

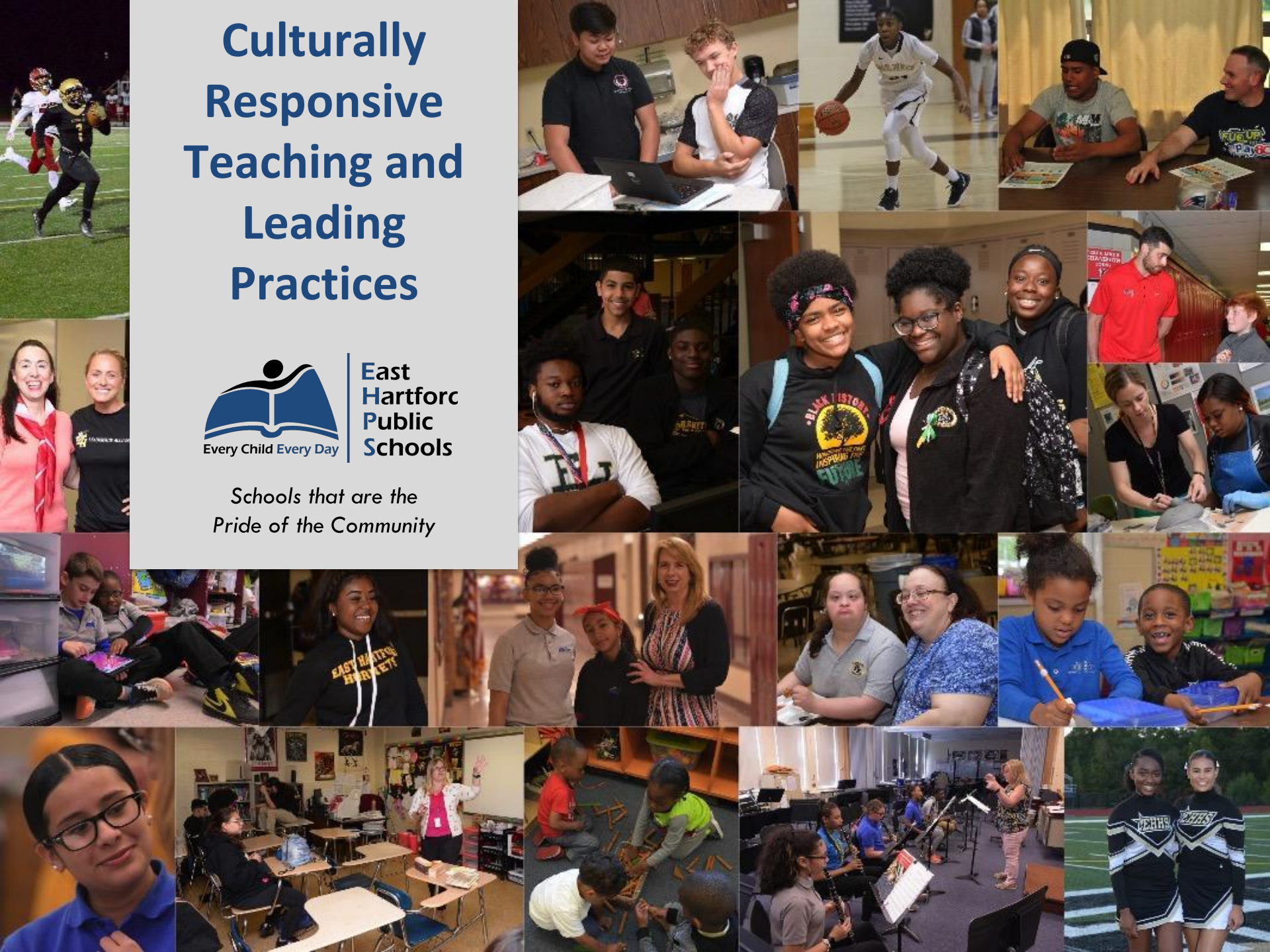
# Culturally Responsive Teaching and Leading Practices



Every Child Every Day

East Hartford Public Schools

*Schools that are the Pride of the Community*



# VISION

Schools that are the  
Pride of our Community

# MISSION

To deliver a high quality  
learning experience for  
*Every Child, Every Day*

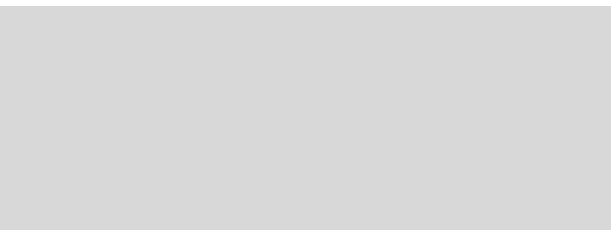


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# CORE BELIEFS



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**Understanding Our Why**  
*And How Are the Children?*





