

# Culturally Responsive Collaborative



**Northwest Educational  
Service District 189**

*Together We Can*



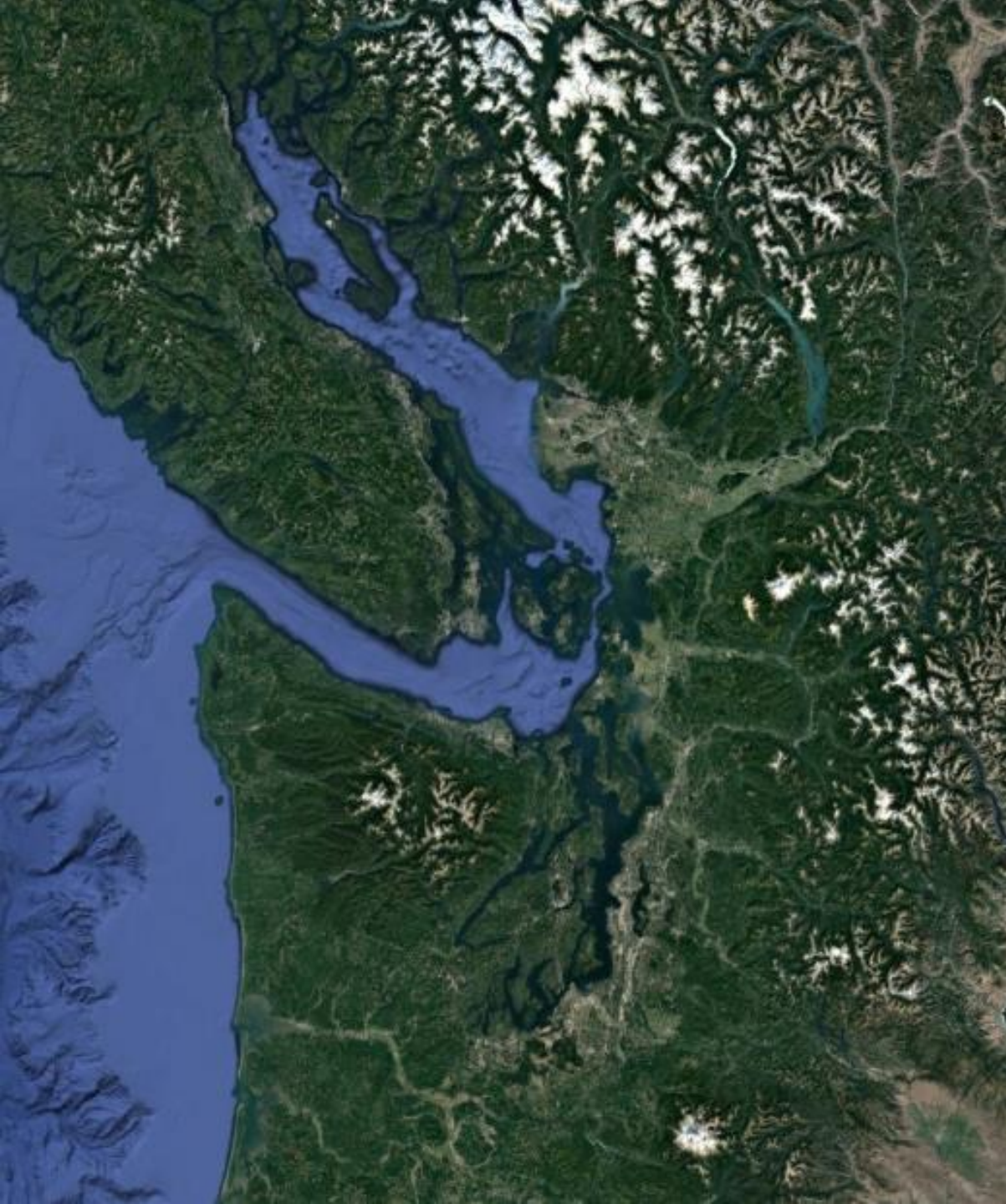
## Gathered on Indigenous Lands

NWESD would like to begin by acknowledging that we gather today on the ancestral homelands of the Coast Salish Peoples, who have lived in the Salish Sea basin, throughout the San Juan Islands and the North Cascades watershed, from time immemorial.



## Gathered on Indigenous Lands

We would like to express our deepest respect and gratitude for our indigenous neighbours -- **The Samish Indian Nation** and **The Swinomish Indian Tribal Community** -- for their enduring care and protection of our shared lands and waterways.



# OTHER AREAS IN OUR REGION

**Bellingham:** Lummi Nation and the Nooksack Tribe

**Anacortes:** Samish Indian Nation and the Swinomish Indian Tribal Community

**Everett:** Tulalip Tribes, the Snohomish, the Stillaguamish Tribe and the Sauk-Suiattle Tribe

**Kitsap Peninsula:** Suquamish Tribe and the Port Gamble S’Klallam Tribe

**Olympic Peninsula:** The Hoh Tribe, Jamestown S’Klallam Tribe, Lower Elwha Klallam Tribe, Makah Indian Tribe, Quileute Tribe, Quinault Indian Nation, Port Gamble S’Klallam Tribe and the Skokomish Tribe.

