

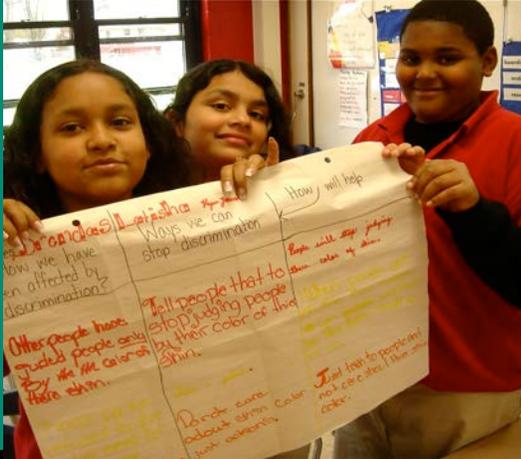
WELCOME TO OUR WEBINAR

# CULTURAL COMPETENCY: *Leading Radical Change*

A PARTNERSHIP BETWEEN

Indiana Department of Education &  
Indiana University-Purdue University, Indianapolis



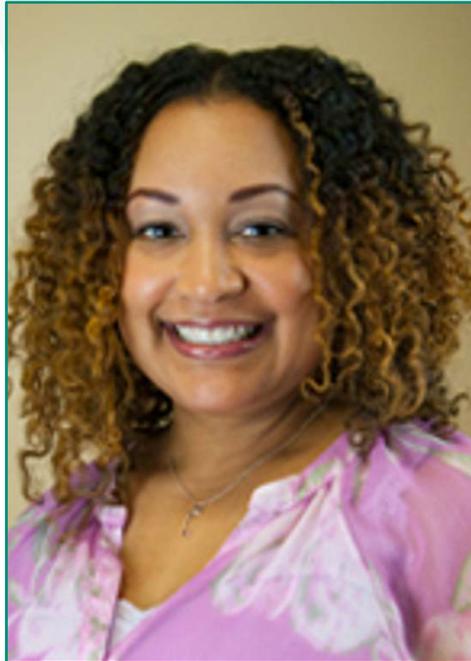


# Cultural Competency: *Leading Radical Change*

**Professional Learning Strands for  
Targeted School Improvement Sites  
to Prepare Local  
Trainer-of-Trainer Leadership Teams**