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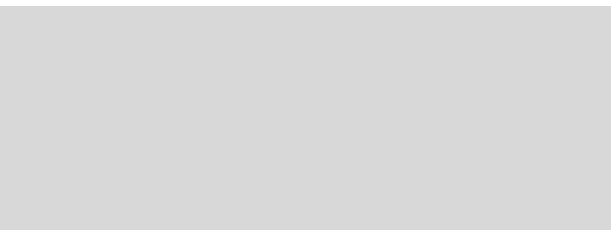


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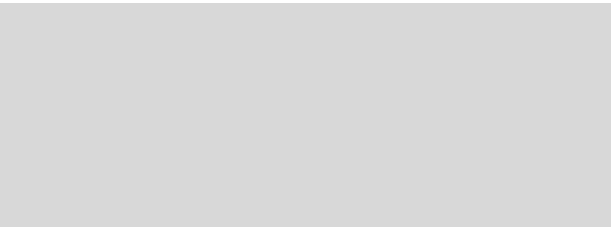
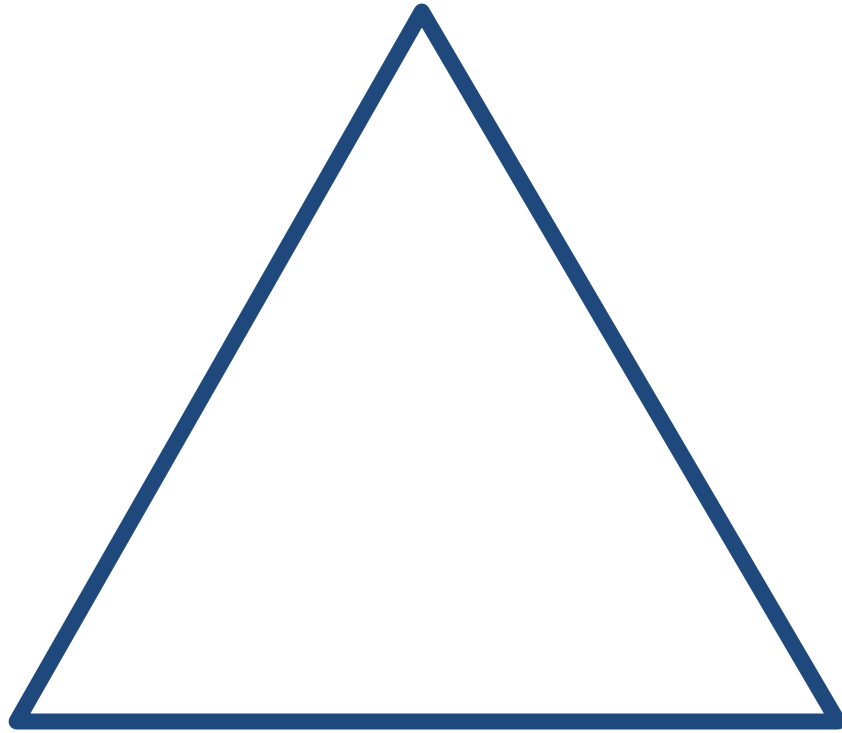
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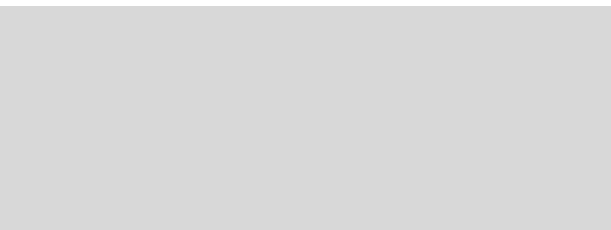
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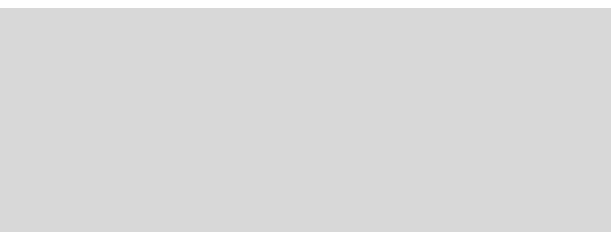
**The Core of Our Work**  
*Culturally Responsive Teaching & Leading*













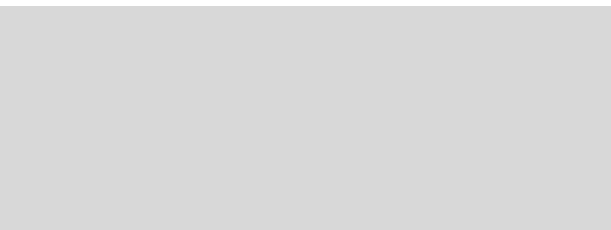


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# Reflections of Our Community

