

# Cultural Proficiency and Black History Month Education Update



**LOWER MERION SCHOOL DISTRICT**



## **Presented by:**

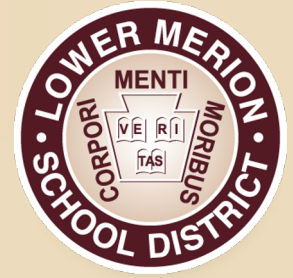
Dr. Jennifer Gaudioso, Director of Elementary Education

Taj Byrd, Teacher at Harriton H.S. and Lower Merion H.S.

Assistant Principals: Lynne Partridge, Stephannie Hannan,  
Renee Boylan Free, Kevin Bray, Jennifer Kehoe



# 2020-2021 Cultural Proficiency



## Goals

- Continue to improve curriculum and instruction through ongoing equity review and resource development and refinement.
- Develop student-centered School Cultural Proficiency goals aligned with professional development plans to support action toward goals.

## Key Results

- ✓ Guaranteed student learning experiences K-12
- ✓ Shared aligned K-12 PD focused on supporting teacher implementation with students.
- ✓ Sage Wellness Group support
- ✓ Scope reaches well beyond February. Black History Month is contextualized within ongoing and prioritized District work.

# CP4Kids: Long-term District Focus Meets Powerful Collaboration



- 2014-2020: District Focus, Innovation & Collaboration: All buildings set CP goals and designed student experiences.
  - CP4Kids development & implementation started at PWES.
- 2017-2020: Some lessons were adopted and piloted at 2 additional schools.
  - Cross-building collaborations grew. Existing efforts intersected.
- 2020-2021: CP4KIDS lessons were revised, aligned, and scaled up to be delivered in all six elementary schools.



# CP4Kids Implementation



## Lesson Timeline

- Lesson One - Nov. 13<sup>th</sup>
- Lesson Two – Feb. 25<sup>th</sup>
- Lesson Three – March/Apr (TBD)
- Lesson Four – May (TBD)

# Social Justice Standards-based Lessons



## Anchor Standards Examples

- **Identity** - Students will develop positive social identities based on their membership in multiple groups in society.
- **Diversity** - Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- **Justice** - Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- **Action** - Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

# Lesson Alignment



## Second Grade Lesson Two: The Name Jar, Yangsook Choi

### [Google Slide Link to Lesson](#)

**Topic:** Diversity/Justice

**Transformative Goal:** Cultural - Navigate diverse sources and perspectives to reach discerning and thoughtful understandings. Share stories, ideas, and points of view while engaging others to think interdependently and act collectively.

**Habits of Mind:** Listening With Understanding and Empathy, Thinking Interdependently, Thinking About Your Thinking

#### Enduring Understanding:

*We celebrate our differences and similarities. Talking about heritage is an important part of one's identity. A person's name is given to a child to help them move through life with strength and meaning. A person's name is often linked to a person's race and ancestry. Race is an important part of our identity.*

#### Social Justice Standards:

- Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- Students will respond to diversity by building empathy, respect, understanding, and connection.

#### Learning Targets:

- I can feel good about myself without being mean or making other people feel bad.
- I know everyone has feelings, and I want to get along with people who are similar to and different from me.
- I will join with classmates to make our classroom fair for everyone.

[CCSS](#): PA Common Core Standards

# Learning Targets: *I Can Statements*



## Sample learning targets for a 3rd grade lesson:

- *I know and like who I am and can talk about my family and myself and describe our various group identities.*
- *I can feel good about my identity without making someone else feel badly about who they are.*
- *I like knowing people who are like me and different from me, and I treat each person with respect.*
- *I know that race is one important part of my identity, and talking about race is important.*



# Communication and Reflection



- ❖ Pre-Lesson family letters, sent announcing lesson.
- ❖ Post- Lesson family letters, grade-level specific.
- ❖ Post-Lesson teacher survey and feedback on lesson refinement.

