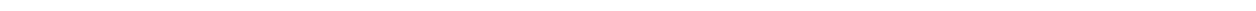




MODULE 3: SYSTEMIC CHANGE

Academy 3: Creating Culturally Responsive Systems

Appendix A



ACTIVITY: CULTURALLY RESPONSIVE SCHOOLS

Academy 3: Creating Culturally Responsive Systems



Materials: Chart paper, markers, tape, sticky-notes



Time Limit: 25 minutes

Purpose: This activity provides participants with the chance to brainstorm ideas around the goals of culturally responsive schools.

Activity: **Part 1 – Goals of Culturally Responsive Systems**

Allow 5 minutes for this part of the activity.

Display three pieces of chart paper around the room, each titled with one of the goals of culturally responsive schools. The three goals include:

- Honoring each students culture, heritage, language, and life experiences;
- Ethically treating students from all cultural and linguistic backgrounds;
- Ensuring each student benefits academically, socioculturally, and linguistically in his or her educational setting.

The chart paper will be used to display ideas generated by participants in this activity.

Part 2 – Brainstorming Culturally Responsive Policies

Allow 5 minutes for this part of the activity.

Ask participants to choose one of the three goals and brainstorm pieces of evidence that would show that their chosen goal is being met in school systems. For example, if participants choose the goal of ethically treating students from all cultural and linguistic backgrounds, they would brainstorm pieces of evidence that would indicate school systems are focusing on this goal (e.g. schools offering library books in multiple languages). Ask participants to record their favorite idea on a sticky-note but not to identify which goal they targeted.

Part 3 – Pair/Share

Allow 5 minutes for this part of the activity.

Ask individuals to find a partner with whom to swap sticky-notes. In this part of the activity, partners will attempt to guess which of the three goals was targeted. Urge discussion! Ask partners to share their thought processes. Why did they choose this piece of evidence? How does it target

the goal?

Part 4 – Goal Groups

Allow 10 minutes for this part of the activity.

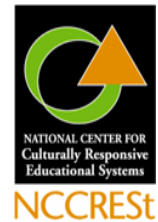
Once pairs have discussed their ideas, ask them to trade back sticky-notes. Next, ask participants to form groups with other participants who chose the same goal. For example, all participants who chose the goal of “Honoring each student’s culture, heritage, language, and life experiences” will meet together. These groups discuss their ideas and note trends that emerge.

Facilitator note: Decide ahead of time how you will group participants for this part of the activity so the whole time isn’t spent on that step.

Notes:



ACTIVITY: SYSTEM LEVEL POLICY IMPLICATIONS
Academy 3: Creating Culturally Responsive Systems



Materials: *Culturally Responsive Policies* handout



Time Limit: 15 minutes

Purpose: This activity allows participants the opportunity to create a culturally responsive policy and imagine how the policy could be supported at the national, state, district, and school levels.

Activity: **Part 1 – Culturally Responsive Goals**

Allow 5 minutes for this part of the activity.

Step 1

Ask participants to break into pairs and choose a topic from the following list:

- School safety
- Assessment
- Attendance
- Bilingual education

Step 2

Invite participants to create a policy that meets one of the three goals of culturally responsive schools. The three goals include:

- Honoring each student's culture, heritage, language, and life experiences;
- Ethically treating students from all cultural and linguistic backgrounds;
- Ensuring each student benefits academically, socioculturally, and linguistically in his or her educational setting.

Note: These goals should still be displayed on chart paper from Activity 1.

Ask pairs to record their policy inside the large oval on the *Culturally Responsive Policies* handout.

Part 2 – Create Systemic Policies

Allow 10 minutes for this part of the activity.

Once pairs have recorded their policies on the handout, ask them to

discuss how the policy could be supported at **each** of the four system levels. As shown on the handout, the four system levels are national, state, district, and school.

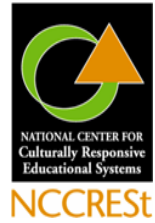
For example suppose a pair has chosen “Bilingual education” as their policy. A culturally responsive policy for bilingual education is: “Students will have library books available in their native language.” The pair may decide that federal programs could support the diversity of languages of books found in libraries around the country, state funding could go towards the purchase of library books in a variety of languages, districts could declare the percentage of books that should be devoted to each language, and schools could incorporate these books into bilingual education instruction.