*EHPS Curriculum*



# NYU's Culturally Responsive Curriculum Scorecard

**Features Diversity of Characters** from different ethnicities and/or those that represent different cultural and religious traditions and family structures

**Includes Accurate Portrayals** that are not stereotyped or presented as foreign or exotic.

**Communicates an Asset-Based Perspective** by representing people through their strengths and talents

**4. Includes Multiple Perspectives** on the same event or experience are included, especially points of view from marginalized people/communities

**5. Connects Learning to Action** to combat inequity or promote equity within the school or local community

**6. Provides Guidance for Teachers** on being aware of one's biases & the gaps between one's own culture & students' cultures



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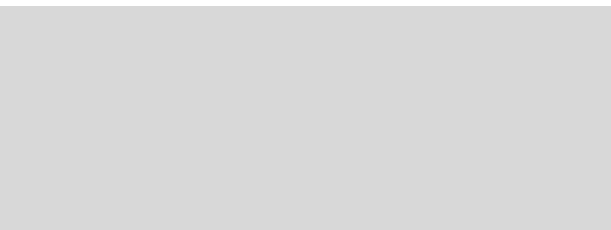


# Social Studies



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# CIVICS

As part of the expected outcomes for the unit, “The Road to the Constitution,” students are expected to be able to explain the following concepts:

- the implications of the key principles of the Constitution, Separation of powers, Checks and balances, Federalism, and Rights of the minority
- how the distribution of power between the three branches and multiple levels of government (federal, state and local) impact the needs and will of citizens.

As one of the activities in this unit, students read several primary sources and engage in a structured discussion with their classmates around the passage of the Equal Rights Amendment.

One of the sources that students read is a speech written by Shirley Chisholm, the first African-American elected to US Congress. The speech is entitled, “I am for the Equal Rights Amendment.”



# HUMAN RIGHTS

As a part of an African Studies unit, students learn about apartheid in South Africa while reading *Kaffir Boy*, written by Mark Mathabane.

- Research and compare/contrast acts of “civil disobedience”

- Participate in Socratic Circle activities

- Share short presentations to their peers on topics related to South African history and culture

During this unit, they also explore the history and colonization of Rwanda as well as the factors that lead to the genocide of the Rwandan people.

Students also explore the relationship between the 1993 Battle of Mogadishu and the 1994 Rwandan genocide as well as why the United States decided not to involve themselves in the conflict.



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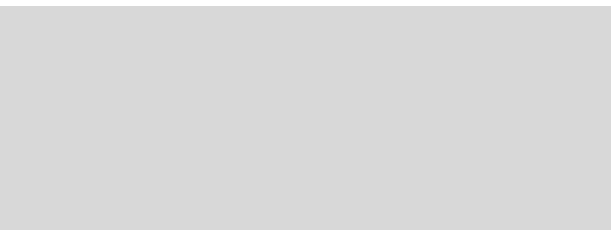
# English Language Arts

