Evolving Practice

Laying the Foundation for Instructional Equity in Out-of-School Time

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Today’s Agenda...

- The story of how we integrated new concepts & practices across our network with lessons learned

- How we positioned:
  - Culturally responsive teaching as critical to program quality in out-of-school time
  - Social emotional learning as the foundation

- Engage you with some key concepts/approaches we employed
Welcome!

Exploring Cultural Archetypes
Equity = Guiding Star
Culturally Responsive Teaching

● Teachers cultivate meaningful relationships with students and families

● Teachers consistently communicate high expectations and empower students to drive their learning

● Teachers facilitate rigorous instruction that validates and authentically incorporates students’ lived and historical experiences

… so that all students succeed and become socially conscious contributing individuals.
CRT: Mindsets

My Responsibility
I am responsible for the academic and social-emotional success of all of my students.

Self
I continuously reflect on my cultural lens, beliefs, and biases and adapt my practice accordingly.

Global Context
I work to dismantle systems of power and privilege that impact my students, myself and my practice.
CRT: Mindsets

High Expectations
I maintain consistent and clear high (academic) expectations for all students.

Building Relationships
I cultivate and maintain meaningful relationships with each student and family.

Learning Conditions
As a facilitator of learning, I co-create a safe, joyful, rigorous, and personalized classroom environment that honors student voice and encourages ownership.

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Integration: Continuous Quality Improvement System

- 280 OST Educators
- 18 Sessions
- Key Concepts & Activities
  (Ladson-Billings, 1995; Hammond, 2015)
- Focus = Deep understanding
Program Quality
Connections

- Engagement
- Interaction
- Supportive Environment
- Safe Environment
- Youth Voice in Governance

Professional Learning Community
Youth ready for college work and life
Program Quality Connections

• Safe Environment
  - Awareness
  - High expectations for behavior
  - Community of learners
    - Promotion of physical, emotional and intellectual safety
Program Quality Connections

- Supportive Environment
  - Welcoming youth
  - Productive struggle
  - Zone of proximal development
  - Effective feedback

#rb21
all youth ready for college work and life
Program Quality Connections

• Interaction
  ○ Building community
  ○ Teacher as ally
  ○ Cooperative learning
Program Quality
Connections

• Engagement
  ○ Youth voice
  ○ Information processing cycle
  ○ Building independent learners
Draw a visual representation of the last time you felt an intense emotion or intense emotions.

Things to consider:
● Where did you feel it in your body?
● What was the intensity like?
● What was the duration and how did they change over time?
Now, think about the last time you observed an intense emotion in a child. What did you see? How did you react?

How were you feeling? What were you triggered by? How does this relate to your values, etc.? Did you consider theirs?
Social Emotional Learning

Connection

**Acknowledge emotions**
- Positive, negative and neutral emotions are happening all the time
- Noticing and labeling emotions gives them power

**Name emotions**
- Vocabulary can be a powerful way to more accurately describe emotions

**Handle emotions constructively**
- Not all behaviors prompted by emotion are acceptable
- Emotions in and of themselves are not bad/good
- We can use tools to better identify and manage emotions
- What will happen as a result of expressing this emotion?
What connections do you see between DPS Mindsets and SEL?
Imagine your guiding star is equity...

- What are you already doing?
- What’s missing?
- What questions does this raise for you?
all youth ready for college work and life
We’re Still Learning...

- Ensure common language is meaningful for all stakeholders
- Prioritize and articulate connections across frameworks
- Engage all educators in productive struggle with concepts and strategies
References


- David P. Weikart Center for Youth Program Quality (2017)