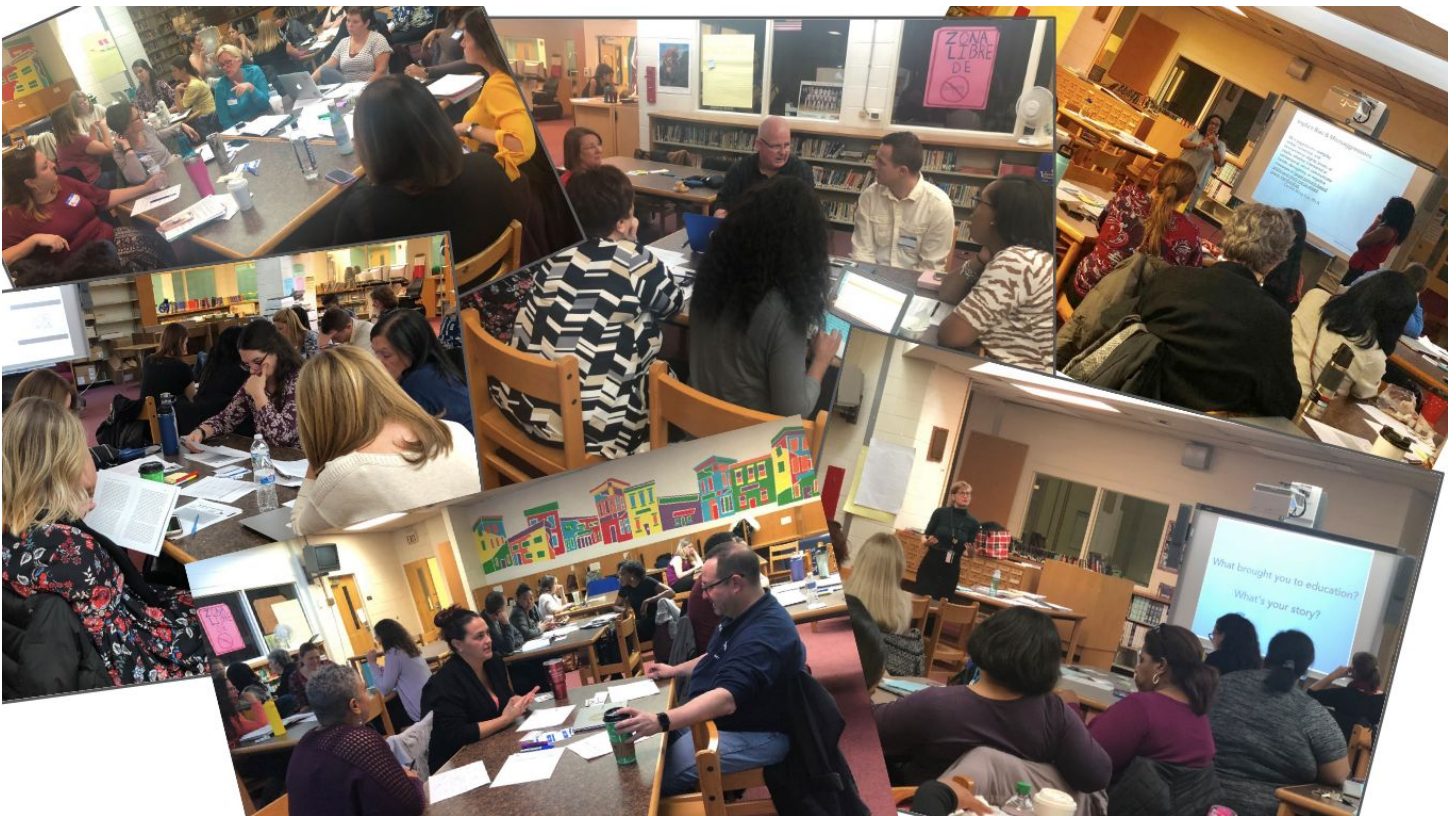


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# Community, Culture, & Equity Education

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Thank you to all K-8 SBTLs who attended this months PD on November 27th, 28th, 29th and battled the tropical heat (\*wink\*) to be engaged and hold meaningful conversations with fellow teacher leaders.

We would like to thank our wonderful facilitators for preparing and presenting relevant content and helping everyone to reflect on their practice. We know that taking the time to slow down for reflection can be an adjustment. However, the benefits to students, staff, and ourselves outweigh the struggle.

Thank you also to Edison faculty, staff, and students for their attention to our needs. We appreciate all members of our School District of Philadelphia Family.