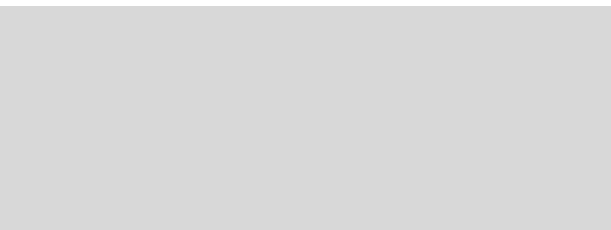


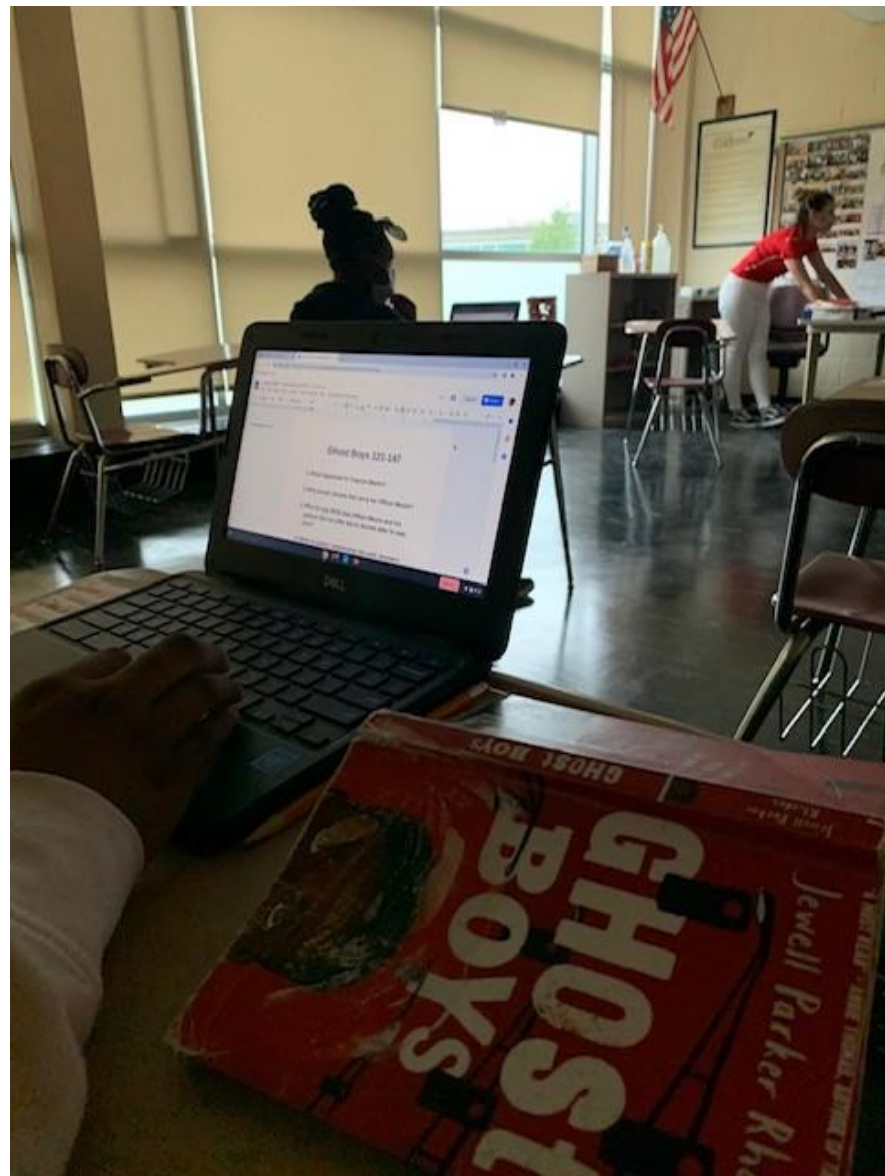
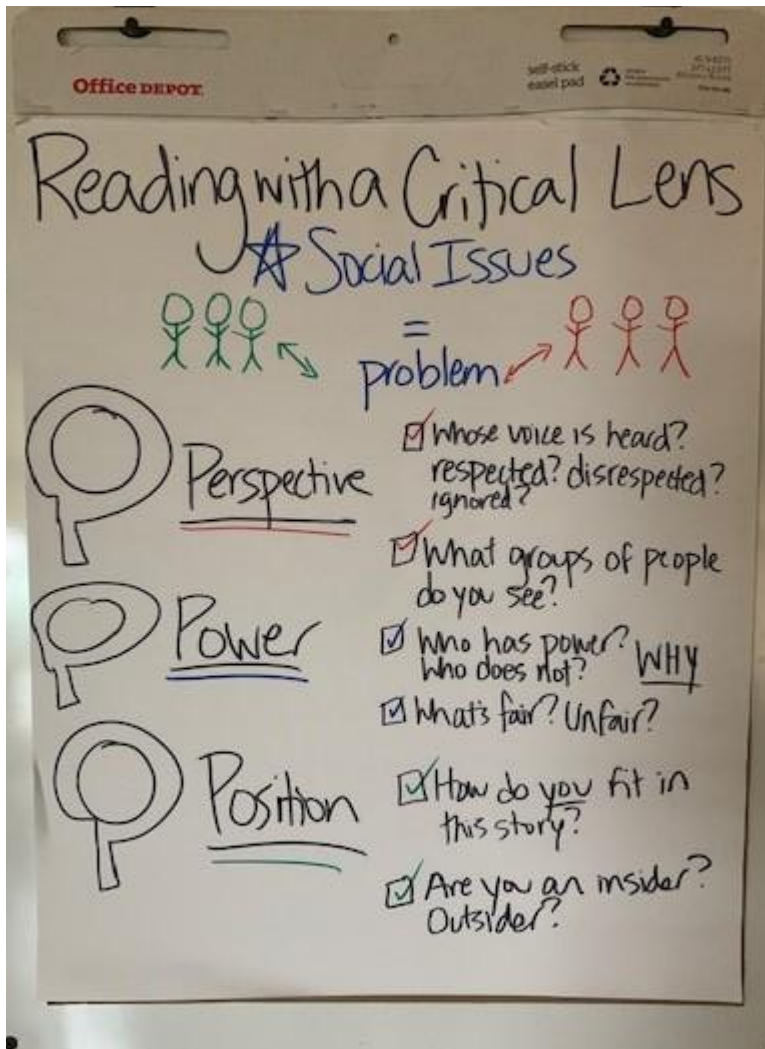
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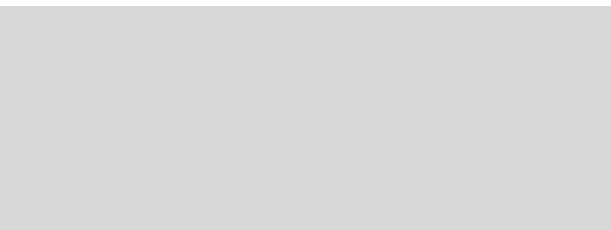
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# Mathematics