Notes:



ACTIVITY: BACK TO THE FUTURE

Academy 3: Creating Culturally Responsive Educational Systems



Materials: *Vignettes handout*



Time Limit: 20 minutes

Purpose: This activity allows teams to identify unwise uses of people, policies, and practices within a series of vignettes. Additionally, the activity provides participants the opportunity to imagine how the outcome would change if they were to intervene in the situation.

Activity: **Part 1 – Read Vignettes**

Allow 10 minutes for this part of the activity.

Ask participants to break into teams of 3 and read the provided vignettes.

Part 2 – Travel Back in Time

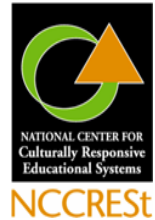
Allow 10 minutes for this part of the activity.

Ask teams to identify the unwise uses of people, policies, and practices found in the vignettes. Next, invite teams to imagine they could travel back in time and become part of the vignette. Ask teams to discuss how the outcome might differ if they were to intervene in the situation.

Notes:

ACTIVITY: PLANNED CHANGE PROCESS

Academy 3: Creating Culturally Responsive Systems



Materials: *Character Education Hot Topic, Change Management Checklist, Planned Change Process handout; Planned Change Process Example; Chart paper; markers; tape*



Time Limit: 25 minutes

Purpose: This activity provides participants with the opportunity to work through the Planned Change Process.

Activity: **Part 1: Character Education**

Allow 5 minutes for this part of the activity.

Allow participants five minutes to read through the Character Education hot topic.

Part 2: Expert Teams

Allow 10 minutes for this part of the activity.

Inform participants that Character Education programs are to be implemented around the country. Regardless of whether or not they agree with the school Character Education programs, they are on the team to implement the change. Break participants into seven groups representing the seven steps in the planned change process. Each group is to focus on their part of the planned change process. For example, the members of group one will focus on the step of Exploration. This step involves clarifying the change effort and naming influential stakeholders.

Ask group members to record the ideas for their part on chart paper and tape the paper on the walls around the room, in the hallway, or in another convenient location so that all participants may view the results of the activity.

Part 2: Planned Change Process

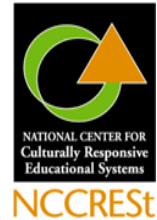
Allow 10 minutes for this part of the activity.

Once groups have planned their part of the planned change process, lead the whole group through the process using the hot topic of Character Education. Each group will share their ideas for their specific part. For example, when focusing on step three of the process, the members from group three will report the ideas they generated for this step.

Notes:

ACTIVITY: PATH PROCESS

Academy 3: Creating Culturally Responsive Systems



Materials: *PATH handout; PATH Process Example*



Time Limit: 10 minutes

Purpose: This activity gives participants practice using the PATH process. The PATH process allows for the planning of implementation of identified changes.

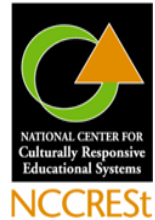
Activity: **Team Practice**

Ask participants to form the same teams they used for the Back to the Future and Planned Change Process Activities. Once teams are formed, refer participants to the PATH handout. Using the handout to record their responses, teams will work through the PATH Process with the topic they chose in the Planned Change Process Activity.

Notes:

OUTCOMES REVIEW

Academy 3: Creating Culturally Responsive Systems



Materials: *Outcomes Review handout*



Time Limit: 10 minutes

Purpose: This activity gives participants the opportunity to reflect on the knowledge and skills gained in the academy.

Facilitator Note: None

Activity: **Part 1 – Review Academy**

Provide 5 minutes for this part of the activity.

Participants use the *Outcomes Review* handout to work in groups and brainstorm the knowledge and skills they learned in the academy. Groups should focus on one outcome, or at most, two outcomes.

Part 2 – Sharing Results

Provide 5 minutes for this part of the activity.

Bring the whole group together to share the results from the small groups. Since the groups focused on one outcome, take time to have all groups report out and make sure to that groups cover the big ideas from the academy.

Notes: