Theory to Practice: Taking Critical Race Theory to School

February 23, 2018
8:00AM – 10:00 AM

2018 CISC Leadership Symposium
Monterey, CA

Presenter:
Nancy Dome, Ed.D ~ CEO
Bonnie Barron ~ Principal
Dr. Nancy Dome
Embracing Culture – Cultivating Competence

Dr. Nancy Dome has been supporting children to overcome their barriers and developing educators for over 20 years. Starting her career as a Child Care Worker, she has always had a strong desire to support those students most at risk. Realizing the education track would allow her greater flexibility and reach than the social services track, she reeducated to become a teacher and spent 10 years working in multiple capacities, ranging from classroom teacher, Mentor Teacher and Teacher on Special Assignment, in the Juvenile Court and Community Schools in San Diego. Roles, which allowed her to train and support teachers in becoming more culturally competent educators for the diverse population they served.

Dr. Dome’s passion for education prompted her to obtain her doctorate in 2004, which allowed her to secure a tenure track faculty position at CSUSM in the College of Education. There she spent 7 years working with future teachers to build their capacity in the classroom with a social justice focus, building their awareness around the necessity of being culturally competent. During that time, Dr. Dome coordinated a College of Education program that sought to identify racially underrepresented undergraduates and support them in becoming teachers to help diversify the workforce.

In 2008, Dr. Dome accepted a position with Pacific educational Group as the Director of Online Programming where she developed online professional development opportunities for individual teachers and school districts. Realizing that online would provide a greater reach, she provided hundreds of educators with interactive and transformative curriculum that challenged and inspired them to work as advocates for their underrepresented student populations.

Today Dr. Dome continues her important work as Founder/CEO of Epoch Education who’s primary charge is to provide current, accessible and transforming Professional Development for educators on the topics of Equity, Critical Race Theory, and Culturally Relevant Teaching and Learning to support educators develop the necessary cultural competency needed to teach the growing diverse student body. It will also develop and provide Culturally Competent Common Core Curriculum for teachers, departments, schools and districts interested in complying with the new CCSS while meeting the needs of ALL their learners and Coaching on Demand opportunities.
**Bonnie Barron ~ Principal**

Bonnie Barron has been an educator for 32 years; fifteen years of elementary teaching in Nevada County and sixteen years as a principal in Sonoma and Marin counties. The past seven years she has been on an Early School Success Initiative journey with a focus on school culture and climate using data and research and through the lens of equity.

Her passion is creating environments that support our most at-risk students; specifically boys of color and boys living in poverty.

Bonnie is currently a part-time principal and part-time coach, supporting other principals as they create safe school environments for ALL students.
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February 23, 2018
8:00 AM – 10:00 AM
2018 CISC Leadership Symposium

Presented by:
Nancy Dome, Ed.D ~ CEO Epoch Education
Bonnie Barron ~ Principal Lu Sutton Elementary

“For better or worse, in our stratified society our appearance can serve to create an expectation of success or failure, of brilliance or stupidity, of power or impotence.”

~ Lisa Delpit and Joanne Kilgour Dowdy

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Introductions

Participants will introduce themselves using the following prompts:

- Name
- Position and Location
- Racial Identity
- What are your challenges when leading for equity?

CRITICAL RACE THEORY - TENET
COUNTER-STORYTELLING

“The narrative that often goes untold, but is necessary to understand the experiences of students of color and to challenge the normalized dialogues that perpetuate racial stereotypes.”
Exemplar: Start with Hello

- Overview
  - Journey to get to event
  - Purpose of Event

- Structure
  - Student Welcome
  - Parent Welcome
  - Four Room Options
    - Conversation Starters – Compassionate Dialogue
    - Crossover
    - “Soul Pancake” Ball Pit
    - Feedback Loop from Parents

CRITICAL RACE THEORY - TENET
WHITNESS AS PROPERTY

“The origins of property rights in the United States are rooted in racial domination. The law has played a considerable role in transforming the abstract concept of race into something people believe is real and tangible. As a result, whiteness can be considered a property interest.”

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Exemplar: CP Plan

- Review Plan with CRT Question
  - Why planning this way impacts outcomes.
  - How adding CRT question to each section deeply focused the task and kept equity in forefront.