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# Grade 3 IM Lesson Sample

**Warm Up: What do you notice?**

**What do you wonder?**



## Grade 3 Unit 7, Activity: Using a Bundle

1. A bundle of African wax print fabric is 18 feet by 4 feet. How many square feet of cloth are on the bundle?
2. After buying a bundle of fabric, a 2 foot by 6 foot section is used to make a head wrap and a 7 foot by 4 foot section to make a lapa. The rest of the fabric is going to a tailor to make a top.
  - a. How many square feet of fabric are going to the tailor for the top?
  - b. How many feet of ribbon are needed to sew a ribbon around the edge of the fabric for the lapa?

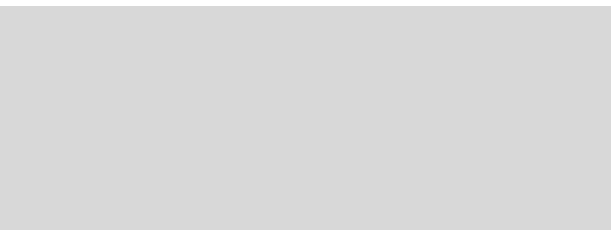


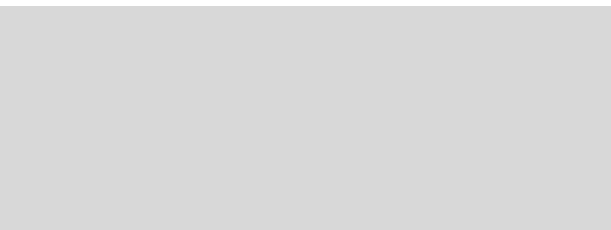
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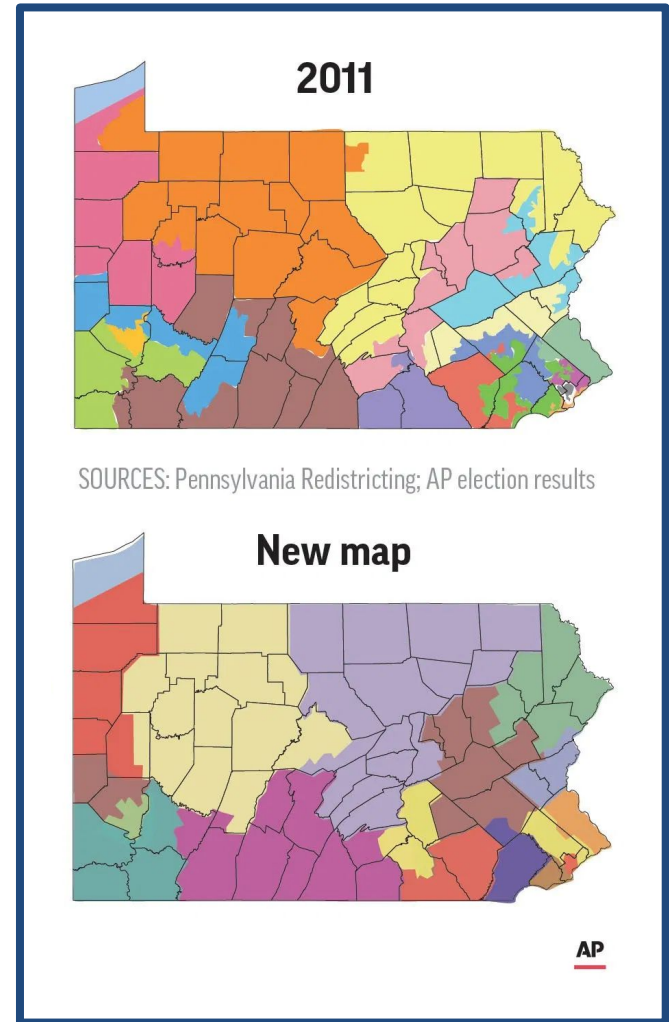


# Unit 2: Gerrymandering

In unit 2, students will start to explore creating gerrymandered maps through two online simulations.