# Parallel Professional Development

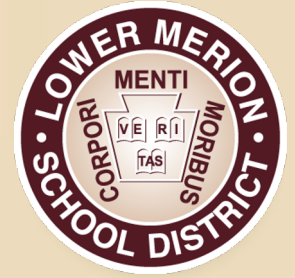
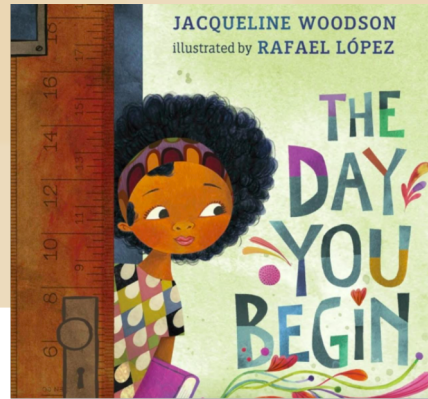


## Lesson-Focused

- Assistant Principals & K-5 Cultural Proficiency Team representatives
- Dedicated time at each In-Service Day
- Structured PLC conversations
- Aligned efforts

## Teacher-Focused

Principal and Building CP Team plans: Book groups, faculty meeting focus, consultation with Dr. Tara Doaty, community-building

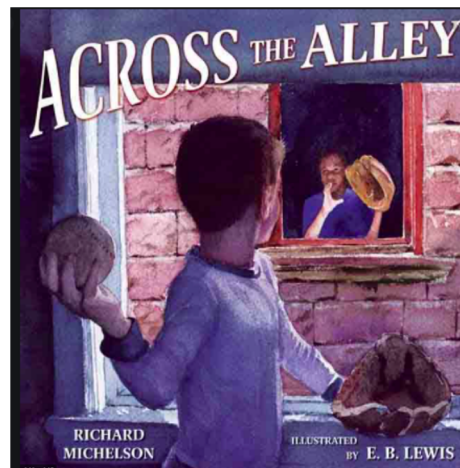
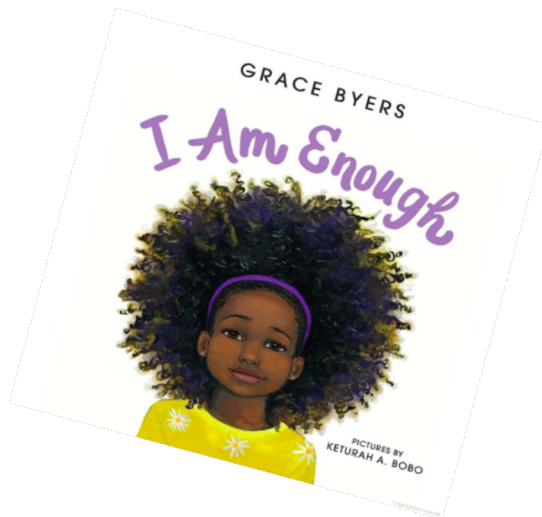


***“The instructional plan was well developed and easy to follow. The story was grade-appropriate and allowed for meaningful discussion about the various ways people identify themselves. “***

***~ 4th grade Teacher***

***“The detailed lesson plan and language to use helped deliver a successful and safe lesson for the students.”***

***~1st grade teacher***



***"Today, 4S had an AMAZING experience with our CP for Kids discussion. We began by refreshing what the words "cultural" and "proficiency" mean, and then explored prejudice and stereotype through our slides... the kids came up with INCREDIBLY insightful comments around our topic. The discussions are so rich and meaningful, and it makes my heart sing every time we discuss these important topics!" LMSD@Home Teacher***

**I learned what a stereotype is**

**I loved the book you read us**

**the boys becoming friends in the book was my favorite part**

**I learend what proficiency is**

**I learned that people are all different even if they are same religion**

**boys can be ballerenas and girls can lift waits or be firemen**

**dont steryotype people just because they are something that doesnt mean that they cant do it.**

**pre judge is to make stories up in our head**

**I though it was a great lesson and it really tells people to treat other people fairly**

**we all pre juge but we need to be aware of when we juge**

**That men can be AWSOME violin players!**

**violins have a lot of notes**

**I learned to be careful what we assume about people because it is not always true**

**I learned that you shouldn't assume that someone does something or is good at something because of the skin color they have or if they are a boy or a girl.**

**it is important to learn about people**

**i liked todays talk**

**: I liked it! The lesson was really good. I especially liked the book and video at the end!**

**I learned that people are judged because you may not expect a black person to play a violin or a boy to do ballet.**

**I loved our lesson**

**stereotyping can make peeople feel really sad**

**I liked the music we listened to with the black men playing**

**i loved the book and the violins**

# Community Support for Equity Work



Two CY/BC families have created a fundraiser to provide \$125 for each elementary school to purchase books related to cultural proficiency!

