Washington Office of Superintendent of
PUBLIC INSTRUCTION

PESB | Professional Educator Standards Board

WORLD AFFAIRS COUNCIL

W
CENTER FOR GLOBAL STUDIES
UNIVERSITY *of* WASHINGTON
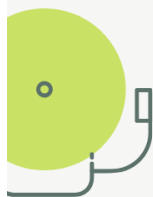The Henry M. Jackson
School of International Studies

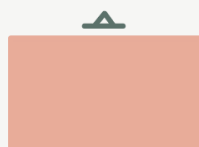## RESOURCE GUIDE FOR EDUCATORS

Professional Growth Series:

Social and Emotional Learning: Culturally Responsive Teaching

November 19, 2020

Complied By:

Ryan Hauck, Julianna Patterson, & Natalie Nabass

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GLOBAL CLASSROOM WANTS TO KNOW HOW YOU HAVE USED THIS RESOURCE PACKET IN YOUR CLASSROOM!

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AND TELL US YOUR STORY

Introduction of Series Facilitators

FACILITATOR: Hello, I'm Dr. Anu. I'm a speaker, facilitator, consultant, author and educator specializing in issues of diversity, racial equity and social change. I believe in pushing the conversation — without pushing folks away.

All of us want to feel a deep sense of belonging and worthiness.

As founder and director of Dr. Anu Consulting, I invite people to grapple with the challenges of history and navigate our present with curiosity, honesty and a commitment to social justice. I am comfortable with discomfort, and hold space for complexity from a mindful and holistic framework.

As an educator, I've taught more than 6,000 students over the past 25 years, helping to foster and advance the transformative power of awareness and empathy. As a public speaker, I've delivered graduation speeches, keynotes, and presentations at over 150 libraries, literary festival and community organizations around the Pacific Northwest.

As a consultant and facilitator, I partner with clients to ensure that our work strategically addresses the underlying issues beyond the "check the box" approach. In all my work, I strive to create compassionate spaces for individuals to feel heard, plugged in, and invested.

FACILITATOR: Ryan Hauck is a teacher at Glacier Peak High School in Snohomish, WA. As a teacher of comparative politics and international studies, he is often applauded for bringing the world into his classroom by engaging students around the importance of living in an increasingly interconnected, interdependent world. One of Ryan's global projects has been his work in the Niger Delta region of Nigeria, building not only a sister school relationship between his high school and a remote village school in Oporoza, but also a village library. Recently, Ryan participated in a U.S. State Department fellowship to Senegal as part of the Teachers for Global Classroom Program and as a fellow with the Goethe Institute's Transatlantic Outreach Program to Germany. As part of this program, Ryan worked with a cohort of classmates and teachers on a professional development project in Cambodia to enhance teacher training and student learning. As a Washington State Council for the Social Studies Board Member, Ryan extends his passion for global studies to other teachers, students, and communities. Over the last 15 years, Ryan has worked closely with the World Affairs Council and hosted numerous International Visitor Program delegations at his school. He has traveled to South Africa and Swaziland, returning to write curriculum for other teachers to use. Ultimately, Ryan wants his students to think critically about world issues, acquire the skills needed to be globally competent in the 21st century, and become actively engaged citizens locally, nationally, and internationally.

Hello colleagues,

I'm Dr. Anu, your friendly facilitator. I'm eager to dig into the two themes we'll be exploring this year, social and emotional learning and culturally responsive teaching. I'm writing to introduce myself and welcome you into the cohort.

I've been faculty at UW for a long time (19 years), and teach about race, identity, social justice and global issues. I've worked as a racial equity consultant for just about as long, and have extensive experience facilitating all kinds of conversations across staff, boards, public agencies, corporate and educational institutions both in the US and abroad. As part of the Humanities Washington Speakers Bureau for many years, I've traveled the state giving presentations on issues of race, identity and belonging. My current talk is called "Tangled" and all about hair! You're welcome to learn more about me here.

