Office of Equity & Accelerated Student Achievement

SUMMER RESOURCE GUIDE

2020 Edition

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In the guide, click on the module title to access the full presentation.
Greetings AACPS Colleagues and Friends!

When you fill out forms at your doctor’s office, do you wonder why doctors ask you about your family’s medical history? Are you wondering why it matters whether your grandmother had high blood pressure or diabetes? Why is this information important?

This information gives your doctor important clues about what’s going on with your health because many diseases run in families. The history also tells your doctor what health issues you may be at risk for in the future. If your doctor learns, for example, that both of your parents have heart disease, your doctor may focus on your heart health in a proactive/preventive manner. So, let us overlay this with current events. We have seen firsthand in the media how racism permeates through our society through images of George Floyd, Ahmaud Arbery, Breonna Taylor and Christian Cooper. What happened to these individuals is a direct result of the abduction of enslaved men and women who were forced on the shores of this country in Jamestown in 1619. Floyd is the latest in a long list of names that stretches back to that time and that shore. Some of those names and events we know — the 16th Street Baptist Church bombing that killed four young girls on September 15, 1963 and the murder of Richard Collins III that occurred on May 20, 2017, while Collins and friends waited for an Uber to arrive at the University of Maryland College Park campus — many we do not know. This is our history. Our history of racist ideology has a longstanding impact on our communities as stated by Dr. Nilesh Kalyanaraman and the Leadership of the Anne Arundel County Department of Health spoke:

Racism is pervasive in our society and it takes a toll on the mental and physical health of blacks. Beyond individual acts of racism are the structures of racism in our financial, housing, employment and health systems. The results are seen in lower life expectancy, poorer maternal outcomes, and higher rates of death from COVID-19.

Last year, the Anne Arundel County Department of Health declared racism as a public health issue.

In closing, I am challenging you to be open to discussing our nation’s history of racist ideologies and its impact on our communities. It is important for us to know our history, just like a doctor asks for our medical history, we must know this nation’s history of slavery, Jim Crow, and segregation in order to navigate our active participation in surgically dismantling policies that stand in the way of racially just outcomes.

Are you ready to learn about how the history of this country perpetuates racist policies, practices and beliefs? Are you ready to discuss the illness called racism that continues to impact our communities? Are you ready to do the work of anti-racism: (verb) an individual who actively recognizes and responds to dismantling racism, racist policies & racist practices? Below are immediate resources you can begin exploring as we all work towards anti-racism:

- Read: How to Be an Antiracist, by Ibram Kendi, White Fragility, by Robin DiAngelo, White Rage by Carol Anderson or S You Want to Talk About Race by Ijeoma Oluo
- Resources for How to talk about race for educators, caregivers/parents or persons who are committed to equity: https://nmaahc.si.edu/learn/talking-about-race
- Join a local Racial Equity/Social Justice organization

The Office of Equity and Accelerated Student Achievement is here to assist you. We are in this together! Sincerely,

Maisha Gillins, Ph.D.

Executive Director of Equity and Accelerated Student Achievement
## Why Equity Matters

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Intended Take – Aways</th>
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<tbody>
<tr>
<td>♦ Have a common understanding of why Equity matters in AACPS.</td>
<td>Be able to:</td>
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<tr>
<td>♦ Examine what our county data says and the implications for Equity.</td>
<td>♦ Recognize Equity as a core value in the district’s Strategic Plan</td>
</tr>
<tr>
<td>♦ Examine what our school data says and the implications for Equity.</td>
<td>♦ Develop personal reflection points of why Equity is important to you and how lived experiences shape perspective</td>
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<tr>
<td>♦ Reflect using equity-minded guiding questions.</td>
<td>♦ Identify the Educational Equity Statement — what it means to you, what it looks like in full implementation, and what personal steps can be taken to ensure that it is executed with fidelity</td>
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<td></td>
<td>♦ Understand that Equity matters in considering the “sizeable gaps, particularly with regard to African-American and Hispanic students, and eradicating them remains the overarching goal of all our schools.” Dr. George Arlott</td>
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<td></td>
<td>♦ Identify the critical role of data in uncovering (in)equitable practices through observation of trends and comparative analysis with various sources of data</td>
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<td>♦ Develop root causes of findings</td>
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<td>♦ Incorporate next steps in School Improvement Plans</td>
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### Culturally Responsive Teaching and the Brain Part 1