7- year old Jackson Ziemba, a PW first grader organized and led a community BLM March last June.

<https://www.fox29.com/news/local-7-year-old-boy-organizes-black-lives-matter-march>

(2 minutes/ 31 sec)





An abstract, colorful background featuring a central white rectangular box containing text. The background is composed of various shades of blue, green, yellow, and red, with visible brushstrokes and a textured appearance. The text is centered within the white box and reads:

**Diversity** is a fact.  
**Equity** is a choice.  
**Inclusion** is an  
action.  
**Belonging** is an  
outcome.

- Arthur Chan

*"In a perfect world there is no race. When looking at genetics it's easy to conclude that there is only one race and we are all steady mixtures of the places we've come from. A part of my job has included social science research. In this regard my concerns are that the political and media focus on labeling people into racial categories has the risk of reinforcing negative stereotypes rather than celebrating the differences. I really appreciate this well thought out approach. Keep up the great work..." PVES parent*



# Black History Month 2021

*Black History is American History*



## Student Feedback

Lead by Shameeka Browne, BC's REACH students shared...


- "I hope to see some unknown black figures this black history month instead of just MLK and Rosa Parks"
- "See more representation, not just the slavery and civil rights movement"
- "Some black people who have made other accomplishments to the world"
- "We don't need to hear the same names every year there are others who haven't been acknowledged and if we do learn more into slavery I really don't want to hear Harriet Tubman the whole time"
- "I also want to know what really happened during slavery and segregation because we never really learned the truth just like watered down versions."

# Black History Month 2021

## *Black History is American History*




### The Do's and Don'ts of BHM (created by PV's Elaine Johnson)




#### BEGIN WITH

- WE ARE ALL 99.9% ALIKE. WE ARE THE HUMAN RACE.
- A SHORT OR INVOLVED UNIT OF STUDY ON AFRICA. WE ALL COME FROM AFRICA.
- A READ ALOUD OR TEXT THAT CONNECTS SIMILARITIES BETWEEN CULTURES




#### TEACH ABOUT

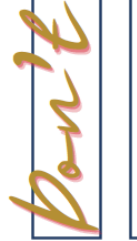
- THE REVOLTS; THE MANY WAYS ENSLAVED AFRICANS USED RESISTANCE- BY LEARNING HOW TO READ, FIGHTING BACK, ETC.
- THE MANY UNNAMED HEROES IN THE CIVIL RIGHTS MOVEMENT WHO LIVED A LONG TIME. USE RELEVANT EXAMPLES SUCH AS RUBY BRIDGES AND JOHN LEWIS.



#### REMEMBER TO

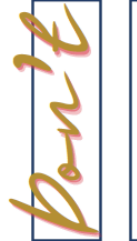
- USE BOOKS TO TEACH THE HISTORY- BOOKS CAN HELP TEACH TOUGH CONCEPTS
- LET THEM KNOW THE HISTORY THAT HAPPENED IS THE FAULT OF WHITE SUPREMACY AND RACISM.
- READ EVERY DAY BOOKS THAT SHOW BLACK CHILDREN EXPERIENCING JOY AND NORMALCY.





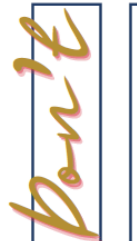
#### BEGIN WITH

- THE CONCEPT OF SLAVERY. SLAVES WERE BROUGHT OVER TO THIS COUNTRY BY EUROPEANS. THEY WORKED FOR FREE FOR MANY YEARS.
- THE WELL KNOWN CIVIL RIGHTS LEADERS- MARTIN LUTHER KING AND ROSA PARKS.




