

TIPS AND TRICKS FOR Teaching in an URBAN SCHOOL Environment

Arizona Music Educators Association Annual Conference

February 1, 2019 | 10:00-11:00am

February 2, 2019 | 11:15-12:15pm

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CULTURALLY Responsive Teaching

Culturally Responsive (or Relevant) Teaching: Teaching that encompasses the “social-emotional, relational, and cognitive aspects of teaching culturally and linguistically diverse students.”

Zaretta Hammond: Culturally Responsive Teaching & the Brain (2015).

Multicultural Education	Social Justice Education	Culturally Responsive Pedagogy
Focuses on celebrating diversity	Focuses on exposing the social political context that students experience	Focuses on improving the learning capacity of diverse students who have been marginalized educationally
Centers around creating positive social interactions across difference	Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political aspects of life	Centers around the affective & cognitive aspects of teaching and learning
Concerns itself with exposing privileged students to diverse literature, multiple perspectives, and inclusion in the curriculum as well as help students of color see themselves reflected	Concerns itself with creating lenses to recognize and interrupt inequitable patterns and practices in society	Concerns itself with building resilience and academic mindset by pushing back on dominant narratives about people of color
Social Harmony	Critical Consciousness	Independent Learning

Dependent Learner:

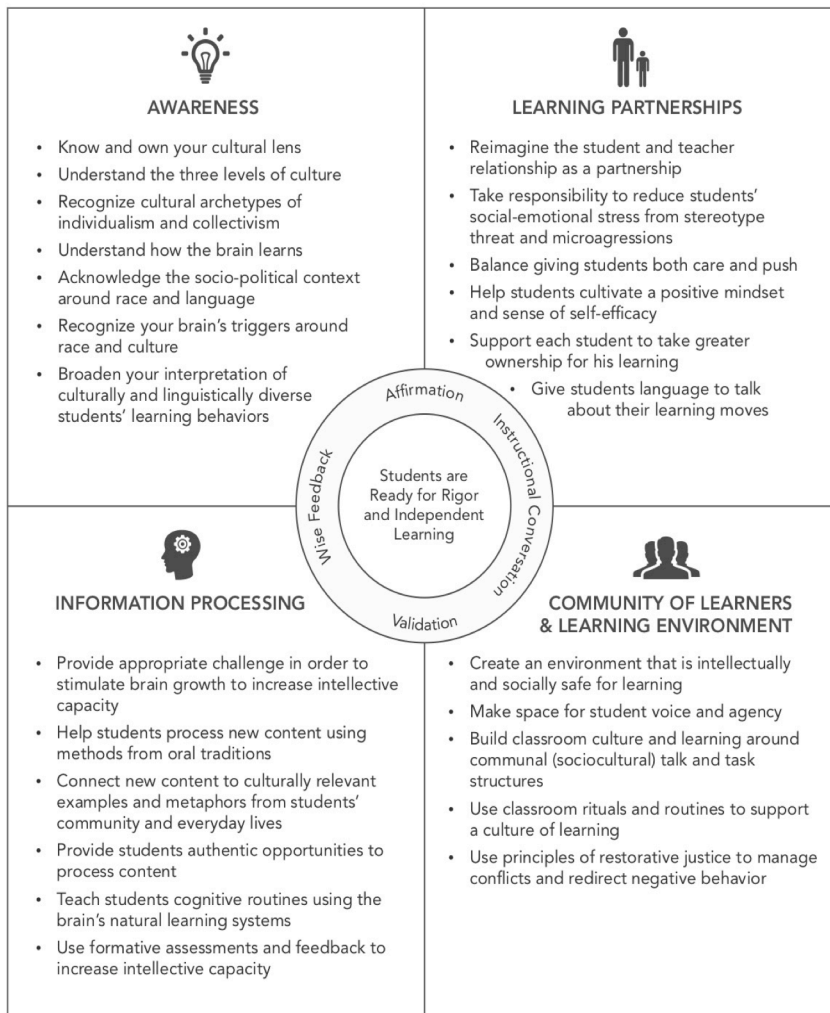
- Is dependent on the teacher to carry most of the cognitive load of a task
- Is unsure of how to tackle a new task
- Cannot complete a task without scaffolds
- Will sit passively and wait if stuck until teacher intervenes
- Doesn't retain information well

Independent Learner:

