

**“Equitable Environments and Relationships:
Cultivating Strong Tier 1 practices in MTSS”**

Thursday, June 2, 2022

10:00-11:30 AM PST / 11:00 AM-12:30 PM MST / 12:00-1:30 PM CST / 1:00-2:30 PM EST

PARTICIPANT GUIDE

Learning Intentions

- Consider how the language used to talk about students is linked to MTSS tier-one practices.
- Reflect on where we show up on the Cultural Proficiency Continuum and how we respond to differences.
- Discuss actions & co-create strategies to respond to downward spiral conversations.
- Use the Mindfulness Protocol to explore the characteristics of our actions within an upward spiral and downward spiral conversation.

Essential Question

How do we think and talk about the children in our schools?

Agreements

- Use “I” statements to speak from your own experience; we do not expect others to speak for anyone but themselves.
- Privilege impact over personal intent.
- Practice confidentiality - share learning, and keep the names and personal stories you receive.
- Expect and accept non-closure.

Agenda	Session Materials
<p>1. Welcoming Ritual (30 min)</p> <ol style="list-style-type: none"> a. Introduction to CISELSS b. Speaker & Facilitator Introductions c. Agenda, Agreements & Learning Intentions d. Essential Question <p>2. Engaging Strategies: Meaning Making (50 min)</p> <ol style="list-style-type: none"> a. Promising Practices <ol style="list-style-type: none"> i. Music Video Reflection ii. Cultural Proficiency Continuum Framework iii. Panel Discussion iv. Mindfulness Protocol v. Frameworks in Action Activity b. Questions & Answers <p>3. Optimistic Closure (10 min)</p> <ol style="list-style-type: none"> a. Feedback Survey b. Closing activity: Spoken Word Poetry 	<ul style="list-style-type: none"> ● The Mindful Reflection Protocol: A Process for Checking Unconscious Bias ● Cultural Proficiency Framework ● Feelings Wheel ● Feedback Survey ● Jamboard
	Research and Resources
	<ul style="list-style-type: none"> ● Speak Up at School: How to Respond to Everyday Prejudice, Bias, and Stereotypes ● Deficit thinking in schools is a social justice issue. Here’s why we need to do better ● Because I’m a Black Female Spoken Word Poetry ● Lady Brion - "I talk Black" ● ‘You Can’t Lift People Up by Putting Them Down’: How to Talk About Tough Issues of Race, Poverty, and More ● The Dangers of Deficit Thinking w/ Zaretta Hammond ● CASEL's Transformative SEL ● CASEL's Schoolwide SEL Glossary of Terms ● CASEL's 3 Signature Practices ● Why SEL Alone Isn't Enough ● SEL or ‘White Supremacy with a Hug’? ● Dr. Susan David - TED Talk - Emotional Agility ● Self Talk for Teachers ● Self Compassion Infographic ● Self Calming and Grounding Techniques ● Managing Emotions

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Making Meaningful Connections: Music Video Reflection



“Soy Yo” by Bomba Estéreo

Bomba Estereo is a Colombian group based in Bogota that weds tropical, cumbia, vallenato, and champeta rhythms to electro, reggae, and pop in a unique form of dance music. make electro tropical party beats. Their name is literally a Colombian term for “a really cool, awesome, party”. The smash single "Soy Yo," appeared on their two-time Grammy-nominated breakthrough *Amanecer* in 2015. The video received broad media coverage, including [The Huffington Post](#), [Vogue](#) and [Billboard](#). The video has been called an “ode to little brown girls everywhere. A swaggier Little Miss Sunshine. An empowerment anthem.”

Follow them on [Facebook](#), Twitter [@bombaestereo](#), Instagram [@bombaestereo](#), and [YouTube](#).

Purpose

To make meaningful connections through analysis of the music video and our lived experiences.

Directions

1. Listen and/or read a transcript of the song (below).
2. Individually reflect on how you would describe the child centered in the video.
3. Next, reflect on how the child might be described in a typical school setting.
4. Share your reflections and meaningful connections in the chat, or use the “raise hand” feature to share aloud.

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“Soy Yo” by Bomba Estéreo

(“Soy yo”: [Video](#) and Partially Annotated Lyrics in [English](#) and [Spanish](#))

[Verso 1]

Me caí, me paré, caminé, me subí
Me fuí contra la corriente y también me perdí
Fracasé, me encontré, lo viví y aprendí
Cuando te pegas fuerte más profundo es el beat,
sí
Sigo bailando y escribiendo mis letra'
Sigo cantando con la' puerta' abierta'
Atravesando por todas estas tierras
Y no hay que viajar tanto pa' encontrar la
respuesta

[Pre-Coro]

Y no te preocupes si no te aprueban
Cuando te critiquen tú solo di:

[Coro]

¡Soy yo!
¡Soy yo!
¡Soy yo! (Soy, soy, soy)
¡Soy yo! (Yo, yo, yo)

[Verso 2]

