



March 19th Mentor Forum

At your table with your subject/grade level/special area colleagues, use the scenarios in the bag at your table to work through some key issues our Interns are experiencing.

Discuss these items at your table. Share out some insights.

4:00 **What Would You Do If ...**

4:30 **Mentor Biz**

4:50 **CRT "Synectics"** Professional Dialogue
re: *Culturally Responsive Teaching & the Brain*

5:10 **Invitation to Inquiry** Debrief re:
Establishing Alliance in the Learning Partnership



March 19th Mentor Forum

Mentor Paperwork

Struggling Interns

Peer Observation

Picnic June 1st

Professional Development

Summer Learning

4:00 What Would You Do If . . .

4:30 **Mentor Biz**

4:50 **CRT "Synectics"** Professional Dialogue
re: *Culturally Responsive Teaching & the Brain*

5:10 **Invitation to Inquiry** Debrief re:
Establishing Alliance in the Learning Partnership

CIT Professional Development Proposal to Present



Name: _____ Content Area: _____

Course Name: _____

Professional Learning Method: (Highlight one) Workshop, Lesson Study, Action Research, Collegial Circle

Total number of credit hours: _____

Course Description: _____

Danielson Domain(s)/Component(s): Check or Highlight all that apply.			
Planning & Preparation <input type="checkbox"/> Demonstrating Knowledge of Content and Pedagogy <input type="checkbox"/> Demonstrating Knowledge of Student Development <input type="checkbox"/> Demonstrating Knowledge of Students' Interests and Cultural Heritage <input type="checkbox"/> Designing Coherent Instruction and Assessment aligned with goals and NYS Standards <input type="checkbox"/> Designing Instruction suitable for Diverse Learners <input type="checkbox"/> Designing Instruction based on Student Growth and Assessment Data	The Classroom Environment <input type="checkbox"/> Creating an environment of respect and rapport <input type="checkbox"/> Planning and implementing classroom procedures and routines that support student learning <input type="checkbox"/> Orchestrating responsible and responsive student behaviors	Instruction <input type="checkbox"/> Communicating goals clearly and accurately <input type="checkbox"/> Engaging students in Critical Thinking through effective questioning and discussion strategies <input type="checkbox"/> Engaging Students in learning by connecting instruction to students' life experiences and interests <input type="checkbox"/> Using a variety of instructional strategies to respond to students' diverse needs <input type="checkbox"/> Facilitating learning experiences that promote autonomy, interaction and choice <input type="checkbox"/> Providing Quality and Timely Feedback <input type="checkbox"/> Demonstrating Flexibility and Responsiveness	Professional Responsibilities <input type="checkbox"/> Maintaining Accurate Records about student progress <input type="checkbox"/> Reflecting on teaching practices and planning professional development goals <input type="checkbox"/> Communicating/Engaging with families about the instructional program and about student progress <input type="checkbox"/> Contributing to school and district through collaborative relationships with colleagues, participation in school and district projects <input type="checkbox"/> Working with Communities to improve professional practice

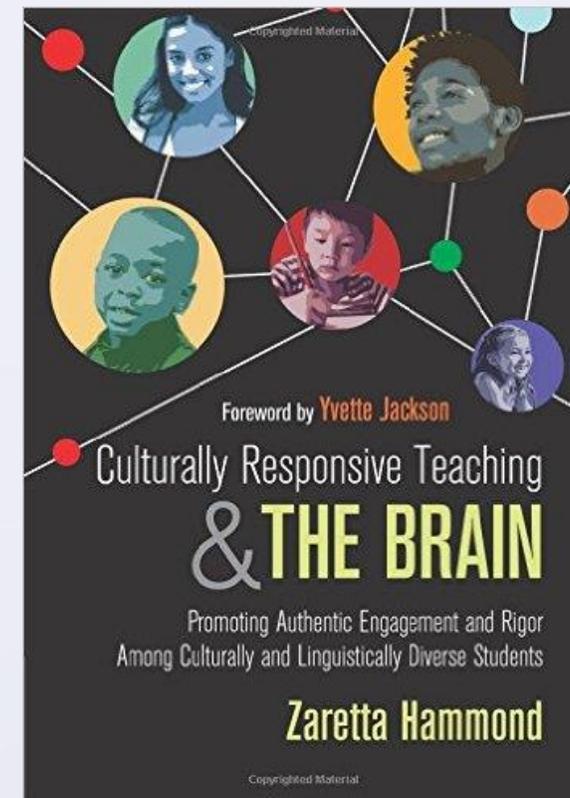
1. Why is the professional development offered?

