

Supporting Culturally Responsive Education in the Juneau School District



Elizabeth Kent
JSD STEAM Specialist

AASB STEPS Annual Gathering
May 3rd & 4th, 2022

Introductions



Elizabeth Kent

JSD STEAM Specialist

Works with Elementary teachers and community organizations. Creating resources and providing training on place-based and culturally responsive STEAM resources.

- moved to Alaska in 1993
- Attended U of A, Fairbanks for my Bachelors degree and later attended the U of A, in Southeast for my Masters.
- 18th year of teaching
- taught K-9th grades and adults
- school settings including: Akiak, Alaska; Oregon City, Oregon; Juneau, Alaska; and Nishiokoppe, Japan
- worked as a classroom teacher, music teacher, EL teacher, English teacher, and Integration/STEM specialist.

Coordination Support



JSD definition of Culturally Responsive Plase-based

Teaching: *“an approach to teaching that integrates and immerses students’ subject learning in local community ecological, cultural, and economic knowledge and understandings and utilizes teaching methods based on diverse students’ personal cultures, experiences, perspectives and performance styles to make learning more rigorous, relevant, and effective.”*



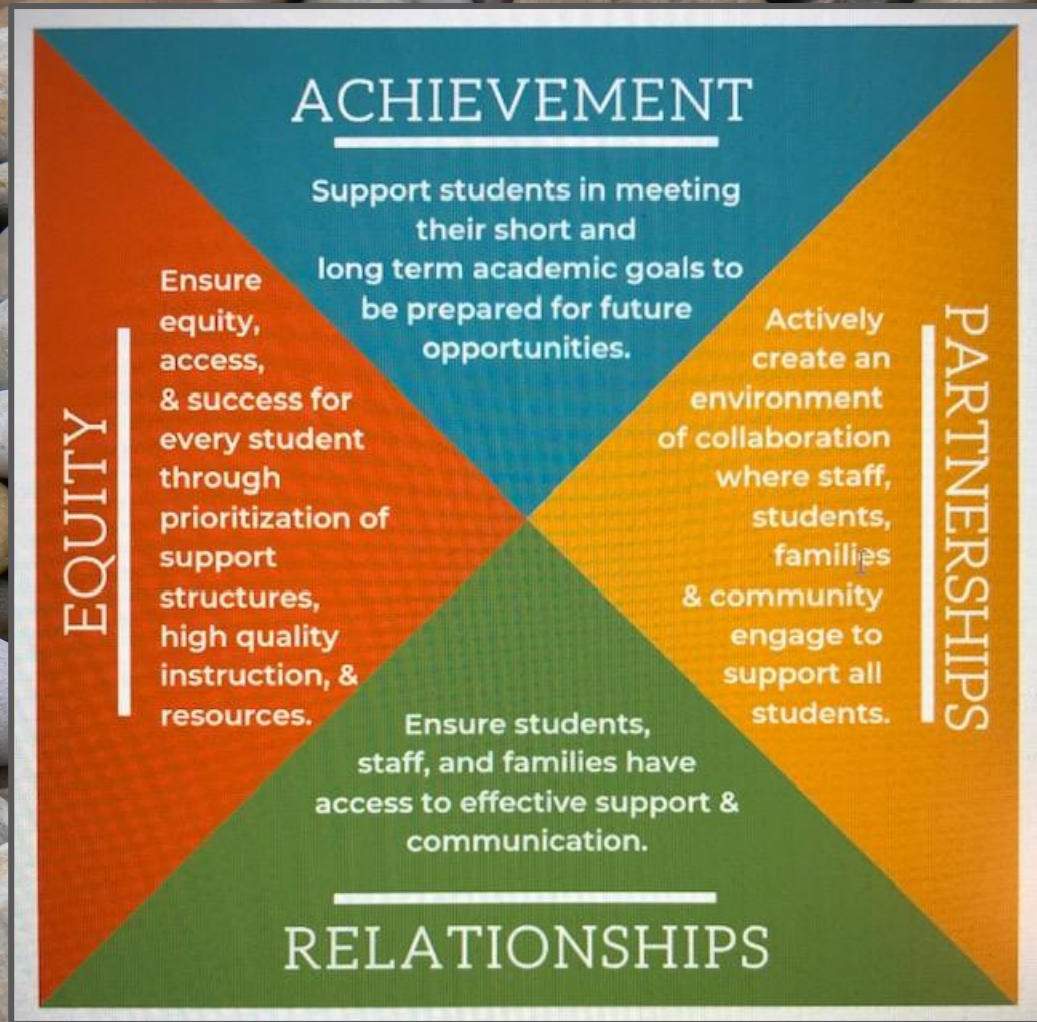
Helpful Supports include:

- Someone to help with Coordination
- Definition of CRE for the organization
- Board and District Support
- Partnerships and Collaboration: community and within the District
 - Mapping and Sharing work: creating structures
- Professional Development:
 - Building on training with multiple access levels: next steps
 - Developing internal leadership and advocates
- Resource Development: Creating Materials to support the work

Actionable steps in all these areas

Board and District Support

District Strategic Plan



JSD Strategic Plan Objectives

ACHIEVEMENT

Increase use of evidence-based instructional practices through deployment of system-wide resources, high quality teaching & effective intervention strategies.

