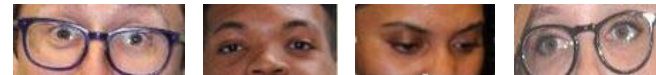


2nd Annual Culturally Responsive Teaching Conference



Theme
"I Can See Clearly Now"



*Office of Community Engagement
Albemarle County Public Schools*

June 3, 2017
Monticello High School

AGENDA

9:30 -10:00 Check-In with Shantron Franklin-Sims

10:00-10:25 Conference Opening Session

Welcome & Conference Overview Dr. L. Bernard Hairston

I Am From Mitsuko Clemmons-Nazeer & Omar Nazeer

"Do you really know me?"

Connecting theme, ACPS Model for CRT, Work Sessions & Understanding Culture

10:30-11:20 Concurrent Sessions:
Certification Candidate Presentations

Presenter: Brandon Read

Moderator: Leslie Wills-Taylor

Room: Red 203

I compare my journey to that of a science experiment. It began with observations and reflections. *Who was I teaching?* Through surveys, conversations, and anecdotal notes, I recorded my initial findings about the cultures, learning styles, and mindsets of my students. Subsequently, I reflected on my own cultural frame of reference, triggers, bias, and schooling experience and answered the question: *Who (am) I? How am I being perceived?* Based on those observations, I hypothesized and selected culturally responsive strategies to pilot. Lastly, I would reflect on the results of each "experiment" with the students to determine the usefulness of each strategy. Gone were the days of me doing school to and for kids. Instead, I wanted my students to take ownership of their success and partner with me to help them succeed.



Julia Meyer

Greer Elementary School Equity Team

Student-Led Conferences



During the third quarter at Greer Elementary, Student-Led Conferences are held instead of parent-teacher conferences. Families are invited to attend during the evening. Students are able to have authentic conversations about their school work. This provides students with an opportunity to reflect on their learning and highlight their growth. These conferences incorporate *Characteristic #3: Culturally responsive educators build positive relationships with students and families.*

Mara Kuznar

Crozet Elementary School Diversity Resource Teacher

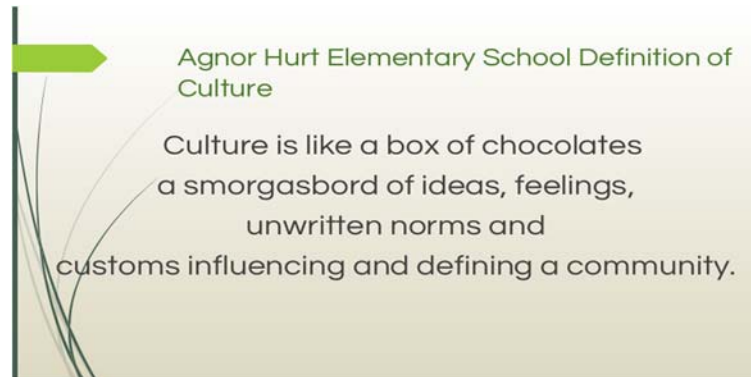
Community Night



"The brain seeks to minimize social threats and maximize opportunities to connect with others in the community." Zaretta Hammond

This is a one night exhibition to showcase the 7 pathways and we call it "Community Night."

Agnor-Hurt Elementary School Equity Team CRT School-wide Professional Development



“When someone truly cares about you, they make an effort, not an excuse.”

Agnor-Hurt is all about truly making the effort to reach students and their families. Their dedication is resulting in school-wide, monthly professional development facilitated by the Agnor-Hurt Equity Team. Courageous conversations and deep dives around definitions of school culture, independent/dependent learners & strategies to move students to more independence that have begun this year are continuing into the 2017-18 school year.

Presenter: Whitney Hinnant

Moderator: Becky Brown

Room: Red 207



I was the educator writing goals that automatically excluded 15% of students. I will discuss how I intentionally facilitated the growth of my learners’ cognitive processes and structures and the shifts I made to my teaching practice to align my practice with Albemarle County Public Schools’ identified characteristics of Culturally Responsive Teaching. I will provide evidence of the impact self-reflection, an understanding of my cultural frame of reference and cultural inquiry had on my lens, cultural inclusivity, and the personal growth and achievement of my learners. I will also demonstrate how I solidified my educational beliefs and improved my teaching practices through the intentionality of my instruction and strategies.

Presenter: Monica Laux

Moderator: Beth Brown & Shannon Cruthirds

Room: Red 209



This teacher examines a mindset and instructional shift in an 11th grade American Studies classroom. Artifacts and examples from each of the Culturally Responsive Teaching characteristics are included along with evidence of teacher and student growth/change.