- Relies on the teacher to carry some of the cognitive load temporarily
- Utilizes strategies and processes for tackling a new task
- Regularly attempts new tasks without scaffolds
- Has cognitive strategies for getting unstuck
- Has learned how to retrieve information from long-term memory

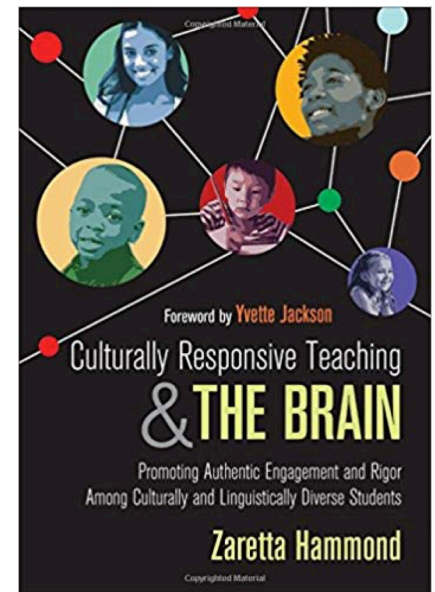
READY for RIGOR

A Framework for Culturally Responsive Teaching



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www.ready4rigor.com



Surface Culture
Observable & concrete,
low emotional charge
(holidays, food, etc)

Shallow Culture
Unspoken everyday rules
for social norms,
rapport/trust,
strong emotional charge

Deep Culture
Mental models, schema,
interprets threats or
rewards, fight or flight,
Intense emotional charge

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Individualism & Collectivism

Collectivism – relationships, interdependence, cooperative learning

- Latin America, Asian, African, Middle Eastern, Slavic
- 80% of world cultures

Individualism – individual achievement, independence, competitive

- United States, Europe, Australia
- 20% of world cultures

Think about your student population!

Becoming a Culturally Responsive Teacher

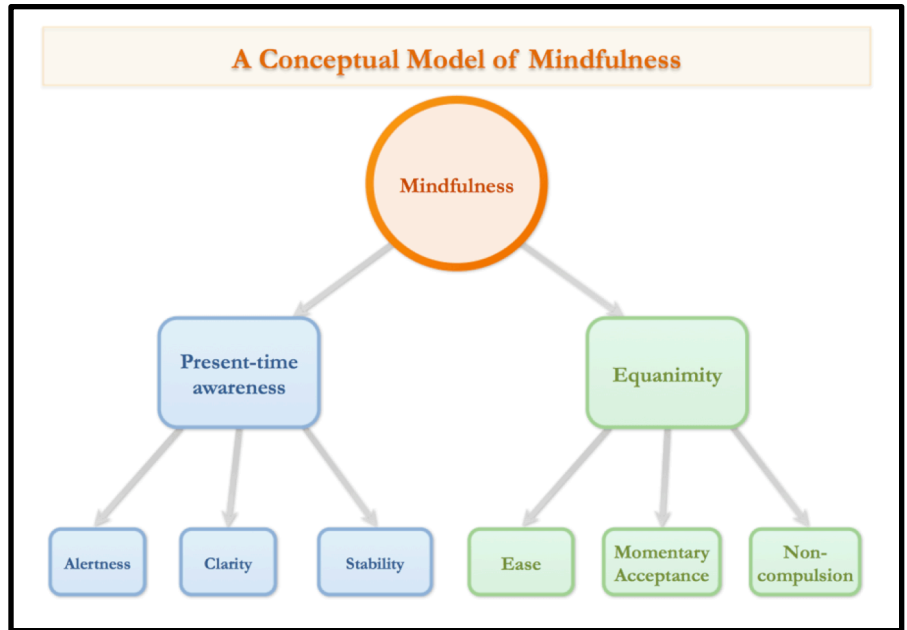
1. Developing the right mindset
2. Engaging in self-reflection
3. Checking implicit biases
4. Practicing social-emotional awareness (mindfulness)
5. Observing and inquiring about the impact of our interactions on students

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MINDFULNESS & SELF-CARE



Mindfulschools.org offers Mindfulness Fundamentals online courses and Mindfulness for Educators courses



Benefits of Mindfulness:

- Attention
- Compassion
- Emotional Regulation
- Calming
- Adaptability
- Resilience

Present-Time Awareness:

A stable, clear and alert awareness of momentary experience.

Present-time awareness is thus a kind of meta-awareness, where we have rich contact with sensory experience and we know it's sensory experience arising in the field of awareness.
mindfulschools.org

Equanimity:

Equanimity can be defined as a sense of cognitive-emotional balance where there is no compulsion to act out our preferences.

