

A Resource Guide for Educators: Navigating COVID-19 Through the Use of Culturally Responsive Teaching and Social Emotional Learning

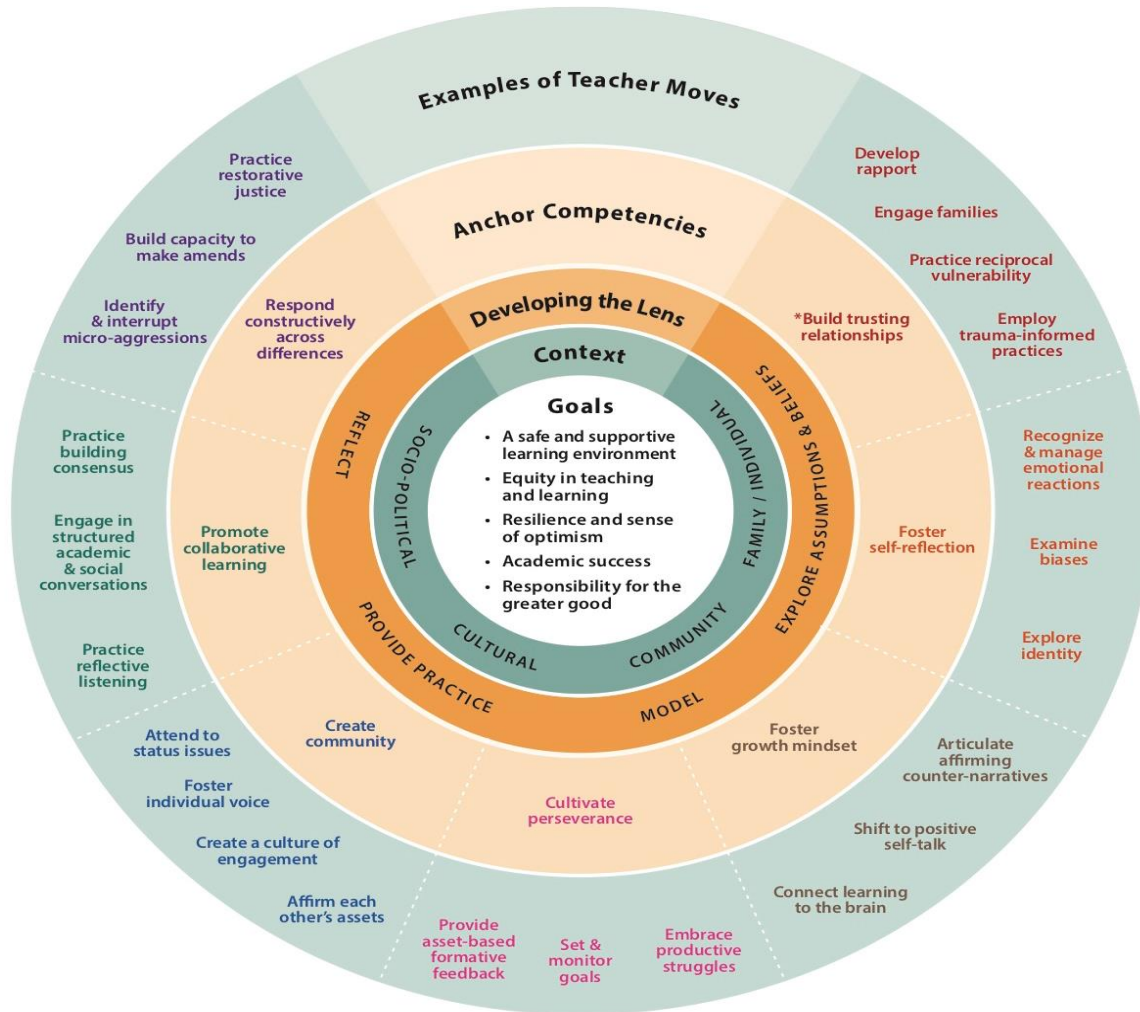


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Social, Emotional, and Cultural Anchor Competencies Framework



*Building trusting relationships is essential to the development of all anchor competencies.