During our time together, we'll create some common language, get more comfortable with the uncomfortable, and deepen our skills to serve both our students and ourselves with more grace and nuance. All levels of knowledge, comfort, and experience with these topics welcome. I don't use guilt and shame to teach, and rather, use care, warmth, thought-provoking questions and meaningful discussions to engage.
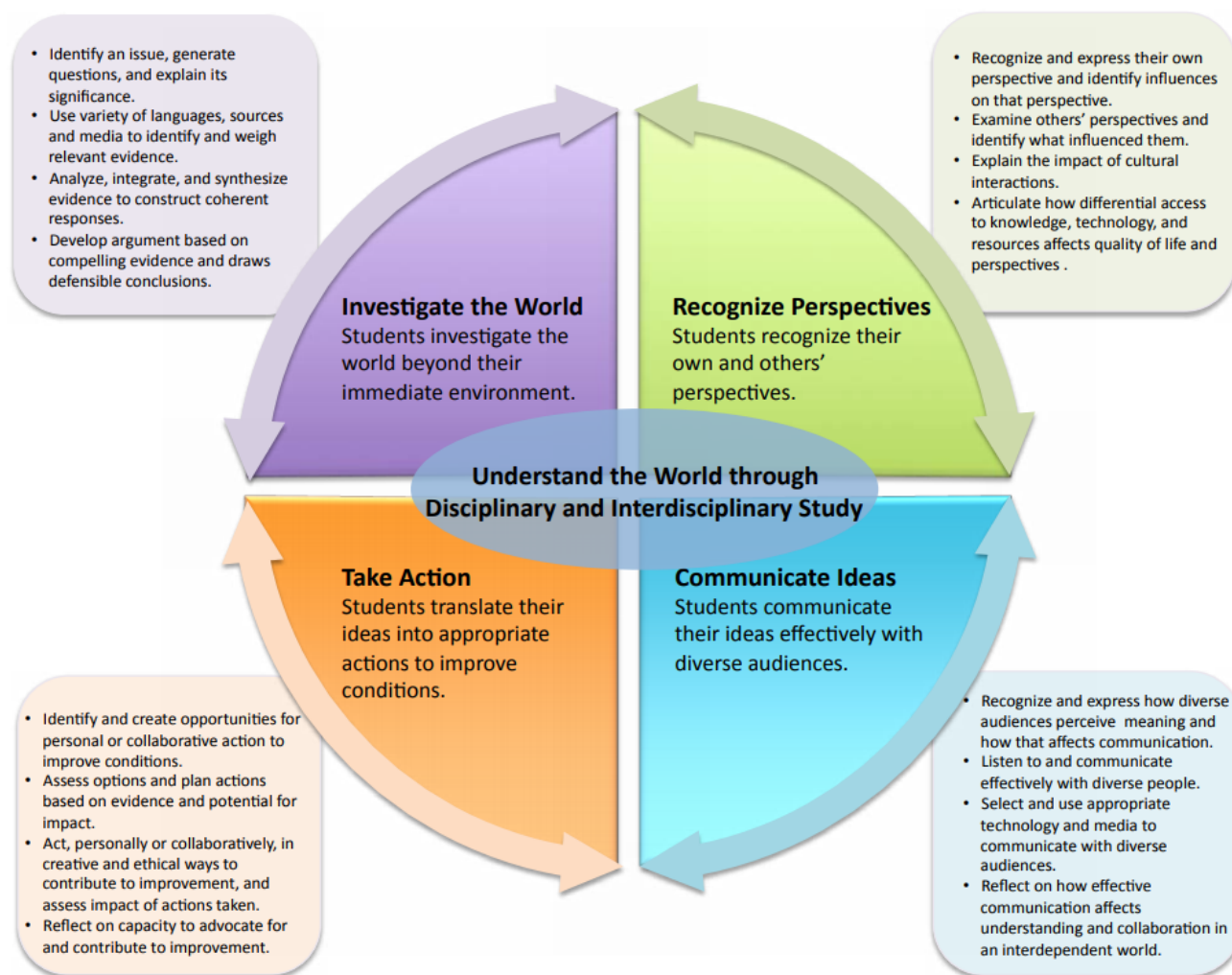
Thank You,

Anu

EDUCATING FOR GLOBAL COMPETENCE

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World (*Asia Society and the Council of Chief State School Officers 2011*).*

"**Global competence is the capacity and disposition to understand and act on issues of global significance"** (Chapter 2).

Globally competent students are able to perform the following four competences:

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.

2. **Recognize perspectives** others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.

3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.

4. **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.

- Identify an issue, generate questions, and explain its significance.
- Use variety of languages, sources and media to identify and weigh relevant evidence.
- Analyze, integrate, and synthesize evidence to construct coherent responses.
- Develop argument based on compelling evidence and draws defensible conclusions.

Investigate the World
Students investigate the world beyond their immediate environment.

- Recognize and express their own perspective and identify influences on that perspective.
- Examine others' perspectives and identify what influenced them.
- Explain the impact of cultural interactions.
- Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives .

Recognize Perspectives
Students recognize their own and others' perspectives.

Understand the World through Disciplinary and Interdisciplinary Study

Take Action
Students translate their ideas into appropriate actions to improve conditions.

Communicate Ideas
Students communicate their ideas effectively with diverse audiences.

- Identify and create opportunities for personal or collaborative action to improve conditions.
- Assess options and plan actions based on evidence and potential for impact.
- Act, personally or collaboratively, in creative and ethical ways to contribute to improvement, and assess impact of actions taken.
- Reflect on capacity to advocate for and contribute to improvement.

- Recognize and express how diverse audiences perceive meaning and how that affects communication.
- Listen to and communicate effectively with diverse people.
- Select and use appropriate technology and media to communicate with diverse audiences.
- Reflect on how effective communication affects understanding and collaboration in an interdependent world.

Key Terms

Social and Emotional Learning (SEL)

https://casel.org/overview-sel/#:~:text=Social%20and%20emotional%20learning%20(SEL,maintain%20positive%20relationships%2C%20and%20make

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Culturally Responsive Teaching

https://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/what-is-culturally-responsive-teaching

Culturally responsive teaching (CRT) is a research-based approach that makes meaningful connections between what students learn in school and their cultures, languages, and life experiences. These connections help students access rigorous curriculum, develop higher-level academic skills, and see the relevance between what they learn at school and their lives.

Cultural Competence

http://makeitourbusiness.ca/blog/what-does-it-mean-be-culturally-competent

Cultural competence is the ability to understand, communicate with and effectively interact with people across cultures. Cultural competence encompasses. being aware of one's own world view. developing positive attitudes towards cultural differences. gaining knowledge of different cultural practices and world views.

Unconscious Bias

https://diversity.ucsf.edu/resources/unconscious-bias

Bias is a prejudice in favor of or against one thing, person, or group compared with another usually in a way that's considered to be unfair. Biases may be held by an individual, group, or institution and can have negative or positive consequences.

Microaggression

https://www.merriam-webster.com/dictionary/microaggression

A comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group (such as a racial minority).

Professional Growth Plan

From the Washington State Professional Educator Standards Board:

Professional growth plans (PGPs) are job-embedded, self-directed professional development. With a PGP, teachers, administrators, paraeducators, and ESAs set their own goals, align them to certification standards, design an action plan, and collect evidence documenting growth towards achieving their goals. Educators then reflect on the process. There is no cost to an educator for a PGP. Only one PGP may be completed each year. PGPs are completed between July 1 of one year and June 30 of the next. A Washington certified educator must review the PGP for completion. PGPs for program completion are part of Washington State's educator preparation programs.

Clock Hours

Clock hours from PGPs are eligible for use in salary advancement, and may be used for certificate renewal. Clock hours from PGPs may also be used in the paraeducator certificate program. PGPs are equivalent to 25 clock hours.

