



Building a Culture of
Respect
A Journey with
James W. Lilley, Jr.
Elementary School

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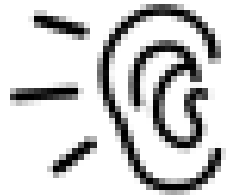
Overview

- **Introductions**
 - **Objective**
 - **Norms**
 - **James W. Lilley Elementary School**
- **Building a Culture of Respect by**
 - **Confronting Bias**
 - **Anti-Bias Strategies**

Objective

To provide participants with tools to engage staff in meaningful dialog about equity and its effects on teaching and learning.

NORMS



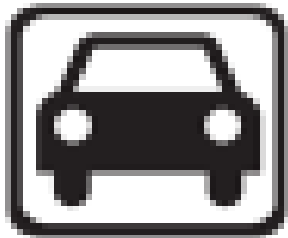
Active Listening and Learning

Keep an open mind

Take ownership over your learning

Be solution-oriented

Think about how this looks in your classroom or school



Parking Lot

Please write any outstanding questions you have online at

<http://backchannelchat.com/Backchannel/4kxnn>

Questions and comments will be addressed throughout the presentation.

James W. Lilley Elementary School

- Grades PreK-5
- 519 students
- Student to Teacher Ratio: **12:1**
- Economically Disadvantaged: **47.2%**
- Students with Disabilities: **18.7%**
- English Learners: **11.8%**
- Males: **54.5%**
- Females: **45.5%**

Racial and Ethnic Groups

	2015-16	2016-17	2017-18
White	43.2%	39.4%	35.3%
Hispanic	13.2%	18.4%	19.5%
Black or African American	30.4%	27.7%	29.7%
Asian	6.8%	7.9%	8.7%

What is a Gallery Walk?

This discussion technique allows teachers/students to be actively engaged as they walk throughout the classroom. They work together in small groups to share ideas and respond to meaningful questions, documents, images, problem-solving situations or texts.

Gallery Walk



Get to know Lilley School

Gallery Walk Protocol

- [Big Paper: Building a Silent Conversation](#)

Directions

- Using your post it notes write your observations, comments, questions that pop into your head when you review the data on the chart.
- How could you use this protocol?

Test Yourself for Hidden Bias

Assessing Yourself and Your School

- [Creating an anti-bias learning environment](#)
- [IAT Tests](#)

Anti-Bias Coaching Scenario Handout

(Silent Read)

Ms. Smith is a veteran teacher who has been teaching 3rd grade at your school for fifteen years. In the past five years, your school's demographics have changed bring more diversity into the classroom and a large population of students that receive free/reduce meals.

In your assessment, Ms. Smith's instructional practices are sound. She integrates some creative, hands-on activities and is known for designing rigorous, well-structured lessons. Average and above average students have historically performed well in her class. However, students with low ability, those that lack home support for learning, and some minority students struggle to master the content and are often disciplined for not completing classwork, homework, or not returning items with a parent signature. When this happens, Ms. Smith blames the student or their families.

Of particular concern to you is a pattern of pushing out boys from class. She will often send them to a colleague in her grade level or lower grade levels when the boys misbehave, and you are deeply concerned about the amount of instructional time a couple boys are missing. The boys' parents have been to the school to speak with Ms. Smith, and she became very agitated and told you later she felt "harassed." You believe this perception stems from conscious or unconscious bias on Ms. Smith's part. You have experience with the parents of these students, and you think they are simply concerned, and want their children to be treated fairly by the teacher. In the past, when you have made suggestions to Ms. Smith about things she can do differently, she has gotten defensive.

What should you do?

Silent Discussion Protocol

- No one is allowed to speak during this activity
- In a small group of 4-5 people respond in writing to the question at the end of the passage
- Each member of the group must offer a unique suggestion
- Once everyone has responded, you may discuss them all
- Try to agree on two things you can do in this scenario

Commercial:

Open Your Mind, Open Your World

 Money



Resources

- Creating an Anti-Bias Learning Environment
 - [Addressing yourself and your school](#)
- Highlights from Critical Practices for Anti-Bias Education – Teaching Tolerance Article
 - [Critical Practices for Anit-Bias Education](#)
 - [Teaching Tolerance Classroom Toolkit](#)

Q&A
Reflect on
Question and Comments

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