2. How is this professional development connected to student, teacher, school, program, and/or /district needs?

3. How will this professional learning experience impact student performance and achievement?

This Book and CRT: What it isn't/What it is

CRT is not . . .	CRT is . . .
a “Bag of Tricks.”	a “mindset” to help students build “intellective capacity.”
A “how-to guide, prescriptive program.”	what “informs our practice.”
“simple engagement strategies.”	a way to focus on “cognitive development” to encourage “independent learners.”
an excuse for students who are trapped in a “culture of poverty.”	“one of our most powerful tools to help students find their way out of the gap.”



Where CRT meets Neuroscience

Figure 1.1

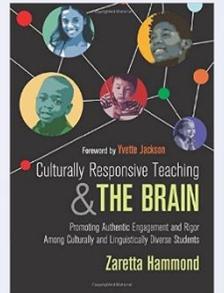
Many culturally and linguistically diverse students are “dependent learners” who don’t get adequate support to facilitate their cognitive growth. Consequently, they are not able to activate their own neuroplasticity.

The Dependent Learner	The Independent Learner
<ul style="list-style-type: none"> • Is dependent on the teacher to carry most of the cognitive load of a task always • Is unsure of how to tackle a new task • Cannot complete a task without scaffolds • Will sit passively and wait if stuck until teacher intervenes • Doesn't retain information well or "doesn't get it" 	<ul style="list-style-type: none"> • Relies on the teacher to carry some of the cognitive load temporarily • Utilizes strategies and processes for tackling a new task • Regularly attempts new tasks without scaffolds • Has cognitive strategies for getting unstuck • Has learned how to retrieve information from long-term memory

Dependent Learner Characteristics vs. Independent Learner

INVITATION TO INQUIRY

- How is your school addressing the needs of low-performing students of color?
- How do you support struggling students to become independent learners?
- How have you and your colleagues operationalized the principles of culturally responsive teaching?



How do you support struggling students to become independent learners?

Mentor Insights from November:

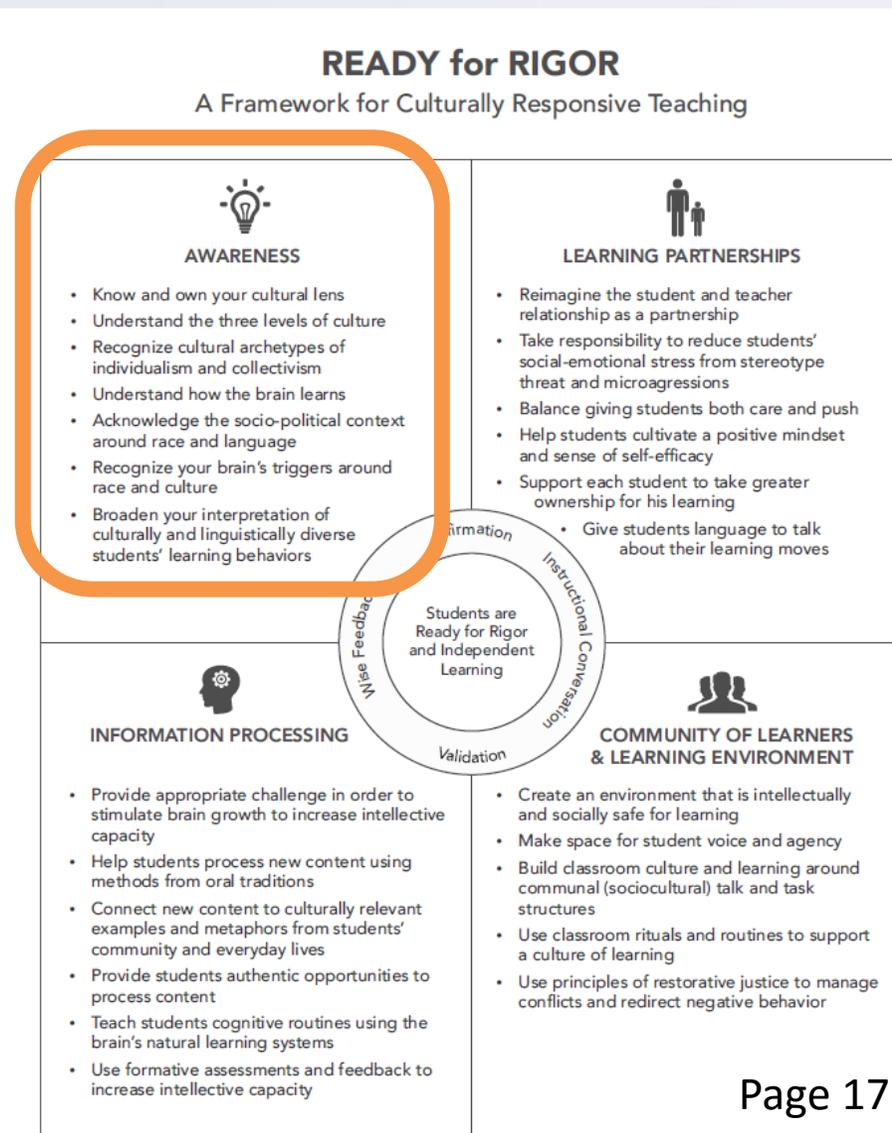
How do you support struggling students to become independent learners?

