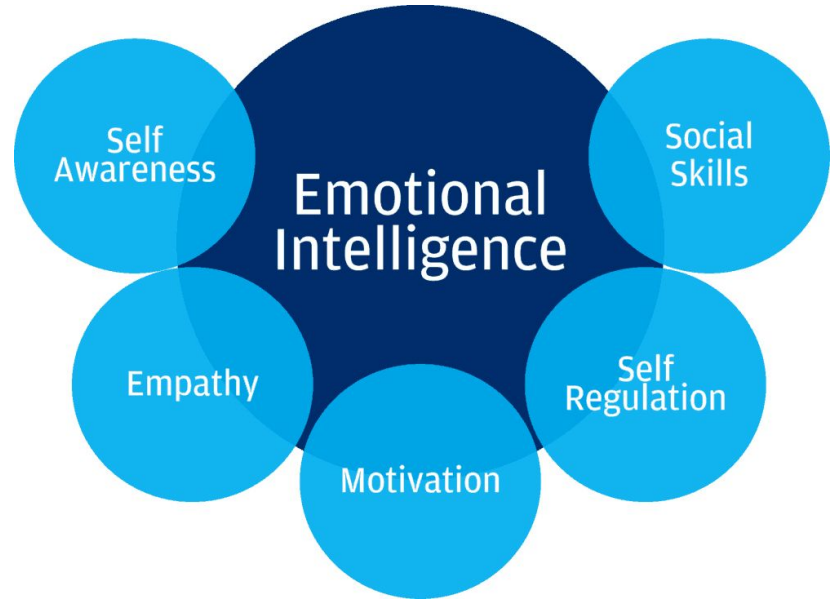
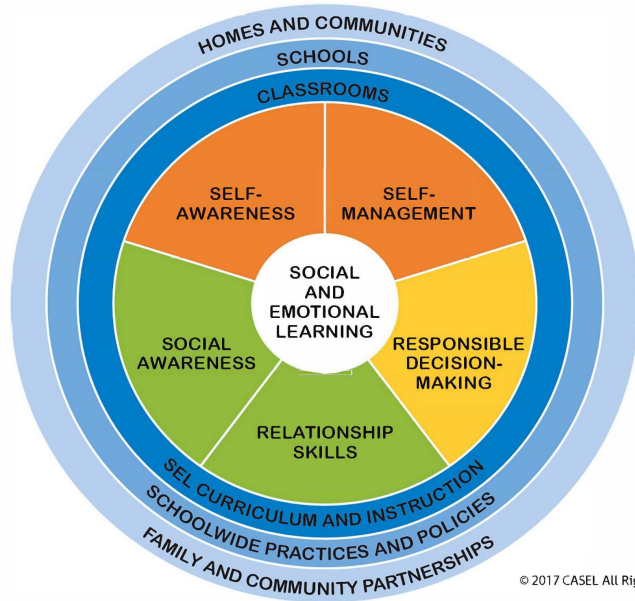
Social Awareness: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

Relationship Skills: The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

Responsible Decision-Making: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.