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Intended Take – Aways</th>
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<tbody>
<tr>
<td>Participants will begin to explore culturally responsive teaching to build knowledge and awareness.</td>
<td>Be aware of:</td>
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<tr>
<td></td>
<td>• one’s own culture and its impact on interactions with others</td>
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<td></td>
<td>• the larger social, political, and economic conditions that create inequitable education outcomes</td>
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<td>• one’s personal beliefs regarding equity and culture</td>
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<td>• moving beyond students’ surface culture and focus on their deep culture</td>
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### Culturally Responsive Teaching and the Brain Part 2

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<tr>
<th>Outcomes</th>
<th>Intended Take – Aways</th>
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<tbody>
<tr>
<td>Participants will continue to explore culturally responsive teaching to incorporate into classroom practices.</td>
<td>Be aware of:</td>
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<tr>
<td></td>
<td>• how the brain physically works and its influence on our social-emotional state</td>
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<td>• how people are hardwired to connect with others (one’s nervous system is designed to avoid threats, approach rewards and incentives that makes one feel good, and attach to others for safety and companionship).</td>
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<td>• how to create an environment that the brain perceives as safe and nurturing so it can relax, let go of any stress, and focus its attention to learning.</td>
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### Culturally Responsive Teaching and the Brain Part 3

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Intended Take – Aways</th>
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<tbody>
<tr>
<td>♦ Recognize One's OWN Cultural Reference Points</td>
<td>Be able to:</td>
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<tr>
<td>♦ Explore strategies to widen our lens and</td>
<td>♦ reflect on your insights and understandings about implicit bias that you bring to your CRT work</td>
</tr>
<tr>
<td>♦ Manage our responses to students</td>
<td>♦ understand the existence and impacts of the subtle and not so subtle biases that people of color, English learners and low-income families have to navigate</td>
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<tr>
<td></td>
<td>♦ reflect on your cultural frame of reference as seen in the culture tree and the levels of culture</td>
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<td>♦ widen lens and interpret responses to broaden our body of explanations and interpretations of student actions.</td>
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<td>♦ identify and manage your key triggers</td>
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### Equitable Practices in the Teaching & Learning Cycle

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Intended Take – Aways</th>
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</thead>
<tbody>
<tr>
<td>♦ Identify the importance of Equitable Practices in Teaching &amp; Learning</td>
<td>Be able to:</td>
</tr>
<tr>
<td>♦ Explore Equitable Classroom Strategies in AACPS Teaching &amp; Learning Cycle</td>
<td>♦ identify concrete equitable classroom practices/strategies from the Hanover research which are aligned to the AACPS Teaching &amp; Learning Cycle</td>
</tr>
<tr>
<td>♦ Establish Goals for Implementing Equitable Strategies</td>
<td>♦ identify equitable classroom practices by viewing teaching related videos</td>
</tr>
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<td></td>
<td>♦ reflect on equitable classroom practices/strategies that could be implemented immediately</td>
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</table>
### Implicit Bias Part 1

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Intended Take – Aways</th>
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</thead>
<tbody>
<tr>
<td>♦ Understand what implicit bias means and how it may influence one’s decisions</td>
<td>Be aware of:</td>
</tr>
<tr>
<td>♦ Understand that being implicitly biased does not necessarily mean that one acts in explicitly biased ways</td>
<td>♦ everyone having implicit bias/blank spots</td>
</tr>
<tr>
<td>♦ Explore how our “lived experience” influences implicit bias</td>
<td>♦ how one’s “lived experiences” influences one’s own implicit bias</td>
</tr>
<tr>
<td>♦ Learn techniques that can mitigate implicit bias</td>
<td>♦ the impact implicit bias has on others</td>
</tr>
<tr>
<td></td>
<td>♦ ways to mitigate implicit bias</td>
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<td>♦ implicit bias does not make one a bad person, it makes one human</td>
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</table>

### Implicit Bias Part 2: Mitigating Implicit Bias

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Intended Take – Aways</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Review what implicit bias means and how it may influence one’s decisions</td>
<td>Be able to mitigate implicit bias by:</td>
</tr>
<tr>
<td>♦ Dig deeper in techniques that can mitigate implicit bias</td>
<td>♦ <strong>Self-examination</strong> - reflect on how one’s personal experiences impact interactions with others</td>
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<td>♦ <strong>Widening your lens</strong> – reflecting on how one allows different perspectives to enter into one’s space</td>
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<td>♦ <strong>Countering stereotypes</strong> – replace negative associations with positive ones or disrupt stereotypes</td>
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<td></td>
<td>♦ <strong>Anticipating bias</strong> – consider how biases can influence decision making and systems to reduce it</td>
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</table>
### Implicit Bias Part 3—Implicit Bias and the Curriculum