Students will analyze current congressional districts and identify if there is gerrymandering present. (e.g. PA districts 7 and 13, MD's new proposed map, IL 4th district)

Students will learn to calculate the [“efficiency gap”](#) to measure wasted votes and assess which party it favors.



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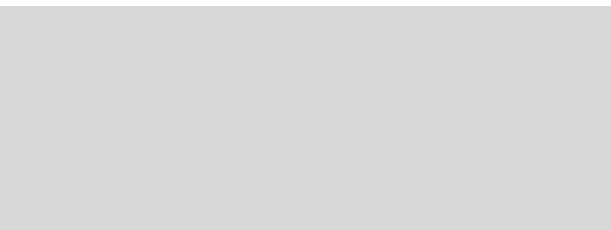
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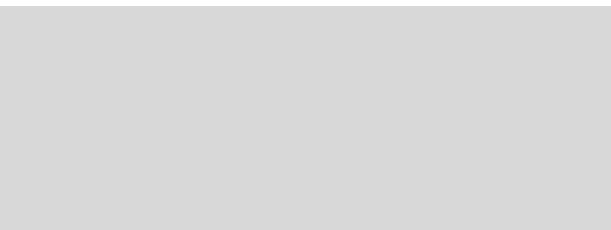
# Science



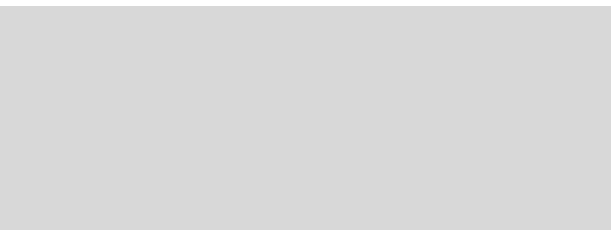
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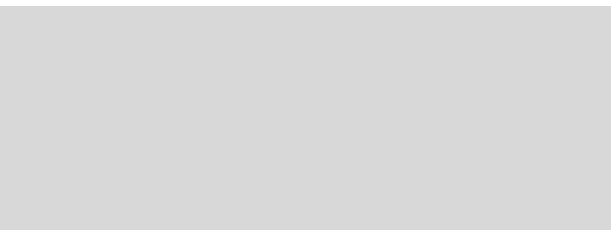


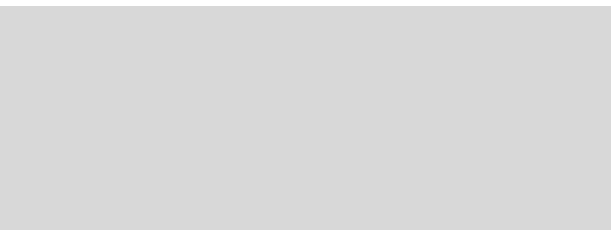
# World Language



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# Fine and Performing Arts



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# Fine & Performing Arts, grades 9-12

Unit of Study: *Lift Every Voice and Sing*

**Goal:** Our students will be performing a video montage of *Lift Every Voice and Sing* and creating thought-provoking, inspiring, or otherwise meaningful visual for social media using the lines from *Lift Every Voice and Sing*.

**Cultural Relevance:** *Lift Every Voice and Sing*, often called “The Black National Anthem,” was written as a poem by NAACP leader James Weldon Johnson (1871-1938) and then set to music by his brother John Rosamond Johnson (1873-1954) in 1899. It was first performed in public in the Johnsons’ hometown of Jacksonville, Florida as part of a celebration of Lincoln’s birthday on February 12, 1900 by a choir of 500 schoolchildren at the segregated Stanton School, where James Weldon Johnson was principal. In 1919, *Lift Every Voice and Sing* was adopted by the NAACP as “The Black National Anthem.”

**Unit Project:** The culminating project of this unit is the *Lift Every Voice and Sing* video project. Students will video record themselves performing *Lift Every Voice and Sing*. As students engage in the video project they are receiving a real world experience of the jobs in the music industry, such as recording engineer and film producer. This video will be formatted for social media distribution.