- Create opportunities for meaningful interactions and personal connections
- Use a Turn and Talk Strategy
- Establish a Buddy System
- Plan Project Based Learning
- Build confidence
- Praise to encourage student self-motivation
- Celebrate student growth
- Goal setting
- Model and include explicit teaching of strategies
- Provide sufficient opportunities to develop cognitive/metacognitive skills
- Use strategies to encourage a Growth Mindset
- Make connections for students
- Provide choices
- Make it safe to make mistakes
- Use wait time
- Scaffold and create challenge to move from dependent to independent
- Recognize collectivism vs individualism in cultures
- Establish routines

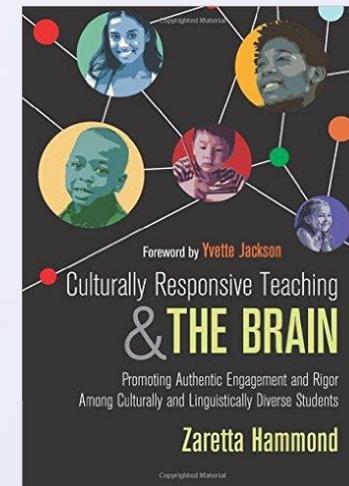
AWARENESS

Culturally-responsive teachers need:

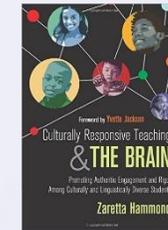
- a socio-political consciousness,
- to understand their own cultural lens,
- to learn to manage their own social-emotional response to student diversity.



Page 17



Professional Dialogue: Give One Get One



- Were your perspectives the same or different? How so?
- What surprised you?
- What insights did you gain?
- How might you apply this discussion to your work with an Intern?
- **Insights Shared through Evaluation Survey**

CIT Reading Assignment for the January Mentor Forum

In preparation for our next Mentor Forum on January 22nd at Temple B'rith Kodesh, please read chapters 2-4 in *Culturally Responsive Teaching and the Brain*. Please process your thinking using a "Give One Get One" literacy strategy. As you read, respond to the prompts or questions in the boxes below. Fill out at least 6 of the 9 boxes of your choice prior to the Mentor Forum. At the Forum, you will mingle and share your insights. (More info on the protocol can be found by clicking here: [GiveOneGetOne Protocol](#).)

What are some ways individualism and collectivism operate in our schools and in our communities?	In terms of "structural racialization", what do you see in our district that either supports, reinforces, or responds to this concept?	When thinking about people in poverty, I want to remember....
How do "Hammond's Culturally Responsive Brain Rules" relate to what we know about teaching and learning?	When identifying your own cultural frames of reference, what came to mind when you were exploring your surface culture?	When identifying your own cultural frames of reference, what connections did you make when examining your shallow cultural beliefs?
What examples have you seen in our schools of the Deficit Thinking Paradigm, and how does it impact your current practice?	Review the discussion of "interpretation aperture" starting on p.58. Have you ever felt misinterpreted because of someone's implicit bias and/or cultural frame of reference? Describe it.	Describe an incident in which you employed the S.O.D.A strategy OR an incident where you wished you had employed the S.O.D.A strategy.

Awareness Self-assessment

• Insights Shared through Evaluation Survey

CIT Mentor Forum Capture Sheet – January 22, 2018 Culturally Responsive Teaching & the Brain by Zaretta Hammond, Chapters 2-4

Selected insights from Forum Evaluation Survey (some edited for clarity)
Based on your professional dialogue about Culturally Responsive Teaching during the "Give One Get One" activity (using the sheet you prepared prior to the session), please share any surprise, insights, or implications for working with Interns that you feel would be valuable to share:

- Essential to acknowledge assumptions and keep judgments in check—remember what others think or might respond. Don't take it personally.
- We need to increase our awareness of our students' culture, and we don't have to be an expert in all things CRT.
- A game first step is trying to shift the mindset of teaching from individualism (teacher-as-independent worker) to collectivism (student allocation, movement, group work, big leads).
- This is helpful to see with interns who struggle with the individual vs. collaborative mindset.
- All must understand that CRT is for children of color not just African-American.
- Know yourself, learn from your students.
- Miscommunication can occur based on different cultural experiences.
- Not quite sure how to bring up some of these topics without leaving the interns near the chapters.
- My building is providing PD on culturally responsive teaching which I will be attending with my interns.
- Incorporating the culturally responsive lens while allocating parent and student engagement is helpful with interns.
- Need to be aware of our own biases and not place our students' needs at risk.
- I agreed with the concept of individualism and collectivism and how it impacts our work with children of color.
- We often tend to have deficit thinking paradigm, especially when it comes to disadvantaged families. We often focus on what the kids can't do and won't be able to do, that we lose sight of what they can do.
- Never assume.
- Keep in mind cultural differences and being sensitive to them.
- The SDOA strategy seems kind of similar to restorative approaches and TC's.
- We all have perceptions regarding the cycle of poverty, and interns need how different cultures interact, so well as teach and learn.
- Even if poverty is not a cultural issue, it is still an issue to be addressed.
- I am still a bit confused about the cycle itself.
- Really like the SDOA and agree with others about that. Definitely going to share with my interns.
- I was surprised to hear about different stories about collectivism vs individualism stories. For example, a person I spoke with told me about her experience in college in Ecuador. She was saying how a student asked to copy her work and she took it offensively. However, this was commonplace in that culture the other time at the time she was there.
- One teacher spoke about realizing her first day activities to encourage were sharing about individual student cultures.
- I think the deficit thinking paradigm is important to focus on with interns.
- It is a topic that the mentors must initiate and keep ongoing with the interns. We need to make sure there is a comfort in our conversations and most of all a willingness to listen and learn.
- My awareness of my own biases and presumptions are important to keep in mind when developing a relationship with interns.
- There was an age gap as to how different cultures learn.
- I wasn't really surprised to find that my friend and I had similar perspectives, but a social worker had a very different take.
- Teaching surprised me - but I do become aware as how much I am when I think teachers are aware of their biases and the systemic system we all work in - but they aren't.
- It is to be met with understanding all the different cultures in our mind but to be aware and sensitive.
- It is very hard for many people to be aware of their own subconscious stereotypes/bias.
- The allocation of "the culture of poverty" not existing needs to be shared carefully. Poverty does have historical, cultural and political roots that we must be careful not to allocate with when talking to our interns.
- I especially enjoyed talking about structural racialization and SDOA with other mentors and hearing their views and opinions.
- I gained insight on the area of social political climates and was able to make connections to our current events and climate change. Many of our politics are meant to keep people where they are.
- We discussed "how the brain works" and the notion that many interns truly do not have this knowledge as they develop their classroom environment and lesson, particularly when thinking about a social-emotional curriculum.
- Example of structural racialization: placing novice teachers in toughest teaching environment.

CIT Mentor Forum Capture Sheet – January 22, 2018 Culturally Responsive Teaching & the Brain by Zaretta Hammond, Chapters 2-4

Selected insights from Forum Evaluation Survey (some edited for clarity)
Based on the "CRT Awareness Chart" at tonight's session (the yellow sheet), please share any insights or implications for working with Interns that you feel would be valuable to share:

- I need to look more closely at bias and how it can impact interactions among professionals.
- Could use cultural archetypes to strengthen classroom community as a whole.
- It wasn't that relevant to me.
- I agree and do believe that it is important to know and understand our cultural lenses in order to effectively teach in a diverse setting as we do in RCSD.
- Help interns become aware of how important culture is in teaching and how it can affect your rapport with the students.
- Recognize cultural archetypes of individualism and collectivism.
- Be aware of our own cultural lens.
- Again, there are ways we can all improve as teachers.
- Discuss with my interns the physical aspects of the brain and the implications for working with students.
- Every student needs to be seen as individual and creative relationships with students is crucial in order to be culturally responsive.
- The importance of building community despite various cultures within a classroom setting is something I would like to reinforce.
- Independent learning vs. group learning.
- We may not be familiar with where our students are from and the individualism vs. collectivism archetypes.
- Share the three levels of culture and the Brain Rules so they know what can help student to learn and what is hindering their learning.
- Sharing my goals with my interns will hopefully be valuable for her.
- Just simple conversations around culture are incredibly valuable to connecting.
- Completing the chart provided an avenue for rich discussion.
- This is an ongoing process and requires daily reflection.
- I need to become more comfortable and competent with the material to better share it with my interns.
- I am planning to introduce the concept of poverty and how my interns would rate their knowledge of culturally responsive teaching.
- I have a lot of work to do to clarify my own thoughts and perceptions!
- Politics, religion and race are not exactly comfortable conversations. Approach using surface cultural lessons, or topics like world history day, to get a feel for your interns comfort level in discussing these items.
- Know and own your cultural lens is a topic which me and my interns have already had many conversations this year that this is a "farm girl" working in the heart of the city.
- I think we could all use more knowledge on how the Brain works when it is learning and how CRT helps the brain learn and retain information.
- I think this book would come in handy as a third grade if interns are struggling to build relationships with their students.
- Really thinking about and aligning the book for myself first and having more discussions with my mentor colleagues would help me feel more confident before I enter into discussions with my interns.
- A deep knowledge of history would contribute to our ability to recognize the socio-political context and broaden our cultural lens.