# IUPUI Webinar Facilitators



**Dr. Tambra Jackson**

Interim Dean,  
Associate Professor



**Dr. Annela Teemant**

Professor of  
Language Education





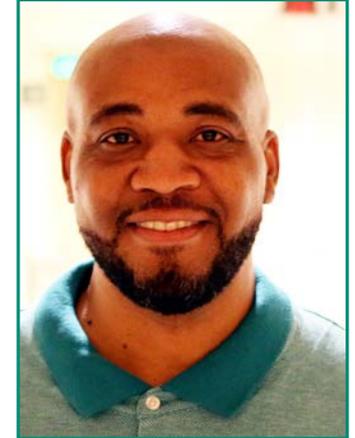
# IUPUI FACULTY TEAM



Dr. Cleveland Hayes



Dr. Lasana Kazembe



Dr. Leslie Etienne



Dr. Tambra Jackson



Dr. Annela Teemant



Dr. Cristina  
Santamaría Graff



Dr. Gina Borgioli  
Yoder

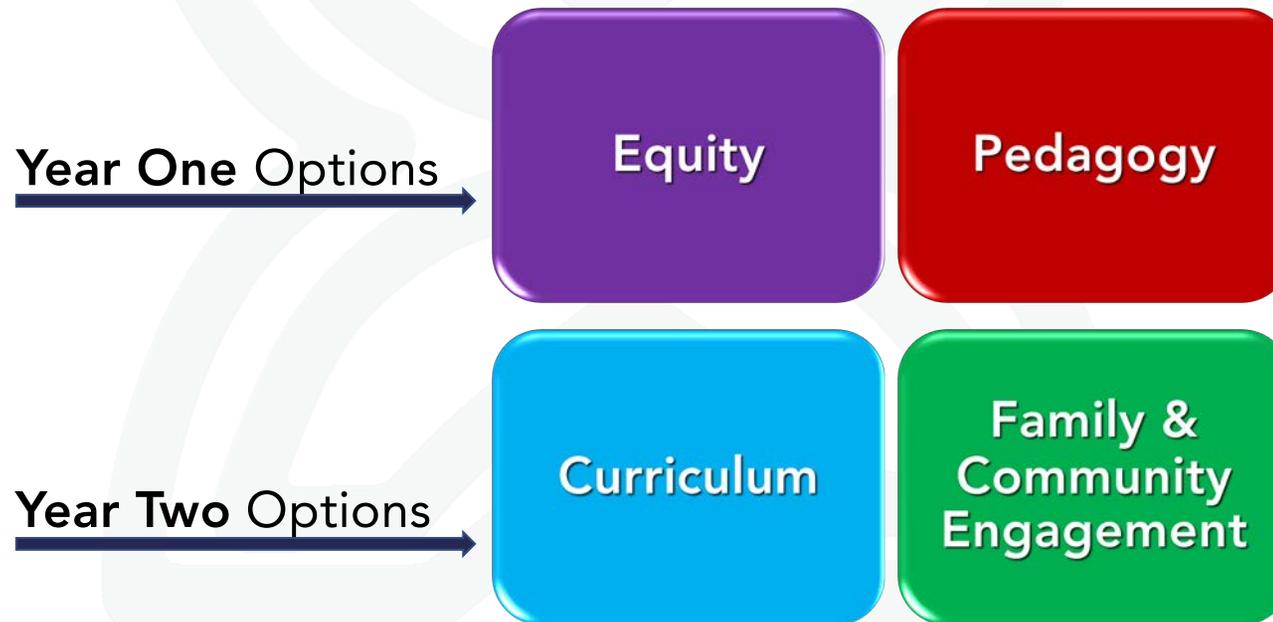


# Our Team's Underlying Assumption

Educators can best ensure equitable learning opportunities for children when they are supported in learning settings and wider communities that wholly embrace **inclusion and diversity**, uphold our **fundamental humanity**, and work to identify and **eliminate structural inequities** that limit opportunities and life outcomes for children and families.



# Developing Four Strands of Professional Learning





This strand invites educators to consider the educational **policies, programs, practices,** and **relationships** that permeate schooling and to critique *who benefits and suffers* from the status quo.

### *Educators will...*



**EQUITY**

- ✘ be supported in **recognizing, reflecting upon,** and **dismantling** ideas, routines, and structures that result in disparities for various student populations.
- ✘ use equity audits, climate studies, and **learn how to lead change** in ways that empowers educators, families, students, and communities to **proactively** address inequities that disproportionately affect historically marginalized students.

This strand supports educators in **understanding teaching practices** in light of **advances in learning theory** that are set against the backdrop of **socio-cultural, -political, and -historical** perspectives on life and academic content.

### *Educators learn...*

## PEDAGOGY

- ✘ the importance of **being relational** and of using **humanizing pedagogical practices** that promote and honor student voice, choice, and identity development as learners and citizens.
- ✘ to use **enduring pedagogical principles** to make learning collaborative, dialogic, cognitively challenging, language/literacy rich, contextualized, and transformative through democracy and civic engagement.



This strand focuses on using **Six Culturally Informed Principles** to develop **teacher competencies** around curriculum and expand learning opportunities for all children.

*Teachers learn...*

**CURRICULUM**

- ✘ how to **make curricular decisions** that ensure inclusion, representation, accurate scholarship, indigenous voice, critical thinking, and a collective humanity.
- ✘ to **center the culture, heritage, and lives of all children**; to invite **greater engagement, sustaining students' identities**; and to create habits of mind that result in **high expectations, academic excellence**, and **equity** for all children.

Leveraging **data gathered from local sites**, this strand prepares educators, families, and community partners to engage in **reciprocal partnerships as agents of equity**.

*Participants grow their capacities...*

**FAMILY &  
COMMUNITY  
ENGAGEMENT**

- ✘ to **identify and reflect** upon inequities, and then **organize to address** those inequities.
- ✘ to use mutual respect, democratic participation, critical consciousness, and sustainability as **shared values for building reciprocal partnerships**; stakeholders engage in **meaningful reflection and timely action** to ensure **equity for all children and families** in local communities.



# Trainer-of-Trainer Leadership Team Model

LEARN • REFLECT • DO

## RECRUIT & PREPARE

Leadership Team develops expertise in the identified **Professional Learning Strand**.

## ENGAGE

in one year of professional learning experiences to develop expertise for **leading radical change**.

## EMPOWER

teams in leading **strand-specific professional learning** in their local TSI site the following year.

# Overview of Process

1. **Identify a strand** of professional learning to focus on *based on local needs* for each participating TSI Site.
2. **Recruit Trainer-of-Trainer Leadership Team** to *develop expertise* in the identified professional learning strand.
3. **Gather and Use Data** focused on the *professional learning strand*.
4. **Support Professional Learning** of leadership and educator participants to engage in *Year One professional learning experiences* to develop expertise for leading radical change. (Summer-to-Summer)
5. **Empower Trainer-of-Trainer Leadership Teams** in leading *strand-specific* professional learning in their local TSI site.