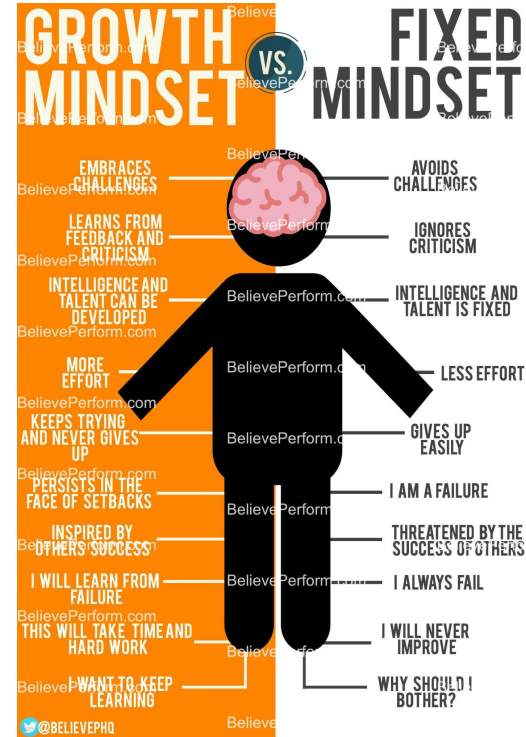
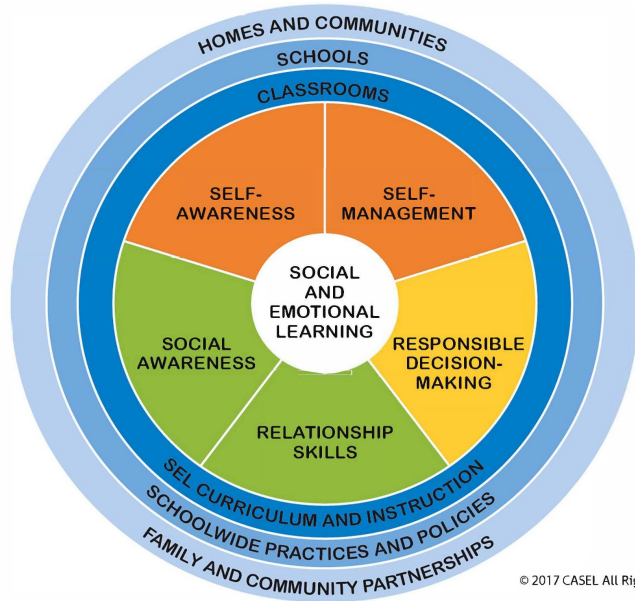


Is SEL Something New???



Peter Salavoy and John Mayer, 1990
Daniel Goleman, 1996

Is SEL Something New???



Carol Dweck,
2006

What do SEL competencies look like for leaders?

Self-Awareness: Knowing your leadership strengths and areas to improve

Self-Management: Having the skills to know when and how to act, when to hold back (timing)

Social Awareness: Adapting leadership style to many different staff members, expressing empathy

Relationship Skills: Building social capital, building trusting relationships, influencing others

Responsible Decision-Making: Being able to make difficult decisions as a leader, seeing the “big picture”



Self-Assessment Tool

SEL Personal Assessment & Reflection

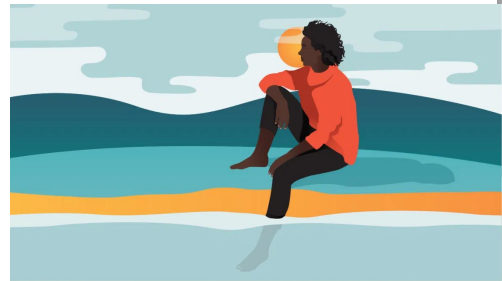
Consider the following:

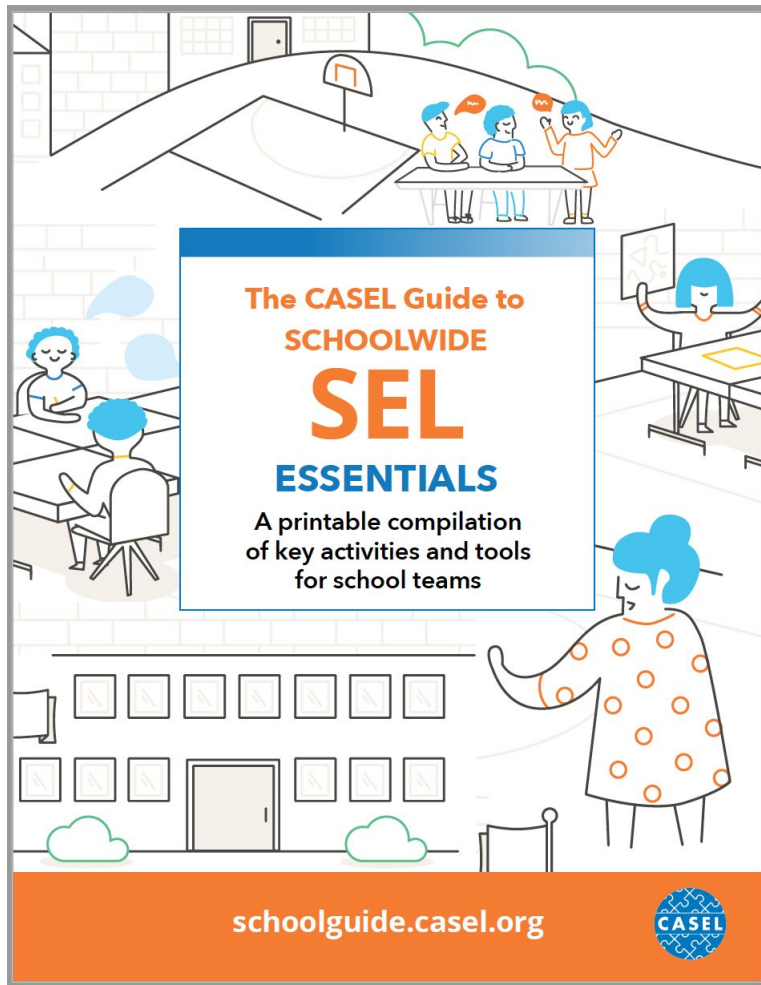
What personal strengths do you have?