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Intended Take – Aways</th>
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<tbody>
<tr>
<td>Examine how implicit bias can impact the delivery of curriculum</td>
<td>Be able to:</td>
</tr>
<tr>
<td></td>
<td>♦ <strong>Self-examine</strong> - reflect on how one’s personal experiences with the curriculum can impact how the curriculum is delivered</td>
</tr>
<tr>
<td></td>
<td>♦ <strong>Widen your lens</strong> – reflect on how to allow different perspectives to enter one’s space/thinking</td>
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<tr>
<td></td>
<td>♦ <strong>Anticipate bias</strong> - pre-plan and pre-read materials before delivering the curricular materials and collaboratively plan with a colleague to assist in anticipating bias.</td>
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<tr>
<td></td>
<td>♦ <strong>Counter stereotypes</strong> – reflect on potential stereotypes in the curricular materials (if so, is context or dialogue around the stereotypes being addressed?) Be able to monitor the students’ responses to potential stereotypes.</td>
</tr>
</tbody>
</table>

### Implicit Bias Part 4—Cognitive Biases, Heuristics, and Your Lazy Brain

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Intended Take – Aways</th>
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<tbody>
<tr>
<td>♦ Identify cognitive biases and their impact on the classroom</td>
<td></td>
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<tr>
<td>♦ Describe the brain science behind the way humans make decisions</td>
<td></td>
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<tr>
<td>♦ Plan for ways to ensure your decisions are made with the best interest of your students in mind</td>
<td>Be aware that:</td>
</tr>
<tr>
<td></td>
<td>♦ Our brain operates automatically and quickly with little or no effort or control</td>
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<tr>
<td></td>
<td>♦ By agency, choice, or concentration we allocate attention to the effortful mental activities that demand it</td>
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<td></td>
<td>♦ The brain reacts unconsciously to priming in ways we do not even realize</td>
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<tr>
<td></td>
<td>♦ Brain based research is not an excuse to perpetuate inequity</td>
</tr>
<tr>
<td></td>
<td>♦ The intent does not always produce the desired impact</td>
</tr>
<tr>
<td></td>
<td>♦ There are 5 questions to help overcome biases</td>
</tr>
</tbody>
</table>
### Strategies for Creating a Trauma-Sensitive Classroom Part 1

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Intended Take – Aways</th>
</tr>
</thead>
</table>
| ✦ Define trauma and its impact on learning  
✦ Identify practical steps that schools can take to create a more trauma-sensitive environment | Be able to:  
✦ **Stay out of Oz**: Do not get caught up in the (tornado) chaos & identify teacher and student triggers and how to avoid them  
✦ **Forget the Labels**: Remember the Influence-recognizing what one cannot control and remind one’s self of what can be influenced  
✦ **Don’t let Fear Drive the Bus**: reframe one’s beliefs about our students. Keep in mind that every behavior is an expression of a need.  
✦ **Self-Care**: create a self-care challenge to promote health and wellness |

### Strategies for Creating a Trauma-Sensitive Classroom Through Self Care Part 2

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Intended Take – Aways</th>
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</thead>
</table>
| ✦ Participants will understand the importance of self-care.  
✦ Participants will learn and discuss strategies to make self-care a priority.  
✦ Participants will create a self-care plan. | Be able to:  
✦ identify ways one can take care of one’s self physically, mentally and emotionally  
✦ identify the importance of practicing self-care  
✦ create a self-care plan |
# Strategies for Creating a Trauma-Sensitive Classroom Part 3

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Intended Take – Aways</th>
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</thead>
<tbody>
<tr>
<td>✷ Identify characteristics of trauma-invested practices</td>
<td>Be able to:</td>
</tr>
<tr>
<td>✷ Identify ways to create a culture of safety for students and adults</td>
<td>✷ Identify the spectrum of trauma savvy practices and their corresponding behaviors</td>
</tr>
<tr>
<td>✷ Understand how systems of meaning can impact student outcomes</td>
<td>✷ Examine where you are on the spectrum</td>
</tr>
<tr>
<td>✷ Identify student need versus student behavior and identify ways to respond appropriately</td>
<td>✷ Create practices for building a safe nest for students by fostering a culture of safety, understanding our individual system of meaning about children and their experiences, and acknowledging that every behavior is associated with a particular need</td>
</tr>
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# Building Equity Taxonomy - Opportunity to Learn