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# Access/Opportunity and Outcome



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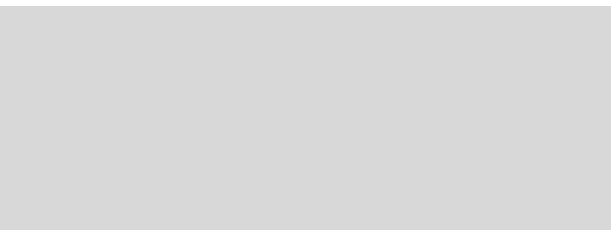
# Career & College Readiness: AP Programming

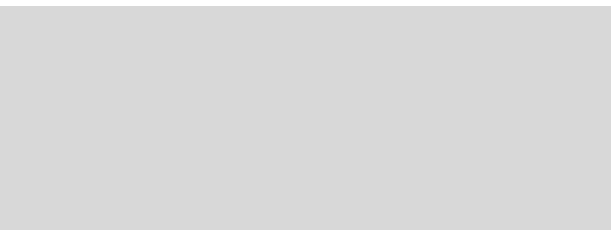
EHHS has an “open enrollment” process for its Advanced Placement courses, meaning that any student who is interested can take an AP class. Over the years, EHHS has expanded its offerings to 17 different AP courses. The scores of EHHS students have steadily increased and now meet or exceed the global average on an annual basis.

The number of Black and Hispanic students at EHHS who enroll in AP courses far exceeds the national average (Black= 9%; Hispanic= 21%).

EHHS students can now earn the AP Capstone Diploma by scoring a “3+” on four or more AP exams and by earning a score of “3+” on both the AP Capstone and AP Research courses.









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**Building Our Capacity**  
*Professional Learning*

# Culturally Responsive Assessment (and Grading)

## First Steps

Rejected CSDE's recommended Pass/Fail system for students in grades 6-12

Developed "2C" Rubric for use by all teachers during DLP

- Provided consistent messages for students
- Kept expectations high for all students
- Allowed students to receive real grades
  - EHPS students could apply for scholarships, be competitive for college application process

## Next Steps

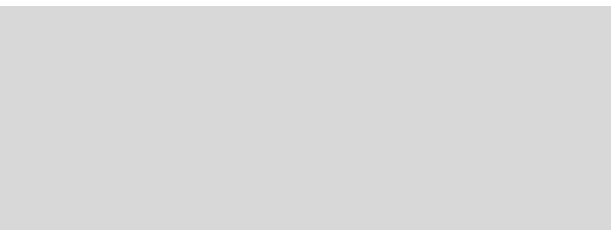
Engagement in a book study group as a part of the RISE Network on equity based grading practices

Establish and communicate clear and consistent expectations

- Teacher to teacher and grade level to grade level

Consider performance over time  
(vs. a straight average)

Eliminate behaviors from grading practices  
(e.g. participation)



# Trainings, Book Studies, and Resources

## **Discussing Critical Conversations with Students**

- A series of webinars offered by Teaching Tolerance which provides educators with specific strategies on how to guide students through conversations on topics including “race and racism,” “Black Lives Matter,” “Gender in the Classroom,” and Whiteness.”

## **Intersections and Community: District SEL & Equity Training**

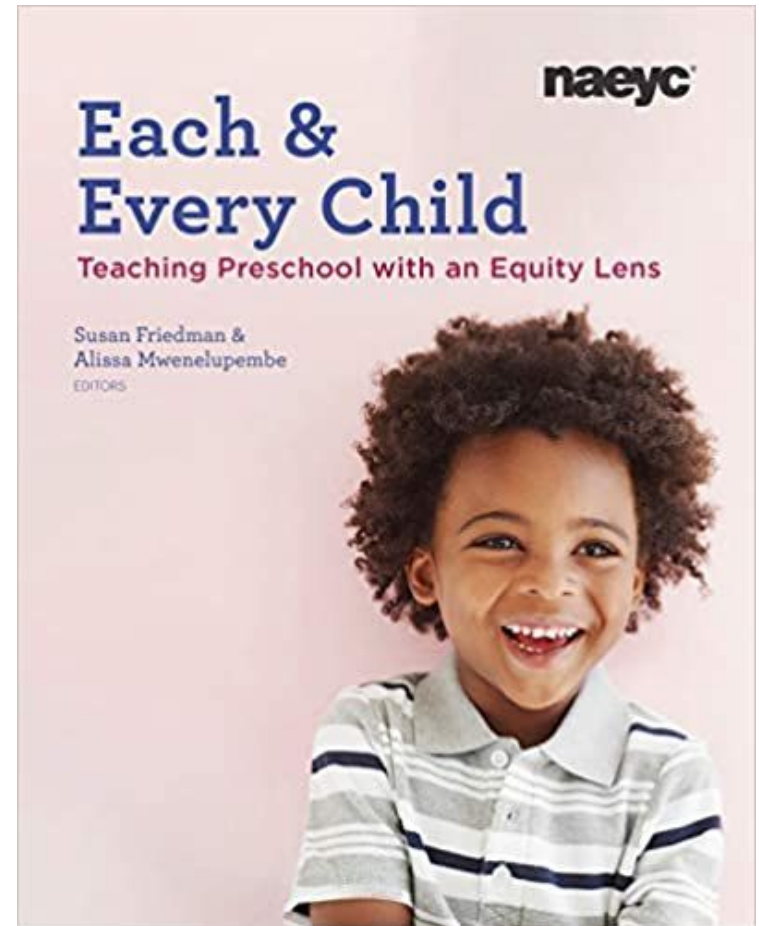
- This interactive training was delivered to all EHPS educators by a member of the school-based Equity & Diversity Team. The PD was designed to prioritize SEL while also begin to build the foundation for anti-racist learning and inclusivity in our community.





