California Modules
Professional Learning Toolkit

Professional Learning Toolkit

Committing to Racial Equity and Cultural Responsiveness

Topic 4

Topic and Module Overview

Caring for Ourselves: The Science of Emotional Resilience	MOD 1.1	Understanding Your Emotions
	MOD 1.2	Navigating Your Emotions
	MOD 1.3	How to Be Kind to Yourself
	MOD 1.4	How to Be Compassionate Without Suffering So Much
	MOD 1.5	Self-Awareness, Emotional Resilience, and Equity
Safety & Belonging in Classrooms and Schools	MOD 2.1	Why Belonging Matters
	MOD 2.2	Knowing Ourselves First: Surfacing Our Beliefs About Social and Emotional Well-Being and Belonging in Schools
	MOD 2.3	The Questions of Belonging: Interventions to Help Students Feel Like They Belong
	MOD 2.4	Meeting Students' Psychological Needs to Help Them Feel Like They Belong
	MOD 2.5	Cultivating Belonging Through Teacher-Student and Peer Relationships
	MOD 2.6	Building a Belonging School Through Trust and Psychological Safety
Teaching for Social, Emotional, and Academic Development	MOD 3.1	Preparing to Support SEL in Classrooms
	MOD 3.2	Explicit SEL Instruction
	MOD 3.3	Planning for Social-Emotional-Academic Development
	MOD 3.4	Integrating SEL into Leading
Committing to Racial Equity and Cultural Responsiveness	**MOD 4.1**	**Unpacking Our Identities: Addressing Identity, Power, and Privilege**
	MOD 4.2	**Engaging in Meaningful Conversations about Race and Equity**
	MOD 4.3	**SEL Instruction Through a Culturally Responsive Lens**
	MOD 4.4	**Elevating Student Voices**
	MOD 4.5	**Evaluating Our Systems, Policies, and Procedures**
Addressing Trauma and Adversity: Supporting Student Mental Health	MOD 5.1	Defining and Understanding Trauma and Adversity
	MOD 5.2	Recognizing the Signs of Childhood Trauma and Adversity
	MOD 5.3	Creating Healing-Centered Environments
	MOD 5.4	Developmental and Other Strategies for Healing
	MOD 5.5	Mental Health Crisis Intervention: Steps and Strategies
Supporting SEL through Family and Community Engagement	MOD 6.1	Exploring Family and Community Engagement with an SEL Lens
	MOD 6.2	Building Partnerships with and Honoring the Contributions of Diverse Families
	MOD 6.3	Listening and Communicating Effectively with Families
	MOD 6.4	Expanded Learning and SEL: Collaborating Across In-School and OST Contexts
	MOD 6.5	Aligning around SEL Through Community Partnerships

Topic 4 **Learning Objectives**
Committing to Racial Equity and Cultural Responsiveness

Content	Learning Objectives	CA TSEL Guidelines
4.1 Unpacking Our Identities: Addressing Identity, Power, and Privilege	- Examine the root causes of inequity - Examine how our own identities, power, and privilege can impact students and colleagues	Link Objectives to Developmental Indicators in [California Transformative SEL Competencies](#)

The [California Department of Education (CDE)](#) aims to support and advance the efforts of educators across California who are working to fully integrate systemic SEL and equity by building on the promise of T-SEL as a concept. To provide these supports, the [CDE has articulated developmental indicators for CASEL's five core competencies](#):.

Sourced from CDE (July 2023): |
4.2 Engaging in Meaningful Conversations about Race and Equity	- Assess our personal vulnerabilities, strengths, and needs in preparation to facilitate discussions about race with students and colleagues - Explore best practices for navigating conversations about race and equity with students and colleagues	
4.3 SEL Instruction Through a Culturally Responsive Lens	- Examine the needs and experiences of our students - Explore culturally-responsive SEL practices and instructional approaches - Review and revise classroom practices, given specific prompts and guidelines	
4.4 Elevating Student Voices	- Assess the degree to which student voices are currently elevated in your school - Explore ways to elevate student voices in the classroom and school	
4.5 Evaluating Our Systems, Policies, and Procedures	- Examine detours that can prevent a classroom or school from achieving racial equity - Assess the classroom and/or school's systems, policies, and procedures and their effectiveness in achieving equity	

Research Briefs

How Students Benefit from School Diversity: A complex new study strengthens the case for racially-balanced schools—and uncovers additional advantages for students of all ethnicities.