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Intended Take – Aways</th>
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<tbody>
<tr>
<td>Participants will be able to demonstrate how we will provide opportunities for students to learn</td>
<td>Be able to:</td>
</tr>
<tr>
<td>✷ identify barriers to diverse students being able to access the most academically rigorous curriculum (i.e.; teacher recommendations)</td>
<td>✷ communicate high expectations for ALL students</td>
</tr>
<tr>
<td>✷ provide scaffolded academic support for students</td>
<td>✷ build relationships between home and school</td>
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</tbody>
</table>
### Strategies for the Strategic Plan: All Means All

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Intended Take – Aways</th>
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<tbody>
<tr>
<td>We will be able to determine ways to use strategies from the Strategic Plan Value, All Means All</td>
<td>Be able to:</td>
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<tr>
<td></td>
<td>♦ Recognize the talents and skills of students and staff members who may not be well connected to peers through Vision Boards, collages, Me-Bags, and Me-Seums</td>
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<td></td>
<td>♦ Increase opportunities to listen to all student voices and acknowledge student contributions through student engagement strategies (Community Circle, Socratic Seminars, Think-Write-Pair-Share, Six-Word Stories Gallery Walks, Fish Bowl, Four Corners)</td>
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### Planning Practices, Programs, and School-based Decisions

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Intended Take – Aways</th>
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<tbody>
<tr>
<td>Participants will explore the Equity Lens and Literacy frameworks to develop equitable programs, practices, and decisions in schools.</td>
<td>Be aware that:</td>
</tr>
<tr>
<td></td>
<td>♦ Intent does not always produce the desired impact. If the impact of your actions negatively affects our students, the intent is IRRELEVANT.</td>
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<tr>
<td></td>
<td>♦ Looking through the Equity lens is an action-based process that includes intentionally allocating resources and engaging in conversations about school practices to help meet individual student needs.</td>
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<td></td>
<td>♦ The MABEL Equity lens fosters opportunities to analyze practices and their potential impacts on under-represented populations by involving multiple stakeholders and identifying potential barriers of our actions.</td>
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<tr>
<td></td>
<td>♦ Key actions found in both MABEL and the Equity Literacy Framework include recognizing potentially impacted populations, identifying challenges/barriers, and considering multiple perspectives in school and classroom practices</td>
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## Speaking Up at School

<table>
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<tr>
<th>Outcomes</th>
<th>Intended Take – Aways</th>
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<tbody>
<tr>
<td>Participants will use tools and strategies from Teaching Tolerance to prepare you to speak up against prejudice, bias and stereotypes at school.</td>
<td>Be aware that:</td>
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<tr>
<td></td>
<td>♦ Anne Arundel County reported the highest number (78) of hate/bias incidents in the state</td>
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<td></td>
<td>♦ The 2nd highest number of hate/bias incidents occurred in elementary and secondary schools</td>
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<td>♦ Reflect on:</td>
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<tr>
<td></td>
<td>- The IMPACT of hate/bias language and behaviors on others</td>
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<td>- The value in saying your “OUCH” and appropriately responding to the “OUCH” of others. Everyone needs to feel free to participate without fear of retaliation or being shamed.</td>
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<td>- Tone and temperament being used to be effectively heard rather than to add further trauma to the victim</td>
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<td>- The 4 Strategies to Speak Up (Interrupt, Question, Educate, Echo)</td>
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## Equity Scenarios through the Equity Literacy Framework

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Intended Take – Aways</th>
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<tr>
<td>♦ Review the definition of equity literacy</td>
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<tr>
<td>♦ Review the steps for the equity case analysis process</td>
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</tr>
<tr>
<td>♦ Use the equity literacy framework to explore equity scenarios for just outcomes</td>
<td>Be aware:</td>
</tr>
<tr>
<td></td>
<td>♦ Students operate in various Dimensions of Identity that impact their lived experiences</td>
</tr>
<tr>
<td></td>
<td>♦ Not considering the dimensions make it difficult for equitable and just outcomes</td>
</tr>
<tr>
<td></td>
<td>♦ The Equity Literacy Framework is designed to cultivate the knowledge and skills that enable educators to be a threat to the existence of inequity in our spheres of influence.</td>
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<tr>
<td></td>
<td>♦ There are Seven Steps in the Equity Literacy Case Analysis Approach</td>
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The importance of hiring Equity Minded staff is highlighted by Dr. Robin DiAngelo in the April 2019 issue of Education Leadership: Separate and Still Unequal – Race in America’s Schools.

“…My dream would be that concern for racial equity is integrated into every interview question for hiring that goes on in any school for any position. Because how it works now is, either there’s no question at all or there’s one so-called “diversity question.” It has no weight and the committee has no training in how to read and assess the answer. Having racial equity rolled into every single question will send a clear message to candidates: If you cannot engage with some nuance and complexity in this topic, you’re not qualified to teach at our school.”