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## RESOURCES

### NOVEMBER K-8 SBTL PROFESSIONAL DEVELOPMENT

#### November 27th, 28th, 29th Slidedeck

- [Click here](#) to access the November presentation.

#### Leadership Development (Community & Culture Competency)

- Big Takeaways
  - Implicit Bias: The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Everyone has them; having implicit bias does not mean you are a bad person. It means you're human.
  - Microaggressions: everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership. - Derald Wing Sue, Ph.D. (Death by a Thousand Paper Cuts)
  - Not all insults, episodes of teasing or bullying, or hurt feelings are microaggressions. What is the dynamic of social status of those involved?
- Quite a few SBTLs asked for the online implicit biases and blind spot quizzes spoken about during our November session. Below you will find the two quizzes:
  - Implicit bias is made up of the unconscious thoughts/feelings we have about others. The Project Implicit Association Test (IAT) provides us with a common entry point into this conversation. [You can find the test here!](#)
    - SBTLs may find the take the Race IAT Gender IAT as being the most informative to their work.
  - As we continue to understand our own blind spots, walking in someone else's shoes can be insightful. This "game" can demonstrate what it feels like to suffer from microaggressions. The working definition of microaggression is a comment- even if said with positive intent- that makes the recipient feel diminished, less than a fully recognized human being. [You can find the game here!](#)
- 5 Tips for Being an Ally - [Video](#)

- Mindfulness - [“If Elephants Could Talk, Promoting Racial Literacy in Schools.”](#) -Dr. Howard C. Stevenson, Ph.D. (University of Pennsylvania)

**Content Development (Math)**

- Social psychologists Anothony Greenwald and Mahzarin Banaji have studied human cognition extensively and found that social behavior is driven by learned stereotypes that operate automatically - and therefore unconsciously - when we interact with other people. To learn about daily experiences of living with and against stereotypes Greenwald and Banaji sat down to talk with eight you men about their school experiences. - [Click here](#), to watch the video.

**Exemplary Teaching Video Library** - Access the ETVL, [here!](#)

**Additional Resource** - *“Students of color, those from low-income families, English language learners, and students with mild to moderate disabilities have even less access to these resources than their peers. For example, classrooms that served predominantly students from higher-income backgrounds spent twice as much time on grade-appropriate assignments and five times as much time with strong instruction, compared to classrooms with predominantly students from low-income backgrounds.”*  
*-excerpt from the Opportunity Myth*

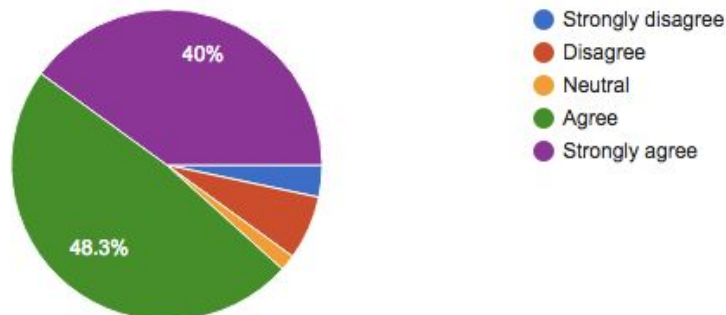
FIND THIS EXCERPT INTRIGUING?

Read → [The Opportunity Myth](#) (TNTP’s recent research publication)

PARTICIPANT FEEDBACK  
 NOVEMBER K-8 SBTL PROFESSIONAL DEVELOPMENT

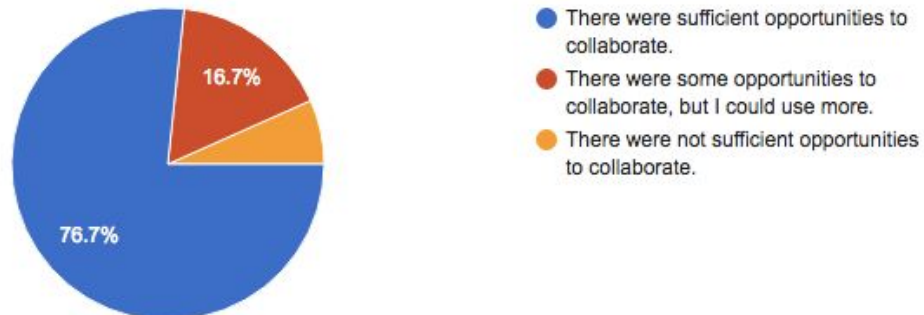
Today's sessions provided me with time to reflect on my practice and extend my growth-mindset as a SBTL.