White Racism May Hurt the Health of Both Whites and Blacks: According to a new study, there are more heart-disease-related deaths in overtly racist communities.

Why Don't Students Take Social-Emotional Learning Home?: New research suggests we need to take account of how diverse groups of students view and apply SEL skills.

Why Teachers Are More Likely to Punish Black Students: A new study shows that teachers of all races are more likely to punish Black students. Fortunately, research also points to solutions.

Articles & Websites

An Educator's View: The Empathy & Compassion Biden Talks About Are SEL Skills Every Child Should Have. How Teachers Can Help Students Learn Them "SEL with an equity lens teaches children not only to develop empathy, but explicitly to learn how to be in community with others who may think, feel or live differently from them," says educational leader Kamilah Drummond-Forrester in The 74. Here, she outlines three ways to help students learn these skills.

Emerging Insights: Advancing Social and Emotional Learning (SEL) as a Lever for Equity and Excellence This CASEL article identifies four ways that SEL can be used to cultivate knowledge, beliefs, practices, and relationships in service of creating more equitable schools.

Equity and Student Success: Explore a set of five infographics from USC's Center for Urban Education that explain equality vs. equity in schools.

Five Ways to Have Better Conversations Across Difference: It's not easy, but we can find common ground in difficult conversations.

Four Ways Teachers Can Reduce Implicit Bias: Explore tips to help teachers treat all of their students with dignity and care.

Look Twice: Susan T. Fiske has some bad news: Prejudice might be hardwired in our brains. But the good news is that we can still learn to override our prejudices and embrace differences.

Mathematics in Context: The Pedagogy of Liberation: Two math educators explain how their commitment to equity informs the way they teach in this Learning for Justice article.

Rising Up Together: Spotlighting Transformative SEL in Practice with Latinx Youth: This brief published by CASEL is an early effort to illustrate transformative SEL in practice based on surveys with youth, interviews with teachers, and observations during dedicated SEL instruction time.

The International Journal of Student Voice: Review an open-source student voice journal that uses student feedback as part of its peer review process. The journal publishes youth-led participatory action research.

Toward Transformative Social and Emotional Learning: Using an Equity Lens This is a brief by Robert Jagers, Deborah Rivas-Drake, and Teresa Borowski that features specific questions and practices for using SEL to promote educational equity.

What Makes a Good Interaction Between Divided Groups?: Intergroup contact can help bridge divides, under certain conditions.

What it Means to BE an Anti-Racist Teacher #DisruptTexts co-founder Lorena Germán talks about culturally sustaining pedagogy in this article by Learning for Justice.

Why COVID-19 Is Our Equity Check: This ASCD article by Dena Simmons describes how the COVID-19 pandemic forced schools and society to "confront long-simmering inequities."

Video and Audio Resources

[Breaking the Wheel: How Can We Work to Dismantle Systems of Oppression](#) (29:00): In this Everyday SEL podcast, the hosts discuss the recent racially motivated mass shootings, the impact systemic racism has on students and school, and how to initiate change.

[Fostering Belonging Through Student Norms](#) (3:32): View a short video from Edutopia that shows middle school students creating classroom norms.

[From Othering to Belonging](#) (26:05): The Greater Good Science Center's Science of Happiness podcast features john a. powell, director of the Othering & Belonging Institute, discussing racial justice, well-being, and widening our circles of human connection and concern.

[How to Understand Power](#) (7:01): "Power is the ability to make others do what you would have them do." Eric Liu explores six forms of "civic power" and the three laws of power in this Ted-Ed talk.

[Listen, dammit! Student voice, are you listening?](#) (8:32): View a TEDx talk by Danez Smith where he talks about how being asked "What do you want to learn or create?" changed his educational experience.

[Native American Charter Academy](#) (11:34): This is a PBS video about NACA's efforts to center their curriculum and school culture around the identity development of their students.

[On Black Girls, Discipline, and Schools](#) (1:15:00): Bettina Love invites educators to reconsider school policy around black girls, which will have a ripple effect on other students.