Here are a few interview questions that promote the hiring of Equity Minded staff:

- Why is it important to establish positive student-teacher relationships? Give examples for how you would display caring behaviors towards your students?
- How would you actively seek to build connections each day with your students?
- How do you display a consistently positive attitude towards students and teaching?
- How are you purposeful in inviting students to learn?
- How do you show sensitivity to student needs? What actions would you take?
- What does it mean for you to have a commitment to equity? How have you demonstrated that commitment? How would you see yourself demonstrating that commitment here?
- Describe a teaching activity/strategy that addresses equity in your classroom?
- Describe an educational inequity or injustice you have witnessed. What was your response?
- In your opinion, what are the current challenges to advancing the work of equity?
- How does a school take a systemic approach to building equitable practices?
- Do you believe racial and cultural identity impacts the perceptions, beliefs, and actions of our students? Of our educators? Please provide an explanation for your response. How would you influence this impact?
In the 2020-2021 school year, how will you plan ahead to:

- Communicate openly and often with all students about their and your needs.
- Reach out and providing support
- Collaboratively define new models of teaching and learning with your students, while being faithful to the goals and approaches of your course.
- Be flexible and adaptable in redesigning course assignments and learning experiences that accommodate diverse learners and their needs, particularly those who need to learn asynchronously.
- See this as an opportunity to experiment with new course design elements such as creative writing or multimedia assignments, as well as innovative interaction via synchronous (e.g., virtual breakout rooms) and asynchronous (e.g., discussion boards, blogs) modes.
- Be attentive to, and supportive of, students confronting unique challenges of connectivity, distraction, abilities, resources, etc. and how you might accommodate their equitable participation in all aspects of the course.
- Leverage all online resources to offer the support necessary to make online learning easier – guidance for assignments, technological support (for connectivity, navigating course management systems, etc.), how to access existing district resources
- Ensure the goals, structures, and assignments for the course are clearly articulated, well-integrated, well-planned, and easy to access.

Source: Vanderbilt University - Inclusive and Equitable Teaching Online
Equity Professional Development Opportunities

Go to Unified Talent—L.G.S.—please click “view all sections” to register

May 26 – Embracing a Transformative Approach to Equity: An Equity Literacy Primer
Presenter: Dr. Paul Gorski
Section #: 77186
Time: 4:00pm—5:30pm
Description: In this session we will explore the key components of a transformative approach to educational equity. We begin with developing a clear and robust understanding of inequity and how it operates in schools, then shift to imagining what level and nature of change is required to cultivate equity. We will discuss basic principles and practices known to make classrooms and schools more equitable.

May 27 – Applying an Equity Lens to Popular Education “Programs”
Presenter: Dr. Paul Gorski
Time: 4:00pm—5:30pm
Section #: 77192
Description: Education tends to be a very program- and strategy-driven world. One unintended result of this tendency is that we often try to solve equity problems with programs and strategies that are not designed to solve equity problems. In this session we examine many popular programs in order to explore (1) how they could contribute to inequity if not applied with a strong equity commitment, and (2) what it looks like to apply them with a strong equity commitment. We’ll discuss trauma-informed care, social-emotional learning, restorative practices, and others.

May 28 – A Deep Dive on Racial Equity
Presenter: Dr. Paul Gorski
Time: 4:00pm—5:30pm
Section #: 77193
Description: How might our racial equity efforts change if we build them on deep understandings of how racial inequity operates in and out of schools? In this session we will work on strengthening our abilities to recognize even the subtlest forms of racial bias and inequity in our classrooms and schools, and then discuss what sorts of actions move us toward racial equity in the most transformative ways.
**June 15 – Culturally Responsive Teaching for High School Engagement**

Presenter: Dr. Shaun Woodly  
Time: 4:00pm – 5:30pm  
Section #: TBD. Visit Unified Talent and search by title and/or date  
Description: Each day in the classroom it is all about getting the students from where they are to where they need to be. This challenge can be more than meets the eye because culturally diverse students walk into our classrooms at all different levels. When it comes to teaching learners from diverse backgrounds, we understand there’s a disconnect somewhere - but how do we solve this issue? Dr. Woodly offers strategies educators can put in place to transform learning objectives that students perceive as mundane or boring, into genuinely interesting and engaging experiences by making learning culturally responsive and relevant.

