



Equity Initiatives Unit

Professional Learning Opportunities 2017-2018



Intended audience: School-based and central office leadership teams



Intended audience: Individuals, school-based and central office leadership teams

PDO Course Registration Dates

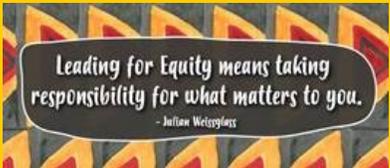
Fall - 9.15. 17

Winter - 12.1.17

Spring - 3.1.18

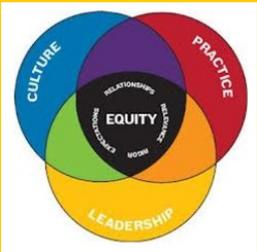
Leading for Equity: This two-day learning opportunity is designed to assist leadership teams in developing a lens for equity that examines policies, processes and structures in the school environment. Leaders will reflect on the culture and norms of the environment while deepening their knowledge of the research related to racial equity and leadership. Leaders will also explore tools like the School Improvement Process framework as well as others. Also, leaders will be engaging in conversations focused on disrupting the status quo in order to ensure the realization of MCPS' core value of equity.

	<u>Cohort</u>	<u>Location</u>
Fall:	10.18.17 and 10.19.17	JHU Gilchrist Hall 207
Winter:	1.10.18 and 1.11.18	JHU Gilchrist Hall 207
Spring:	4.17.18 and 4.18.18	Maint. Depot Bldg A Room A-1013



Operationalizing Equity 101: Operationalizing Equity 101: This 6-day training will provide an opportunity for leadership teams to develop their personal and collective capacity. Teams will engage in learning experiences and be provided a repertoire of resources to act and respond more effectively as leaders towards racial equity. In order for teams to engage, sustain and deepen conversations about race it will be helpful to have knowledge of, or prior experience with the three tools in Courageous Conversations about Race protocol. Participants will also analyze where and how institutionalized racism operates in school policies, practices and procedures to create inequities. Through the learning in this module, teams will develop a theory of action to interrupt patterns that impact the success of all students in their schools.

	<u>Cohort</u>	<u>Location</u>
2017 - 2018:	10.12.17, 11.14.17, 12.13.17, 1.10.18 and 1.24.18	Maint. Depot Bldg A Room A-1013



Operationalizing Equity 102: This module is an advanced-level opportunity designed for school or office teams with collective background knowledge and experience leading for equity. Previous experience using the Courageous Conversations about Race protocol is expected. Participants will learn to recognize and describe the tenets of critical race theory in order to understand the impact of institutional racism. It is designed to help educators interrupt the cycle of institutionalized racism by probing beliefs, assumptions, and practices that disadvantage students of color.

Cohort

2017 - 2018: 1.17.18, 1.30.18,
2.21.18, 3.14.18 and 4.12.18

Location

JHU Gilchrist Hall Room 207



Entering Equity Through Storytelling: This course is designed to provide individuals or teams with the opportunity to use stories and storytelling as a vehicle for beginning race and equity study. Participants will use the Courageous Conversations about Race protocol, selections from Steve L. Robbins' book, *What If? Short Stories to Spark Diversity Dialogue*, and other stories to better understand how race and culture exert a powerful influence on teaching, learning, and leading.

Cohort

Fall: 10.10.17 and 10.11.17
Winter: 2.6.18 and 2.8.18
Spring: 4.25.18 and 4.26.18

Location

JHU Gilchrist Hall Room 207
Maint. Depot Bldg A Room A-1013
URSC A&B



Study Circle Facilitator Training: In this 3 day interactive training, participants will learn how to create a safe environment for staff, students, and parents to engage in honest and productive dialogue about race and student achievement. Trainees will develop the skills to: stay neutral in difficult and uncomfortable conversations, create an environment where everyone feels safe to share their perspective, identify the structures required for productive dialogue, and observe and manage group dynamics.