60 responses



## How would you describe your opportunities to collaborate during today's sessions?

60 responses



## What leadership skills did you learn today, that will help you to be a more effective SBTL?

60 responses

Being aware of my own biases and having teachers reflect on theirs.

I learned how to use scripting to generate conversations.

I learned how to be more aware of my implicit bias. I also learned how to help my colleagues become aware of how their implicit bias impacts their teaching.

Best Practices for Teaching and Learning Mathematics the teacher action of the teacher and the actions of the students.

From the afternoon session, I learned effective strategies about getting teachers familiar with what they may say to students during interactions

Positioning to change my thinking towards my teaching.

Reflection around implicit bias, and how my perceptions guide my interactions with teachers

I learned that by acknowledging my implicit biases that be a better leader in school.

Guided reflection

coaching in regard to math and implicit bias

## What worked well today that we should replicate in the next session(s)?

60 responses

Breaking into PLC time

Switching of facilitators to deliver the content

Reminding students of the importance of Math Talks

Sharing the video resources that we can use to help our teachers.

Working in Professional Learning Communities

The PLCs

Discussing ways to apply PD information to our work in schools with staff, students, and family. Collaboration time and PLC- Great to brainstorm with SBTLs from other schools.

Time to work and collaborate with other SBTLs

I enjoyed collaborating with SBTLs and look forward to more opportunities to do that in the future. I garnered many new and fresh ideas to invigorate my practices.

Time spent on Problem of Practice

Time to discuss with other SBTLs. It was great to hear different perspectives.

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## WE HEARD YOU THE CHALLENGES OF TIME MANAGEMENT

There is a big dilemma in the K-8 SBTL world regarding time. There is never enough time in the day for all the items on your lists of things to do, teachers to visits, or meetings to prepare for. Understanding there might be “on fire” items that pop up, here is a resource that may help you manage your time.

[Time Management Quiz](#) - Discover a Time Management Tool to Help You Excel

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## THIS MONTH'S “YOU SHOULD KNOW...”

On January 18th, all schools serving grades K-5 will engage in professional development within grade teams. The focus of this PD is on the planning and preparation process necessary to provide students with access to grade level instruction. To provide a small group setting for PD on January 18th, schools are

sending one teacher per grade to be trained the week of December 10th-14th. These teachers will then facilitate PD for their grade teams on January 18th.

We recognize that many SBTLS have been asked to serve as a grade level representative. **In response, our December K-8 SBTL PD has been shortened to a half day (8:15-11:15am) on the 11th, 12th, and 13th to reduce time out of your building.**

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## LEADERSHIP & DEVELOPMENT OPPORTUNITIES

### **#EDCAMP: 2/9/19**

Deadline: Registration closes February 4th

Questions go to: [professionaldevelopment@philasd.org](mailto:professionaldevelopment@philasd.org)

Edcamp is a creative way for teachers to develop professionally. The learning is decided by the educators who show up on the day of the Edcamp. Edcamps are unstructured conferences where educators create the session offerings and move with their feet to explore their interests, make connections and collaborate with like-minded educators.

The school that has the most participants attend will receive a prize for the staff! There must be a minimum of 8 staff members in attendance from your building in order to be placed in the running for the prize. Registration is open on Cornerstone.

### **TEACHER SYMPOSIUM: 4/13/19**

**Deadline:** Facilitator registration closes 12/21, Participant Registration closes 3/29/19

Questions go to: [professionaldevelopment@philasd.org](mailto:professionaldevelopment@philasd.org)

Teacher Symposium provides teachers with an opportunity to participate in engaging, relevant professional development sessions that will have a direct impact on their instructional practices. This program is a way to highlight strong teachers by giving them a forum to share their best practices, build capacity by developing the skills of teacher facilitators, and create a space for teachers to network while engaging in a learning experience together.

Teachers serving as facilitators will complete an application process which will be reviewed by a committee of representatives from multiple stakeholder groups.

Facilitators will attend 10 hours of professional development to support them in creating their sessions and corresponding materials. If you know of someone who would be interested in presenting at this year's event, please direct them to the part-time job posting on our PhilaSD website. The deadline to apply is 12/21/18. *\*Registration will be open for participants on Cornerstone soon!*

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[Click here](#) to find more opportunities for teacher leadership  
and development on the Teaching & Learning websites!

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Bulletin Provided by:  
Office of Teaching & Learning | [Teacher Leadership](#)  
440 N. Broad Street, Philadelphia, PA