SEL as a Lever for Equity: CASEL Webinar Series

> [CASEL Cares: SEL as a Lever for Equity and Social Justice](#) (46:19)
>
> Part 1: [Cultivating & Communicating Commitment](#) (1:04:00)
>
> Part 2: [Adult SEL to Support Antiracist Practices](#) (1:00:32)
>
> Part 3: [Elevating Student Voice and Vision](#) (53:23)
>
> Part 4: [Authentic Partnerships with Families and Communities](#) (43:02)
>
> Part 5: [Policy and Data Practices that Dismantle Inequity](#) (55:53)

[The Danger of a Single Story](#) (18:32): In this TED talk, Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice—and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.

[W. Kamau Bell's Thoughts on Awkward Relationships and Bridging Divides](#) (18:15): In this Science of Happiness Podcast, Comedian W. Kamau Bell discusses the challenges of finding common ground, even with people in your own family.

Guides and Practices to Support Adults

Bridging Differences Playbook: Drawing on cutting-edge research and insights from trailblazing programs, this playbook from the Greater Good Science Center highlights 14 key skills and strategies for overcoming divides. You can focus on skills to practice on your own (intrapersonal), with others (interpersonal) and across groups (intergroup).

Common Beliefs Survey: Teaching Racially and Ethnically Diverse Students: In this Greater Good in Education Practice, teachers rate their level of agreement with 13 common beliefs about racially and ethnically diverse students, reflect on their beliefs and their possible consequences, and then outline action steps for better serving their students.

Dear Educators, It's Time to Fight for Asian America: This resource by Wayne Au and Moé Yonamine in Rethinking Schools includes support for Asian American students and educators and teaching advice for Black, Brown, Indigenous, and White educators.

Embrace Race: This website features a range of tips, articles, and webinars from an organization founded by two parents who set out to create the community and gather the resources they needed to meet the challenges faced by those raising children in a world where race matters.

Guiding Questions for Educators: Promote Equity Using SEL: Review a list of questions that educators can use to explore the CASEL core competencies through an equity lens.

I See You. Everyone Matters: In this Greater Good in Education practice, members of a classroom or meeting learn to respectfully acknowledge each person in the group.

Six Steps to Speak Up: This short article from Learning for Justice offers simple tips for interrupting microaggressions when you encounter hate, bias, or discrimination, and it's part of a larger guide called Speak Up at School.

Strategies for Teaching Fearless SEL for Societal Change: Utilize the following ideas for using CASEL's five SEL competencies to help cultivate youth agency, civic engagement, and social change.

Three Social-Emotional Skills You Need to Discuss Race in Classrooms: This Greater Good article outlines SEL-based strategies for supporting civil and empathic discussions of race.

Use your Social Network as a Tool for Social Justice : This article from the Harvard Business review describes your capacity to influence others to be anti-racist and to be anti-sexist in the workplace—those you know directly and individuals as much as three social steps away from you.

Guides and Practices to Support Students

An Educator's View: The Empathy & Compassion Biden Talks About Are SEL Skills Every Child Should Have. How Teachers Can Help Students Learn Them: "SEL with an equity lens teaches children not only to develop empathy, but explicitly to learn how to be in community with others who may think, feel or live differently from them," says educational leader Kamilah Drummond-Forrester in The 74. Here, she outlines three ways to help students learn these skills.

CASEL School Guide: Elevate Student Voice: Explore a collection of tools, examples, and organizations for elevating student voice.

Dear Educators, It's Time to Fight for Asian America: This resource by Wayne Au and Moé Yonamine from Rethinking Schools includes support for Asian American students and educators and teaching advice for Black, Brown, Indigenous, and White educators.

Dr. Ibram X. Kendi Picks: Anti-Racist Books for Kids: "This reading list [from Common Sense Media] is for all people — but especially for young people — who want to do the necessary work of chipping away at racism and all of its manifestations," says the award-winning author and educator.

From Sympathy to Action: In this Greater Good in Education practice, students reflect on readings and engage in discussions about the responsibilities they have to address suffering and injustice in larger society.

Helping Students Discuss Race Openly: This article from ASCD focuses on how to set the stage for conversations and includes six actions you can take to facilitate meaningful conversations.

Let's Talk: Facilitating Critical Conversations with Students: Learn how to facilitate critical conversations with students in this resource from Learning for Justice.

Speak Up at School: How to Respond to Everyday Prejudice, Bias, and Stereotypes: Explore how to speak up and interrupt microaggressions in this guide by Learning for Justice..