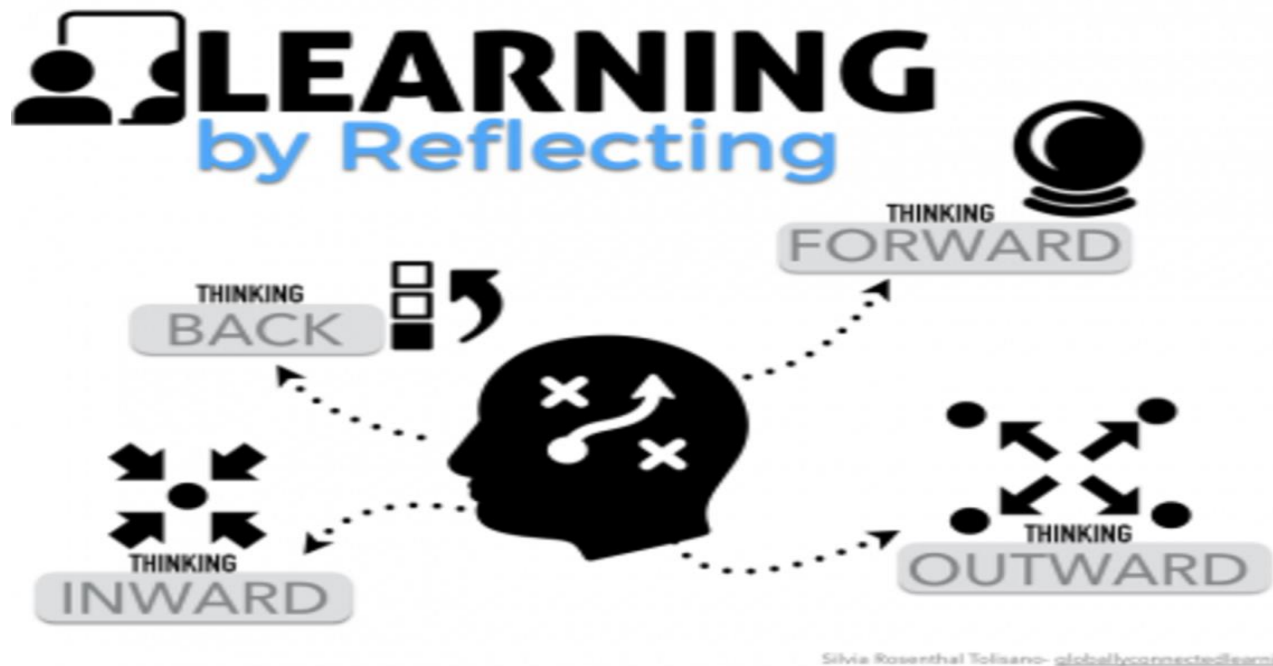
Anchor 1: Building Trusting Relationships

Teacher Moves	Web Resources/Activities
Develop Rapport	<p>Getting to Know Students Deeply: Edutopia https://www.edutopia.org/blog/getting-know-students-deeply-shane-safir</p> <p>Building Relationships Through Letter Writing https://www.edutopia.org/article/building-relationships-through-letter-writing</p> <p>What Warm Demander “looks like” in Middle & High School Classrooms https://www.youtube.com/watch?v=sRZvlpkoKvw</p> <p>Morning Meetings https://www.responsiveclassroom.org/sites/default/files/pdf_files/SMMbooklet.pdf</p>
Practice Reciprocal Vulnerability	<p>Vulnerability, Creativity and Innovation in the Classroom https://www.scientificminds.com/blog/vulnerability,-innovation,-and-creativity-in-the-classroom-kathy-reeves-127.aspx</p> <p>Vulnerability, Shame, Courage, and Connection http://www.edimprovement.org/2019/01/vulnerability-connection/</p>
Engaging Families	<p>Teaching Tolerance Provides Videos and Teacher Tips for Elementary & Secondary Teachers to Engage with Families and the Community. https://www.tolerance.org/professional-development/family-engagement</p> <p>Promoting Family Engagement: 5 Ways to Foster Meaningful Connection https://psln.parentsquare.com/blog/promoting-family-engagement-ways-to-foster-more-meaningful-connections</p>
Employ Trauma-Informed Practices	<p>Trauma Informed Approaches to Classroom Management https://www.yvc.org/wp-content/uploads/2019/06/Trauma-Informed-Approaches-to-Classroom-Management.pdf</p> <p>How to Help a Traumatized Child in the Classroom, https://greatergood.berkeley.edu/article/item/the_silent_epidemic_in_our_classrooms</p>



Anchor Competency 2: Foster Self-Reflection

Teacher Moves	Web Resources/Activities
Recognize and Manage Emotional Reactions	<p>Self-Awareness Worksheet https://www.understood.org/~media/1f288a116b3c4a6c82dc18de2b55bc43.pdf</p> <p>Going Beyond Your Feeling https://www.edutopia.org/article/going-beyond-how-are-you-feeling</p>
Examine Biases	<p>Awareness of Implicit Biases https://poorvucenter.yale.edu/ImplicitBiasAwareness</p> <p>Anti-Bias Tools and Strategies https://www.adl.org/education/resources/tools-and-strategies/anti-bias-tools-strategies</p>
Explore Identity	<p>Equality and Human Rights Commission https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-3-identity-and-characteristics</p> <p>Diversity Activities Resource Guide https://www.uh.edu/cdi/diversity_education/resources/activities/pdf/diversity%20activities-resource-guide.pdf</p> <p>Identity and Diversity in My Generation https://www.adl.org/education/educator-resources/lesson-plans/identity-and-diversity-in-my-generation</p>