#### TEACH WITH

- BOOKS WHERE THE EMPHASIS IS ON THE WHITE SAVIORS AND THE SAD SLAVES.
- ONLY USE BOOKS ABOUT HISTORY: JIM CROW, SLAVERY, CIVIL RIGHTS



#### ONLY FOCUS ON

- ATHLETES, ENTERTAINERS AND MUSICIANS.
- THE TRAGIC STORIES IN THE AFRICAN AMERICAN COMMUNITY.



# Black History Month 2021

## *Black History is American History*



### Collaboration- **Bringing Ideas to Life**

- ❖ John MacElveen - BLM @ School Week of Action (5 principles)
- ❖ Aligned w/ ASALH (Association for the Study of African American Life and History) annual BHM theme – The Black Family
- ❖ Along with Lynne Partridge, spent a full-day collaborating with k-12 educators
- ❖ Broke into teams to create framework for each level (elementary, middle, & high school)
- ❖ Tyler Goodwin, Nate Bantoe, Nora Christman, Betsy Gauvin, Megan Gibson, Kate Witman, John MacElveen – high school
- ❖ Jake Stankunas, Amanda Groen, Treci Butler, Rachel Nichols, Hamirah Mobley, Rebecca Epting, Jules Martel, Heather Cook, Jenn Swetland, Collin Quinn, Ashley Craig, Sarah Payne – middle school

# Black History Month 2021

*Black History is American History*



## Vision- **Why**

Honor and celebrate the Black experience in America by creating a shared student experience for LMSD 6<sup>th</sup> – 12<sup>th</sup> graders ensuring...

- faculty are prepared to facilitate
- lessons are non-traumatic for BIPOC students
- deeper educational experience for all students
- students are actively engaged in the content

# Black History Month 2021

*Black History is American History*



## In Action- **When**

4+ lessons/activities delivered during advisory,  
FORUM or RALLY *beginning* during BHM

### **Middle School**

Facilitated during LEARN/RALLY

- Week 1: Norming & Empathic Listening
- Week 2: Diversity & Collective Value

### **High School**

Facilitated during advisory

- Week 1: Culture
- Week 2: Black Culture
- Week 3: Black Education
- Week 4: Black Joy

# Black History Month 2021

*Black History is American History*



## Facilitation- **How**

### Middle School

- Began by (re)establishing the goals of FORUM/RALLY, revisiting norms, and setting the stage for empathic and courageous conversations
- BHM lessons presented as interactive “one-pagers”
- BHM Spirit Week

### High School

- Created BHM site as a “one-stop-shop”
- Each lesson includes script, Nearpod, and office time
- Intentionally began w/ “What is Culture” lesson
- Held one-hour faculty training and practice session before “Black Culture” lesson



# Black History Month 2021

## *Black History is American History*



### Middle School






Lesson 1: Norming & Empathic Conversations

Lesson 2: Diversity & Collective Value

## Diversity & Collective Value

### 1. GREETING

Choose a virtual greeting.



Wave      Thumbs up      Peace Sign      Air Hug      Air High Fives


### 2. VOCABULARY

**Diversity:** people from a range of different social or ethnic backgrounds, gender identities, religions, abilities, economic status, sexual orientation, etc.

**Collective Value:** Different people do different things and have different feelings. Everybody in a community is important and has the right to be safe and happy.

### 3. VIEW & WONDER

What do you notice?



*PhilaGuernica*, Jared Owens, 2020

Advance to the next slide for a larger image and link to intro video in notes.

### 4. THINK ABOUT IT

What is something that represents you and your diversity? *Think of/find/draw an image.*

### 5. SHARE & CREATE

Making an Impact on Others

Share out the image you chose and why you selected it.

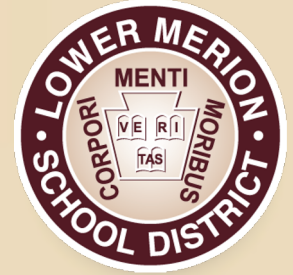
Artist Jared Owens created *PhilaGuernica* with youth to reflect positive aspects of youth culture as they see it.

