Jamie Almanzán
510-967-4705
Twitter @jalmanzman
“There must exist a paradigm, a practical model for social change that includes an understanding of ways to transform consciousness that are linked to efforts to transform structures.”

- bell hooks, killing rage: Ending Racism
Session Outcomes

• Building a community of practice in order to explore the aspects of Culturally Responsive Leadership and Teaching to support students’ investment in their own learning

• Increase cultural synchronization between schools and the families and students they serve in order to develop stronger trusting relationships

• Explore the connection between listening, learning focused relationships, and effective use of formative assessments to close learning gaps
The High Five

Journal Reflection Part One:

• What makes you uniquely qualified to challenge oppression and work towards equity?
Equity Collaborative
Transformation Frame

Equity and Oppression

Learning Theory and Culturally Responsive Teaching

Coaching and Facilitation
Equity Collaborative Transformation Frame

Equity = Set specific equitable goals
Oppression = Identify systemic, institutional, and individual barriers

Learning Theory and Culturally Responsive Teaching

Coaching and Facilitation
Equity Collaborative

Transformation Frame

Equity and Oppression

Learning Theory and Culturally Responsive Teaching = Support educators to move toward teaching practices that prioritize student thinking

Coaching and Facilitation
Culturally Responsive Teaching

What comes to mind for you when you hear the phrase culturally responsive teaching or culturally responsive educator?

What does listening have to do with what you discussed?
Equity Collaborative Transformation Frame

Equity and Oppression

Learning Theory and Culturally Responsive Teaching

Coaching and Facilitation = Questions follow answers, Don’t ask questions you know the answer to, Never give advice unless you are asked
Working towards equity means...

Eliminating the predictability of success and failure that currently correlates with any social or cultural factor

Interrupting inequitable practices, challenging biases, and creating inclusive school environments for all
Return to Listening

Pair Share
What kind of listener have you been lately?
Ernesto Sirolli, “Want to help someone? Shut up and listen!”

Pair Share
What resonated from the video for you? Why?
“Constructivist” Listening

1. It is valuable for us to be listened to as we inquire into emotional and intellectual demands of challenging inequity.

2. “Constructivist Listening” structures can serve as a practice space for the deep listening necessary to sustain our alliances across race, class, gender, language and other forms of difference.
Constructivist Listening Guidelines

• Each person is given equal time to talk
• The listener does not interrupt or break in with a personal story
• Confidentiality is maintained
• The talker does not criticize or complain about others during her/his time to talk
Dyad Prompt

What are your current strategies and structures that support listening to people? Who do you believe you need to listen to in order to address inequity? Why is that person/those people important?
Stretch Break
What gets in the way?

How do well-intentioned individuals create inequity for students and families?
Implicit or Unconscious Bias

Implicit bias is defined as the mental process that creates unconscious associations and attitudes toward things, actions, people and groups of people based on identified characteristics. (With people, we may focus on characteristics such as race, ethnicity, gender, age, appearance, sexual orientation, etc.)
Episode: The Power of Categories

Do you like puppies or kittens?

“Inadvertently they have seemed to have stumbled on this powerful impulse which is written into people. This urge to want to clearly differentiate themselves, declare their category. And the categories themselves were so clearly defined. It was like they are right below the surface. It was this whole world of qualities associated with what it means to be a cat person or a dog person.”

“When you are able to recognize an object as a member of a particular category, all your knowledge about that category, guides your response to that thing. Which means that you don’t have to figure out everything from scratch every time you encounter something new. “

“Which really saves us a lot of time and energy.”
Implicit Bias and Identity

Key Idea:

Implicit bias creates unconscious associations that may contradict our intentions, beliefs and values.

Being aware of our biases allows us to make conscious decisions that can change our attitudes, behaviors, actions and ultimately our leadership and instructional delivery.
Social Identity Wheel

- Ethnicity
- Socio-economic Class
- Gender
- Sexual Orientation
- Age
- National Origin
- First Language
- National Origin
- Physical, Emotional, Developmental Ability
- Religion or Spiritual Affiliation
- Race
- Class
- First Language
Social Identity Wheel

#1 Identities you think about most often

#2 Identities you think about least often

#3 Your own identities you would like to learn more about.

#4 Identities that have the strongest effect on how you see yourself as a person.
Social Identity Wheel

1. Fold the Social Identity worksheet into thirds.

2. Label them First, Second, and Third.

3. Which aspects of your identity were most important in the first third of your life? In the second third of your life? In the current third of your life?

4. Why?
Social Identity Wheel

Pair Share:
Share your reflections with a partner in the room.
On the Margins and In the Mainstream

Journal Reflection:
How does your identity impact your approach to equity leadership?
On the Margins and In the Mainstream

Key Idea:
In any community or organization, certain people are marginalized and others are in the mainstream. Leading for equity requires people who can bridge the two.
Pair Share Prompt

Within your school/community/organization, in what settings are you positioned in the mainstream? In what settings are you marginalized?
On the Margins and In the Mainstream

Small Group Conversation One:

How does your position in the margins or the mainstream impact your equity leadership?
On the Margins and In the Mainstream

Small Group Conversation Two:
What strategies do you have for bridging people in the margins and people in the mainstream within your school and your community?
Lunch
Culturally Responsive Teaching is the ability to recognize differences based on CULTURE, (language, race, ethnicity, gender and other aspects of individual identity) and to utilize and respond to those differences with productive pedagogical moves that foster student learning.
Let’s play a game...