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<thead>
<tr>
<th>Climate and Learning Environment</th>
<th>Activity/actions:</th>
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<tbody>
<tr>
<td>How does activity address the Countervail?</td>
<td>How does activity support Academic Achievement?</td>
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</table>

CRITICAL RACE THEORY - TENET

THE PERMANENCE OF RACISM

“Racism is a permanent component of American life and racist hierarchical structures govern all political, economic, and social domains, including schools.”
Exemplar: Equity Walks

- The 5 Tools
  - Physical Environment
  - Relationship
  - Relevance
  - Rigor
  - Results

CRITICAL RACE THEORY - TENET
INTEREST CONVERGENCE

“Communities of color will experience gains when they converge with the self-interest of whites.”
CRITICAL RACE THEORY - TENET
CRITIQUE OF LIBERALISM

"On the surface, many liberal ideologies appear to be desirable goals to pursue, color-blindness and incremental change, however, these concepts are insufficient to redress the deleterious effects of race and racism."
Exemplar: Homework Policy

- Board Policy
- Research
- Discussion on Advantages/disadvantages
- Defined HW and its purpose
- For 2 years grade levels reduced the amount of homework
- We asked the question: **Is Homework an Equity Issue?**

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I refuse to accept the view that mankind is so tragically bound to the starless midnight of racism and war that the bright daybreak of peace and brotherhood can never become a reality... I believe that unarmed truth and unconditional love will have the final word.

~Martin Luther King, Jr.
Using the protocol - Call to Action

- **Individual – Personal Issue**
  - Examples:
    - Stuck on a tough decision
    - Movement to action

- **Interpersonal – Issues With Others**
  - Examples:
    - Disagreement with a colleague
    - Intervention with students
    - Family Issues

- **Organizational – Systemic Issue**
  - Examples:
    - Discipline Disproportionality
    - Curriculum Review
    - A-G Access
    - Achievement Courses Access
RIR Protocol – “Recognize It”

- We want to identify the “offense” by getting in touch with what it brings up so you may respond rather than react.
- Recognize it – How does it make you “feel”?
- What is your initial belief about this statement?

RIR Protocol – “Interrupt It”

- Don’t allow the “offense’ to go by, but instead interrupt it through questioning and story sharing.
- Interrupt it – How will you stop the action?
  - Tell me more…
  - I am curious what you mean…
  - This is what I heard you say…
  - What you just said made me feel…
RIR Protocol – “Repair It”

- Work to find common ground by expanding your/their knowledge even if that means you agree to disagree.
- Repair it – Broaden the understanding as related to the statement
  - Observe
  - Engage
  - Read

Diversity Conversation – “Interrupt It”

- Practice your “diversity conversation” skills
- Partner up with a person who is racially different than you
- If you can not, partner up with a person you do not know well or at all
Practical Next Steps

- Using the “RIR Protocol” worksheet, identify a systemic issue you know needs addressing but you have not taken action...and address it.
- How are you going to “interrupt it”?
- “Repair it” comes after you see how the interruption goes.

Risk taking and mistake making are essential for building close relationships.

~NCBI

For more information:
Start with HELLO!

A Lu Sutton Community Forum to strengthen our school climate.

Please join us!

Thursday, March 9th

**STUDENTS**

5:45  performers arrive
6:00  perform 3 of our favorite songs
6:10  Pizza and play
6:30  Movie and popcorn
7:30  Movie Continues!

**PARENTS/GUARDIANS**

choose activity sessions

Start with HELLO welcome

Pizza and first session

Cookies and second session

Parent sessions, choose 2 to attend:

- **Common Threads:** reflect on preconceptions, build relationships and understanding
- **Compassionate Dialogue:** practice compassionate conversations
- **Meeting in the Middle:** build acceptance and belonging
- **Your Voice Matters:** give input on our school vision

Translation available
Be brave enough to start a conversation that matters.

Margaret Wheatley
Session Descriptions

Please choose two sessions to attend.

**Your Voice Matters**  
In order to best serve our Lu Sutton school community it is critical that our committees, teachers and leadership know the needs, concerns, and ideas of our families. Please help us by joining this needs assessment session designed to ensure that our school teams know and can address that which is most important to you.

**Common Threads**  
In this session you will be able to reflect on preconceptions of others, build relationships and understanding based on affinity, and take some first steps in building lasting community.

**Compassionate Dialogue**  
This session is designed to facilitate conversations that we may normally avoid. The goal is to engage from an authentic place while practicing and developing skills to respond in difficult situations.

**Getting to Know You**  
Developing friendships, making connections, building relationships . . . It’s as simple as starting with HELLO! But, then what? Let’s share our place of peace and what’s on our bucket list!

**WELCOME . . . Start with HELLO!**

**STUDENTS**
- 5:45 performers arrive
- 6:00 perform 3 of our favorite songs
- 6:10 Pizza and play
- 6:30 Movie and popcorn
- 7:30 Movie Continues

**PARENTS/GUARDIANS**
- Choose 2 sessions to attend
- Join us in the multi-use room
- Start with HELLO welcome
- Pizza and first session
- Cookies and second session
Cultural Proficiency Plan - Template

Name of School

Please complete the following information in the chart below to use to develop Data Plan Goals.

