

PARTICIPANT WORKBOOK CURRICULUM AND LEARNING ENVIRONMENTS

October 2021

ILLINOIS STATE BOARD OF EDUCATION

Illinois Administrative Rule Part 24, Section 24.50

[HTTPS://WWW.ISBE.NET/DOCUMENTS/24ARK.PDF](https://www.isbe.net/documents/24ark.pdf)

Introduction

These trainings are intended to help participants gain an understanding of the Culturally Responsive Teaching and Leading Standards and how to embed practices aligned to the standards into their practice. Culturally responsive teaching and leading benefits all students by improving their ability to learn and process information, and by helping students to feel safe and connected to their school community. These trainings are designed to cover foundational and introductory content aligned to the Illinois Culturally Responsive Teaching and Leading standards.

The table below lists the three training topics and the standards that align with each topic.

TOPIC	STANDARDS
Self-Awareness and Systems of Oppression	Self-Awareness and Relationships to Others Systems of Oppression
Curriculum and Learning Environment	Systems of Oppression Students as Co-Creators Leveraging Student Advocacy Content Selections in All Curricula Student Representation in the Learning Environment
Students, Families, and Communities	Students as Individuals Students as Co-Creators Family and Community Collaboration

Illinois Administrative Rule Part 24, Section 24.50 Culturally Responsive Teaching and Leading Standards

(a) Self-Awareness and Relationships to Others : Culturally responsive teachers and leaders are reflective and gain a deeper understanding of themselves and how they impact others, leading to more cohesive and productive student development as it relates to academic and social-emotional development for all students.

(b) Systems of Oppression: Culturally responsive teachers and leaders understand that there are systems in our society, especially, but not limited to, our school system, that create and reinforce inequities, thereby creating oppressive conditions. Educators work actively against these systems in their everyday roles in educational institutions.

(c) Students as Individuals: Culturally responsive teachers and leaders view and value their students as individuals within the context of their families and communities.

(d) Students as Co-Creators: Culturally responsive teachers and leaders (who fundamentally believe all students are capable) center learning around students' experiences and position them as co-creators, with emphasis on prioritizing historically marginalized students.

(e) Leveraging Student Advocacy: Culturally responsive teachers and leaders will support and create opportunities for student advocacy and representation in the content and classroom

(f) Family and Community Collaboration: Culturally responsive teachers and leaders will partner with families and communities to build rapport, form collaborative and mutual relationships, and engage in effective cross-cultural communication.

(g) Content Selections in All Curricula: Culturally responsive teachers and leaders intentionally embrace student identities and prioritize representation in the curriculum. In turn, students are not only given a chance to identify with the curriculum, they become exposed to other cultures within their schools and both their local and global communities.

(h) Student Representation in the Learning Environment: Culturally responsive teachers and leaders ensure the diversity of their student population is equally represented within the learning environment.

Our Agreements

Our agreements	What they look like in action
Be engaged and maintain confidentiality	Make the personal commitment to remain emotionally, intellectually, and socially involved in the dialogue. Seek to understand, not to agree. Honor privacy by avoiding "who said what."
Speak to and listen for one's own truth	Be open about your feelings and experiences – not just saying what you think others want to hear. Be open to the experiences of others, not comparing them to your own. Consider your own power dynamics and how it shapes what you see/hear and what you do not see/hear.
Experience discomfort	Stay focused on disrupting institutional oppression and building inclusive leadership skills. It is through dialogue—even when uncomfortable—that awareness happens and change begins.
Expect and accept non-closure	This work is ongoing. Be willing to take risks, sit through silence, and accept that this is about changing yourself and not others.

Communication Roadblocks to Avoid

Problem-Solving	"Have you tried x, y, or z?"
Blame	"Do you think it might be because of the way you ...?"
Coldness	"It's for your own good" "You'll be better for it."
False Assurance	"Oh, I'm sure it's nothing." "It will all turn out fine."
Judgment	"You're being overly sensitive."
Questioning	"Did that really happen?" "Are you sure you heard him correctly?" "Are you sure you are remembering that correctly?"