Imagine these scenarios

- A teacher creates and implements student growth goals for her focused evaluation – and now receives clock hours for her work at no cost.
- Two teachers, a principal, and a counselor at a rural school collaborate on a year long initiative to improve school climate. They are hours from a major town, but with PGPs, these educators can acquire clock hours for activities right in their local school.
- A science teacher attends a week long marine biology seminar on the Oregon coast. With a PGP, this teacher can use their out-of-state learning experiences to earn Washington State clock hours.

How do I complete a professional growth plan?

1. Complete the PGP template for certificate renewal – PESB form 1697 (document)

2. Attach evidence from your focused evaluation, PLC, project, or other learning experience.

3. Have a certificated Washington State educator review and sign.

4. Turn in the verification form (PDF) according to your district procedures for consideration for salary.

Professional Growth Plan Rubric

All documents and PDF files can be found at https://www.pesb.wa.gov/workforce/developing-current-educators/pgp/ Further details on how to complete PGP's, earn a certificate and more resources to help getting started can also be found here. The below rubric is only the first part of three rubric guidelines for the PGP plan.

This rubric is designed as a guide when developing and completing the professional growth plan (PGP).

The columns and statements are to prompt discussion between the participant and the reviewer as to how to best define and describe the plan for professional growth. The participant should consult with the reviewer to modify the PGP so that both parties agree with what is needed to meet expectations.

Elements & Criteria	Does not meet expectation	Progressing toward expectation	Meets Expectation
Self-assessment and area of focus.	Does not identify self-assessment used or area of focus selected	Identifies either self-assessment used or area of focus selected, but not both	Identifies self-assessment used and area of focus selected
Standards. Goals must align to the certificate standards at the career level benchmarks	Goals not aligned to appropriate standard or benchmarks/strands	Some but not all goals aligned to appropriate standard or benchmarks/strands	All goals clearly aligned to appropriate standards and benchmarks/strands
PGP	Does not identify educator's goal(s) for professional growth. If identified, goal is not specific	Identifies educator's goal(s) for professional growth that is specific, but does not describe how the goal relates to self-assessment and focus area identified in question one	Identifies educator's goal(s) for professional growth that is specific and describes how it relates to both the self assessment and the focus area identified in question one
Intended outcomes: Define new learning / practices	Intended outcomes do not reflect new learning/practices	Some intended outcomes reflect new learning/practices	All intended outcomes reflect new learning/practices
Relevant to professional growth goal and student growth	Intended outcomes are not relevant to the professional growth goal or student growth goal	Intended outcomes are relevant to the professional growth goal or student growth but not both	Intended outcomes are relevant to the professional growth goal and student growth

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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

Social Emotional Learning K–12 Standards Adoption Statement

The state of Washington recognizes that social emotional learning (SEL) should be an integral part of every student's educational experience. The SEL standards and benchmarks along with the guiding principles provide a foundation and system for effective SEL implementation. This framework outlines key SEL skills and defines SEL as a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. The Washington state SEL standards and benchmarks were developed by a team comprised of practitioners and other experts working with youth and families in an educational setting, and with knowledge of topics related to SEL.

The SEL standards and benchmarks were developed through the lens of four guiding principles: equity, cultural responsiveness, universal design, and trauma-informed practices, and reflect input received from statewide stakeholders through focus groups, community forums, and an online survey.

As Superintendent of Public Instruction, I support providing well-rounded education for our students; SEL is an essential part of this. Social emotional learning teaches to the whole child and leads to the development of powerful learning habits that include essential skills such as emotional management, collaboration, communication, and responsible decision-making. SEL skills impact both the readiness to learn and the ability to benefit from learning opportunities. SEL has been shown to increase students' understanding of themselves and the world around them, and increase academic success, decrease emotional distress, and promote positive social behavior.

Pursuant to RCW 28A.300 and based on widespread support from educators and statewide SEL stakeholders, I hereby adopt the *Social Emotional Learning Standards and Benchmarks.*

Adopted on this 1st day of January 2020.

Kind Regards,

Chris Reykdal
Superintendent of
Public Instruction

Washington State K-12 Social & Emotional Learning Standards & Benchmarks

Self

STANDARD 1 - SELF-AWARENESS – Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.

BENCHMARK 1A -Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior.

BENCHMARK 1B - Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.

BENCHMARK 1C - Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports.

STANDARD 2 - SELF-MANAGEMENT – Individual has the ability to regulate emotions, thoughts, and behaviors.

BENCHMARK 2A - Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways.

BENCHMARK 2B - Demonstrates responsible decision-making and problem-solving skills.

STANDARD 3 - SELF-EFFICACY – Individual has the ability to motivate themselves, persevere, and see themselves as capable.

BENCHMARK 3A - Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.

BENCHMARK 3B –Demonstrates problem-solving skills to engage responsibly in a variety of situations.

BENCHMARK 3C - Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.

Social

STANDARD 4 - SOCIAL AWARENESS – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.

BENCHMARK 4A - Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.

BENCHMARK 4B - Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups.

BENCHMARK 4C - Demonstrates an understanding of the variation within and across cultures.

STANDARD 5 - SOCIAL MANAGEMENT – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.

BENCHMARK 5A - Demonstrates a range of communication and social skills to interact effectively with others.

BENCHMARK 5B - Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.

BENCHMARK 5C - Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.

STANDARD 6 - SOCIAL ENGAGEMENT – Individual has the ability to consider others and show a desire to contribute to the well-being of school and community.

BENCHMARK 6A - Demonstrates a sense of school and community responsibility.

BENCHMARK 6B - Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.

BENCHMARK 6C - Contributes productively to one's school, workplace, and community.

Washington SEL Implementation Brief: Focus on Culturally Responsive Practices

CONSIDERATION FOR CULTURALLY RESPONSIVE PRACTICES

Culturally responsive practices are approaches in which students' cultural strengths and identities are used as assets for developing social emotional and academic skills that promote school and life success. These practices support students' academic achievement and sense of well-being by affirming their cultural place in the world. Culturally responsive practices are intentional in critically examining power and privilege, implicit biases, and institutional racism, which serve as barriers to realizing the full potential of transformative social emotional learning (SEL) practices.