Integrate culturally relevant and place based/experiential instruction using a rigorous, standards-based curriculum.

Support coordinated professional learning opportunities focused on expanding expertise in equity, academic standards, teaching and learning.

EQUITY

Prioritize equity and effectiveness when allocating resources and support structures to ensure success for all students.

Ensure equitable opportunity for team participation in classroom and extracurricular activities.

- Appropriately challenge identified students to advance their individual academic skills and abilities.

Collaborate with community partners to foster the revitalization of Tlingit language.

RELATIONSHIPS

- Create an environment with a sense of well-being and safety for all students and families.

Create an environment where all staff are engaged and supported to meet their students' academic and social-emotional needs.

Support social-emotional health of all students using a trauma engaged lens and restorative practices.

PARTNERSHIPS

Partner with staff, students, parents, caregivers, Alaska Native organizations, labor organizations, and community to enrich student learning experiences and success.

Utilize community resources to support student needs.

- Engage community organizations in partnership to develop and implement practices to prepare young children for kindergarten.



Partnerships and Collaborations

Community and within the District

Community Partners

Tie to District Plan:

PARTNERSHIPS: Partner with staff, students, parents, caregivers, AK Native org, labor org, and community to enrich student learning experiences and success; Utilize community resources to support student needs.

- Douglas Indian Association
 - *Developing lessons based of oral stories*
- Discovery SE
 - *working on integrated school based lessons and place-based resources*
- Goldbelt Heritage Foundation
 - *working on integrated units*
- Sealaska Heritage Institute
 - *CRE professional and curriculum development: Thru the Cultural Lens, Inservice/ Conferences*
- City Museum and State Museum
 - *working on field trip guides*
- Association of Alaska School Boards
 - *took Project Zero class and coordinated with Place-based projects, participating in and helped facilitate Zaretta Hammond cohort*
- JAHc
 - *collaborated with this project on integrated units*
- STEM coalition/ SEE group
 - *worked on SEE event, Curiosity Unleashed, Classroom Visitor connections, Computational Thinking*
- Alaska Resource Education
 - *developing Science Kit based off lessons and resources, connecting them to the Science and SS standards*
- Forest Service: Glacier program
 - *Coordinated with to create grade level virtual field trips*
- NOAA
 - *presented at District inservice and collaborated on projects with educator coordinator: SEE, Stem Coalition, Sea Week, set up visitor for Beach Day, piloted citizen science Sea Star program*
- Marie Drake Planetarium and Seattle Museum of Flight
 - *collaborating with to develop lessons and field trips (virtual and in-person) based off grade level science standards for their new projector*
- Fish and Game
 - *working on making duplicate science kits for the district to house and Sea Week field trip*
- REAP: Renewable Energy Alaska Project
 - *presented at inservice, connected to teachers as a resource*

District and Teacher Collaborations

Within the District collaborating with the following programs

- Artful Teaching
 - Canvas Aani
 - Artist Residence program to develop curriculum
 - Artful Teaching Routines embedded in resources and used in Professional Development
- District Arts program
- AASB/ STEPS grant/ Parent Engagement
- K-12 Native Student Success program (Indian Studies Program)
 - Curriculum development

Teacher Collaborations

- CRE cohort
 - Teacher from each school, participated in SERCC Culturally Proficient coaching book group and JSD discussions
- STEAM curriculum piloting cohorts
 - STEM/Makerspace kits
 - School based science lessons
 - Dugout Canoe lessons
- Teachers developing place-based culturally relevant units through SHI and JSD partnerships

Tie to District Plan:

ACHIEVEMENT: Increase use of evidence-based instructional practices through deployment of system-wide resources, high quality teaching & effective intervention strategies.; Integrate culturally relevant and place based/experiential instruction using a rigorous, standards-based curriculum.

RELATIONSHIPS: Create an environment where all staff are engaged and supported to meet their students' academic and social emotional needs.

EQUITY: Prioritize equity and effectiveness when allocating resources and support structures to ensure success for all students.; Collaborate with community partners to foster the revitalization of Tlingit language



Professional Development



Professional Development

Entry Level:

- Inservice Training
 - Fall High School conference style in collaboration with NOAA focus on science, Elementary STEAM January Inservice focus on new STEAM resources
- Sea Week classes
 - In collaboration with NOAA developed Citizen Science project to pilot, also provided staff development classes with community experts
- Piloting STEAM curriculum cohorts
 - *Teachers signed up to pilot and give feedback to new kits*
- SHI Thru the Cultural Lens
 - *Offered by SHI, CRE and place-based training and curriculum development*

Building Level:

- Zaretta Hammond PLC
 - *With AASB and SHI*
 - *Teachers worked on their own CRE teaching practice- developing lessons, assessing and reflecting and adjusting work*
- CRE Teacher Cohort
 - *Continuing conversations from previous trainings, looking at how to build capacity and systems in classrooms, school, and community*
- Sealaska Heritage Institute Mentor program- Thru the Cultural Lens
 - *Staff who had taken the class before help mentor current participants on their curriculum units*
- CRE Community Group
 - *Artful Teaching, JSD, AASB, SHI meet to talk about programs, map out ideas of ways to support and collaborate*

Tie to District Plan:

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RELATIONSHIPS Create an environment where all staff are engaged and supported to meet their students' academic and social emotional needs.;Support social-emotional health of all students using a trauma engaged lens and restorative practices.