Practice Area #1: AWARENESS



Culturally Responsive Teaching & the Brain, p. 21:
Just as students need to have rich background for comprehension and problem solving, teachers need adequate background knowledge and usable information in order to know how to apply culturally responsive tools and strategies. Building background knowledge begins with becoming knowledgeable about the dimensions of culture as well as knowledgeable about the larger social, political, and economic conditions that create requisite education outcomes. In addition to awareness of how culture is constructed or the impact of larger social and political forces on learning, teachers also have to be aware of their beliefs regarding equity and culture.

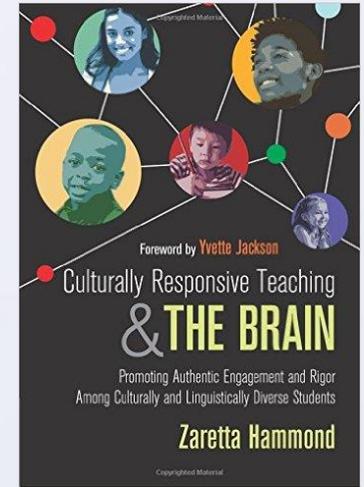
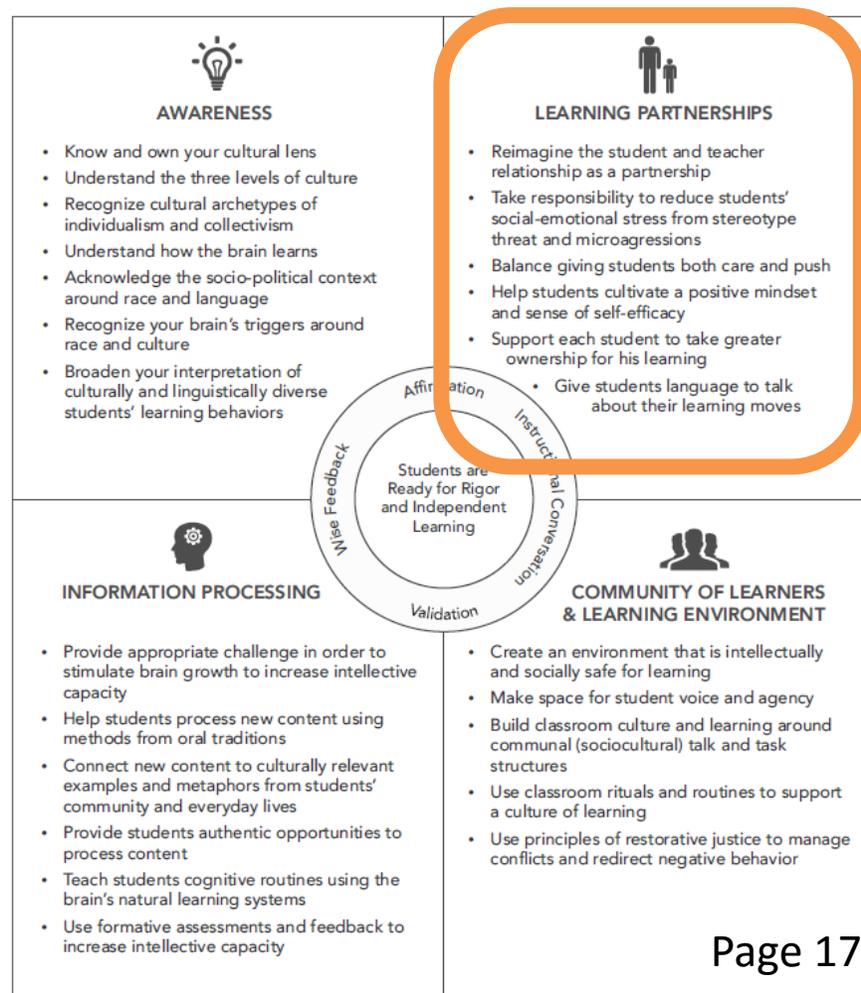
To what degree do you . . .	How often do you do this?				Insights & Implications for you and for working with Interns
	Very often	Sometimes often	Sometimes rarely	Never or almost never	
Understand the three levels of culture	4	3	2	1	
Recognize cultural archetypes of individualism and collectivism					
Understand how the brain learns					
Acknowledge the socio-political context around race and language					
Know, and own, your cultural lens					
Recognize your brain's triggers around race and culture					
Broaden your interpretation of culturally and linguistically diverse students' learning behaviors					

