



Newburyport Public Schools
Culturally Responsive Teaching and Leading

School Committee
May 2, 2022



Legal Background

A close-up, front-facing view of a yellow school bus. The bus is the primary subject, with its roof and upper front section visible. The words "SCHOOL BUS" are printed in large, bold, black letters on a white rectangular sign mounted on the roof. On either side of the sign are pairs of circular lights: an amber light on the left and a red light on the right. The bus's windshield is visible below the sign, showing two black wipers. In the bottom left and right corners of the frame, the number "31" is partially visible on the bus's body. The background consists of out-of-focus, bare tree branches, suggesting a winter or late autumn setting. The overall lighting is soft and diffused.

SCHOOL BUS

**Every child is required by law
to attend to school.**

Schools are required by law to create an environment where...

"All educational and non-academic programs, activities and employment opportunities are offered without regard to race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, homelessness, age, and/or disability, and any other class or characteristic protected by law."



Title VI of the Civil Rights Act of 1964 is the primary education law that protects people from discrimination based on race, national origin, or color in educational programs or activities.

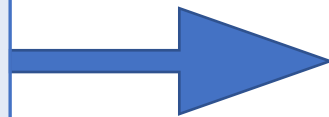
For over 50 years, schools have been working to create welcoming environments for all students.

The Department of Elementary and Secondary Education oversees local compliance with education requirements through a Coordinated Program Review

1. Special Education

2. Civil Rights and other General Education Requirements

3. English Learners



CR24: The district ensures that individual teachers in the district **review all educational materials** for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation. Appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials.

CR25: The district **evaluates all aspects of its K-12 program** annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs



The image shows three students leaning over a table, focused on a project. They are using various tools: markers (blue, red, white), rulers (red, black), and a pencil. One student is drawing a grid on a large sheet of paper. The background is a blue brick wall.

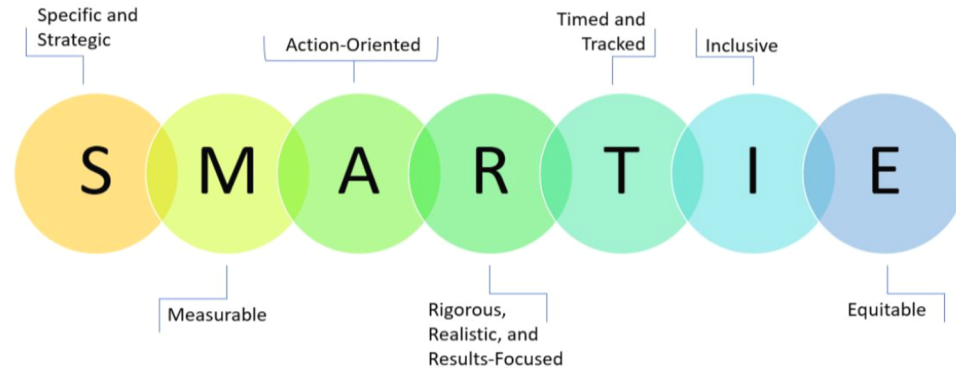
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SMARTIE Goals and Equity Walks



Creating SMARTIE Goals



CR 25: Equity Walks



Sample Equity Walk Rubric Checklists

RELATIONSHIPS Respect and Connectedness

1. ___ It looks like the teacher genuinely cares for each student.
2. ___ The teacher expresses high expectations of each student.
3. ___ The teacher takes time to help students individually.
4. ___ Students are encouraged to make mistakes and learn from them.
5. ___ The teacher openly commends students' genuine efforts and excellent work.
6. ___ The teacher welcomes others to observe.
7. ___ The teacher encourages and listens to student feedback even when they don't agree.
8. ___ The teacher has a clear, consistent and equal consequence or treatment for behaviors.
9. ___ Students are respectful to the teacher and peers.
10. ___ The teacher encourages students to help each other.
11. ___ The teacher uses culturally appropriate language, and encourages students to do so as well.

Comments:

Classroom Physical Environment Acknowledging and Connectedness

1. ___ The teacher displays diverse cultural materials, photos, words, art etc. that represent cultural diversity.
2. ___ High quality student work is displayed.
3. ___ Wall displays are more than cartoon representations of diversity.
4. ___ The classroom climate is warm and welcoming to students
5. ___ The seating arrangement is conducive to collaborative learning.
6. ___ Students are grouped in multiple ways to access each student's strength.
7. ___ Literature reflects the cultural diversity of the students in the class.
8. ___ Students feel like they belong in the classroom and the classroom belongs to them.
9. ___ Students are encouraged to problem solve independently and resources are available that can be easily accessed.
10. ___ Classroom routines support multiple learning modalities.