Silence Breakers

- I'm really nervous/uncomfortable/scared saying this and ...
- From my experience/perspective as (identity) ...
- I'm afraid I may offend someone, and please let me know if I do ...
- I'm not sure if this will make any sense, and/but ...
- Can you help me understand whether what I'm thinking right now might be problematic?

Reflection Questions

<p>How does (perspective shared) challenge or expand the way I see the world?</p>	
<p>How does this issue relate to my own experience? How have I been shaped by the issues being addressed?</p>	
<p>Why is it hard for me to accept this as true? What about my life in relation to my race/class/gender might make it difficult for me to see or validate this new perspective?</p>	
<p>What are my reactions? What do my reactions reveal about what I perceive is at risk were I to accept this information?</p>	
<p>What do I need to do differently? If I were to accept this information as valid, what am I called to do?</p>	

Objectives

- Explore the ways students relate to curricular materials.
- Identify forms of bias in instructional materials.
- Plan for how to make culturally responsive curriculum choices.
- Hear and explain the importance of student voices.
- Explore ways to increase opportunities for student voice in our classrooms.

Grace Lin Video

What does Grace Lin believe about the books children should be reading?

What are windows, according this video? What are mirrors?



Student Representation in Curriculum

Thinking back over what you have learned so far in this training series, why might this be important?

How is the concept of windows and mirrors related to our nervous system and our cognitive functioning?

How would you describe your own windows and mirrors? Consider your racial, cultural, linguistic, and economic background.

How were your windows and mirrors represented in the curriculum you experienced in preK-12 education or college?

How did this shape your learning experience?

Window or Mirror?

UNFORTUNATELY, HISTORY HAS SET THE RECORD A LITTLE TOO STRAIGHT.



Portrait: Most of the major contributors are white. The "Freedom Riders" and a few are with challenge against the system.

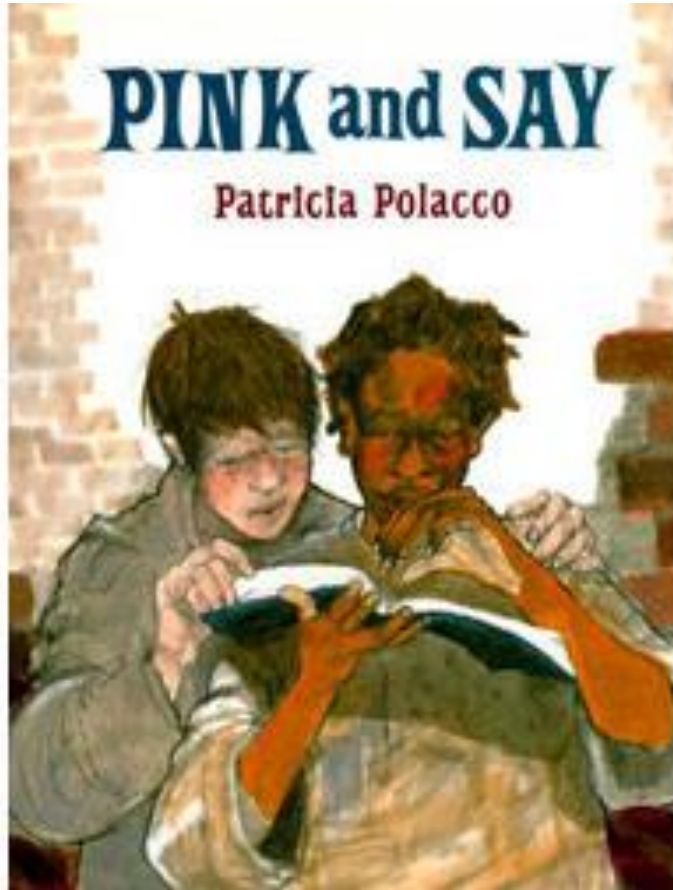
NATIONAL COMING OUT DAY
OCT. 11, 1995

The "Freedom Riders" eventually encompassed a campaign that lasted more than seven months and involved over 400 direct participants. The riders spanned every branch of the Civil Rights Movement, linking its past to its future.

1961 FREEDOM RIDERS CIVIL RIGHTS HEROES

I wanted to be involved. I wanted to participate in my own freedom.

Patricia Polacco's *Pink and Say*



Do you view *Pink and Say* as a window or a mirror? Why?