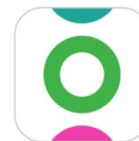
Equanimity is the balance point between suppression of experience on the one hand, and entanglement with experience on the other.

Simple Mindfulness Activities for Students:

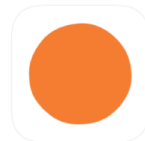
- Body Scan
- Mindful Minute
- Nature Walk
- Mindful Eating
- Worry Bubbles
- Happy Place
- Breathing Buddies
- Glitter Jar
- Box Breathing
- Mindful Coloring

Mindfulness Tips for Teachers:

- Develop daily habit 5-10 minutes
- Find an app that works for you
- Gratitude Journal
- Body Scan
- Mindful Minute
- Nature Walk
- Subscribe to mindful.org emails



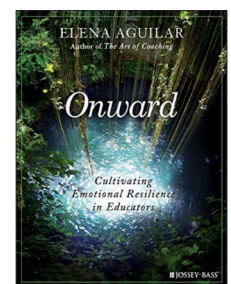
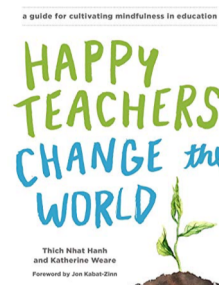
Mediation Studio



Headspace



Smiling Mind



TRAUMA-INFORMED CLASSROOMS

Trauma is...

- an injury to living tissue caused by an extrinsic agent
- a disordered psychic or behavioral state resulting from severe mental or emotional stress or physical injury
- an emotional upset

Which one most affects our students?

What affects us most as teachers

Traumatic Experiences/Traumatic Stress:

Changes the limbic system, increases cortisol levels, creates neurotransmitter dysregulation, which can result in emotional dysregulation.

Toxic Stress:

A consistent stress level with no release and decreases the Window of Tolerance. Changes the limbic system, increases cortisol levels, creates neurotransmitter dysregulation, which can result in emotional dysregulation.

Compassion Fatigue/Secondary Trauma:

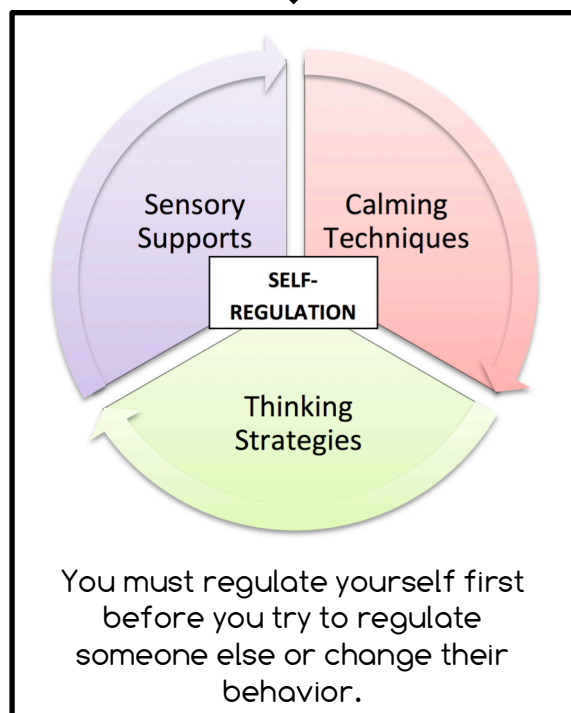
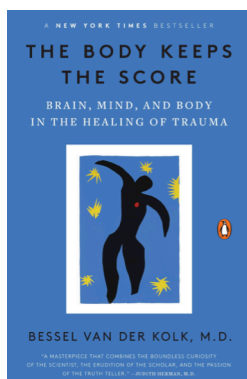
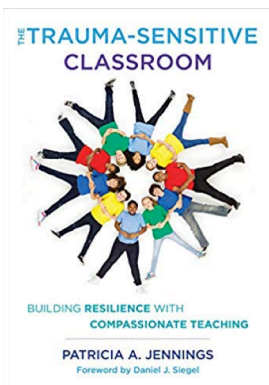
An increased indifference, fatigue, and apathy towards the needs of others after witnessing or being exposed to the trauma or traumatic stress of others. Results in physical and mental exhaustion.

Adverse Childhood Experiences (ACEs)

The number of children in Arizona with 2 or more ACE's is considered significantly higher than the national average.