# 1. Identify Your Needs

**GOAL:** Identify a strand of professional learning to focus on based on local needs for each participating TSI Site

- **Complete a short online IUPUI Needs Assessment**
  - Self-Assess Needs
  - Prioritize Needs
- **Select Your Strategy for TSI Site Engagement**
  - Will you focus on one strand district wide?
    - With one leadership team?
  - Will each TSI school identify its own pressing need?
    - With school-based leadership teams or multiple teams and strands?
- **Make Strand Selections by Site and Year**
  - **Year One:** 2020-2021
  - **Year Two:** 2021-2022



## 2. Recruit Trainer-of-Trainer Leadership Team

**GOAL:** Recruit a Trainer-of-Trainer Leadership Team to develop expertise in the identified Professional Learning Strand(s)

- **Identify and recruit** 3 to 5 educators who are respected, open, and skilled teacher leaders to be your trainer-of-trainer teams.
- **Prepare and empower** these leadership teams to take on the role of being trainers by first learning themselves (2020-21), and then implementing their learning within TSI sites (2021-22).
- **Confirm Summer 2020 team attendance** in selected Professional Learning Strand (Equity and/or Pedagogy).
- **Attend Scheduled Professional Learning**

### 3. Use Data to Understand Current Realities

**GOAL:** Gather data focused on the professional learning strand that allows TSI sites and the IUPUI to team understand teacher growth in cultural competency.

- **Baseline Data:** Use IUPUI-developed baseline data collection tools to capture the current state of thinking and practice in the local TSI site related to the selected Professional Learning Strand.
- **Data-Informed Learning:** Leadership Teams use local data during IUPUI-facilitated professional learning to understand their sites' needs, strengths, opportunities, and threats.
- **End-of-Learning Data:** TSI sites and IUPUI gather end of intervention data to understand the impact and value of professional learning around improving cultural competency among educators.

## 4. Support Professional Learning

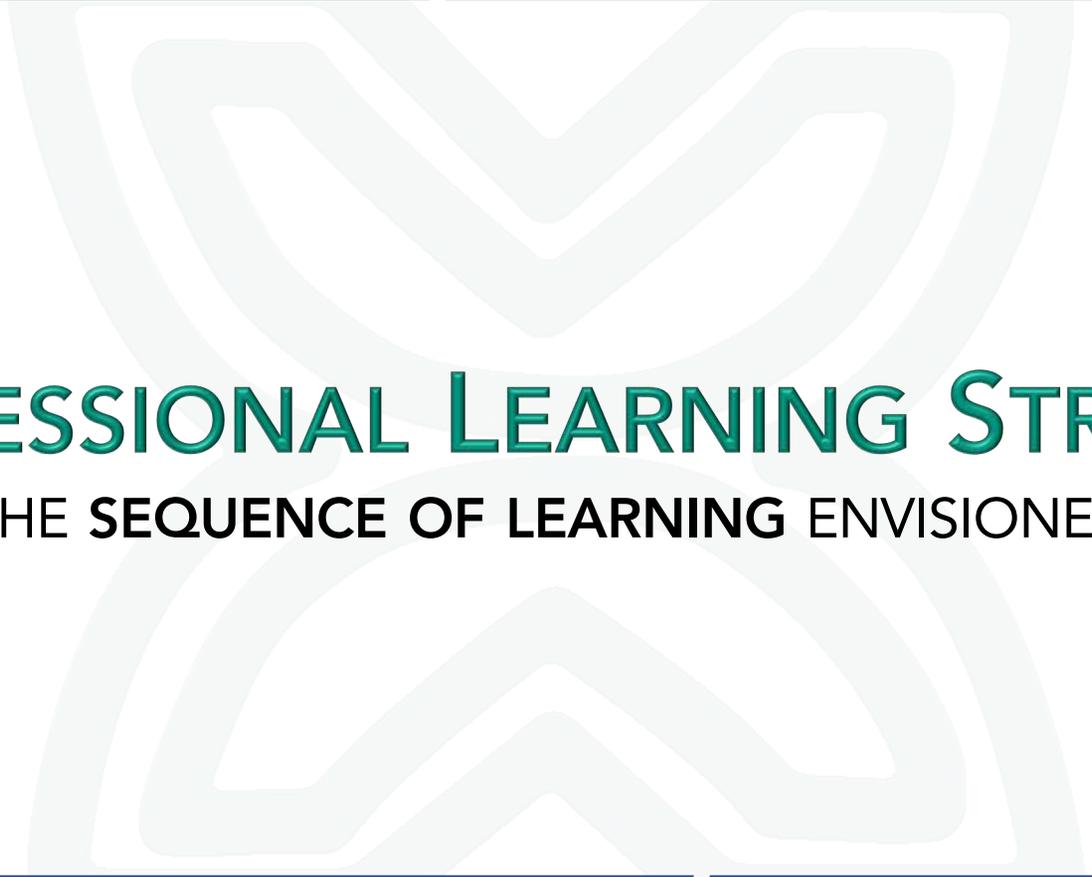
**GOAL:** Support professional learning of leadership and educator participants to engage in Year One professional learning experiences to develop expertise for leading radical change. (Summer-to-Summer)

- ✘ **Set cultural competence development** as TSI site priority
- ✘ **Create coherence** among priorities and initiatives at local sites
- ✘ **Establish structures of support** at district and building levels
- ✘ **Create buy-in** among educators at TSI site
- ✘ **Secure site vote** of 85% site support for leadership team and future associated professional learning activities
- ✘ **Support** Trainer-of-Trainer Leadership Team during first year.