Should we infuse our curriculum with an equal number of windows and mirrors? What else should we consider?

Windows and Mirrors

Mirrors are particularly powerful for students whose racial, cultural, linguistic, and economic backgrounds differ significantly from the dominant culture.

Sometimes when we interact with others, listen to their experience, and look through their window, we see ourselves reflected in the glass of their window.

Sliding Glass Doors

Why do ALL of our students need windows and mirrors? How does the concept of sliding glass doors expand the metaphor?

Teach Worthwhile Content and Make it Meaningful

"As teachers we must present counter narratives that allow students to see their potential, seek strengths rather than deficits, and present models for what is possible." – Christina Brown

"The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story." - [Chimamanda Ngozi Adichie](#)

"For each skill the, instructors conveyed its importance and confirmed our ability to perform it independently. They also made sure that our learning connected to our larger purpose." – Christina Brown

"The most effective urban educators, in every discipline at every grade level, connect the academic rigor of content areas with their students' lives" - Jeffrey Duncan-Andrade

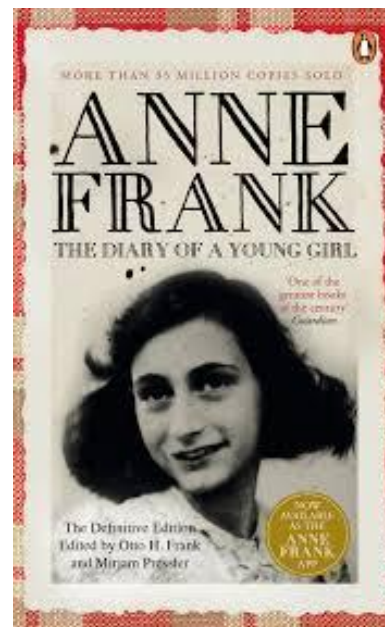
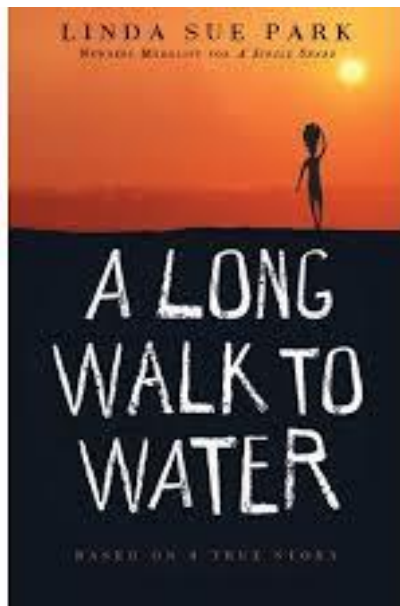
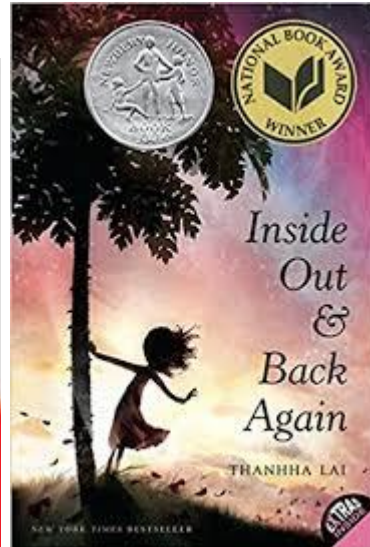
Counternarratives

What are some narratives our students have about school? What about literacy and math?

What about race and ethnicity?

How can we go about teaching counternarratives for some of their narratives?

Text Selections



Bias in Instructional Materials

Form of Bias	Notes
Invisibility	
Stereotyping	
Imbalance and Selectivity	
Unreality	
Fragmentation and Isolation	
Linguistic Bias	
Cosmetic Bias	
Gatekeeping	

Culturally Responsive Teaching and Leading in Action

What examples did you observe of culturally responsive teaching?

How did this video align with what you pictured strong culturally responsive teaching to look like?

In what ways did it surprise you?

STUDENT VOICE

Student voice refers to students' input on what happens within the school and classroom.

Student voice reflects their identity, and comes from a **student's experiences, ideals, and knowledge**.

Student experience, opinions, and ideas should be valued in all aspects of school life.