**June 16 – The Educator Wellness Revolution**

Presenter: Dr. Shaun Woodly  
Time: 4:00pm – 5:30pm  
Section #: TBD. Visit Unified Talent and search by title and/or date  
Description: This program focuses on a part of the equation in the classroom that is too often overlooked. The teacher. Dr. Woodly often works with a lot of educators that experience high levels of stress and low motivation, with no real answers as to how to overcome the obstacles that come along with teaching in difficult circumstances. To say this is an absolute game-changer, is no exaggeration. This workshop is a game-changer.

**June 17 – I’m not Bad, I’m just Bored (Part 1)**

Presenter: Mr. Stephen Boyd  
Time: 4:00pm – 5:30pm  
Section #: TBD. Visit Unified Talent and search by title and/or date  
Description: Participants attending this session will: (a) Have a framework for identifying their students’ skill; (b) Have a framework for identifying their students’ will; (c) Have a framework for identifying their personal skill and will as it relates to working with students; (d) Understand the dynamics of Boredom and why prolonged boredom is averse to learning; (e) Develop action plans for applying student engagement strategies; (f) Identify 5 essential elements every lesson must have in order to be engaging.
Summer Professional Development Opportunities

**June 18 – I’m not Bad, I’m just Bored (Part 2)**

Presenter: Mr. Stephen Boyd

Time: 4:00pm – 5:30pm

Section #: TBD. Visit Unified Talent and search by title and/or date

Description: Participants attending this session will: (a) Have a framework for identifying their students’ skill; (b) Have a framework for identifying their students’ will; (c) Have a framework for identifying their personal skill and will as it relates to working with students; (d) Understand the dynamics of Boredom and why prolonged boredom is averse to learning; (e) Develop action plans for applying student engagement strategies; (f) Identify 5 essential elements every lesson must have in order to be engaging.

**June 29 – Social Justice in Education**

Presenter: Kenneth Smith

Time: 9:00am – 10:30am

Section #: TBD. Visit Unified Talent and search by title and/or date

Description: In regards to social justice education, participants will analyze the goal of social justice education which is providing the space for full and equal participation for all students in the classroom, particularly traditionally marginalized groups. Second, participants will analyze the process of how social justice education can be implemented in the classroom setting.

**June 30 – Culturally Responsive Instruction**

Presenter: Mr. Kenneth Smith

Time: 9:00am – 10:30am

Section #: TBD. Visit Unified Talent and search by title and/or date

Description: Culturally responsive instruction will focus on improving the learning capacity of diverse students and building the cognitive capacity and academic mindset of students by using culturally appropriate pedagogy. Teachers will leave with effective strategies that can be implemented in both face to face and remote learning environments.
**June 22 – Demystifying the “Safe Space” / Developing Your “Talking Game” - Part 1**

Presenter: Matthew Kay  
Time: 9:00am—11:00am  
Section #: 77222

Description: Most of us can agree that a “safe space” is one of the most important prerequisites to having any difficult classroom conversation. Unfortunately, this term has become associated with all sorts of magical thinking and tainted by political grandstanding. This PD seeks to remove the myth making, focusing on how teachers can build and maintain the sort of classroom relationships that our students need to have rich and meaningful conversations. In it, Matthew Kay shares concrete strategies that have worked in his classroom, and invites teachers to push the conversation forward in productive ways.

**June 23 – Demystifying the “Safe Space” / Developing Your “Talking Game” - Part 2**

Presenter: Matthew Kay  
Time: 9:00am—11:00am  
Section #: 77225

Description: Most of us can agree that a “safe space” is one of the most important prerequisites to having any difficult classroom conversation. Unfortunately, this term has become associated with all sorts of magical thinking and tainted by political grandstanding. This PD encourages teachers to reflect upon their interpersonal strengths and weaknesses, specifically as it impacts their classroom discussions with students. In it, teachers work through strategies to develop conversational talents that are too often thought of as fixed, working together to prepare themselves to lead powerful race conversations.

**June 24 – Structuring Your Dialogic Curriculum**

Presenter: Matthew Kay  
Time: 9:00am—11:00am  
Section #: 77226

Description: This PD encourages teachers to examine the pedagogical choices that we all make when discussing race in the classroom. We explore all of the “little” decisions, how to foster collaboration, how to encourage quieter voices without alienating others, how to structure debates, how to craft academic projects that not only compliment the important conversations but infuse them with even more meaning.
June 25 – Establishing Your Purpose
Presenter: Matthew Kay
Time: 9:00am—11:00am
Section #: 77227
Description: This workshop encourages teachers to infuse each classroom race conversation with purpose that students can immediately identify and support. It not only shows teachers how to communicate their purposes of their tough conversations - how what they are discussing actually matters in the world - but also how to encourage students to effectively pursue their own conversational goals.