WHAT IS SOCIAL EMOTIONAL LEARNING?

SEL is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. (See Washington state's SEL Implementation Guide)

SEL is **not** a way to "grade" or identify deficits, and it is not just a curriculum or add-on. Rather, SEL is an intentional approach to building student assets.

SEL supports **education equity**[1] in multiple ways: emphasizing whole-child development, drawing attention to the social nature of learning, advancing the belief that all children can learn, developing young people's skills to navigate social contexts, and improving relationships between students and educators—a key protective factor for **all** students.[2]

Implications for Individuals

Strengthening cultural responsiveness requires educators to reflect on their own cultural norms and upbringing as they engage in learning about their students' cultures and backgrounds. Educators—many with backgrounds different from their students—must be prepared to recognize how their own personal values, belief systems, and principles impact their instructional practice, language, and actions toward students.

[1] Educational equity means that each child receives what he or she needs to develop his or her full academic and social potential. Retrieved from the National Equity Project website: http://nationalequityproject.org/about/equity

[2] Jones, S. M., & Kahn, J. (2017). *The evidence base for how we learn: Supporting students' social, emotional, and academic development. Consensus statements of evidence from the Council of Distinguished Scientists*. Washington, DC: Aspen Institute.

[3] Social and Emotional Learning Benchmarks Workgroup. (2016). *Addressing social emotional learning in Washington's K–12 public schools.* Retrieved from http://www.k12.wa.us/Workgroups/SELB-Meetings/

Washington State SEL Framework and Guiding Principles

1. SEL implementation starts with capacity building.

2. SEL requires collaboration between families, educators, community partners, and young people in its design and implementation.

3. Washington State SEL is shaped by a commitment to the following four guiding principles:

Equity:

Each child receives what he or she needs to develop his or her full potential.

Culturally responsive:

Culture is viewed as a resource for learning, not a barrier.

Universal design:

Learning differences are planned for and accommodated.

Trauma-informed:

Knowledge of the effects of trauma is integrated into policy and practice.

Washington SEL Implementation Brief: Focus on Culturally Responsive Practices

Opportunities for Equity-Focused SEL Practices

Self-awareness and social awareness

Support students to develop positive racial, ethnic, cultural, and linguistic identities and cultivate students' critical, social, and political consciousness.[3] Provide opportunities to examine and compare dominant and non-dominant values, such as individualism and collectivism. Help students understand how race, class, and other identities position them differently in various settings. Help students recognize that their ability to navigate these competing demands and messages is a strength.

Support educators to reflect on how their cultural worldview and biases influence their interactions with students and families. Provide opportunities for educators to develop a socio-cultural, historical, and equity-focused orientation to their work with students.

Self-management and social management

Help students to develop coping strategies to manage acculturative stress, microaggressions, and discrimination. Provide students with opportunities to engage in critical analyses of inequality and support them to process their emotions and channel their energies toward challenging inequities and advocating for themselves, their allies, or communities.

Provide educators with opportunities to listen deeply to students' life experiences and perspectives. Support educators to integrate universal design for learning (UDL), culturally responsive, and healing-informed practices. Encourage educators to consider how school policies and practices may be interpreted and implemented differently depending on one's identity, as no practice is neutral.

Self-efficacy and social engagement

Support students in developing a sense of collective efficacy by working with others to challenge injustice and create positive change—for example, through youth participatory action research. Provide opportunities for students to participate in class, school, and community decision making.

Support educators in developing positive, trusting relationships with students whose identities and backgrounds differ from their own. Encourage educators to reflect on how they can offer students opportunities for collective empowerment through social engagement. Provide opportunities for educators to collaborate with others as a way to enhance their own growth.

Social and Emotional Learning

Overview of SEL

https://casel.org/overview-sel/#:~:text=Social%20and%20emotional%20learning%20(SEL,maintain%20positive%20relationships%2C%20and%20make

Educators, parents, and policymakers who recognize that the core SEL competencies are necessary for effective life functioning also know these skills can be taught. Extensive research demonstrates that school-based SEL programs can promote and enhance students' connection to school, positive behavior, and academic achievement (Durlak et al., 2011). Classroom teachers can help students develop social and emotional competencies by directly teaching these skills, by using engaging curriculum materials, and by implementing specific instructional and classroom-management practices.

Why Social and Emotional Learning is Essential for Students

https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta

Promoting social and emotional development for all students in classrooms involves teaching and modeling social and emotional skills, providing opportunities for students to practice and hone those skills, and giving students an opportunity to apply these skills in various situations. This site provides an overview on various learning strategies to begin implementing SEL in the classroom.

Big Picture: Social and Emotional Learning Podcast

https://www.stitcher.com/show/not-your-normal-social-emotional-learning

This Social Emotional Learning podcast shares practical wisdom from the global community of inspiring teachers and parents. Featuring fresh perspectives and practices that, until now, were only available at education conferences. Episodes always include: Fresh insights about emotions, critical thinking skills, respect, empathy, trust, and more... Research-based and experience-tested analysis. Actionable steps that make good sense for you and the kids in your care. Especially helpful for, but not limited to, ECE (early childhood education). A practical guide with an elementary school and out-of-

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Resources for Equity-Focused SEL

Social Emotional Learning and Equity Pitfalls and Recommendations: https://nationalequityproject.org/about/social-emotional-learning-equity

Building Relationships With Tribes: A Native Process for ESSA Consultation: http://www.k12.wa.us/ESEA/ESSA/Training/TribalConsultationHandout.pdf

OSPI SEL Online Education Module–Social and Emotional Learning in Washington State Schools: Building Foundations and Strategies: http://www.k12.wa.us/StudentSupport/SEL/OnlineModule.aspx

A brief from the Wallace Foundation exploring quickly taught SEL strategies:

Kernels of Practice for SEL: Low-Cost, Low-Burden Strategies

A practical guide with an elementary school and out-of-school-time focus that looks inside and across 25 leading SEL programs:

Navigating SEL From the Inside Out

Culturally Responsive Teaching

Making SEL Culturally Competent

https://www.edutopia.org/article/making-sel-culturally-competent

Over the past decade, thousands of K–12 schools and school districts have embraced social-emotional learning as a key ingredient in their students' success. Now, educators invested in social-emotional learning want to ensure that SEL practices are enacted in ways that are culturally responsive to and equitable for youth from historically marginalized groups.