Strategies for Teaching Fearless SEL for Societal Change: Explore ideas for using CASEL's five SEL competencies to help cultivate youth agency, civic engagement, and social change.

I See You, Everyone Matters: In this Greater Good in Education practice, members of a classroom or meeting learn to respectfully acknowledge each person in the group.

Student Organizations

Explore these organizations' goals and activities to dig deeper into youth voice and the organizing at work in California:

Asian Pacific Islander Youth Promoting Advocacy & Leadership: AYPAL's mission is to empower Oakland's low-income Asian & Pacific Islander immigrant and refugee families to be leaders for school reform and neighborhood change.

Coleman Advocates: This organization organizes low-income high school students of color in San Francisco through a program called Youth Making A Change.

Oakland Kids First: This program increases youth voice, leadership, and power to create engaging and equitable public schools where all students learn and lead. Their program Representing Educated Active Leaders Having A Righteous Dream, or REAL HARD, centers youth voice, agency, and decision-making power through organizing around students' own educational experiences. The goals of the program are to build power for young people and to create more equitable and inclusive school cultures for low-income, youth of color in Oakland public high schools.

SC-YEA: South Central Youth Empowered through Action in Los Angeles is a group of African-American and Latino youth working together to improve the conditions of South Los Angeles schools. Based on a community organizing model, SCYEA is an after-school program that works to develop future leaders for South Los Angeles and promotes academic success.

Soundout: Training, Tools, and Assistance for Student Voice and More…: Follow the link to an article about California student voice initiatives Californians for Justice, a statewide youth-powered organization fighting for social justice.

Youth Together: This organization works throughout the Bay Area to empower student voice in broad ways that impact students in schools every day.

Additional Group Facilitation and Professional Development Resources

Understanding Justice: In this brief series of self-paced activities, school staff 1) consider the term "justice" and related terms, 2) record their immediate reactions to a series of words, 3) explore the relationships between personal stereotypes and systemic discrimination, and 4) reflect on the ways that privilege can influence justice.

Bridging Differences Playbook: Drawing on cutting-edge research and insights from trailblazing programs, this playbook from the Greater Good Science Center highlights 14 key skills and strategies for overcoming divides. You can focus on skills to practice on your own (intrapersonal), with others (interpersonal) and across groups (intergroup).

I See You, Everyone Matters: Members of a classroom or meeting learn to respectfully acknowledge each person in the group.

Reading Ourselves Whole: A Contemplative Choral Reading Method: Read an inspiring piece of writing aloud as a group to reinforce a sense of connectedness and belonging.