What are you most proud of related to the area of SEL and your role in the district?

What are some challenges for you identified in the assessment?

What were some things that surprised you about the results?





The CASEL Guide to
SCHOOLWIDE

SEL

ESSENTIALS

A printable compilation
of key activities and tools
for school teams

schoolguide.casel.org



SEL in the Classroom Self-Assessment



Merging of RP and PBIS



SEL

(Social-Emotional Learning)

- Capture a more comprehensive approach to wellness
(use “tools” from PBIS and RP)

CDC has recently updated its guidance for COVID-19 Prevention in Kindergarten and (K)-12 Schools and ED is working quickly to revise this Handbook accordingly.

OPEPD-10-21-02



Volume 2 • 2021

ED COVID-19 HANDBOOK

Roadmap to Reopening Safely and
Meeting All Students' Needs



From the Department of Education Roadmap to Reopening Safely & Meeting All Students' Needs

While there is concern regarding the impact of lost instructional time as it relates to student academic performance, meeting the social and emotional needs of students must be foundational to efforts to improve academic outcomes for students. The teaching of social and emotional skills can be woven into how teachers design instruction and the kinds of learning opportunities they provide to students. Such learning can be developed through explicit instruction in social, emotional, and cognitive skills (including intrapersonal and interpersonal skills, conflict resolution, and decision-making) and integrating social and emotional skills, habits, and mindsets within classroom lessons and activities. For example, Baltimore City Public Schools built upon existing social and emotional learning implementation efforts and developed social emotional learning (SEL) lesson plans aligned with grade groupings and weekly themes around compassion, connection, and courage.

Teacher/Staff Implementation of SEL

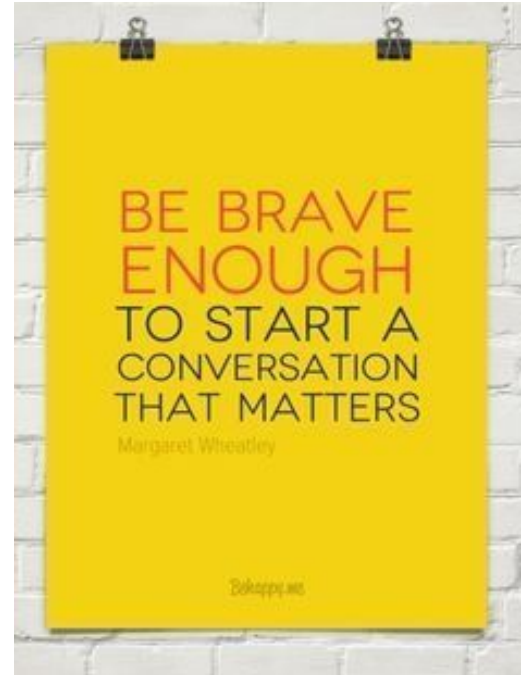
Considerations:

➤ 2 approaches within classrooms:

Embedded within the school day

and

Direct, explicit teaching/lessons



What's been happening across the district to begin the process of merging SEL, PBIS, & RP?