Letting Young People Lead With Their Identity

https://www.youtube.com/watch?v=VaMsFGhAQgk

Two minute YouTube video on SEL and letting students be fully present with their diverse identities.

Going Beyond A Diverse Classroom Library

https://www.edutopia.org/article/going-beyond-diverse-classroom-library

Utilizing books that are written by culturally diverse authors and portraying characters that are culturally diverse to create an inclusive classroom where all the students' unique identities are represented is just a starting point. This article outlines the next steps teachers can take to be more inclusive in the classroom and ways that they can utilize diverse literature.
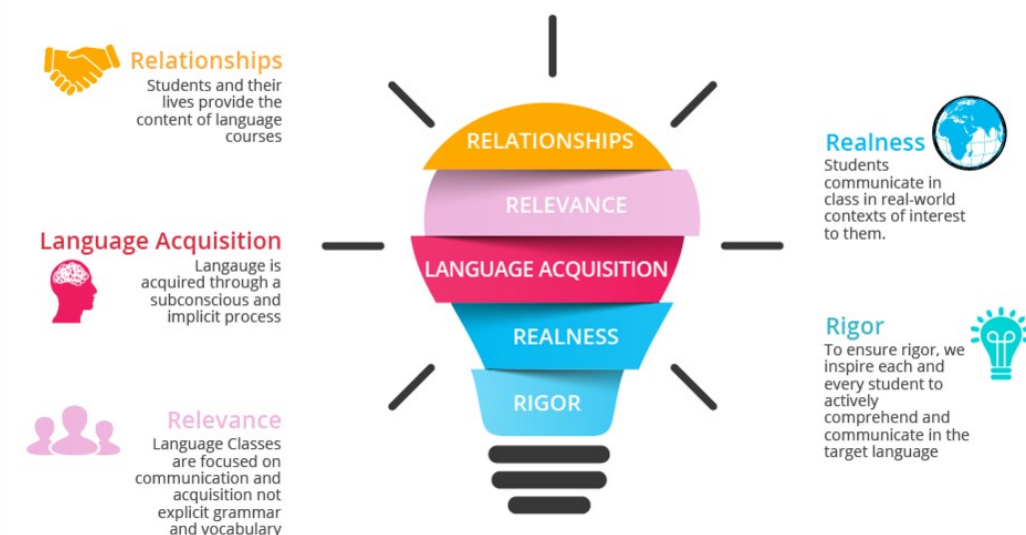
The Practice of Culturally Responsive Teaching

Identity & Achievement

Culturally responsive teachers transform education from traditional to responsive by respecting and adopting multiple cultures and experiences and recognizing strengths and accomplishments.
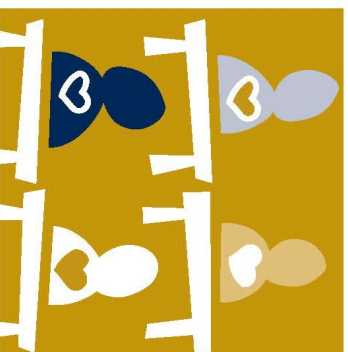
Identity Development
Cultural Heritage & Diversity

Equity & Excellence

Culturally responsive teachers support and facilitate learning opportunities, provide individual attention and encouragement, enable and empower learning, and cultivate cultural sustainability.

Teacher Dispositions
Inclusiveness

Developmental Appropriateness

Culturally responsive teachers engage in multiple teaching and learning styles through the integration of multifaceted scaffolding and communication styles and including a multitude of subjects and pathways to access content.

Learning Styles
Teaching Styles
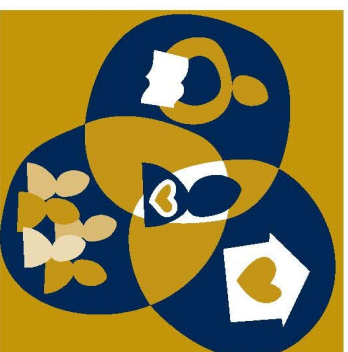
Teaching the Whole Child

Culturally responsive teachers extend learning beyond the confines of standardized curriculum by integrating sources that reflect the students in their classrooms, thus bridging the home, school, and community.

Skill Development in Cultural Context
Bridging the Home, School and Community

Student Teacher Relationships

Culturally responsive teachers have high expectations for their students and are not only concerned with the well-being of the child in the school but also empowers them to achieve success in the outside world.

Caring Teachers
Empowering Students

CENTER FOR CULTURALLY RESPONSIVE PRACTICES

OREGON TEACHER PATHWAY
EASTERN OREGON UNIVERSITY

Culturally Responsive Teaching

Culturally Responsive Social and Emotional Learning (SEL)

https://medium.com/inspired-ideas-prek-12/culturally-responsive-social-and-emotional-learning-be7fb6e3d58d

A one-size-fits-all approach to SEL instruction may not be the best fit for many learners. The reason for this lies within human nature itself: our social interactions, behaviors, and emotions are intricate and fluid; more-over, they are heavily influenced by other factors, such as our cultures...The intersection of culture and SEL is an important one, since school settings are often meeting grounds for learners and educators from a rich and diverse range of cultures, languages, and behavioral norms. Given this, scholars across several disciplines are exploring how cultural responsiveness, or the practice of respecting and learning from a multitude of cultures, can influence how students develop SEL competencies.

