

C.L.S.P - Year 2

Presentation to ELL Task Force Parent Engagement Subcommittee:
Colin Rose Ed.D
Assistant Superintendent, Opportunity and Achievement Gaps

Boston Public Schools: Problem of Practice



BPS does not consistently provide authentic learning opportunities for our students who are most marginalized to develop into self-determined, independent learners, able to pursue their aspirations. Our failures lead to disengaged students and significant achievement gaps.

Targeted Universalism: Same high standards; targeted approaches

- A targeted universal strategy is one that is inclusive of the needs of both the dominant and the marginal groups, but pays particular attention to the situation of the marginal group. Targeted universalism rejects a blanket universal, which is likely to be indifferent to the reality that different groups are situated differently relative to the institutions and resources of society. It also rejects the claim of formal equality that would treat all people the same as a way of denying difference.
 - John Powell, Post-Racialism or Targeted Universalism?, *Denver University Law Review* (2009)

Office of Opportunity and Achievement Gaps: Strategic Priorities



Capacity Building	Programming	Systematic Oversight
<p>CLSP Professional Development All staff: Principals, partners, central office, teachers, etc. based off of CLSP continuum</p> <p>Collaboration with ASSET Team Professional development for district leaders at all levels and collaboration as the district's instructional roundtable</p> <p>OAG Mini-Grants Best practices and innovation from practitioners</p>	<p>Curriculum for Students of Color An updated 10-Boys and new 10-Girls program</p> <p>Early Warning Indicator Systems Supporting students early and bolstering Multi Tiered System of Supports (MTSS)</p> <p>Excellence for All: EFA Ramping up rigor for all students: pilot 2016 in 4th grade and scaling to 5th in 2017</p> <p>Others: Success Mentors, Exam School Initiative, etc.</p>	<p>Implementation Plan for Opportunity and Achievement Gap Policy Systematic focus on Opportunity and Achievement Gaps (Goals with all District Departments)</p> <p>Cultural Proficiency measures (CLSP) for schools and the district CLPS Rubric, Tools, Teacher/Principal rubrics</p>

Culturally and Linguistically Sustaining Practices

Using the cultural knowledge, prior experience, frame of reference and performance styles of diverse students to make learning encounters more relevant and effective in promoting academic achievements; it teaches to and through the strengths of students. It is culturally validating and affirming. (*Geneva Gay, 2000*)

Three Competencies of C.L.S.P

#1: Awareness: *Comprehend your Cultural Frame of Reference/Bias*

- ❖ Knowledge of our socio-political landscape as well as historical and structural inequities
- ❖ Interact authentically and proficiently with others from different cultural frames with the prerequisite knowledge that in order to do this you need to be intentional in examining your own frame.

#2: Cultural learning/relationship-building

- ❖ Building authentic cultural knowledge of students, families, and communities you work with, checking assumptions and judgement
- ❖ Build trusting relationships with students (especially marginalized/dependent learners) so that you can push them to proximal zone of development).

#3: Construction of a repertoire of culturally and linguistically sustaining practices

- ❖ Adapt and ameliorate classroom and institutional practice based on satisfaction of the first two competencies and further knowledge gained through relationships with students, families and community stakeholders.
- ❖ Increase the cognitive capacity of students through connections to their cultural schema.

Where we have been

Year #1

- Why CLSP?
- Returning to the Scene: The Construction of Race
- On White Privilege
- On Internalized Racism
- On Implicit Bias
- Lab

Year #2

- On Intersectionality
- Culture 1- 2 parts
- Culture 2- 2 parts
- Lab

Awareness at School Level: CLSP SMART Goals

CLSP SMART Goal Worksheet

1. A. What do you see as the most critical/glaring Opportunity & Achievement Gaps (OAG) in your school?

B. What are some solutions/strategies you are outlining going to affect the gaps?

C. What challenges do you anticipate in implementing these solutions?

2. What are your specific goals around CLSP for the school year 2017-2018?

3. As we know, CLSP is not a destination but a journey. What continual structure(s) (eg. team meetings, staff pd, etc.) will be used to create the space for this reflective practice?

School:	School Leader:	Date:		
Team Members:				
CLSP SMART/Process Goal	Strategies & Action Steps	Responsibility	Timeline	Evidence of Effectiveness

Products from the work

- OAG policy and Implementation Plan
- Two years of principal PD around CLSP on the socio-political context and culture (Cabinet/department heads same professional learning)
- BPS Racial Equity Tool
- Partners PD
- Lead Teacher PD: CLSP ambassadors
- Foundation for Essentials of Instructional Equity
- CLSP goals in all schools in QSP

New Accountability

- Quality School Plans
- Principal Rubric
- Partner BPS
- Diversity Targets at Schools

Continuing Work

- Teacher Rubrics/Central Office Rubrics/Feedback tools
- Research projects: NYU (impact) and Linda Tropp survey piloting this fall (teacher readiness)
- Colleges and Universities (William James, BC, Wheelock/BU)
- Badging/Courses for incoming staff

Decolonizing of Curriculum

- 7 Forms of Bias/ Toolkit
 - OAG Policy with APL
- MAC Pilot: e.g. The Banana Monopoly: United Fruit's Campaign in Guatemala, Rice production in Haiti
- 10-Boys: PD/Curriculum