June 25 – Don’t Lose H.O.P.E.
Presenter: Shauna King, Ed. S
Time: 12:00pm—2:00pm
Section #: 77228
Description: Hope is critical tool for improving effort and attitude. Adults can (and should) intentionally strive to BUILD HOPE daily! Hope includes a belief that one knows how to reach one’s goals and a belief that one has the motivation to use those pathways to reach one’s goals) Learn how HOPE may have been impacted during this pandemic and how we can continue to foster HOPE and resilience in ourselves and our students.

June 25 – Equity in the New Environment
Presenter: Dr. LaMarr Shields
Time: 2:15pm—4:15pm
Section #: 77229
Description: In this online equity workshop, participants will explore what it means to teach and lead for equity within the current challenging contexts in which we all find ourselves. Facilitators will guide participants through a series of practical exercises to explore their emerging understanding of how equity work connects to other teaching and learning initiatives. Participants will also go through a series of reflective questions to deepen their understanding of equity work that will give them tangible strategies that can be used immediately when engaging with their most vulnerable, underserved students and their families.
Summer Professional Development Opportunities

July 7—Building Cultural Diversity and Effective Communication with Students
Presenter: Robert Jackson
Time: 9:00am—10:30am
Section #: 77230
Description: This workshop will give educators strategies to educate, activate and motivate all students to be successes through Cultural Diversity Training. During this interactive workshop Educators and Administrators will learn the 4 mediating factors germane to educator expectations along with strategies to appropriately handle behavior problems with troubled students. Educators will receive 4 tips to managing biases, tools to build positive relationships with students and strategies and techniques that have been proven to work in school districts around the US and Canada. Participants will be challenged to self-evaluate their own teaching techniques including their thought process to assist in the success of their students.

July 8—Strategies for Working with Students Who have Experienced Trauma
Presenter: Robert Jackson
Time: 9:00am—10:30am
Section #: 77231
Description: Over 50% of students in the US have experienced trauma in their lives. Almost 25% experience it before the age of 4. Students who have experienced trauma are 3 times likely to experience academic failure, 5 times likely for attendance problems and 6 times likely for behavioral problems. This interactive workshop will give educators and administrators strategies for working with students who experienced trauma while working on your own past hurts and how to overcome them. During this workshop your thinking will be challenged, but you will walk away with practical strategies you can use right away.

July 9—Becoming the Educator They Need: Mindsets and Strategies for Educating Black and Latino Males
Presenter: Robert Jackson
Time: 9:00am—10:30am
Section #: 77232
Description: Black and Latino Males are the most misunderstood, suspended and expelled students in K-12 Schools in the US. It's important to understand the thought process of these young men in order to educate them more effectively. This interactive session will give strategies to train educators and administrators how to become the educator these young men need including affirming them, speaking positive words, teaching them to control emotions and changing hard skills into soft skills. This session will address how young men are wired and the effects of being wired that way.
Summer Professional Development Opportunities

**July 14 to August 7 – Book Study: White Fragility - Cohort #1**

Presenters: Maisha Gillins, Ph.D. and Lorenzo Hughes, Ph.D.

Time: 9:00am—10:30am

Section #: 77233

Description: In 2018, Robin DiAngelo published White Fragility: Why It’s So Hard For White People to Talk About Racism. DiAngelo defines white fragility as “a state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves.” Participants will explore ‘white fragility’ as it is presented in the text and engage in deep discussion about its existence in today’s society. Participants will further examine/discuss how ‘white fragility’ impacts racism and equitable practices. **OEASA will provide books and contact participants about pick-up dates and locations. Registration closes on June 19 to ensure timely material distribution. We ask that you remain with your cohort for the duration of the book study.**

**Meeting Dates are** July 14, July 21, July 28, and August 4

**July 14 to August 7 – Book Study: White Fragility - Cohort #2**

Presenters: Maisha Gillins, Ph.D. and Lorenzo Hughes, Ph.D.

Time: 2:30pm—4:00pm

Section #: 77234

Description: In 2018, Robin DiAngelo published White Fragility: Why It’s So Hard For White People to Talk About Racism. DiAngelo defines white fragility as “a state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves.” Participants will explore ‘white fragility’ as it is presented in the text and engage in deep discussion about its existence in today’s society. Participants will further examine/discuss how ‘white fragility’ impacts racism and equitable practices. **OEASA will provide books and contact participants about pick-up dates and locations. Registration closes on June 19 to ensure timely material distribution. We ask that you remain with your cohort for the duration of the book study.**

**Meeting Dates are** July 14, July 21, July 28, and August 4
Summer Professional Development Opportunities

**July 21 to July 30 — Book Study: How to be an Antiracist — Cohort #1**

Presenters: Miesha Walker, Katara West, Brian Whitley

Time: 9:00am—10:30am

Section #: 77235

Description: “The opposite of “racist” isn’t “not racist.” This book examines antiracism as a building block to re-energizing and re-shaping the conversation about racial justice in America. As school leaders, we will discuss the importance of identifying, describing, and dismantling racism in our schools. Participants will also reflect on the varying and non-fixed levels of our own identities in order to hold ourselves and others accountable for creating antiracist schools and society. Additionally, participants will engage in sharing ideas of what being an antiracist looks like in our new eLearning environment. **OEASA will provide books and contact participants about pick-up dates and locations. Registration closes on June 19 to ensure timely material distribution. We ask that you remain with your cohort for the duration of the book study.**

**Meeting Dates are** July 21, July 23, July 28, and July 30

**July 21 to July 30 — Book Study: How to be an Antiracist — Cohort #2**

Presenters: Miesha Walker, Katara West, Brian Whitley

Time: 2:30pm - 4:00pm

Section #: 77236

Description: “The opposite of “racist” isn’t “not racist.” This book examines antiracism as a building block to re-energizing and re-shaping the conversation about racial justice in America. As school leaders, we will discuss the importance of identifying, describing, and dismantling racism in our schools. Participants will also reflect on the varying and non-fixed levels of our own identities in order to hold ourselves and others accountable for creating antiracist schools and society. Additionally, participants will engage in sharing ideas of what being an antiracist looks like in our new eLearning environment. **OEASA will provide books and contact participants about pick-up dates and locations. Registration closes on June 19 to ensure timely material distribution. We ask that you remain with your cohort for the duration of the book study.**

**Meeting Dates are** July 21, July 23, July 28, and July 30
Summer Reading
Recommendations

Check out what the OEASA Staff will be reading....

Dr. Gillins’ recommendations:


Lorenzo’s recommendations:


Miesha’s recommendations:


Katara’s recommendations:


**Summer Reading Recommendations**

**Brian’s recommendations:**


Selecting the right **Equity Lead** is critical in advancing the work of Elevating All Students and Eliminating all Gaps. The work of equity should not be on the shoulders of the EL alone; equity work is hard, therefore, there is a critical need for all buildings to have many equity champions (i.e. equity team). Equity Teams are HIGHLY RECOMMENDED.

**Equity Teams**

Members of the Equity Team should be selected by the principal with the input of the Leadership Team. An Equity Team should be faculty members who are:

- committed to the work of Equitable Practices and eliminating the achievement & opportunity gap
- skilled in planning and delivering professional development
- viewed as a leader by his/her peers
- an advocate for all children
- a self-starter
- highly effective in delivering instruction
- reflects a diverse population (race, gender, religion, experience, etc)
- relationship builder
- willing to engage in courageous conversations

**Roles and Responsibilities**

1. The EQUITY TEAM will meet monthly and maintain all records of meetings (agenda, minutes, etc.)
2. The EQUITY TEAM should be a school improvement team subcommittee which meets during contractual time.
3. The EQUITY TEAM will provide support to the school improvement process in making sure that the school’s culture is responsive, supportive and equitable.
4. The EQUITY TEAM will identify school-level strengths and challenges in the area of equity, identify gaps (academic & discipline), root causes, strategies for creating change and need for additional professional development.
5. The EQUITY TEAM will provide feedback and recommendations to the School Improvement Team/Leadership Team in terms of equitable practices

**Expectations BEFORE a meeting:**

- Develop agenda items in advance of the meeting
- Bring any needed materials or data that support agenda items

**Expectations DURING a meeting:**

- Promote team building
- Follow ground rules/norms (examples: when you have an option, state it honestly and clearly, be fully present, listen attentively to others, start & end on time, be solution-driven, etc.)

**Expectations AFTER a meeting:**

- Agenda outcomes were met
- Assignments were clearly delineated
- Next steps and follow-up actions were established
- Next meeting date, time, and tentative agenda items are confirmed
Stay connected with each other and OEASA throughout the summer!  
YOUR voice MATTERS!

Accomplices in Equity Collaborative Google Classroom  
(open to all AACPS employees)  
This community is designed for those who would like to willingly move forward and become equity and anti-racist champions.  
Class code: gqpkae5

The Office of Equity & Accelerated Student Achievement  
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