based on Four Dimensions of Reflective Learning by Karen Barnstable

Anchor Competency 7: Responding Constructively Across Differences

Teacher Moves	Web Resources/Activities
Practice Restorative Justice	<p>Show and Tell: A Video Column/Getting Started with Restorative Justice http://www.ascd.org/publications/educational-leadership/oct19/vol77/num02/Getting-Started-with-Restorative-Practices.aspx</p> <p>Restorative Justice: Resources for Schools https://www.edutopia.org/blog/restorative-justice-resources-matt-davis</p> <p>Teaching Restorative Practices with Classroom Circles https://www.healthiersf.org/RestorativePractices/Resources/documents/RP%20Curriculum%20and%20Scripts%20and%20PowePoints/Classroom%20Curriculum/Teaching%20Restorative%20Practices%20in%20the%20Classroom%207%20lesson%20Curriculum.pdf</p> <p>Reframing Classroom Management: A Toolkit for Teachers https://www.edrevsf.org/resource/reframing-classroom-management-a-toolkit-for-educators/</p>
Build Capacity to Make Amends	<p>Apology of Action and Literacy: Skills that Grow Together https://www.educationworld.com/a_curr/responsive-classroom-apology-of-action.shtml</p> <p>Restorative Practices – Conflict Resolution Education https://creducation.net/conflict_resolution_education_practice_areas/restorative_practices/</p>
Identify and Interrupt Microaggressions	<p>10 Things Every Teacher Should Know about Microaggressions in the Classroom https://www.weareteachers.com/things-every-teacher-know-classroom-microaggressions/</p> <p>Video: Micro-aggressions in Everyday Life- Dr. Derald Wing Sue https://www.youtube.com/watch?v=mgvjnrx6OCE</p> <p>Examples of Racial Microaggressions http://sph.umn.edu/site/docs/hewg/microaggressions.pdf https://academicaffairs.ucsc.edu/events/documents/Microaggressions_Examples_Arial_2014_11_12.pdf</p>

Additional K-12 Resources by Anchor Competencies

Building Trusting Relationships

Blodgett, Christopher. CLEAR Trauma Center Washington State University with Joyce Dorado, Ph.D.

HEARTS University of California San Francisco. A Selected Review of Trauma-Informed School Practice and Alignment with Educational Practice.

<https://s3.wp.wsu.edu/uploads/sites/2101/2019/12/Selected-Review-of-Trauma-Informed-School-Practice-2016.pdf>

Bondy, E. and Ross, D. (September 2008). The teacher as warm demander. *Educational Leadership* 66 1, 54-58. <https://www.sjsu.edu/faculty/marachi/mle/Warm%20Demander%20Article.pdf>

Brown, B. (2013). *The power of vulnerability: teachings of authenticity, connection, and courage*.

Sounds True Publishing.

Brunzell, T; Waters, L; Stokes, L. (2015). Teaching with strengths in trauma-affected students: a new approach to healing and growth in the classroom. *American Journal of Orthopsychiatry*, 85, 1, 3–9.

Cozolino, L. (2013). *Social neuroscience of education*. New York City, NY: W. W. Norton and Company.

Krite, R. and Davis, C. (2014). *The morning meeting book*. Turners Falls, Massachusetts: Center for Responsive Schools.

Foster self-reflection

Dray, B, Wisneski, D. (2011). Mindful reflection as a process for developing culturally responsive practices. *Teaching Exceptional Children*, 44, 1, 28-36.

Rechtschaffen, D. (2014). *The way of mindful education: cultivating well-being in teachers and students*. New York, NY: W.W. Norton and Company, Inc.

Respond constructively to conflict across differences

Costello, B., Wachtel, J., and Wachtel, T. (2010). *The restorative circles in schools: building community and enhancing learning*. Bethlehem, Pennsylvania: International Institute for Restorative Practices.

Clifford, M. (2015). *Teaching restorative practices with classroom circles*. Turners Falls, Massachusetts Center for Responsive Schools.

- DiAngelo, R. (2012). *What does it mean to be white? Developing white racial literacy*. New York City, NY
Peter Lang Publishing.
- Pollock, M. (2004). *Colormute: Race talk dilemmas in an American school*. Princeton, New Jersey:
Princeton University Press.
- Pollock, M. (ed). (2008). *Everyday antiracism: Getting real about race in school*. New York City, New
York: The New Press.
- Saufler, C. (2012). *School climate, the brain and connection to school*. Safe Schools for All.
<https://www.iirp.edu/news/event-opening-the-school-gates-2012-conference-march-6-2012>
- Sue, D. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. Hoboken, New
Jersey: John Wiley and Sons.
- Sue, Derald Wing, Capodilupo, C, Torino, G, Bucceri, J, Holder, A, Nadal, K, Esquilin, M. (May-Jun 2007).
Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*,
62, 4, 271-286.
- Ullucci, K. (2009). This has to be family: Humanizing classroom management in urban schools. *Journal
of Classroom Interaction*, 44, 1, 23-38.