- PBIS Coaches and Leadership Team meetings/RP Leadership Team Meetings
- Winter Study Group (10 staff members led by district SW): Merging SEL, PBIS, & RP
- Spring Workgroup in Collaboration with the Teacher Center (37 staff members); created SEL Team Rubric
- Summer SEL Team (14 staff members); finalized rubric and compiled/created resource banks for merging SEL, PBIS, & RP by grade band
- SEL District Leadership Team and SEL Building-Level Teams (needs to be determined)

We are continuing to utilize all programs: Focus on aligning efforts and communication among staff implementing these programs and initiatives which are all focused on the social and emotional needs of students.

Upcoming SEL Leadership Meeting Dates

SEL District Coaches Meetings: all from 9:00-10:00 a.m. (1-2 per school)

- Thursday, September 16th
- Thursday, November 18th
- Thursday, January 20th
- Thursday, May 19th

SEL District Leadership Team Dates: all from 4-5:00 p.m.

- Tuesday, September 14th
- Tuesday, November 9th
- Tuesday, January 11th
- Tuesday, March 22nd
- Tuesday, May 17th

SEL Summer Team (July 2021)

Refined SEL Team Rubric

Began created and collecting banks of resources. These resources are still being vetted and reviewed. Please hold off on sporting or sharing. However, feel free to use specific items you may find within the resource banks.

- K-3 Band SEL Resources Bank
- 4-6 Band SEL Resources Bank
- 7-9 Band SEL Resources Bank
- 10-12 Band SEL Resources Bank

***Note about posting resources from your school websites**



PBIS BoQ's (Benchmarks of Quality) v. SEL Team Rubric

PBIS BoQs

- Created Externally
- PBIS Only
- Link to BoQ Rubric

SEL Team Rubric

- Created by over 40 R-H teachers and staff
- Incorporates PBIS, Restorative Practices & SEL
- Link to (Draft) of SEL Team Rubric

- Notice the key differences.
- What are your takeaways from the new SEL Team Rubric?
- What questions do you have?



R-H

**STRONGER
TOGETHER**

*Note: PBIS
Leadership
Coaches chose
this theme

EQUITY AND INCLUSION

SOCIAL-EMOTIONAL LEARNING • PBIS • RESTORATIVE PRACTICES

EQUITY & INCLUSION

Our community consists of people from all corners of the globe, representing an array of cultures, backgrounds, and beliefs. We are committed to strengthening connections with students and families while striving to ensure that our programs, curriculum, and learning environments are culturally responsive and safeguard equity and inclusion.

Diversity

A representation of our uniqueness and cultural and lived experiences that make up our community.

Equity

Equal access to opportunities for all, with the understanding that fair is not always equal and barriers are removed.

Inclusion

The practice of valuing differences in order to foster a sense of belonging and empowerment.

SOCIAL-EMOTIONAL LEARNING (SEL)



The Five SEL Competencies

An integral part of education and human development, SEL is the process through which young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

CASEL: Social and Emotional Learning Core Competencies

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

Through PBIS, we have established expectations for positive behaviors across multiple settings.

PBIS works by identifying, monitoring, teaching, and reinforcing these districtwide expectations:



RESTORATIVE PRACTICES

Restorative practices build a sense of belonging, safety, and social responsibility in the school community. This approach results in a culture that is inclusive, builds a fair process into decision-making practices, and helps students learn to address the impact of their actions through accountability, skill-building, cooperation, and mutual understanding.

Benefits in the School Setting:

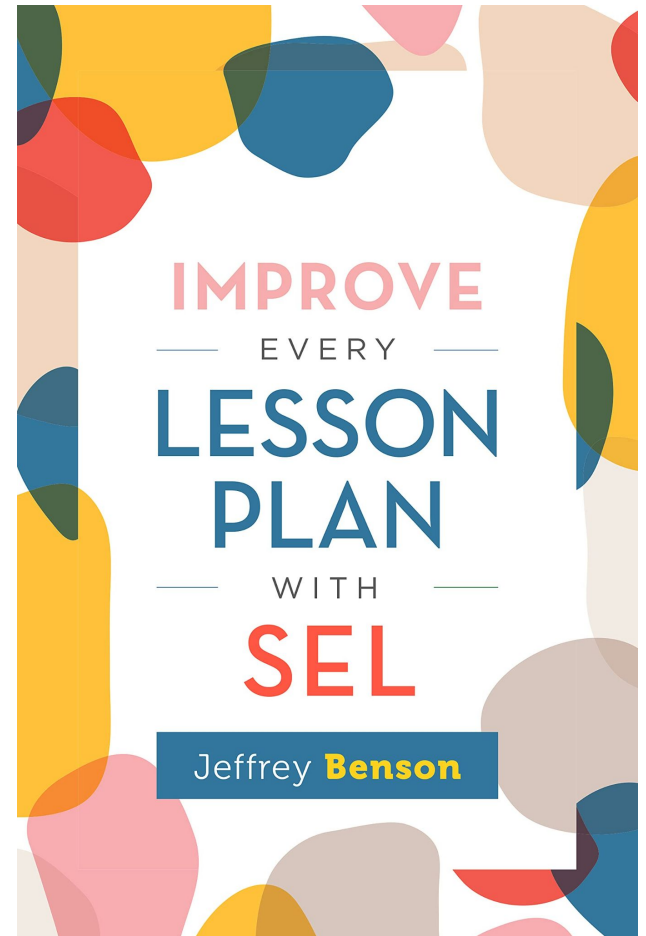
- **Development of connections among peers and adults**
- **Safe and caring learning environment**
- **Commitment to listening and understanding other perspectives**
- **Increase in responsible decision-making and pro-social behaviors**

From Benson's book:

Praise should vary according to the age of your students. Here's how praising a student who is "advocating for needs and resources" might sound in different grades:

- **Grades K-3:** "I like so much how you asked for another color crayon! Please keep asking for the things you need."
- **Grades 4-7:** "Absolutely get yourself another marker! Keep asking for what you need to get your work done well."
- **Grades 8-12:** "I like that sound of self-advocacy. Go get what you need."

***This gives you a starting point for integrating SEL skills into language throughout the school day**



Additional Supports for R-H Administrators

Student & Family Services Reopening Information (will be updated and shared)

SEL slides for administrators to use with staff
(SEL Team members can support with this)



Professional Development for Staff

Considerations:

- ❖ Be conscious of language...Not a Training (that teaches a specific skill)
- ❖ We are building capacity to apply knowledge to many areas and to increase our ability to think critically
- ❖ How will staff engage in their own self-reflection first before supporting students?
- ❖ Opportunities for re-connecting/community-building circles at the beginning
- ❖ On-line, district-wide, and building PD (utilize SEL team members)

Indicators of Schoolwide SEL (CASEL)

- ❖ Continuum of Supports (SEL MTSS)
- ❖ Positive school and classroom climates
- ❖ Explicit SEL instruction
- ❖ SEL integrated into academic instruction
- ❖ Focus on enhancing adult SEL
- ❖ Youth voice and engagement
- ❖ SEL evidenced in discipline practices (restorative discipline)
- ❖ Family and community partnerships
- ❖ Systems for continuous assessment and improvement



Aligning SEL with Equity

Emerging Insights

Focus Area 1

Build Foundational Support and Plan for SEL

Launch SEL with a collective vision and robust plan and sustain efforts with aligned resources and ongoing commitment.

Focus Area 2

Strengthen Adult SEL Competencies and Capacity

Foster a staff community that cultivate adults' professional, social, emotional, and cultural competencies and their capacity to promote SEL and equity.

Focus Area 3

Promote SEL for Students

Ensure consistent, culturally responsive, and developmentally appropriate opportunities for all students to enhance and apply social and emotional competencies to daily tasks and challenges.

Focus Area 4

Reflect On Data for Continuous Improvement

Partner with school-community members to engage in continuous improvement cycles to set goals, examine data, track progress, and make changes that lead to equitable and optimal outcomes.

CASEL's Theory of Action | Systemic SEL

How?

Implementation Focus Areas
Build Foundational Support and Plan
Strengthen Adult SEL Competencies and Capacity
Promote SEL for Students
Practice Continuous Improvement

What and Where?



Why?