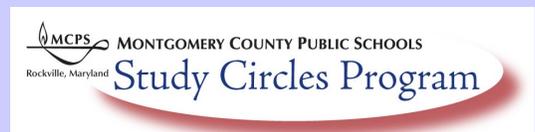
See www.montgomeryschoolsmd.org/departments/studycircles for more information about Study Circles. Intended audience: School-based and central services staff members Duration: 3 days; (participants are required to be there for all 3 days)

Cohort

2017 - 2018: 10.12.17 and
11.2.17 and 12.5.17

Location

JHU Gilchrist Hall Room 207



CRT & the Brain: In this two-day module, based on the book, *Culturally Responsive Teaching and the Brain* by Zaretta Hammond, participants will learn how neuroscience research offers an innovative approach for designing and implementing brain-compatible culturally responsive instruction. Information on how one's culture programs the brain to process data and how culture affects learning relationships will be presented. Participants will experience opportunities for examining self, others and practice in order to effectively design an optimal learning environment for students.

<u>Cohort</u>	<u>Location</u>
Fall: 10.25.17 and 11.2.17	Maint. Depot Bldg A Room A-1013
Winter: 2.13.18 and 2.22.18	URSC C
Spring: 4.12.18 and 4.19.18	URSC C



Building Culturally Relevant Classrooms Through Discourse: In this two-day module, participants will apply a culturally responsive mindset in building a culturally relevant classroom. Participants will learn how to apply discourse strategies and tools in a mindful way to increase student voice and agency and to help develop dependent learners into independent learners. Participants will experience opportunities to examine their practice in order to effectively design an optimal learning environment for students. Familiarity with Zarretta Hammond's *Culturally Responsive Teaching and the Brain* or the *Culturally Responsive Teaching and the Brain* module is useful but is not a prerequisite for this course.

<u>Cohort</u>	<u>Location</u>
Fall: 10.4.17 and 10.11.17	Maint. Depot Bldg A Room A-1013
Winter: 2.8.18 and 2.14.18	URSC A&B
Spring: 4.4.18 and 4.11.18	URSC A&B



Facilitating for Equity: This learning opportunity helps build a leader's ability to examine issues/ structures that may create inequities in schools and offices. Participants will learn how to facilitate conversations, plan for and unify multiple perspectives, and respond to resistance when engaging staff in addressing practices that perpetuate inequities.

<u>Cohort</u>	<u>Location</u>
Fall: 9.28.17	URSC A&B
Winter1: 2.14.18	URSC C
Winter2: 2.20.18	URSC C
Spring1: 4.17.18	URSC C
Spring2: 4.19.18	Maint. Depot Bldg A Room A-1013



Elevating the Black Male: Moving from Peril to Promise There is a significant body of research that suggests Black students, especially our Black males, are subjected to a broad array of structural and psychological barriers that thwart and constrain their ability to thrive, thereby making them disengage from learning. This interactive three-day module will examine how the long standing societal depictions of Black Male students has contributed to sustained educational disparities. Participants will have opportunities to reflect, examine, challenge and interrupt their perceptions through research, data, and case studies to create learning environments that will help Black Male students grow, learn, develop their human potential and THRIVE!

Cohort

Winter: 12.6.17 and 12.7.17 and 1.12.18

Spring: 3.21.18 and 3.22.18 and 4.12.18

Location

URSC A&B

URSC A&B



Black and Brown Girls: Building Understanding to Promote Engagement Much attention, research and uplifting programming is necessarily directed to males of color in academic settings. Just as urgent is the need for exploring the plight of females of color in K-12 settings. In this course, the experiences of girls of color are elevated. Participants will explore the strengths of and challenges faced by African American/Black girls and Hispanic/Latinas in schools. Participants will also examine their own racial identity development, making connections to how it contributes to their perceptions of girls of color, reflect on the current state of the girls of color they serve and identify barriers they experience in schools. Most importantly, participants will set a plan for how they can interrupt the barriers and create affirming and academically meaningful environments for girls of color in their area of service.

Cohort

Fall: 10.10.17 and 10.16.17 and 11.7.17

Spring: 3.20.18 and 3.22.18 and 4.18.18

Location

URSC A&B

URSC C



Courageous Conversation about Race (online module) This online, self-paced module provides participants with the foundational language and understanding from Glenn Singleton and Curtis Linton's book, *Courageous Conversation about Race*. The module is designed to supplement our face-to-face modules and to help educators engage in honest, authentic, and courageous conversations about the impact of race on education.

2017 - 2018 Cohort: Self-Paced