**Seattle:** Duwamish, Suquamish, Nisqually, Snoqualmie and Muckleshoot tribes.

THE NORTHWEST  
EDUCATIONAL SERVICE DISTRICT 189



TOGETHER WE CAN...

## Mission

***Together we can...promote equity and excellence through leadership and service.***

## Goals

**Provide quality services that meet our region's needs**

**Prepare students for college, career and citizenship**

**Foster *educator effectiveness* to assure equity and opportunity for all students.**

# Welcome and Overview

## Purpose of Collaborative

- ▶ Going beyond *Courageous Conversations*, this is not just a book study.
- ▶ Facilitation of implementation plans for your district and schools.
- ▶ Facilitation for sharing resources with other districts.
- ▶ Facilitation of learning from one another.

*All in service of our students*

# Equity Focus for Student Groups within NWESD



- ▶ Students with Disabilities
- ▶ English Language Learners
- ▶ American /Alaskan Native
- ▶ Hispanic/Latino
- ▶ Low Income

# Group introductions

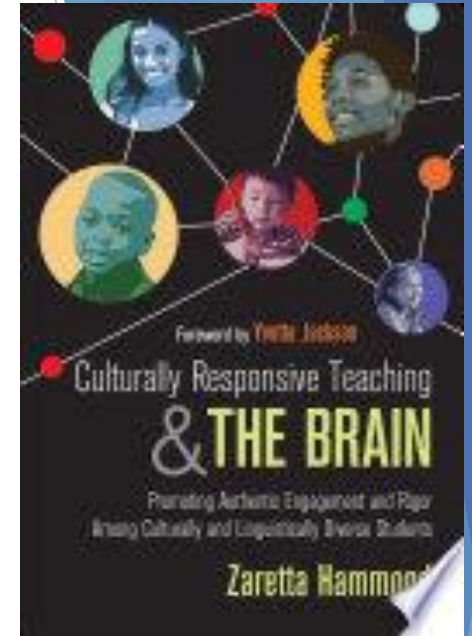
# Community Agreements

1. Choose to be Present and Engaged
2. Pay Attention (to heart and meaning)
3. Assume Positive Intent
4. Speak Your Truth (without blame or judgement)
5. Watch your Airtime



# Book Introduction

- ▶ Read pages 1-3, the introduction to the book.
- ▶ After you receive a quote from the book, stand up and find another person and each of you share your quote and discuss your reaction to the quote.
- ▶ Trade quotes with your partner and thank them.
- ▶ Move to another partner and repeat.



# Defining Culturally Responsive Teaching



## Defining Culturally Responsive Teaching

- ▶ Individually write a definition for Culturally Responsive Teaching. Use every other line.
- ▶ On each signal, pass the definition to the left. Underline the important words or phrases and continue this until the card returns to the original writer.
- ▶ Team: notice which words or phrases were relevant and important to team members. Is there a shared understanding of CRT?

# Zaretta Hammond Defines Culturally Responsive Teaching:

“An educator’s ability to recognize students’ cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. All the while, the educator understands the importance of being in relationship and having a social-emotional connection to the student in order to create a safe place for learning.”

*Culturally Responsive Teaching and the Brain; page 15*

Zaretta Hammond



Break

# Five Presuppositions 1 - 3 - 6

## Individually - silently

- Read presupposition marking the text to identify 2 most important ideas

## Groups of 3 w/ same Presupposition

- Discuss identified points. Together determine the 2 points to share.

## Groups of 6 w/ same Presupposition

- Discuss identified points and as a team determine the 3 most important points of the presupposition
- Make a poster of the selected ideas and post on wall/window

# Walk the Walls

- ▶ Each team will visit each of the 5 presupposition posters and reflect on the work for themselves, their team, their school or district



# Creating Conditions for Culturally Responsive Teaching

## Where are we now?

**Individually:** Team members will use a scale (1-5) to describe where each of the stakeholder groups are in the journey to address racial equity.

**Team Talk:** Compare and compile “scores”

Reflect on:

What patterns or trends are emerging?

What are group(s) for intentional focus

Record your team’s responses to the open-ended questions.

# Digging Deeper: Gathering Data about the current conditions for this work in your system

- ▶ Write your district name at the top of the page
- ▶ Using a green pen, fill out the table to capture an assessment of where your stakeholder groups are in each area around readiness for racial equity and culturally responsive teaching, such as actions in progress or planning to initiate.
- ▶ Using a red pen, identify next steps of learning, action and growth for each stakeholder group.

We will revisit these charts in the Spring to assess our growth and learning through this work

## Closing and Next Steps

- ▶ One word summary