If you were to create a mural to represent the diversity and collective value of everyone at our school, what images would you include?

Let's make a mural mock-up together!

# Black History Month 2021

*Black History is American History*



## BCMS BHM Spirit Week

*BLACK HISTORY MONTH*

**SPIRIT WEEK**

**FEBRUARY 22-26**

*EVERYONE IS INVITED!*

**MONDAY FEB 22 BLACKOUT**  
ALL BLACK EVERYTHING! SHOW UP AND SHOW OUT IN ALL BLACK ATTIRE! ONLY HAVE ONE BLACK ARTICLE OF CLOTHING? IT'S FINE, WEAR IT!

**TUESDAY FEB 23 PAN-AFRICAN Day**  
Wear Red, Black, Green, or all three to support Pan Africanism. But wait...what is Pan Africanism?! It is the belief that people of African descent have common interests and should be unified! The Pan-African Flag has red, black, and green in it!

**WEDNESDAY FEB 24 REP YO' ROOTS**  
Wear colors from the flag(s) of your cultural background! Want to take it a step further? Wear attire that represents your cultural background!

**THURSDAY FEB 25 DRESS TO IMPRESS**  
Let's celebrate Black Excellence by wearing your finest clothes to school! What is Black Excellence? It is the idea that people of African descent live their lives in ways that moves their community forward.

**FRIDAY FEB 26 HBCU Day**  
Wear attire from a Historically Black College or University! Don't have any HBCU attire? Wear clothing from any college, university, or trade school of your choice!

RESPONSIBILITY  
EXCELLENCE  
ACCOUNTABILITY  
COMMUNITY  
HONOR

THIS SPIRIT WEEK IS SPONSORED BY  
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# Black History Month 2021

*Black History is American History*



## BHM Site

- ❖ Advisory resources ([Black Education example](#))
- ❖ Curriculum resources
- ❖ Training
- ❖ BSU events
  - weekly events for all students
    - Black Love movie event (cookie baking contest)
    - Meet the Greeks (Divine 9)
    - Black Joy trivia contest
- ❖ Fact of the Day (28 days of interactive content)
- ❖ Local Heroes
- ❖ Virtual doors (LMSD@Home)

# Black History Month 2021

*Black History is American History*



## Staff Feedback

- “I’m sure people did it better than me, but at least I put myself out there and did more [than I usually do]. Smiling, crying emoji. The training last week helped a lot. It got me kick started and I also realized we are all doing this, together. I am also comfortable with Nearpod, which helped. Kids posting on the discussion board is great.”
- “Please thank the team for putting this together. Voices are being heard, people are listening, minds are changing. It was a beautiful, thought provoking lesson.”
- “I had a great experience with my seniors in advisory on Friday going through the BHM lesson. My students were engaged and insightful. The dialogue was great and we ended up running out of time for the last section which seems like a good problem to have.”

# Black History Month 2021

*Black History is American History*



## Staff Feedback

- “Thanks for this lesson. I enjoyed showing it and having the discussion (very limited but I have a quiet advisory).”
- “Honestly, I thought I would be uncomfortable but I wasn’t when all said and done. The script really helped. Thanks for all you do.”
- “Thanks! This all worked out really well and went smoothly. I appreciate your efforts, and all of the committee, to make this manageable for us all 😊”
- “It’s obvious how much effort and passion went into this lesson and our students are the beneficiaries.”

# Black History Month 2021

*Black History is American History*



## Staff Feedback

- "...I wanted to thank you for the Black History Month website! I love the layout and look of it, as well as how it's teacher friendly AND student friendly (in case a student is absent and would like to work through the materials later on). It's clear a lot of heart and thought was put into this. Just wanted to thank you for it and offer some kudos!"
- "Thank you for all your time, energy and awesome resources for all of us! Hope you have a great weekend!"
- "Thanks so much again for planning today's advisory with such powerful visual pieces!"



*“We have flown the air like birds  
and swum the sea like fishes,  
but have yet  
to learn the simple act  
of walking the earth  
like brothers.”*

*Martin Luther King Jr.*