PARTNERSHIPS Partner with staff, students, parents, caregivers, AK Native org, labor org, and community to enrich student learning experiences and success; Utilize community resources to support student needs.



An example, Let's take a closer look at...

CRE Cohort

- 9 participants, 1 teacher from each of the 8 Elementary Schools
- Participated in SERRC book group: Culturally Proficient Coaching, helped have a common language and ideas to dialogue from
-

Meeting Discussions

- SERCC Book Group- Culturally Proficient Coaching
- Personal goal setting
- Asset based language lists and shifts
- Practice Difficult dialogues with colleagues
- Cultural Curriculum Conversations
- Blindspots

Work Focuses...

Practice and apply:

work as a group on goals and supports

Inform and reflect:

personal growth and goals

Connect, Engage and Advocate:

with our colleagues, school families and community

Build Capacity: Help support collaborations and system building of this work in the district and with community organizations

Group Goals...

Build capacity and Actionable Work

- Increasing staff buy in
 - More people involved
- Collaborations
 - Community and in Schools
- System changes



Resource Development

Some of the things we have done so far ...

STEAM Kit Development

4 STEM Kits put together

6 Makerspace Kits put together

Teachers to piloting them- at different grade levels and schools

- 2 pilot sessions of makers kit

JSD Strategic Plan: Achievement Outcome: Increase student access to culturally relevant and place-based instruction

Achievement Outcome: Increase percentage of staff trained in strategic plan focus area

Equity Outcome: Increase students' development of strong team and life skills through curricular and extra-curricular experiences

Relationships Outcome: Decrease behavioral/discipline incidences

Expanding Science Database

to be a resource hub

JSD Strategic Plan: Achievement Outcome: Increase student access to culturally relevant and place-based instruction

Partnership Outcome: Increase the number of district partnerships and deepen existing partnerships

CRE Focus

- Working with SHI with Thru the Cultural Lens Fall cohort
- JSD CRE teacher cohort: Did a book group with SERRC: Culturally Proficient Coaching: continuing to meet
 - Teachers from each elementary school
- CRE community group: AASB, Artful Teaching, SHI, JSD
- UAS CRE mini-conference in February

JSD Strategic Plan: Achievement Outcome: Increase student access to culturally relevant and place-based instruction

Achievement Outcome: Increase percentage of staff trained in strategic plan focus area

Relationships Outcome: Increase AASB SCCS staff wellbeing scores

Relationships Outcome: Decrease behavioral/discipline incidences.

Partnership Outcome: Increase the number of district partnerships and deepen existing partnerships

Partnership Outcome: Increase volunteer hour counts and increase quality of volunteer experiences

School Based Lessons with Discovery SE

shared at January inservice, this ties to the place-based/ CRE science kits supplement

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Some of the things we have done so far ...

Community Partners continuing to build relationships and connect resources to classroom

- See slide 9 and 10 for full list

Some Highlights:

- UAF fisheries newsletter
- NOAA
 - NOAA HS Inservice
 - high school internships
 - Star Walk Citizen Science
 - Volunteers at Beach Days

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Relationships Outcome: Decrease behavioral/discipline incidences

Partnership Outcome: Increase the number of district partnerships and deepen existing partnerships

Partnership Outcome: Increase volunteer hour counts and increase quality of volunteer experiences

STEAM Challenge Lessons in Science kits: 2 lessons per grade level-shared at January Inservice

JSD Strategic Plan: Equity Outcome: Increase students' development of strong team and life skills through curricular and extra-curricular experiences

Relationships Outcome: Decrease behavioral/discipline incidences.

Field trips: Virtual and In-person

- Seattle Museum of Flight: 36 classrooms doing virtual planetarium
- Worked with planetarium to develop a plan
- Worked with Forest Service glacier on virtual program
- SeaWeek getting community organizations

JSD Strategic Plan: Achievement Outcome: Increase student access to culturally relevant and place-based instruction

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Relationships Outcome: Decrease behavioral/discipline incidences

Partnership Outcome: Increase the number of district partnerships and deepen existing partnerships
Partnership Outcome: Increase volunteer hour counts and increase quality of volunteer experiences

A photograph of an ice cave with long icicles hanging from the ceiling and walls. A person is visible in the distance, standing on a snowy path.

Reflection and Wrap Up

**Thank You!!
Gunalchéesh!!**

Please Share....Thoughts, Questions,
Comments, Insights, Discoveries, Etc.