<table>
<thead>
<tr>
<th>Record % for Each Category</th>
<th>% Latino</th>
<th>% African American</th>
<th>% Asian</th>
<th>% Caucasian</th>
<th>% English Learners</th>
<th>% Poverty</th>
<th>% Special Education</th>
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<td>School/Student Demographics</td>
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List the common trends based on the data listed above. (Demographics, Family Engagement, Student Discipline, Attendance, Achievement)

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Develop a plan to address the needs identified through the data. List 1-2 specific goals in each category based on data listed above. See goal categories below. (Climate/Learning Environment, Professional Development, Instructional Practice, Intervention, Family Engagement, Co-curricular opportunities, and Partnerships)

Mission (Philosophy)

Vision (Driving Inclusive Learning Focus)

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- List 1-2 specific goals in each category based on data listed above.
- See goal categories below: Climate/Learning Environment, Professional Development, Instructional Practice, Intervention, Family Engagement, Co-curricular opportunities, and Partnerships.

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<td>If successful how is activity sustainable if funds/support go away?:</td>
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## Cultural Proficiency Plan 2016-17

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<th>Parent Engagement and Leadership</th>
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Cultural Proficiency Plan 2016-17

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Additional Questions using the remaining components:

**Whiteness as Property:** Does activity perpetuate Whiteness and its ideology?

**The Permanence of Racism:** Does activity perpetuate institutional racism?

**Critique of Liberalism:** Are the voices of those being served part of the decisions making process?
<table>
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<tr>
<td>Climate and Learning Environment</td>
<td>Continue CP leadership at staff meetings with Dyads and PD. Find school-wide book selections that are culturally relevant for events like Reading and Recess and Family Story night. Teachers who have not had an equity walk will form a partnership with another teacher and they will work to conduct learning walks on one another’s classrooms (journey partners created from buddy classes). These partnerships will provide feedback and support for one another. Teachers who have engaged in an environmental learning walk will move to the relationship learning walk tool. Partner teachers will provide feedback and support for each other. Create new motivational signs around campus that reflect caring culture and are in both English and Spanish Encourage Home Visits by all teachers within the first couple months of the year</td>
<td>CP team, Principal, Pre-School Directors</td>
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<td>Spring 2017, Winter 2017/18</td>
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<td>CP team, Principal, Teachers, ILT Teachers, CP team, Principal, Pre-school director and Teachers</td>
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<td>Completed by Winter 2017/18</td>
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<td>Principal, Teachers, Pre-school Director and Teachers</td>
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<td>Principal, Teachers, Pre-school Director and Teachers, Sausalito Artist partnership</td>
<td></td>
<td>Fall 2017</td>
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<td></td>
<td></td>
<td>Teachers, CP team, Principal</td>
<td></td>
<td>Fall 2017</td>
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</tbody>
</table>
## Equity Walk-Through Tool

### 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:**

### Relevance
**Choice and Personal Relevance**

1. Students are engaged in their work.
2. Students pursue their own learning and understanding of the topic because it is relevant to them.
3. Students ask meaningful questions.
4. Activities for learning are motivating and intellectually engaging.
5. Students can relate their own experience or ideas to the lesson.
6. The teacher provides choice for students in learning topics and styles.
7. The teacher uses culturally relevant resources and strategies to make learning relevant to diverse students.
8. The teacher uses culturally relevant resources and strategies to make learning relevant to diverse students.
9. Students give input on teacher instruction.
10. Teacher encourages students to set personal goals for learning.

**Comments:**

### Rigor
**Challenge and Engagement**

1. Students are analyzing, exploring, and discussing a topic, question, or problem.
2. Students are articulating and sharing their thinking with one another.
3. Learning is active.
4. There is evidence of students coming to new views or understandings.
5. Students know teacher expectations for work.
6. There is evidence of activities that are thinking centered and engaging.
7. The teacher makes sure that students understand what they are doing and what they are learning.
8. The teacher chooses books that allow students to more deeply examine global issues.
9. The teacher is engaging students at all learning levels.
10. Teacher provides opportunities for students to connect to learning personally, and reflect on what others learned.

**Comments:**

### Results
**Authenticity and Effectiveness**

1. Students are able to read fluently.
2. Students are able to use graphic organizers to help them explain their thinking in writing.
3. Students reflect on high level questions.
4. Students are able to work together in cooperative groups to complete projects.
5. Students demonstrate skills and understanding through projects, performances, written work or classroom discussion.
6. Students are able to develop multiple solutions to problems in class and clearly explain how they solved a problem.
7. Students are able to think, reflect and communicate effectively in a variety of ways.
8. Students can make connections between themselves and people that are different than them.
9. Students understand and use culturally appropriate language.
10. Black and brown students are engaged in the classroom.