LEARNING PARTNERSHIPS

Culturally-responsive teachers need to:

- understand relationships are as important as curricula (caring, trust)
- affirm and validate (not about “self-esteem”)
- listen “with grace” (attend fully, suspend judgement) and use “trust generators”

READY for RIGOR A Framework for Culturally Responsive Teaching



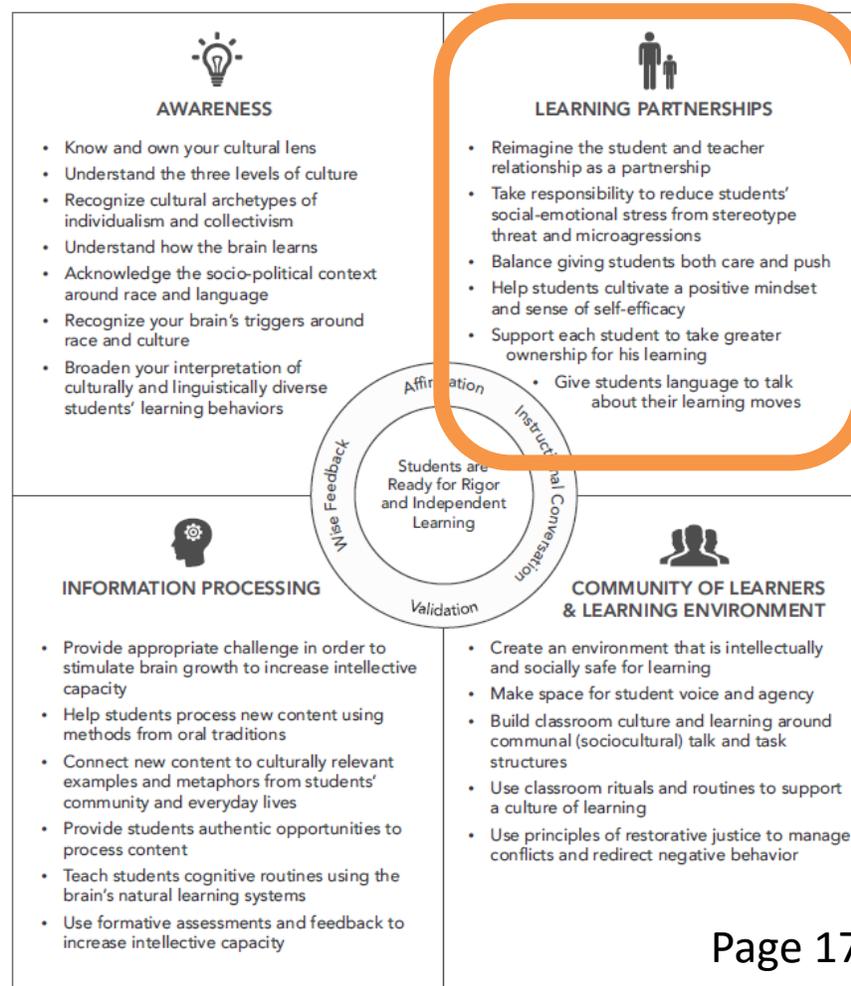
Rapport
+ Alliance
= Cognitive
Insight

LEARNING PARTNERSHIPS

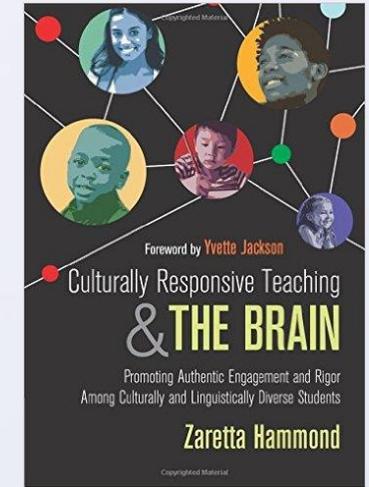
Culturally-responsive teachers need to:

- build an “alliance” to build student independence
- restore hope (“critical hope,” not “false hope”)
- develop “The Pact”
- become a “Warm Demander”
- provide tools for independent learning
- provide “wise” feedback

READY for RIGOR A Framework for Culturally Responsive Teaching



Page 17



Rapport
+ Alliance
= Cognitive
Insight



March 19th Mentor Forum

Establishing alliances in a learning partnership is like . . .

because . . . MOUNTAIN CLIMBING

SCUBA DIVING

DEEP SEA FISHING

WHITE WATER RAFTING

4:00 What Would You Do If . . .