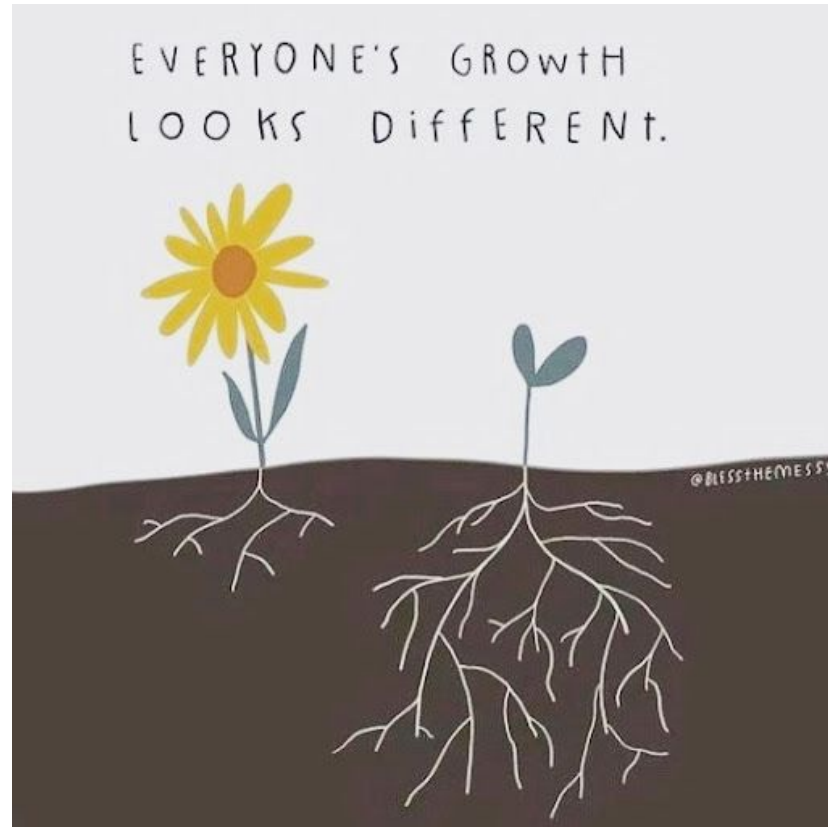
Student Outcomes	
Short-Term	<ul style="list-style-type: none"> Improved attitudes about self, others, and tasks Perceived classroom and school climate
Intermediate	<ul style="list-style-type: none"> Positive Social Behaviors and Relationships Academic Success Fewer Conduct Problems Less Emotional Distress Less Drug Use
Long-Term	<ul style="list-style-type: none"> High School Graduation College/Career Readiness Safe Sexual Behaviors Healthy Relationships Mental Health Reduced Criminal Behavior Civic Engagement

Translating Intent into Impact...What will the next level look like?

Summer 2021	Fall 2021	Winter/Spring 2021-22
Develop SEL Team (at each building and district-wide)	Determine meeting dates and members of SEL Leadership Teams at schools and district-wide	Continue to offer PD for staff
SEL messaging about aligning RP/PBIS	District-wide SEL messaging	Determine how SEL is being implemented throughout each building
Develop Resource bank for teachers	Team reviews and completes rubric for each school (baseline data)	Provide targeted supports for schools/ departments that need additional SEL consultation
Slides for principals to use with staff (shared alignment of PBIS with SEL team)	Communicate about online SEL PD	
	SEL district workshops for staff offered	
	Consider ways to develop adult SEL	
	Focus on 2 types of SEL (PD): -embedded within instruction -SEL lessons, circles, etc. (explicitly taught)	

Incorporate
Data
Reviews:
SEL & Equity

The importance of **Patience** with SEL & Equity Efforts...




How are SEL and Equity connected?



What inequities did you see that would impact student and staff social-emotional functioning?



[Jamboard](#)

The background of the image is a vintage-style map with a pocket watch overlaid on it. The map shows various geographical features and lines, and the pocket watch is positioned in the upper right quadrant. The text is centered on a light-colored rectangular area.

Persistence

will get you there

Consistency

will keep you there

BrambleAvenue.com