## 5. Empower Leadership Teams to Act

**GOAL:** Empower Trainer-of-Trainer Leadership Teams in leading strand-specific professional learning in their local TSI site during Year Two.

- ✘ **Develop** TSI site implementation and assessment plan
- ✘ **Implement** professional learning
- ✘ **Gather** evidence of growth for local purposes
- ✘ **Report** on progress



# PROFESSIONAL LEARNING STRANDS

THE SEQUENCE OF LEARNING ENVISIONED





# Equity Strand: Summer 2020 Start

- **Y1: IUPUI Facilitated Learning (36 hours)**
  - *Leading Institutional Change Seminar: 18 hours* (Face-to-face; Indianapolis; **June 15-17, 2020**)
  - *Four 3-hour Guided Leadership Equity Seminars: 12 hours* (Face-to-face; north and south regional locations)
  - *Leading Institutional Change Retreat*
- **Y2: Trainer-of-Trainer Leadership Team-led Implementation**

## Data Collection Details

- Equity Audit Inventory
- School Climate Survey
- Equity Satisfaction Survey



# Pedagogy Strand: Summer 2020 Start

- **Y1: IUPUI-facilitated Learning (50 hours)**
  - *Culturally Sustaining Pedagogy Seminar*: 30 hour, face-to-face, Indianapolis, July 13-17, 2020
  - *Guided Modules for Implementing Culturally Sustaining Pedagogy*: eight 60-minute Professional Development Modules for school-based teams to implement at individual school sites in practice year.
  - *Virtual Coaching for School-Based Teams*: three 2-hour online virtual coaching sessions (three regional online groups: North/Central/South)
  - *Leading Pedagogical Change Retreat*: 6 hour, face-to-face, Indianapolis
- **Y2: Trainer-of-Trainer Leadership Team-led Implementation**

## Data Collection Details

- Cultural Competency & Responsiveness Survey
- Pedagogy Satisfaction Survey



# Curriculum Strand: Summer 2021 Start

- **Year One: IUPUI-facilitated Learning (51 hours)**
  - *Curriculum Mapping for Culturally Responsive and Sustaining Units of Study*: three one-hour webinar sessions (3 hours; Spring 2021)
  - *Culturally Informed Curriculum Development Seminar*: five days (30 hours)
  - *Guided Culturally Informed Curriculum Development Seminars*: four 3-hour regional seminars (12 hours) two regional locations: North & South
  - *Culturally Informed Curriculum Retreat*: 6 hours (Indianapolis)
- **Y2: Trainer-of-Trainer Leadership Team-led Implementation**

## Data Collection Details

- Curriculum Profile Assessment
- Curriculum Satisfaction Survey



# FCS Strand: Summer 2020 Start

- **Year One: IUPUI-facilitated Learning (42 hours)**
  - *FCS Engagement Seminar*: 30 hour (Face-to-face (SU 2021 in Indianapolis area))
  - *Guided Family, Community, & School Seminars*: two, 3-hour Regional Seminars (6 hours) in North and South regional locations
  - *FCS Engagement Retreat*: 6 hours (face-to-face, Indianapolis)
- **Y2: Trainer-of-Trainer Leadership Team-led Implementation**

## Data Collection Details

- IUPUI's Family, Community and School Engagement Survey
- IUPUI Family and Student Focus Group Protocols
- PTA Current Realities Inventory Family, Community, & School Satisfaction Survey



# Important Dates

(Note Updates in Red changed since Jan 28<sup>th</sup> Webinar)

**FEB. 14, 2020**

Register your interest in participating. An email with a link will be sent to you this week.

**FEB. 28, 2020**

Complete TSI site needs **assessment** indicating your needs, priorities, and which strands you would like to participate in during **Years One & Two.**

**MAR. 20, 2020**

Recruit Trainer-of-Trainer **Leadership Teams** and obtain site-based votes of support for the initiative.

## Dates for Year One Summer 2020 offerings

Equity Strand: June 15-17, 2020, **8:30a-3:30p** (daily)

Pedagogy Strand: July 13-17, 2020, **8:30a-3:30p** (daily)



# Questions/Concerns

Send via webinar link

We will address any items not addressed  
online during the webinar in writing by  
**February 4, 2020**