Out of every 10 students in Arizona:

- 4 children have 0 ACEs
- 3 children have 1 ACE
- 3 children have 2 or more ACEs

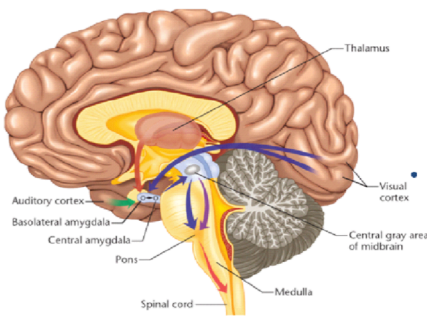


CALM CORNERS & NEUROSCIENCE

Calm Corners are quiet places in the classroom that encourage **self-regulation**. Students use the area for about 5 minutes to **calm their Amygdala** so they can return to learning. Calm Corners are **separate from classroom discipline systems**. It is crucial to **model how to use the calm corner** and the items so they don't become distractions or toys! Take time to label emotions and teach new strategies.

In the classroom, trauma looks like...

- Poor concentration/memory
- Poor organization or ability to follow multi-step directions
- Perfectionism, high stress
- Depression and isolation
- Quiet, spacey, not engaging with others
- Anxiety, worrying
- Jumpiness, watching others
- Self-harming or suicidal thoughts/behaviors
- Disruptive behaviors, distracting, attention seeking
- Angry, agitated, or reactive
- Defensiveness
- Impulsiveness
- Excessive crying, "tantruming"



- Self Awareness
 - Noticing internal thoughts and feelings, especially around stress and change.
 - Knowing strengths and weaknesses
- Self Management
 - Avoiding the "amygdala hijack"
 - Lessening reactivity
 - Choosing wise action
 - Buffering stress and "overwhelm"



FLIPPED MY LID!

1. LABEL THE EMOTION

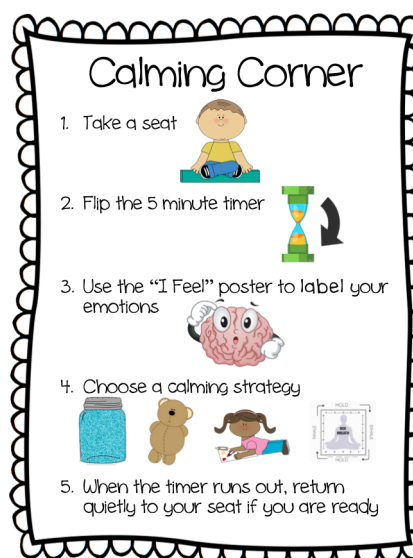
2. USE A STRATEGY



Tons of calm corner and breathing exercise resources on Teachers Pay Teachers!

Calm Corner Items:

- Pillows
- Sand Timer
- Stuffed Animal
- Breathing Visuals
- Stress Ball
- Glitter Jar
- Sensory Fidgets
- Coloring
- Books



RESTORATIVE JUSTICE

Restorative Justice is a set of beliefs and holistic approaches that help a student to own what she/he did, make it right for those hurt or affected, and involve the community in helping both the victim and the offender. Restorative justice acknowledges that those who do wrong need healing as well.

www.edutopia.org



1. Empathy for all and by all.

There must be awareness that while harm was done to a victim, there may also have been past harm done to the accused as well, and that harm may be a factor in his or her behavior.



2. A mumbled "sorry" is not enough.

There must be a process, a moderated one, which helps the accused somehow right the wrong that was committed.



3. Everyone is involved in the healing.

There must include a dialogue with all the parties – victim, offender, and even community – in order to genuinely move on and have an impact.

Problematic behaviors signal a student's lack of skills for responding appropriately to difficult situations

Traditional Approach

School rules are broken.

Justice focuses on establishing guilt.

Accountability = punishment

Justice directed at the offender; the victim is ignored.

Rules and intent outweigh whether outcome is positive or negative.

Limited opportunity for expressing remorse or making amends.

Restorative Approach

People and relationships are harmed.

Justice identifies needs and responsibility.

Accountability = understanding impact and repairing harm

Offender, victim and school all have direct roles in the justice process.

Offender is responsible for harmful behavior, repairing harm and working toward positive outcomes.

Opportunity given to make amends and express remorse.

Myth: RJ replaces harsher consequences.

Truth: RJ represents steps that lead up to harsher consequences, should they be necessary.