Sigo caminando, sigo riendo
Hago lo que quiero, muero en el intento
A nadie le importa lo que estoy haciendo
Lo único que importa es lo que está por dentro
(Hey)
A mí me gusta estar en la arena
Bañarme en el mar, sin razón, sin problema
Estar sentada sin hacer nada
Mirando de lejos y estar relajada

[Pre-Coro]

Y no te preocupes si no te aprueban
Cuando te critiquen tú solo di:

[Coro]

¡Soy yo!
¡Soy yo!
¡Soy yo! (Soy, soy, soy)
¡Soy yo! (Yo, yo, yo)

[Verse 1]

I fell, I stopped, I walked, I got up
I went against the current and I also got lost
I failed, I found myself, I lived it and I learned from
it
The harder you hit yourself the deeper is the beat,
yes
I keep dancing and writing my lyrics
I keep singing with the doors open
Crossing all these lands
And you don't have to travel so much to find the
answer

[Pre- Chorus]

And don't worry if they don't approve of you
When they criticize you, just say:

[Chorus]

It's me
It's me
It's me (It's, it's, it's)
It's me (Me, me, me)

[Verse 2]

I keep walking and I keep laughing
I do what I want or die in the attempt
Nobody cares what I'm doing
The only thing that matters is what's inside (Hey)
I like being in the sand
To bathe in the sea for no reason no problem
Sitting around doing nothing
Looking away and being relaxed

[Pre-Chorus]

And don't worry if they don't approve of you
When they criticize you, just say:

[Chorus]

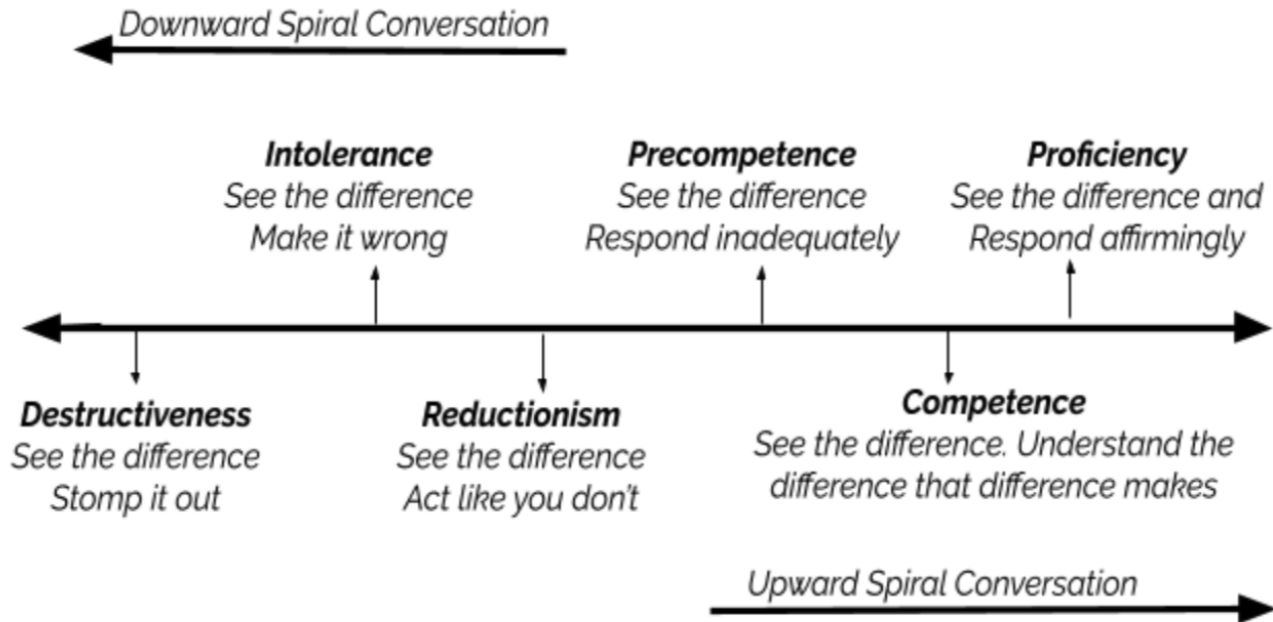
It's me
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Cultural Proficiency Continuum



Sources: Cultural Proficiency: A Manual for School Leaders 4th Ed 2019

Fish Out of Water: Mentoring, managing and self-monitoring people who don't fit in. Corwin 2016 Thousand Oaks, CA

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Making Meaningful Connections: Panel Discussion



Monique Martin
Education Associate,
Equity and Educator
Development



Wendy Turner
2017 Delaware
Teacher of the Year



Julia Joy Dumas
Secondary Teacher



Kimberly de Jongh
Middle School Teacher

Purpose

To support participants in making meaningful connections with the equitable tier-one practices presented and identify connections to the Cultural Proficiency Continuum and the Mindfulness Protocol.