Comments:

Social-Emotional Learning: core competencies

Positive Behavior Intervention and Support Programs



Professional Development

▶ How can educators work towards culturally responsive teaching and leading?

Educators must do a combination of *technical* and *adaptive* work¹ to engage in culturally responsive teaching.

- **Technical work** includes learning the skills, tools, and language to enact culturally responsive teaching and leading practices. The professional development resources below may support this technical work.
- **Adaptive work** includes ongoing learning and self-reflection. For example, educators must be aware of their own biases and how they impact the adults and students in the school community. Further, educators should embrace an asset-based mindset and make an explicit commitment to sustaining the cultural identity of students, families, and communities, while proactively investigating and working to address barriers and challenges students may face.

EVERYONE IS

WELCOME



**Every child and adult
should be able to say,
“I belong here.”**

...to ensure that each student achieves intellectual and personal excellence and is equipped for life experiences through a system distinguished by students, staff, and community who:

- practice kindness and perseverance;
- celebrate each unique individual;
- value creative, experiential, and rigorous educational opportunities, scholarly pursuits and life-long learning;
- provide a nurturing environment for emotional, social, and physical growth;
- and understand and embrace their role as global citizens



NPS MISSION

NPS VISION



Physically, socially and emotionally well



Literate across many disciplines



Creative, innovative, collaborative problem-solvers



Civically engaged



Prepared for life after graduation

Building Welcoming School Communities

Educator
Professional
Development

Program/Policy
Development,
Review and
Evaluation

School Culture
Development

Student
Programming

Culture7 Consulting: Building Cultural Competency Skills

Educator Professional Development

Program Review and Evaluation

School Culture Development

Awareness	Attitude	Knowledge	Skills	Practices
What dynamics am I conscious of in this situation?	How do I feel? How do my beliefs and values impact what I see?	What facts do I know? What procedures do I know and understand?	How am I translating my knowledge into skills that would help?	How can I enhance educational practices? What will I commit to?

Using the Cultural Competency Framework

Awareness	Attitude	Knowledge	Skills	Practices
<p>What dynamics am I conscious of in this situation?</p>	<p>How do I feel?</p> <p>How do my beliefs and values impact what I see</p>	<p>What <u>facts</u> do I know?</p> <p>What <u>procedures</u> do I know or understand?</p>	<p>How am I translating my knowledge into skills that would help the student?</p>	<p>How can I enhance educational practices?</p> <p>What will I commit to?</p>
<p><u>Example:</u> I notice a student is not connecting to the lessons or with other students.</p>	<p><u>Example:</u> Growing up, I worked hard - I paid attention.</p>	<p><u>Example:</u> <u>Fact:</u> This student is from a different culture. <u>Procedure:</u> I know and use differentiation in my teaching practice.</p>	<p><u>Example:</u> I can provide experiences for students to get to know themselves and each other better.</p>	<p><u>Example:</u> I can attend conferences, workshops, learn from the student's family/community</p>

Essential Partners: Developing Dialogic Skills

Educator Professional
Development

School Culture
Development

Student Programs

“The **Dialogic** Classroom is one of engagement and inclusion where students learn to speak **constructively** across differences, ideas and opposing views providing a supportive space that encourages more student participation in dialogue.”

Students and staff are using EP’s dialogic strategies to:

- solve problems (valedictorian conversations)
- create community (student shadow days, advisory)
- develop classroom discussions (science, history, ELA)
- run student-led conferences (Nock)

Collaborative Partnerships: Building Restorative Policies and Programs

Educator Professional Development

School Culture Development

Program Review and Evaluation

Student Programs

Many of our resources have supported NPS in creating policies and interventions to respond when students make mistakes.

- Culture7 Consulting (parent-teacher-administrative PLC at Nock)
- Essential Partners (dialogic approaches to processing difficult situations)
- Newburyport Human Rights Commission (community collaboration to ensure transparency and collaboration)
- Anti-Defamation League (student workshops)
- Marblehead Public Schools (restorative lessons and interventions for students)



We are in this together!