How does the game of “Taboo” work?

1. A word or phrase you’re trying to get the “guesser” to say

2. Identified “Taboo” words that cannot be used
Culturally Responsive LISTENING

Ruby Slippers

Dorothy
Kansas
Judy Garland
Shoes
Wicked Witch
Let’s play a game…

How does the game of “Taboo” work?

Three Roles…

• A clue giver
• A guesser
• A Taboo “proctor”
Culturally Responsive LISTENING

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<thead>
<tr>
<th>Peak</th>
<th>Stress</th>
<th>Boardwalk</th>
<th>Pretzel</th>
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<tr>
<td>Summit Mountain Point</td>
<td>Nervous Tense Pressure</td>
<td>Atlantic City Beach Pier</td>
<td>Twisted Salty Snack</td>
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<td>Career Shape</td>
<td>Anxiety Work</td>
<td>Park Place</td>
<td>Dough Mustard</td>
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<tr>
<th>Luau</th>
<th>Pomegranate</th>
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<td>Hawaiian Party Feast</td>
<td>Fruit Bush Health</td>
<td>Mexican Soup Tripe Holiday</td>
<td>African-American Hair</td>
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<tr>
<td>Roast Pig Hula</td>
<td>Juice Red</td>
<td>Hangover</td>
<td>Braid Barbershop</td>
</tr>
</tbody>
</table>
Let’s play a game...

1. Clue Giver, what did you notice about your listening?

2. Guesser, when was there a time during the game that you felt like you were in “Cultural Sync” with the clue giver?
Culturally Responsive LISTENING

1. The skill of listening
2. Listening FOR Cultural Schema that is different from yours to support YOUR own reflection and change
3. Listening TO cultural schema different from yours to support reflection, change and growth in others.
Teaching is Magic!

What connections can you make between the Penn and Teller video and teaching?
Teaching is Magic!

Penn and Teller 7 Disciplines

- Palm
- Ditch
- Steal
- Load
- Simulation
- Misdirection
- Switch

Penn and Teller share 7 disciplines for sleight of hand. What are the 7 for teaching?
Max Ray-Riek
Listening 2 > Listening 4

Eavesdrop (Think, Pair, Share)
- Move through the room to listen, “Eavesdropping”, on students’ ideas, not correcting them or adding to their ideas. Them NOT you.
“Tagging and Binning”
- Create constant opportunities for students to share their ideas. Organize students’ conversation and thinking to build on their ideas and help them understand the concepts/skills to be learned.
Giving students clear written feedback NOT connected to grading

- Feedback cannot be solely connected to grading/evaluation. For your own growth, use video to create a self reflective feedback loop or peer observations for a collaborative feedback loop.
Stretch Break
Changing the Discourse

Changing the Discourse in Schools - Creating Cultures for Action and Accountability

By Eugene Eubanks, Ralph Parish, and Dianne Smith
Changing the Discourse

In Trios: Discuss the distinctions between DI and DII

1. Read the short DI and DII overview piece

2. Examine the “Language of Complaint” to the “Language of Commitment”

3. Examine the “Language of Blame” to the “Language of Personal Responsibility”
Changing the Discourse

Trio Discussion Prompts:

• What are your thoughts and feelings in relation to the ideas presented about Discourse?
• What are the situations that cause you to use Discourse One?
• What has been your experience moving from Discourse One to Discourse Two? What or who made that happen for you?
Discourse II Role Play

Personal Scenarios
Think of a past conversation where you felt stuck in *Discourse I* or a future conversation that makes you feel anxious about the possibility of being stuck in *Discourse I*. Jot down words or phrases that will help you briefly describe the context and situation to your trio.
Discourse II Role Play

Consider the following questions:

- What challenge/dilemma are you focusing on?
- What key problems (that are under our control) seem to be the main cause?
- What key actions will leverage the greatest change in these results? How do you think these changes will occur?
- What do you want to happen? For who? How will you know (measures/evidence)?
- Who will you be talking to?
- What is this person’s disposition?
- How do you feel about the conversation you are planning to have?
- What do you anticipate might be challenging for you about this conversation?
- What are your goals for this conversation?
- What kinds of discourse do you typically hear when in conversation with this person?
- What would Discourse II language sound like when in conversation with this person?
- What strategies might you implement to shift the discourse of the conversation?
Discourse II Role Play

Discourse II Role Play Steps:

#1. Decide who will lead the role play and practice shifting the discourse, who will be the role play partner, and who will be the observer.

#2. The lead explains to both the role play partner and the observer the scenario and context and what they will be working toward. The lead shares what they would like to work on/practice and what they would like feedback on.

#3. Role Play

#4. The observer shares observations with the lead in response to the feedback the lead requested. Share exact quotes where possible.

#5. Lead reflects on observations and prepares to re-play the role play.

#6. Rerun. The lead talks to the role play partner to practice (again) the discourse shift she/he is working on.

#7. The lead reflects on the experience of the role play.
# Standard Feedback Questions

On a scale of 1-4, please rate your agreement with the statements below.

1. strongly disagree  
2. disagree  
3. agree  
4. strongly agree

1. The content provided was worthwhile.  
2. The format was engaging.  
3. There were opportunities to discuss information with other participants.  
4. After today's session, what element(s) are you committed to implement in your practice or share with others?  
5. Please share any additional feedback on today's event. (optional)