CRITICAL TAKEAWAYS

- What students have to say matters.
 - Students have untapped expertise and knowledge that can shape classroom experiences, bring renewed relevance, and authenticity to classrooms and school reform efforts.
 - Students benefit from opportunities to practice the problem solving, leadership and creative thinking required to participate in decision-making in the classroom and school community.
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Why is student voice important?

Student Individuality

Teachers explore student identity in the spirit of discovery and out of authentic caring for each student as a whole person.

Student Voice

Students contribute their unique perspectives based on their experiences.



**Increased Student
Engagement**

**Academic
Excellence**

Share one strategy you use (or have seen others use) to explore student individuality.

Student Voices – Listening Activity

Story 1:

- What did you hear the student say?
- What assumptions are we making about the students and their context?
- What additional information do the students provide about how their sociopolitical context could influence their learning and experiences in school?
- Design/practice probing questions to help us better understand the student's perspective.

Story 2:

- What did you hear the student say?
- What assumptions are we making about the students and their context?
- What additional information do the students provide about how their sociopolitical context could influence their learning and experiences in school?
- Design/practice probing questions to help us better understand the student's perspective.

Story 3:

- What did you hear the student say?
- What assumptions are we making about the students and their context?

- What additional information do the students provide about how their sociopolitical context could influence their learning and experiences in school?
- Design/practice probing questions to help us better understand the student's perspective.

Envisioning Student Voice: Four Levels

Partnership: Students take the lead in identifying issues they want to learn about and address, and educators facilitate the learning process.

Participation: Student involvement in planning, decision-making, and implementation is key.

Consultation: Teachers look beyond student work to student engagement and invite student discussion and dialogue about learning.

Expression: Teachers use information about student progress and well-being to inform teaching decisions.



Informed by Ontario collaborative inquiry participants and by the work of Michael Fielding (2012), "Beyond Student Voice: Patterns of Partnership and the Demands of Deep Democracy"; Eric Toshalis & Michael J. Nakkula (2012), "Motivation, Engagement and Student Voice"; Roger Hart (1992). Children's participation from tokenism to citizenship.

Poetry Open Mic

As you watch the [video](#), listen for the types of interactions that define “Levels of Envisioning Student Voice” and take notes on how students are:

- Seen as a whole person.
- Display more dimensions than just the academic.
- Play an active role in their learning.

Also look for:

- The modeling the teacher does for her students.
- The culture of learning fostered by the teacher.
- The way the teacher cultivates the individuality of the students.

What “Level of Student Voice” is this teacher engaging her students?

How does this activity engage the students in dimensions beyond academics?

What are some other ways that you, as the teacher of this class, can use an activity like this to create a closer partnership with students? What does this look like in a remote learning environment?

Student Surveys

Student surveys are a unique source of data that:

- Paint a holistic picture of classroom practice by assessing factors that are not measured by traditional assessments, such as care, control, and challenge.
- Provide teachers with **actionable information** about their practice.
- **Engage students** by showing them that their feedback is valuable.

Discovering/Uncovering Student Voice: Service Learning

Service learning is a powerful approach to teaching that:

- Accomplishes academic goals through community engagement.
- Provides students with authentic learning experiences in which they have freedom to apply academic content to their real-life, real-world context.
- Allows both the student and teacher to develop relationships, responsibility, and connections to the community.

Service learning projects allow students an opportunity to apply instruction and practice civic engagement.

Direct Service

- Tutoring students
 - Volunteering with community partners
-

Indirect Service

- Compiling a neighborhood history
 - Restoring dilapidated housing
-

Research Based

- Gathering data and creating websites or brochures for nonprofits
 - Mapping state lands
-

Advocacy

- Working with school/community leaders on issues important to students
 - Planning a student forum
-

Reflections and Share Out

Reflect and Post:

5-minute individual reflection and post to activity feed.

Reflect on the difference between actively soliciting student voice vs. discovering/uncovering student voice.

- What are some examples you've used for each approach?
- What specific strategies will you begin to incorporate in your classroom?

Share: **3 minutes with the group.**

What are some ways you can:

- Discover or uncover the voices of the students you currently teach?
- Incorporate methods into your instruction that actively solicit student voice to improve your practice?