

Raising Multiculturally Kids in the Classroom (Pre K-6th Grade)

Micro-credentials Tier 1: ALLY

By: Raising Multicultural Kids (RMK) and Bridgewater State University (BSU)

Summary

Raising Multiculturally Kids in the Classroom micro-credential training is designed to deepen the professional development of early educators on the topics of trauma competency, culturally responsive teaching practices and RMK's Civics, Advocacy and Justice principles. Educators completing **Tier 1: Ally** credentialing will gain a greater understanding of how to implement their Diversity, Equity and Inclusion (DEI) knowledge into lesson development so they can better meet the needs of their students and the State of Massachusetts' DEI goals on the topics of race, culture, language, socio-economic status, ability, and family structure. Educators will choose from a selection of books and pre-developed lesson guides provided by RMK and leave training with an adapted lesson plan to immediately implement in their classroom.

**Micro-credential completion requires teachers to submit a contextual narrative, modified lesson plan and a reflection on its implementation. Completion of these requirements will result in an additional 10 PDP's to the 7 PDP's gained from the day of training.

Successful completion

All outcomes are aligned with MA DESE Professional Standards for Teachers, Standard 2: Teaching all students

1. Educators will develop an understanding of RMK's curricula foundations (Trauma competency, Multicultural Mindset, Civics, Advocacy & Justice) and the 6 guiding principles for DEI&B lessons in early elementary. (2.b)
2. Educators will enhance their ability to create culturally responsive classroom norms. (2.c)
3. Educators will better implement Diversity, Equity and Inclusion knowledge into lesson development and resource selection. (2.d)
4. Educators will be able to further develop a classroom environment fostering civic engagement through enhanced focus on developing student empowerment and action. (2.c)
5. Educators will be more familiar with using trauma competent practices to address student experiences of identity-based issues. (2.b, e)
6. Educators will demonstrate enhanced understanding of age appropriately discussing the diverse and complex history and/or people in the United States and beyond through submission of a contextual narrative, modified lesson plan and a reflection of its implementation. (2.b) This will serve as educator evaluation evidence of meeting the district's DEI&B goals.

Supporting Research

Berger, E. (2019). Multi-tiered approaches to trauma-informed care in schools: A systematic review. *School Mental Health*, 1-15.

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Colby, S.A. & Lyon, A.F. (2004). Heightening Awareness about the Importance of Using Multicultural Literature. *Multicultural Education*, 24-28.

Derman-Sparks. (2013). Guide for Selecting Anti-Biased Children Books-Social Justice. *Based on Ten Quick Ways to Analyze Children's Books for Racism and Sexism*. <https://ose.soe.vcu.edu/media/ose-soe/images/resource-repository/GuideforSelectingAnti-BiasChildrensBooks-SocialJusticeBooks.pdf>

Dietrich, D. & Ralph, K. S. (1995). Crossing borders: Multicultural literature in the classroom. *The Journal of Educational Issues of Language Minority Students*, 15, Winter (Retrieved from [http://www.ncela.gwu.edu/miscpubs/jeilms/vol 15/crossing.htm](http://www.ncela.gwu.edu/miscpubs/jeilms/vol%2015/crossing.htm)).

Ford, D., Coleman, M.R., & Lawson David, J (2014). Racially, ethnically, and Linguistically Different Gifted and Talented Students. *Gifted Child Today*, Vol 32(3), p 133-155, 161-167.

Hefflin, B. R., & Barksdale-Ladd, M. A. (2001). African American children's literature that helps students find themselves: Selection guidelines for grades K-3. *The Reading Teacher* 54(8), 810–881.

McIver, P. (2018). A Content Analysis of Multicultural Children's Books in the Republic of Korea and America. *Journal of Literature and Art Studies*, Vol 8(1), p 67-80.

Nieto, S. (2000). *Affirming diversity: The sociopolitical context of multicultural education* (3rd ed.) New York: Addison Wesley Longman.

Rios, F., Trent, A., & Castaneda, L. (2003). Social perspective taking: Advancing empathy and advocating justice. *Equity & Excellence in Education*, 36, 5–14.

Scott, K. (2007). Critical Thoughts: Reexamining Teacher Training, Cultural Awareness, and School Reform. *Multicultural Perspectives*, 9(4), 54-58

Tatum, Beverly Daniel. (2003). "Why Are All the Black Kids Sitting Together in the Cafeteria?" and Other Conversations about Race. New York : Basic Books.

Wiggans, R. A., & Folio, E. J. (1999). Development of knowledge, attitudes, and commitment to teach diverse student populations. *Journal of Teacher Education* 50(2), 94106.

Willis, A. L, & Harris, V. J. (1997). Preparing preservice teachers to teach multicultural literature. In J. Flood, S. B. Heath, & D. Lapp (Eds.), *Handbook of research on teaching literacy through the communicative and visual arts* (pp.460–469). New York: Simon & Schuster Macmillan.

Supportive & Helpful Websites:

American Institute for Research: <https://www.air.org/our-work/education>

Harvard University Center on the Developing Child:
<https://developingchild.harvard.edu/science/key-concepts/resilience/>

Learning for Justice - Social Justice Standards:
<https://www.learningforjustice.org/frameworks/social-justice-standards>

Lives in the Balance: <https://livesinthebalance.org/educators-schools/>

Teaching for Change <https://www.teachingforchange.org/selecting-anti-bias-books>

Think Kids: <https://thinkkids.org/cps-overview/>

Resources

Educators: Bring your own device, pen and notebook

Provided by RMK:

Raising Multicultural Kids Guiding Principles

Lesson Planning worksheets

Books and accompanying lesson guide

Book Options:

(Pre-k-2)

*Families are Different (FS)

Alma and How She got Her Name (culture)

Fry Bread (Culture, Language, Race)

I Am Perfectly Designed (Race, Family Structure)

(Grades 3-6)

*We Match on the Inside (FS):Strategies to use voice

Drum Dream Girl (Culture, Gender)

Magic Ramen (Culture, SES)-empowerment
*Martin's Big Words (*Race*): Empowerment

Challenge: Stolen Words or *A Kid's Book About Racism?

Submission Requirements (assessments)

Part 1: Contextual Narrative Short reflection (300-600 words) of the teacher's current instructional base and/or regarding multicultural curricula, discussing hard history and purposefully ending discussion with empowerment. (registration)

Part 2: Modified Lesson Plan Outline of the modified Instructional Plans from the chosen RMK lesson guide.

Part 3: Reflection Short reflection (300+ words) providing evidence of student engagement and instructor growth from modifying and implementing the lesson.

Part 4: Complete 10 question assessment (google form, email link through the registration system)

Submission Guidelines

After attending Tier 1: Ally Training

1. Contextual Narrative: Write a 300-600 word narrative addressing
 - a. Your current use and/or comfort of culturally responsive teaching practices, multicultural curricula, introducing hard history, and/or building student advocacy skills
 - b. Your current trauma competent classroom practices and strategies you have to support students experiencing identity-based issues within the classroom
2. Performance Task-Lesson Implementation
 - a. Create a lesson utilizing the selected RMK Lesson Guide and book modified to meet the needs of your students
3. Reflection: Write a 300-(no limit) word reflection addressing
 - a. Describe the strengths and success of designing and implementing the lesson and the key learnings that took place. Did you attract all learners? Was your classroom mapping helpful in adapting your lesson plan?
 - b. Describe the challenges of designing and implementing the lesson and how would you modify this task for the future or advice you would give other educators?
 - c. Describe what additional training or or services would assist you in creating more lessons like this and delving in deeper on topics of race, culture, socio-economic status, family structure, ability and language.

Evaluation Criteria

Part 1: Contextual Narrative

YES – The narrative sufficiently and thoughtfully addresses the prompts

NO – The narrative does not sufficiently and thoughtfully address the prompts

Part 2: Modified Lesson Plan

Demonstrates significant thought in building out and adjusting the lesson plan to accommodate all learners in the classroom, documenting reasons for specific modifications.

Part 3: Reflection

YES – Student Evidence is present and reflection sufficiently and thoughtfully addresses the prompts

NO – Student Evidence is absent/insufficient and/or the reflection does not sufficiently and thoughtfully address the prompts