**Comments:**

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N/A = did not observe behavior • 1 = behavior was absent • 2 = saw behavior occasionally • 3 = saw behavior consistently • 4 = saw outstanding examples of behavior
<p>| | |</p>
<table>
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<tr>
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<tbody>
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### Equity Walk-Through Tool

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| 1. ___ | It looks like the teacher genuinely cares for each student.  
  - The teacher reaches as many diverse students as possible.  
  - The teacher is interacting with all students.  
  - The teacher is calling students by name.  
  - The teacher is greeting students at the door.  
  - The teacher makes reference to students lives outside of school  
  - The teacher welcomes and values students’ input. |
| 2. ___ | The teacher expresses high expectations of each student.  
  - The teacher is empowering and supportive.  
  - Students are encouraged to support one another.  
  - The teacher encourages participation from all students |
| 3. ___ | The teacher takes time to help students individually. |
| 4. ___ | Students are encouraged to make mistakes and learn from them.  
  - Students feel comfortable taking risks.  
  - Students do not tease one another for wrong answers.  
  - The teacher is respectful of students having difficulty learning and encourages them.  
  - Students can openly and safely talk about experiences of stereotypes, bias and institutional racism.  
  - The teacher makes students feel their opinions are valued.  
  - The teacher speaks to students about sensitive issues confidentially (individually) so as not to embarrass the student. |
| 5. ___ | The teacher openly commends students’ genuine efforts and excellent work.  
  - Examples of excellent work are on the walls.  
  - The teacher makes positive comments to students encouraging their efforts. |
| 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.  
  - Respectful language is used.  
  - Students are respectful with their bodies.  
  - Students are respectful of cultural diversity/differences |
| 9. ___ | Students are respectful to the teacher and peers. |
| 10. ___ | The teacher utilizes students as learning aids for each other. |
| 11. ___ | The teacher uses culturally appropriate language, and encourages students to do so as well. |
| Comments: | |

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| 2. | Students pursue their own learning and understanding of the topic because it is relevant to them.  
  - Focused learning is occurring.  
  - Students are working independently  
  - Different students have their hands raised each time.  
  - Students are able to define their own learning goals. |
| 3. | Students ask meaningful questions.  
  - Students demonstrate an eagerness to participate in the classroom activity.  
  - Students are asking hard questions.  
  - Students seem to enjoy learning |
| 4. | Activities for learning are motivating and intellectually engaging. |
| 5. | Students can relate their own experience or ideas to the lesson.  
  - The teacher makes references to students’ lives outside of school specific to the topic.  
  - The teacher gives students opportunities to share their personal stories relevant to the topic. |
| 6. | The teacher provides choice for students in learning topics and styles. |
| 7. | The teacher displays diverse cultural materials, photos, words, art etc that represent cultural diversity. |
| 8. | The teacher uses culturally relevant resources and strategies to make learning relevant to diverse students. |
| 9. | Students give input on teacher instruction. |
| 10. | Teacher encourages students to set personal goals for learning |

**Comments:**

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### Equity WALK-THROUGH TOOL

#### RIGOR

**Challenge and Engagement**

1. **Students are analyzing, exploring, and discussing a topic, question, or problem.**
   - Students are asking questions and seeking answers from multiple sources.
   - Students are asking what would happen if… type questions.
   - Students are giving examples related to their experiences.

2. **Students are articulating and sharing their thinking with one another.**

3. **Learning is active.**

4. **There is evidence of students coming to new views or understandings.**
   - Ah ha’s

5. **Students know teacher expectations for work.**
   - Evidence by the conversations being held, large and small group discussions, and questions being asked of students.

6. **There is evidence of activities that are thinking centered and engaging.**
   - Journaling
   - Classroom discussion

7. **The teacher makes sure that students understand what they are doing and what they are learning.**
   - Essential question are posted.
   - The teacher verbally asks why they are doing a particular lesson.
   - The teacher states and/or posts objective(s) for a particular lesson.

8. **The teacher chooses books that allow students to more deeply examine global issues**

9. **The teacher is engaging students at all learning levels.**

10. **Teacher provides opportunities for students to connect to learning personally, and reflect on what others learned**

110

**Comments:**

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## Equity Walk-Through Tool

### Results

**Authenticity and Effectiveness**

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### Classroom Physical Environment

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Homework

Please describe your current practice:

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<th></th>
<th>Daily</th>
<th>Weekly packets</th>
<th>Which content areas</th>
<th>Long term projects</th>
<th>Book reports</th>
<th>Unfinished classwork</th>
<th>Math fact practice</th>
<th>Nightly reading (# of mins.)</th>
<th>Other</th>
</tr>
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Please complete and bring to the May 7th staff meeting.
Recognize it....

1. 
2. 
3. 
4. 

Interrupt it....

1. 
2. 
3. 
4. 

Repair it....

1. 
2. 
3. 
4.

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