# Understanding Our Youngest Learners

Staff at our ECLC are participating in a book study that will guide their programmatic development and daily instruction for our 3 & 4 year old students.



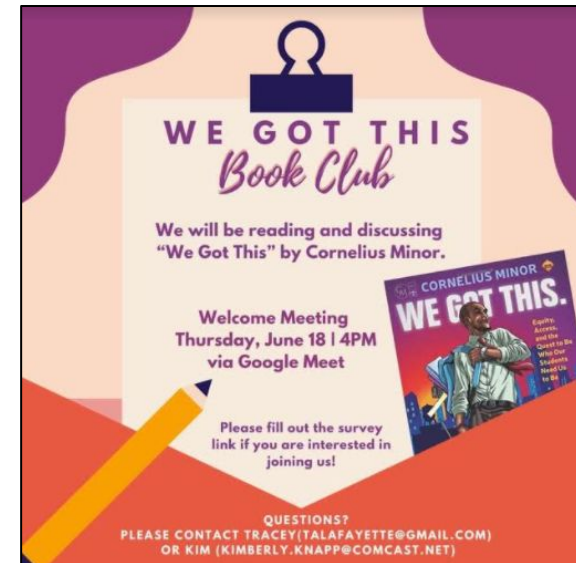
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# Building Teacher Capacity: Elementary Book Study

During the Summer of 2020, 54 Elementary teachers participated in a book study. *We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be* by Cornelius Minor. Key aspects of the text guide teachers to spark action that allow for equity and access for all children:

- Plan and review lessons to ensure access and equity
- Examine and confront rules that affect student groups unequally
- Lean into classroom community building
- Make curriculum relevant and accessible
- Advocate for making classroom and schoolwide changes that expand access to opportunity for all students



***“We cannot guarantee outcomes, but we can guarantee access” -  
Cornelius Minor***



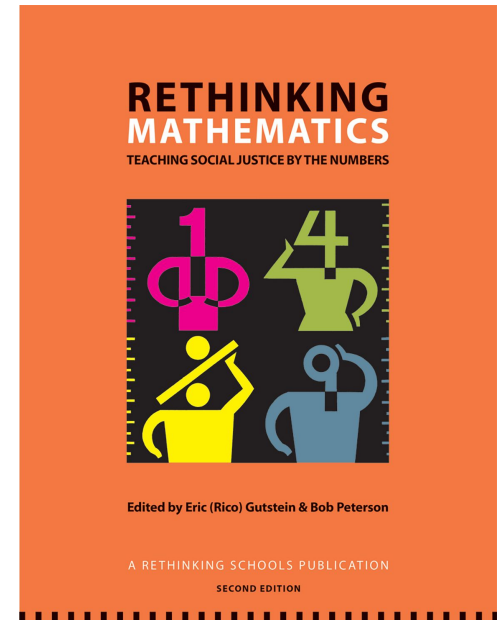
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# Building Teacher Capacity: Math Book Study

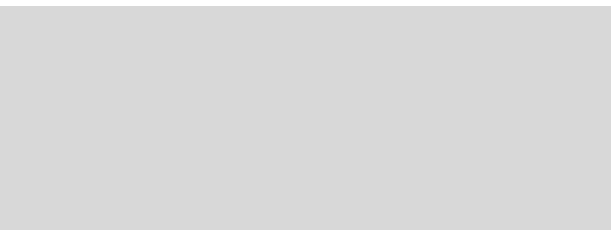
During the summer of 2020, twelve math teachers participated in a weekly book study of the book *Rethinking Mathematics: Teaching Social Justice by the Numbers*. An additional thirteen teachers read the book on their own. Discussion topics included the following:

- viewing math more broadly;
- infusing social justice into math class;
- infusing social justice into other content areas;
- increasing the number of culturally-responsive tasks that students interact with;
- using mathematics as a tool to uncover, discuss, and propose solutions to inequities; and
- creating meaningful and lasting connections.



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# African Proverb:

“If you want to go fast, go alone. If you want to go far, go together.”



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