Engaging SEL Competencies to Create A Culturally Responsive-Sustaining Classroom

https://blog.savvas.com/engaging-sel-competencies-to-create-a-culturally-responsive-sustaining-classroom/

Culturally Responsive-Sustaining education (CRSE) is built on the transformative research of Gloria Ladson-Billings, Geneva Gay, Django Paris, and H. Samy Alim among others. It is rooted in the view of learning where students' identities, cultures, and experiences are elevated as assets to powerful educational experiences. CRSE centers the diverse expressions of students and seeks to affirm and sustain their unique backgrounds and communities of origin.

Social Emotional Learning and Cultural Relevant Teaching

https://youtu.be/tU-6pIegdOw

This is a forty-minute webinar on SEL for teachers to learn about integrating culturally responsive strategies with SEL. Social-Emotional Learning and Cultural [sic] Relevant Teaching create a learning environment that ensures the human rights of all students. In this webinar, we will address the social justice and pedagogical strategies to support a culturally relevant implementation of SEL. The purpose of the webinar is to inform educators about resources and strategies to support an intercultural education that is culturally responsive.

Culturally Responsive Teaching

Culturally Responsive Teaching with Jenn Kleiber
https://teachmeteacherpodcast.com/2020/02/03/149-culturally-responsive-teaching-with-jenn-kleiber-pt-1/

Jenn has so much to offer from her experience working with students of all backgrounds, and she enriches our practices in this podcast. In this talk, we hit on several pieces of culturally responsive teaching, such as:

- **What is culturally responsive teaching**

- **Why some people might be resistant to it**

- **What does it look like in the classroom**

- **Why deep culture matters**
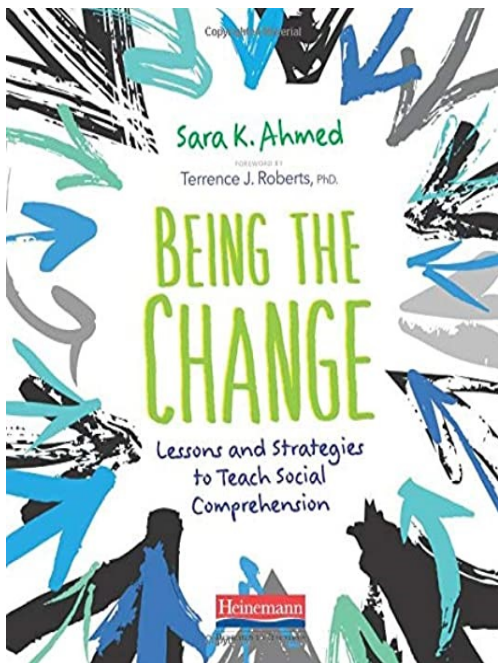
Being the Change: Lessons and Strategies to Teach Social Comprehension by Sara K. Ahmed
https://www.goodreads.com/en/book/show/38496804-being-the-change

Being the Change is based on the idea that people can develop skills and habits to serve them in the comprehension of social issues. Sara K. Ahmed identifies and unpacks the skills of social comprehension, providing teachers with tools and activities that help students make sense of themselves and the world as they navigate relevant topics in today's society. Each chapter includes clear, transferable lessons and practical strategies that help students learn about a targeted social comprehension concept.

Four Misconceptions About Culturally Responsive Teaching

https://www.stitcher.com/podcast/jennifer-gonzalez/the-cult-of-pedagogy-podcast/e/51428036

Forty-minute podcast about the misconceptions of being culturally responsive in the classroom. "Some teachers think they're practicing culturally responsive teaching, when in fact, they're kind of not. In this episode, I interview Zaretta Hammond, author of Culturally Responsive Teaching and the Brain, to identify and correct four common misconceptions teachers have about how to best help our diverse students thrive in school."

Disarming Discomfort

🔊 **Mitzi Carter on Perspective Consciousness and Cultural Discomfort**
https://globallearningpodcast.fiu.edu/season-1/episode-11-mitzi-carter/index.html

Dr. Mitzi Carter is a Cultural Anthropologist who teaches courses in Anthropology, East Asian Studies, and the African and Africa Diaspora....On this episode, Mitzi shares her own experience with cultural discomfort as she grew up trying to make sense of her combined African American and Japanese ancestry.

📹 **Why it's worth listening to people you disagree with | Zachary R. Wood**

https://www.youtube.com/watch?v=LY5hMMjiN6k&feature=emb_logo

We get stronger, not weaker, by engaging with ideas and people we disagree with, says Zachary R. Wood. In an important talk about finding common ground, Wood makes the case that we can build empathy and gain understanding by engaging tactfully and thoughtfully with controversial ideas and unfamiliar perspectives. "Tuning out opposing viewpoints doesn't make them go away," Wood says. "To achieve progress in the face of adversity, we need a genuine commitment to gaining a deeper understanding of humanity."