Directions

As you listen to the conversation with the panelists, please make note of the following

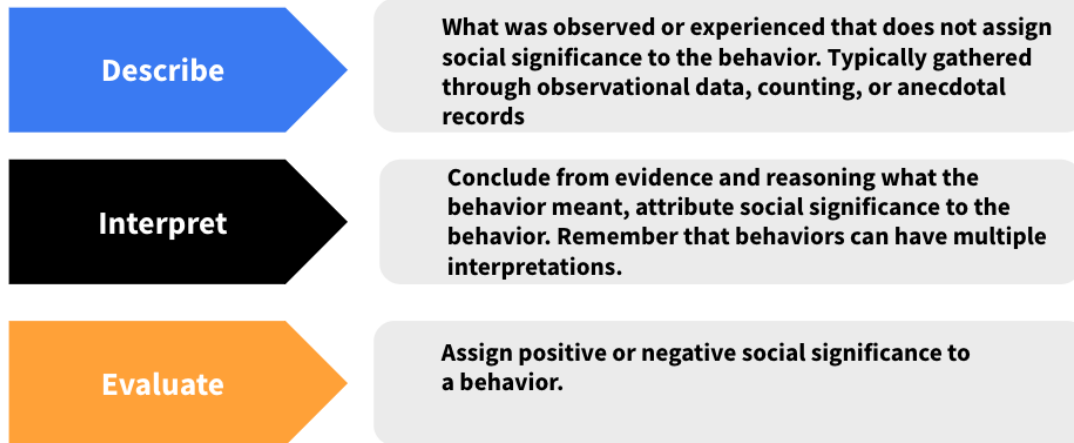
- Any words or statements that stand out to you;
- Any a-ha moments, other thoughts;
- or ideas that the discussion might generate for you.

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Making Meaningful Connections: [Mindfulness Protocol](#) in Action



Purpose

To make meaningful connections through analysis of the video, your lived experiences, and the panelist conversation by reflecting on the Cultural Proficiency Continuum, and using the Mindfulness Protocol.

Directions

1. Read the scenario below.
2. Individually reflect on the video, your lived experiences, the panelist conversation, the Cultural Proficiency Continuum, and Mindfulness Protocol.
3. Share a feeling that came up for you when you heard the conversation, then share a question you might ask the teachers at each phase of the [Mindfulness Protocol](#) on the [Jamboard](#), in the chat, or use the “raise hand” feature to share aloud.

Scenario:

You are in the library waiting for the team meeting to start. As you are reflecting on your day you hear two school staff having the following conversation:

Teacher 1: *"It's so frustrating you know...these kids are technologically illiterate."*

Teacher 2: *"Older staff members will say these kids are so technologically advanced...and I'm like no they're not... no they're not."*

Teacher 1: *"The things that impress them are so sad. Oh, you're impressed that a kid can record a Tik Tok... it's literally one button."*

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Optimistic Closure: Spoken word poetry
Because I’m a Black Female

[In unison]

Because I'm a Black female, I'm supposed to be pregnant by now, right?

But the only thing I desire to do is write.

Because I'm a Black female, I'm supposed to watch what I say? Because it might determine whether I live or die today.

Because I'm a Black female,

[Speaker 1]

I get pushed to the side, told to hold in my pride.

I'm also told that I'm not smart or I'm dumb or don't have a bigger role. But how, when I strive and I get honor roll?

People look at me differently because of the color of my skin, would it make you feel any better if I blended in?

Now you may look at me and determine that I'm only African American, but maybe, just maybe if you look down in my history, you'll actually find that I have a...

[Speaker 2]

Because I'm a Black female I'm supposed to be ghetto. But once you get to know me, I'm actually kind of smooth.

Maybe if you said hello, you will get an idea that I'm not actually ghetto.

Or is it because I have a grandmother who is white, that you think I was kidnapped?

Or what about when I get fed up and finally snap.

But instead, I hold my peace, continuing forward to all the adversity.

But the diversity does not faze me, because who knows one day I have a degree in psychology having all 48 credits beating statistics graduating from Harvard University.

[Speaker 3]

Because I'm a Black female, I get treated differently.

I walk into a restaurant full of white people staring at me.

They stare with anguish as we try to find our seats, while the waiter barely wants to make eye contact.

So I put our feelings in compact.

Does my rich melanin skin scare you? Is my natural, thick curly hair intimidate you?

Some say it's a mess, but no baby I don't stress, because I express how I feel.

And no, I do not steal.

[Unison]

Because I'm a Black female we are told not to fight not to be in a bright light. But you can see in plain sight that we are not being treated right. But then again, who's gonna fight for our rights?

[Speaker 2]

But one day, I will rise and be in the flashing lights with these pearly whites standing up for what I know is right.

So that when that day comes, I will stand up for what I know is right, because I am a Black female.

And I have a voice and I have overcome everything by now. So why stop now?

Since I'm supposed to be pregnant by now, right?

My dream was like a child. So therefore, I'm taking all the custody.

[Unison]

I am a woman a man needs not a woman who needs a man.