The presenter applied specific teaching strategies, lesson plans, and projects. It is clear that applying reflection, protocols that ensure equity of voice, culturally responsive feedback, and communication with families produces a positive effect on student learning in concrete, measurable ways. Students achieved higher results in writing, classwork, reported a better learning environment, and achieved a 98.9% pass rate (with a 40.4% advanced pass rate) on the Virginia End-of-Course Writing SOL. The teacher reflection and strategies employed are part of a continuous process of getting to know students, studying what works, and helping them achieve.

Presenter: Lars Holmstrom

Moderator: Leilani Keys

Room: Red 210

CRT certification should document an impact on teacher practice primarily, and should document an impact on student performance whenever possible. This presentation will note the ways in which I have worked to create a more fertile ground for myself and other coaches looking to engage coaching for CRT in the years ahead. The team of CRT Coaches has truly unpacked CRT and the Brain, and in doing so, has adapted several tools from the book for use in coaching interactions such as the Independent/Dependent Learner Observation template, the Academic Mindset Conference Template, and the Positive/Negative Interaction Observation template. Members of the team have also engaged a large amount of auxiliary reading about CRT and CRT coaching, and collected these readings in order to share them with other teachers and coaches.



Mr. Brandon Readus

Woodbrook Elementary Diversity Resource Teacher
Building a Diverse Equity Team in order to meet Diverse School-Wide Needs



With the ever-changing needs in our schools expanding, Equity Teams should evolve to meet those needs. The Woodbrook Equity Team nearly doubled in size to accommodate for these needs. This growth included teachers from each grade-level PLC, specialists, and support staff to ensure equity of voice amongst all demographics at Woodbrook. Accordingly, the three ACPS characteristics of culturally responsive teaching have manifested in many classrooms and several school-wide examples.

Ms. Jo Crowder

Red Hill Elementary School Diversity Resource Teacher

I am From



Using the framework of poet Hilda Ward's "I Am From" poem, students were asked to participate in a fill-in-the-blank activity to build awareness of diversity in culture and self-reflect on their own cultural traditions. By answering questions tailored to the three levels of culture, such as "What are your favorite foods?" (Surface Culture) and "What do your parents say to you all the time?" (Deep Culture), the students completed "I Am From" statements which revealed cultural archetypes in themselves and effectively strengthening empathy by recognizing the same in their culturally diverse counterparts.

11:25 -12:15 Repeat of Concurrent Sessions:
Certification Candidate Presentations

12:20-12:35 Gallery Walk

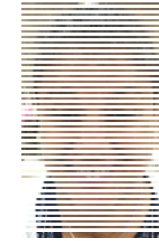
12:45 Recognition Luncheon

Call to Order – **Leilani Keys, Mistress of Ceremonies**

Moderator Comments

Introduction to Keynote Speaker – **Latishia Wilson**

Keynote Speaker: C'Ta Delaurier



Certification Presentations

by **Leslie Wills-Taylor & Dr. Kate Acuff, School Board Chair**

Diversity Educator of the Year Award

by **Dr. Bernard Hairston**

2:00 The End!

Gallery Walk

Mrs. Cathy Glover

Murray High School Diversity Resource Teacher

Student Agency and Voice: A Passion Project



“When students have a chance to narrate their lives, put language to their experience, and process their thinking through discourse they begin to notice and name their own competence.” Zaretta Hammond

The “Passion Project,” began on September 21, 2016, coinciding with The International Day of Peace. Two essential questions initiated the project: *What’s wrong with the world and how do we fix it?* and *What’s worth learning?* Students chose which question they wanted to answer based on something authentically important to them. After a month of research, the project culminated in student presentations and individual self-reflective essays evaluating the experience.

Mrs. Latishia Wilson

Henley Middle School Assistant Principal

Embracing Diversity at HMS



An exploration of the work done by the Diversity Resource Team at Henley Middle School this past year to increase tolerance of and respect for diversity as a school community. During the 2016-2017 school year Henley created a Diversity Resource Team consisting of 7 teachers and an administrator, as well as a Student Diversity Team. The teams worked to lay the groundwork in the school and the community for creating a culture that is more understanding and welcoming of diversity.

Ms. Destinie Thomas

Meriwether Elementary Diversity Resource Teacher

Fostering A Village: Building Meaningful and Reflective Relationships with Families and Students



“It takes a village” can be an impactful statement to start to the year and development of new relationships with new families and students. Join me as you learn about my quest to fostering strong and reflective relationships with the two of the three culturally responsive teaching characteristics at the forefront. This presentation will include further details about: getting to know your child conferences, quarter check-ins, quarterly student reflections, and student led reflection conferences.