Identity Charts from Facing History: Lead your colleagues through the experience of creating a personal identity chart to deepen your understanding of yourself.
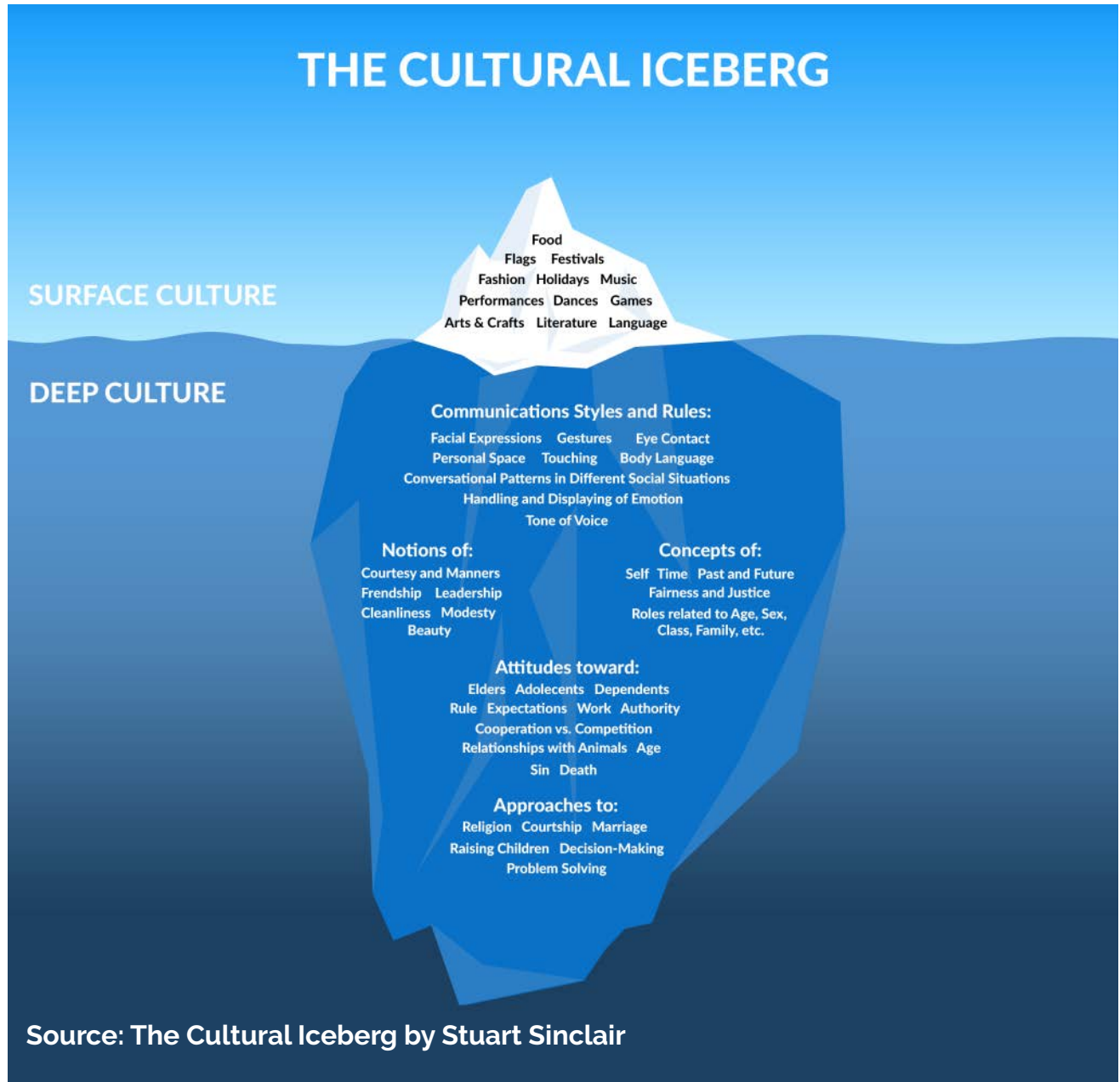
Social Justice: Unpacking Identity: Guide colleagues in understanding identity and how identity affects relationships within the school building and classroom.

Topic 4

TAKE IT DEEPER:
Unpacking our Identities with the Cultural Iceberg

THE CULTURAL ICEBERG

SURFACE CULTURE

Food
Flags   Festivals
Fashion   Holidays   Music
Performances   Dances   Games
Arts & Crafts   Literature   Language

DEEP CULTURE

Communications Styles and Rules:
Facial Expressions   Gestures   Eye Contact
Personal Space   Touching   Body Language
Conversational Patterns in Different Social Situations
Handling and Displaying of Emotion
Tone of Voice

Notions of:
Courtesy and Manners
Frendship   Leadership
Cleanliness   Modesty
Beauty

Concepts of:
Self   Time   Past and Future
Fairness and Justice
Roles related to Age, Sex,
Class, Family, etc.

Attitudes toward:
Elders   Adolecents   Dependents
Rule   Expectations   Work   Authority
Cooperation vs. Competition
Relationships with Animals   Age
Sin   Death

Approaches to:
Religion   Courtship   Marriage
Raising Children   Decision-Making
Problem Solving

Source: The Cultural Iceberg by Stuart Sinclair

MOD 4.1 Unpacking Our Identities:
Addressing Identity, Power, and Privilege

TAKE IT DEEPER:
Cultural Iceberg Reflection

Using the Cultural Iceberg Model as a guide, reflect on the ways in which your cultural socialization shows up overtly in your work with students, families, and colleagues. What was easy to identify?

What less obvious ways did you identify?

How might your students' cultural socialization intersect with yours?

How do these intersections show up overtly and covertly?

MOD 4.2 Engaging in Meaningful Conversations about Race and Equity

TAKE IT DEEPER: Potential HIdden Bias

Stereotypes, prejudices, and biases inevitably influence the way we approach our students and colleagues. Let's explore our own stereotypes, prejudices, and biases.