The Key to School Change: Getting Comfortable with Discomfort

https://www.edutopia.org/blog/getting-comfortable-with-discomfort-grant-lichtman

Improvement requires change, which often means discomfort. Your school can edge out of its comfort zone by breaking down silos, taking risks, and shifting resources.
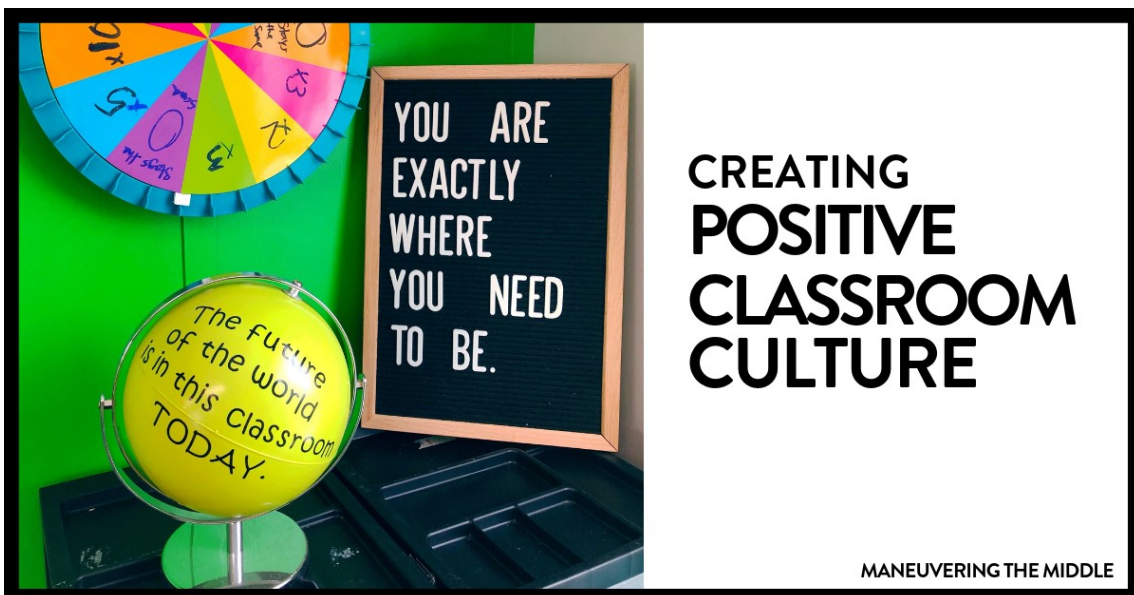
Disarming Discomfort

Uncomfortable Conversations: Talking About Race In The Classroom

https://www.npr.org/sections/ed/2015/04/24/401214280/uncomfortable-conversations-talking-about-race-in-the-classroom

Open up the newspaper or turn on the news these days, and you'll find plenty of talk about race and racism. But it's a different story in many classrooms. Some teachers don't consider race germane to their math or English syllabus. Others strive for colorblindness in the classroom, wanting to believe we live in a post-racial society. Unfortunately, says H. Richard Milner, we don't. Milner directs the Center for Urban Education at the University of Pittsburgh. He spends much of his time researching effective teaching methods and leading professional development for teachers, schools and districts, helping to implement teaching strategies that deal with race.

Let's Get (Un)Comfortable

https://www.teachbetter.com/blog/lets-get-uncomfortable/

It is important for educators to step outside their comfort zone in order to grow and become better teachers. By staying in our defined comfortable areas, educators will stagnate and that can be translated to the students and classroom atmosphere.

Disarming Discomfort

Let's Get Comfortable with Being Uncomfortable

https://ncte.org/blog/2017/03/lets-get-comfortable-uncomfortable/

Currently in our country there are a plethora of issues going on, both political and social. And some of it is extremely frightening, even for adults. I challenge you to get comfortable with being uncomfortable. It's positive for students to be able to have classroom environments that tackle tough issues. It's positive to listen to those they disagree with. It's positive for them to see you, as their teacher, discern the difference between strongly-worded tactical rhetoric and the facts of arguments based on data.

Inclusion in Action: Practical Strategies to Modify Your Curriculum by Nicole Eredics

https://www.goodreads.com/book/show/36205817-inclusion-in-action
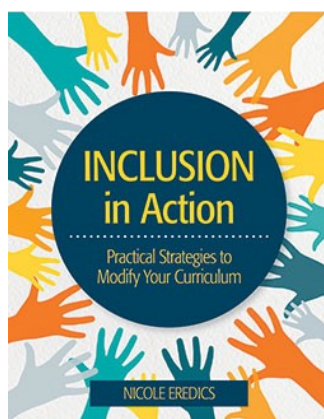
For students working below grade level, curricular modifications can provide equal and meaningful opportunities to learn alongside their same-age peers. This book guides educators on how to modify the curriculum for students with intellectual disabilities participating in the general education classroom, providing 40 strategies that demonstrate how to alter the materials or objectives of a lesson.

Building Equity: Policies and Practices to Empower All Learners by Dominique Smith, Nancy Frey,, Ian Pumpian, Douglas Fisher

https://www.goodreads.com/en/book/show/35858101-building-equity

Imagine a school with a diverse student body where every student feels safe and valued, and all students—regardless of race, culture, home language, sexual orientation, gender identity, academic history, and individual challenges—have the opportunity to succeed with challenging classes, projects, and activities. In this school, teachers notice and meet students' individual instructional needs and foster a harmonious and supportive environment—and students feel empowered to learn, to grow, and to pursue their dreams.
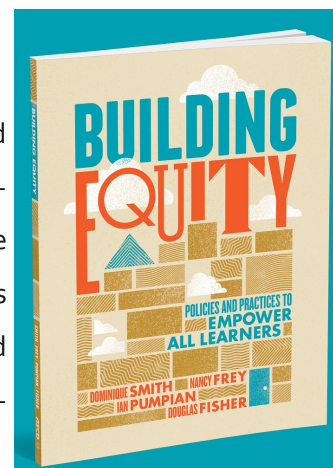
Disarming Discomfort

Critical Conversations in the Classroom

https://teaching.usask.ca/strategies/critical-conversations-in-the-classroom.php

This website is a list of resources developed for instructors on facilitating conversations on difficult topics and managing unexpected discussions in the classroom environment. The resources also include suggestions on actions to support Indigenous students during this socio-politically charged time.

Why Culture in the Classroom Matters

https://blog.flipgrid.com/news/askyaritza-01

Today, teachers have a more diverse classroom. They are no longer a "traditional" environment, which means instruction has to be built on individual experiences and prior student knowledge. We know that no two students will learn alike and, therefore, traditional instructional strategies are not effective for all learners. It is imperative that educators make time to cultivate a classroom that is respectful of all learning preferences and cultural experiences of their learners.

"selectivity based on ethnic differences is not present in the first days of life, but is learned within the first 3 months of life."

Kelly et al (2005)

"by the time they start kindergarten, children begin to show many of the same implicit racial attitudes that adults in our culture hold"

Kinzler, K. D. (2016)

With sufficient reasoning and positive information, negative implicit attitudes about people can be unlearned.