4:30 Mentor Biz

4:50 **CRT "Synectics"** Professional Dialogue
re: *Culturally Responsive Teaching & the Brain*

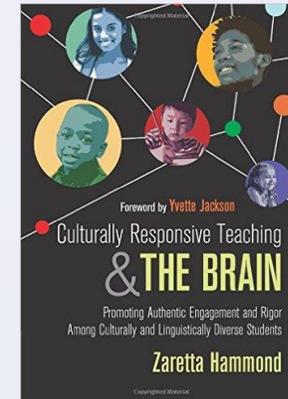
5:10 **Invitation to Inquiry** Debrief re:
Establishing Alliance in the Learning Partnership

For the March Forum

Read Part Two, Chapters 5-7
“Building Learning Partnerships”

Your Task: Take an “Inquiry Stance” and
Practice building rapport with “Trust Generators” (p. 79)

- Use Hammond’s process with your classroom, or Intern’s, or both!
- Identify a specific student, or small group of students that you would like to have a better learning partnership with.
- Track the interactions (take notes) with each individual student over the course of a 3 week period.
- Track interactions with your “focal student.”
- Tally the Ps (positive) Os (neutral) Ns (negative) as described on page 84
- Analyze the data and identify one small change you can make to build trust. Then track the impact.





Invitation to Inquiry

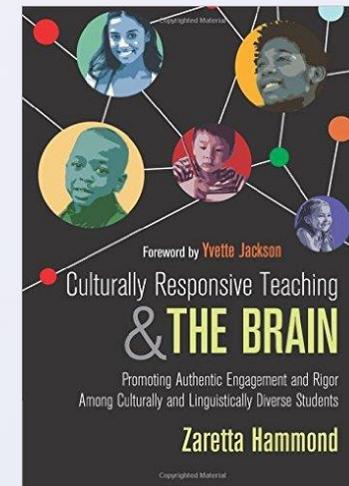
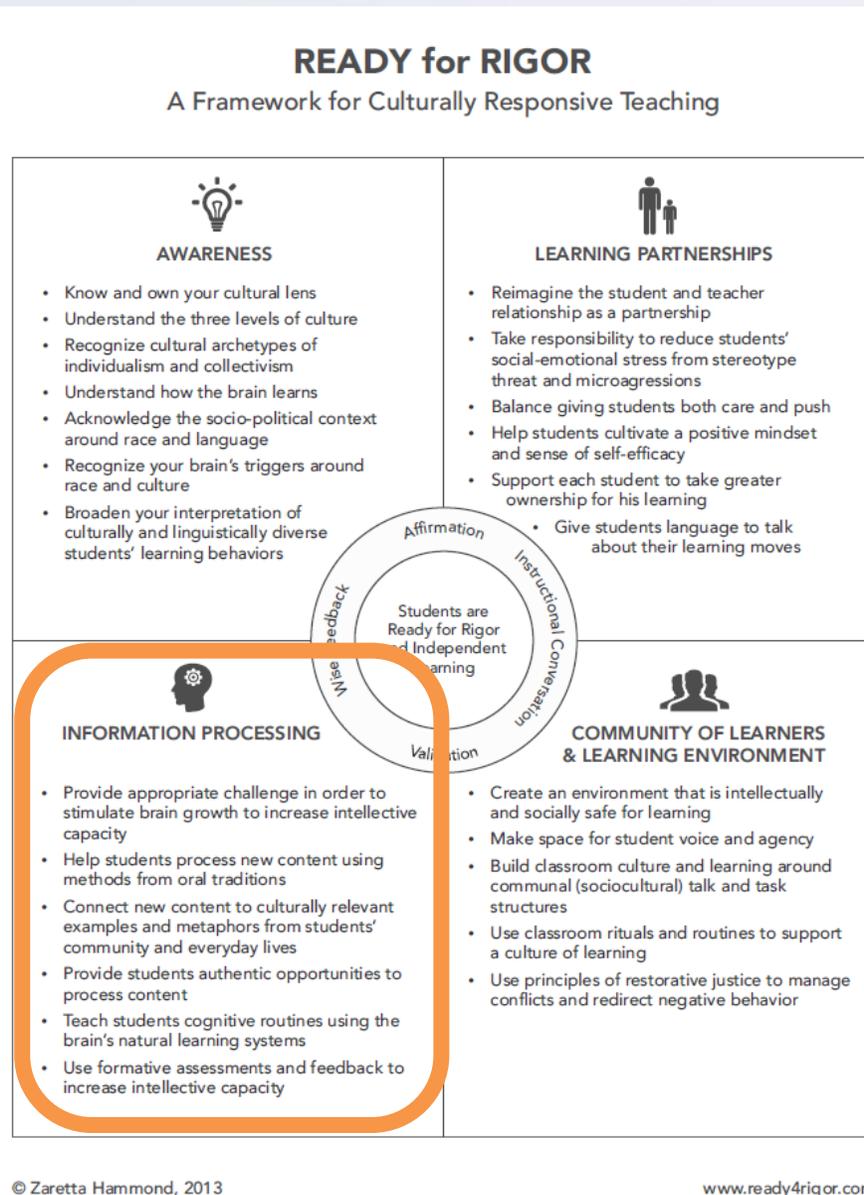
After discussing the interaction with your “focal student,” based on your discussion, answer the “Invitation to Inquiry” questions on page 106:

- In what ways are you being an ally to your students?
- What might you do differently in offering more “wise” feedback? (see pages 103–106)
- In what ways are *your Interns* being allies to their students?
- What might *your Interns* do differently in offering more “wise” feedback?

INFORMATION PROCESSING

Culturally-responsive teachers need to:

- provide appropriate challenge
- connect content to culturally relevant examples, metaphors
- teach culturally relevant cognitive routines
- use formative assessment and feedback



For April 23rd Mentor Forum

Read Part Three, Chapter 8
“Building Intellectual Capacity”

Your Task:

Experiment with Culturally Responsive instructional techniques for active information processing.

Use the CRT Instructional Strategies chart to note your observations about how and why the strategies might be effective?

CRT Practice Area #3: Building Intellectual Capacity

Culturally Responsive Teaching & the Brain, Chapter 8

“We want to look closely at the dimensions of culturally responsive teaching that focus on building intellectual capacity through information processing—the student’s ability to take inert facts and concepts and turn them in to useable knowledge.” (p. 123)

After reading Hammond’s description in Chapter 8 of “information processing” (input, elaboration, and application) and of some strategies for building “intellectual capacity,” look for opportunities in your own work with students, and/or your Interns’ work with students, to embed **FOUR or more** of these “culturally responsive techniques.” See the list at right. Try to provide examples from all four “macro level instructional strategies” that are used to “Ignite, Chunk, Chew, or Review” (see pp.128-138). Record how each of these techniques worked in your (or your Intern’s) classroom/work location. What did you observe that demonstrated active student information processing? If effective, why?



“Macro level Instructional Strategy”	Name the Technique or Cognitive Routine	What did you observe that showed how this culturally responsive technique or cognitive routine was effective in engaging students’ brains for active information processing? Why do you think it was effective (or not)?
IGNITE – Getting the brain’s attention		
CHUNK – Making info digestible		
CHEW – Actively processing new information		
REVIEW – Having a chance to apply new learning		

The following techniques are drawn from Chapter 8, but this is not a comprehensive list. Feel free to use a technique not listed here.

- Connecting to Oral Cultural traditions (Drumming, Chanting, Music, Hand-clapping)
- Novelty, Curiosity, Relevance
- Call and Response
- Music
- Provocations
- Talk (short, intense, and semi-structured talk activity)
- Breaking information down into “right-sized, digestible bites”
- Unstructured Think Time
- Teach Cognitive Routines:
 - Similarities and Differences
 - Whole-to-Part
 - Relationships
 - Perspectives
- Talk to Learn
- Discussion Protocols
 - World Cafe
 - Four on a Pencil
 - Give One, Get One
- Rhythmic Mnemonics in Song or Spoken Word
- Poetry
- “Story  the Content
- Recursive Graphic Organizers, Infographics, and Other Nonlinguistic Representations
- Metaphors and Analogies
- Word Play and Humor
- Play a Game (name it in the chart)
- Solve the Mystery or Real-Life Problem
- Work on Long-Term Projects

ROOM FOR MORE ON BACK!

CIT Mentor Forum, January 22, 2018

Please COMPLETE FORUM EVALUATION

For March

- Submit Intern Status Reports and Intern Reports on Mentor Professional Support Semester Reports (if you haven't already)
- Transfer Process through end of the week
- Update your CIT Mentor Google Classroom Calendar (Monthly)
- Monthly Check-in with your Intern's Administrative Supervisor
- Provide Written Feedback Forms to Interns, Residents
- Complete Peer Observation of another Mentor
- Follow up with CIT Director if Intern is struggling ("Statement of Concern")