Use the short article from Learning for Justice to learn a little more about stereotypes, prejudices, biases, and discrimination, and how they all relate. More importantly, increase your own self-awareness by testing yourself for potential hidden biases. Psychologists at Harvard, the University of Virginia, and the University of Washington collaboratively researched and developed a series of Hidden Bias Tests—called Implicit Association Tests. Although this tool may not be 100% valid and reliable, it may spark further thought and self-exploration

Follow this link to read the article and complete the test: Test Yourself for Hidden Bias from Learning for Justice.

What did you learn about yourself as a result of taking the test?

Without sharing your results, what did you learn about stereotypes, prejudices, biases, and discrimination?

How did it feel to take the test and see your results?

After taking this test, what are you left wondering about how you approach and discuss race and equity?

MOD 4.3 SEL Instruction Through a Culturally Responsive Lens

TAKE IT DEEPER: Analyze a Lesson or Instruction

Another way to approach SEL instruction with a culturally responsive lens is to examine a lesson or practice with a set of prompting questions before teaching the lesson or facilitating the practice. Choose one SEL lesson or activity that you are planning to teach (or one from the Greater Good in Education site, if that is more convenient), and review that lesson or practice with the following questions in mind. This activity may require around 30 minutes before teaching, and some additional follow-up reflection after teaching. Follow this link: Making Practices Culturally Responsive.

After analyzing your SEL lesson or practice, consider the following questions: Which practice/lesson have you chosen to examine? Why did you choose it?

What adaptations may be necessary to make this practice/lesson more culturally responsive, trauma-informed, and/or responsive to students with special needs?

Whose perspective(s) is (are) being centered in this practice/lesson? Does this practice/lesson make room for other ways of knowing/being? How does culture inform this practice/lesson?

How does this practice/lesson meet a larger goal or value that you and your students or colleagues hold for your classroom or school community?

MOD 4.4 Elevating Student Voices

TAKE IT DEEPER:
Integrating Student Voices

Explore the following ways to integrate student voices from Harvard Graduate School of Education's Gretchen Brion-Meisels.   .

Tip #1:
Regularly solicit student feedback. Educators can use surveys and other research methods to routinely gather data or ask students what's happening in the hallways and bathrooms, how they feel about the content and structure of classes, and for suggestions on school policies, culture, and climate.

Tip #2:
Engage students in studying and assessing their school. Beyond asking for feedback on questions created by adults, schools can train students in collecting and analyzing data. These youth researchers can then create their own research questions and use observations and feedback from peers to draw conclusions about what's going right, what could be improved, and how to help.

Tip #3:
Include authentic student representation on leadership teams. Principals should leave space for students on school leadership teams, improvement teams, or equity and diversity teams. In meetings, participants should treat students as full members of the team, not just observers. (Note: Children as young as third and fourth grade can participate in these teams if structured correctly.)

Tip #4:
Invite students to any discussion related to their own learning. Individual students need to be included in parent-teacher conferences, IEP meetings, student support meetings, discipline hearings — any discussion in which they are the main topic.

Tip #5:
More broadly, consider young people as stakeholders and partners in their schools. When school leaders set new goals or make a major decision, they should expect students to contribute. At the same time, educators should be willing to help students as they shape and achieve their own aspirations for their learning.

MOD 4.4 Elevating Student Voices

TAKE IT DEEPER:
Integrating Student Voices

Reflect based on your exploration of ways to integrate student voices from [Harvard Graduate School of Education's Gretchen Brion-Meisels](#).

Which of these approaches do you and/or your school currently use? Which would you like to champion going forward?

Have you seen or used other youth voice inclusion practices you think would work for your students?

What are the ways these ideas can be tailored for your student population?

MOD 4.5 Evaluating Our Systems, Policies, and Procedures

TAKE IT DEEPER:
Evaluating Equitable Learning Conditions

Explore The Building Equitable Learning Environments (BELE) Framework, a guide for transforming student experiences and learning outcomes. A set of commitments and core practices and policies suggested in the framework for schools (pages 11-16) and districts (pages 20-24).

Also, utilize Starting Your School's Equity Journey: A collection of readings and practices from the BELE Network that "prepares educators to take leadership for creating equitable learning conditions in their districts and schools."

Based on your exploration, what should your school or district BEGIN doing that it isn't already?

Based on your exploration, what should your school or district CONTINUE doing?

Based on your exploration, what should your school or district CONTINUE doing?