Mann T., Ferguson M. (2015)

"3 year olds hold adult-like prejudices believing that race determines whether or not one is honest, smart, or clean."
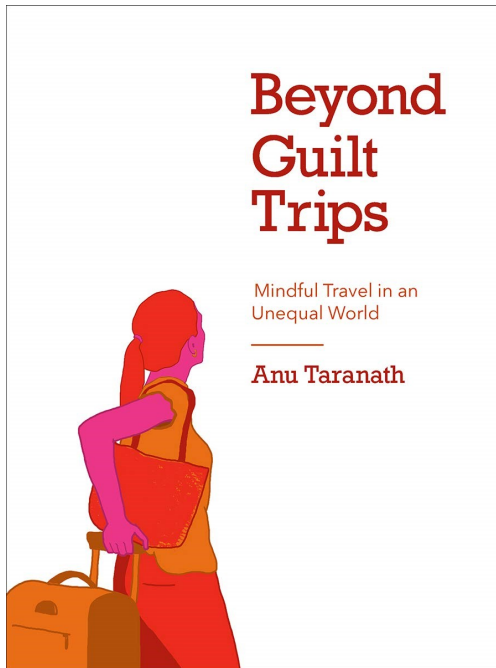
Hirschfeld, L. A. (2008)

"avoiding conversation about race only encourages prevalent stereotypes [to] remain unchanged"

Katz, Kofkin (1997)

Anti-racism a process of... unlearning co-learning engaging enacting

Beyond Guilt Trips: Mindful Travel in an Unequal World

Mindful Travel

Mindful Travel According to Taranath, "mindful travel in an unequal world isn't about getting on a plane to go somewhere — it's about paying attention, and noticing positionality in relation to each other. It's about understanding that we are all living in a much longer history that has put us in different positions of advantage and disadvantage, and equipped us with very few tools to talk about it." These lessons-about having or not having, or enjoying opportunity or not- are not only for travel. The decolonization of travel is an important topic and one that most people don't understand the nuances of. Beyond Guilt Trips seeks to educate people–from families planning a summer service trip to college kids studying abroad–on how to travel responsibly and how "doing good" might have unintended negative consequences.

Are We Doing Vacations Wrong?

https://www.yesmagazine.org/issue/travel/2019/05/20/vacation-decolonize-radical-travel-betterguest/

 A general overview of mindful travel, including books, to become more informed and aid in having meaningful vacations. Tourism is about consumption for profit. Being more mindful and conscientious of the place you're visiting, while being in someone else's home, is essential to traveling in a more meaningful way.

Mindful Traveler

https://podcasts.apple.com/us/podcast/mindful-traveler/id1444462609

A discussion of what Robert McKay believes are two of the most important things in the world, mindfulness and travel. We'll talk about different places and cultures, and how to get the most out of them by staying present and learning not to be ruled by negative thoughts and emotions.

Beyond Guilt Trips: Mindful Travel in an Unequal World

Finding Perspective Through Responsible Travel

https://www.trafalgar.com/real-word/finding-perspective-through-responsible-travel/

The concept of mindful travel has become synonymous with sustainability in recent years. With the growing awareness and demand for sustainable travel operators, research is everything when it comes to choosing a company to book with. With the rise of 'eco-hotels' or 'eco-tours', it is becoming more important that consumers are well-informed about what those companies are actively doing in the area of sustainability. Starting a conversation can really help to spread awareness. Most of the time, people are not even aware that their actions are not contributing to a greater good.
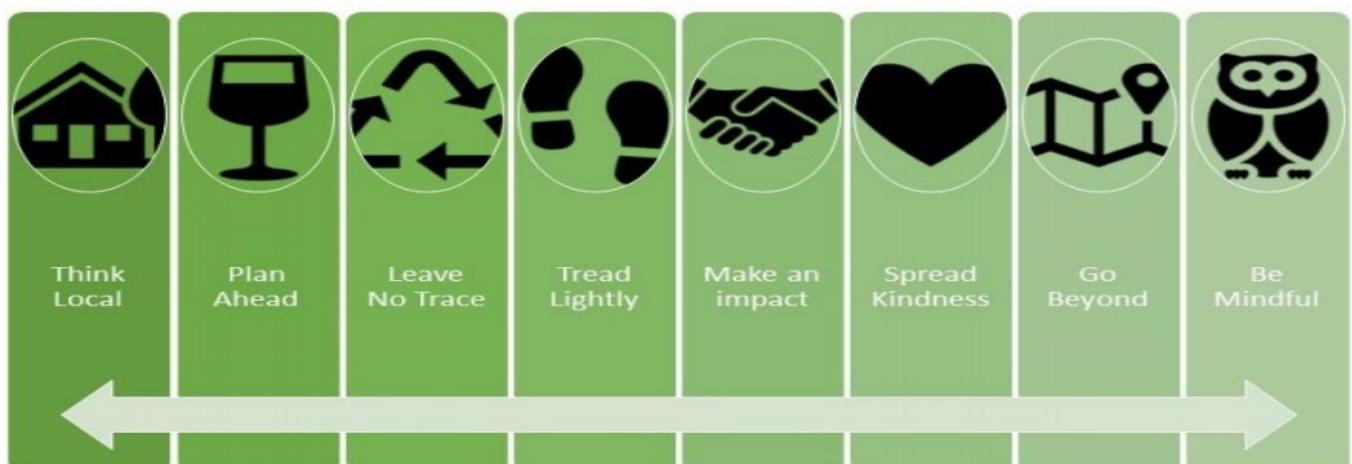
Is Mindful Travel the Next Big Thing?

https://suitcasemag.com/articles/mindful-travel-next-big-thing

An examination of the trend for conscious travel and five simple steps for incorporating mindfulness into your next trip.

Transforming the Way the World Travels

https://www.responsibletravel.org/

Responsible tourism aims to minimize tourism's negative impacts on the environment and maximize the positive contributions tourism can make to local communities. If left unchecked, large-scale tourism development can damage ecosystems, pollute environments and exploit local communities

Photos and Charts References

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