

**CRP mtg notes: 9/23/13**

From a 4 6hr sessions to 3 hr intro, then 4x 90 minute follow ups, need follow up + Danielson = 12 hrs

Next yr 4 90 min PD wed follow ups to Tie together CRP with EEI and Danielson next school year = 12 hrs

Summer make up sessions, refreshers

Try not to overtax teachers or trainers and tie it all together (24 came from EEI model)

Funding to compensate teachers and trainers for training outside of school ay

For background, the USP states, “ ...the District shall provide all administrators and certificated staff, particularly those who are teaching courses of instruction centered on the experiences and perspectives of African American and/or Latino communities, with training on how to **create supportive and inclusive learning environments** for African American and Latino students with an emphasis on curriculum, pedagogy and **cultural responsiveness**. The trainings shall focus on learner-based approaches that emphasize students’ cultural assets, backgrounds, and individual strengths.”

Danielson can be used for Anticipatory Set

Some training can be online, information

Grading days, and after schools for makeups

End goal? Supportive and inclusive learning environment, from the bus, to the office to the classroom

Can target and test with Parapro’s and Transportation

Feedback from new teacher training? From Richard.

What is Culturally Responsiveness? Practices? Use Student’s background. Built on good practices. Use Common Language of EEI and Danielson. Not a checklist, need reflection on practice.

Talk about equity and cultural competence, **Danielson, p 32-33 in book, plus components: 1b, 1e, 3a, 3c, 4c**

Once we develop this, part of standard district walk through protocol, ie: pics on walls reflect students, etc. What other evidence can we collect for CRP?

Mention of article in paper from Sunday: [http://azstarnet.com/ap/commentary/esther-j-cepeda-the-tough-world-of-boys/article\\_b6fd993e-8897-5f6f-a572-3faf5f79ade7.html](http://azstarnet.com/ap/commentary/esther-j-cepeda-the-tough-world-of-boys/article_b6fd993e-8897-5f6f-a572-3faf5f79ade7.html)

Example of racial microaggressions: <http://www.apa.org/monitor/2009/02/microaggression.aspx>

“Everyday antiracism” Michael Pollack <http://www.amazon.com/Everyday-Antiracism-Getting-About-School/dp/1595580549>

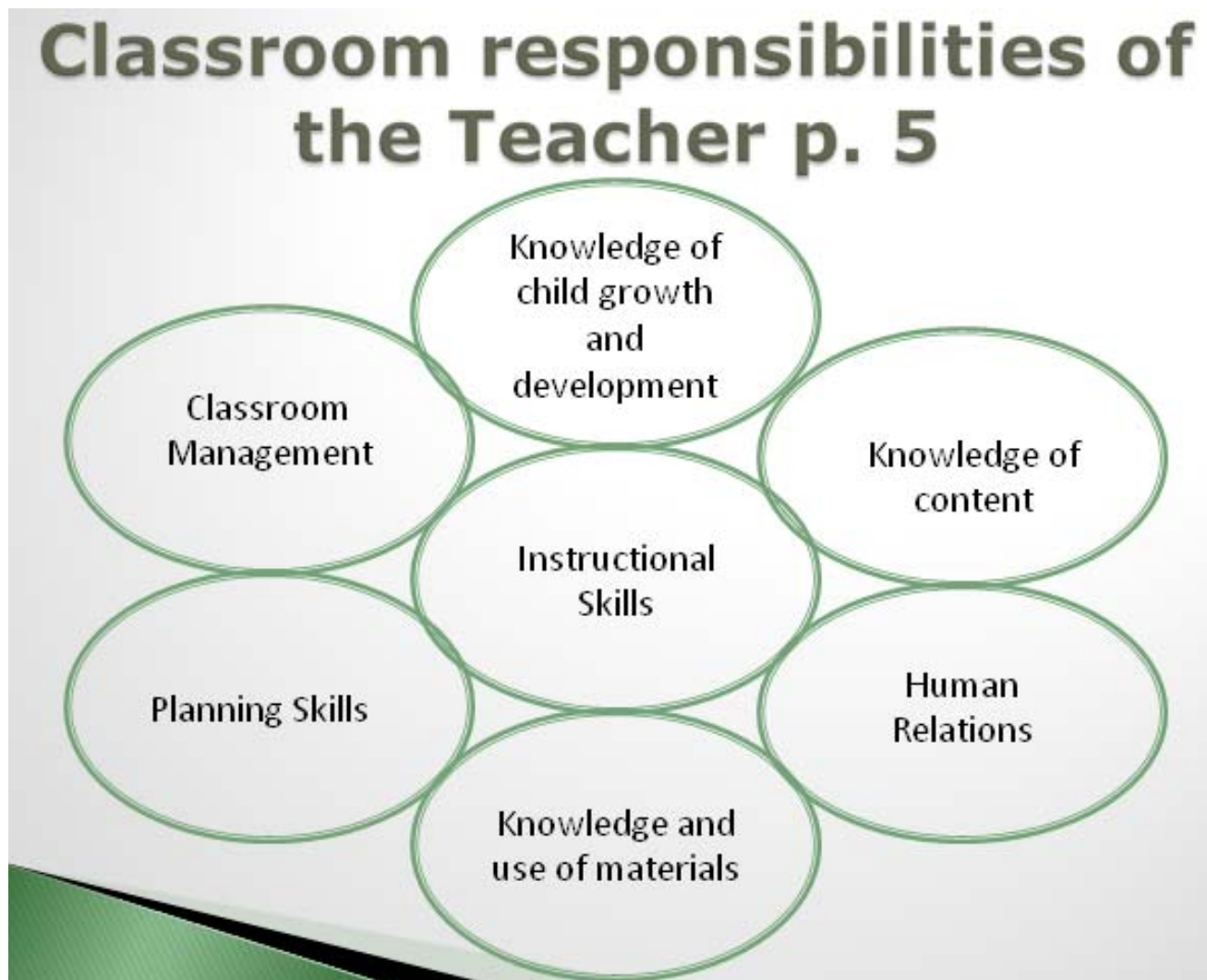
<http://equityallianceatasu.org/>

<http://www.nccrest.org/>

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Look at notes, read through modules at 2 links above. Still need to ID objectives, resources above could be used to support objectives. **Still need to define Culturally Responsive Practices?** Learner based approaches!

Tie into EEI 7 circles see image below:



EEI Lesson Design template **(Use this to design PD sessions modeling EEI)**

Input:

Who presents/facilitates:

Time:

Resources required:

1. Big Picture: Why are we here?

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2. Objectives: By the end of the lesson student will be able to \_\_\_\_\_(observable behavior) for/of \_\_\_\_\_(learning)
  
3. Anticipatory Set: Student's mind seeks past info about the new idea
  
4. Information:
  
5. Practice/Active Participation: All of the students, all of the time (examples: buddy buzz, summarize notes, graphic organizer, underline key words, star important concepts, hand signals, vote, 4 corners)
  
6. Closure: Student's mind summarizes what is being learned (not more practice) (examples: How would you explain this to someone else, choral response, tell your partner, finish this statement, the most important thing you learning today and why, in your own words

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