

EVERFI

Best Practices for Culturally Relevant Teaching in Maine

The background of the slide is a solid orange color. On the left side, there is a blurred image of a desk setup. It includes a white pen holder with several pens inside, a black pen lying horizontally, and a spiral-bound notebook with a silver binding. The word "Agenda" is written in large, white, sans-serif font over the orange background.

Agenda

1. Intro and Norms
2. What is Culturally Relevant Teaching?
3. The Importance of Psychological Safety
4. Resources
5. Getting Started



Kayla Boyer

Senior Schools Manager
kboyer@everfi.com



Caitlin Gayles

Manager, DEI Programs
cgayles@everfi.com

EVERFI K-12

With a network of 30,000+ schools and thousands of partners who share our mission, EVERFI delivers engaging digital resources, free of charge so teachers can equip students with real world skills for success beyond the classroom.

Our Expertise



15+ Years in Digital Education



Content Developed with Subject Matter Experts



Aligned to State and National Standards



Dedicated Implementation Team



Rate your comfort with culturally relevant teaching

- 4- Very comfortable
- 3- Comfortable
- 2- Somewhat Comfortable
- 1- Uncomfortable

Creating Shared Norms

BE HERE AND BE PRESENT.

Arrive promptly.
Pay active attention
to those speaking.

THINK WELL OF EACH OTHER.

We recognize and value that we
each enter this experience with
the intention of building a
shared understanding and goal
of moving forward.

Understand the difference between **INTENT VERSUS IMPACT.**

ADDRESS THE IDEAS, NOT THE PERSON.

Personalize our statements.
We use "I" in dialogue and
"we" when formally
representing a group.

KEEP CONFIDENTIALITY.

Personal shared experiences
bravely shared stay within the
space. Share ideas and
concepts only.

SHARE THE SPACE.

Speak up. Hold back.
Be aware of time.

EXPECT UNFINISHED BUSINESS.

Addressing the issues
before us will take concerted
effort and time.

AVOID ASSUMPTIONS, ASK QUESTIONS.

Remember that we all have
different experiences. Ask
questions or ask someone to
give a longer explanation to
make sure you understand their
point or perspective.

REACT MINIMALLY, ACT MAXIMALLY.

If something triggers an
emotion, take a few minutes to
gather before responding.

Intro Activity 1



Write down 2 things that someone can tell about you by looking at you

- Example:
 - I have brunette hair
 - I do not wear glasses



Write down 2 things that people can't tell about you by looking at you

- Example:
 - I am a mother
 - I have a Master's Degree in Education

The Why: Individualism presents itself in both the seen and unseen. We “see” with our eyes, hearts, past experiences, biases, and fears. This icebreaker activity can be used to encourage open mindedness and cultivate a culture of tolerance and acceptance.

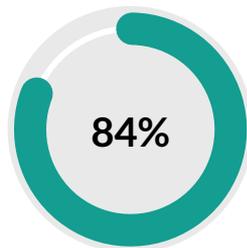
The Need | Diversity, Equity, and Inclusion Education

EVERFI Recently surveyed over 400 teachers during the recent Learn On Conference



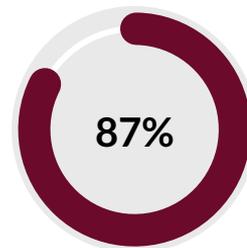
OF TEACHERS

Reported diversity and inclusion as one of the top two most pressing topics



OF TEACHERS

Said teaching diversity and inclusion is a school priority



OF TEACHERS

Feel underprepared to teach diversity and inclusion topics

Socially Conscious and Activist Inclined

Education

High school students are demanding schools teach more Black history, include more Black authors



Opinion

This summer's whirlwind of social activism should change the conversation in schools: Shelly Saltzman

Posted Aug 23, 2020



In Winooski, Students Lead Charge for Anti-Racist School Reform

By ALISON NOVAK



Indira Acharya

JAMES BUCK



The New York Times

Beacon High School Is Half White. That's Why Students Walked Out.

More than 300 students at the selective public high school, one of New York City's most prestigious, protested its admissions policies.

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What is Culturally Relevant Teaching?

What is Culturally Relevant Teaching?

- Culturally Relevant Teaching was coined by Dr. Gloria Ladson-Billings, "...empowers students to maintain cultural integrity, while succeeding academically."
- Three fundamental pillars
 - High Academic Expectations
 - Understanding Cultural Competence - *the understanding that your own worldview and understandings may or may not align with that of your students*
 - Sociopolitical Awareness - *willingness to acknowledge and address inequity*
- Culturally relevant teaching cannot focus on one pillar without also inherently focusing on the others



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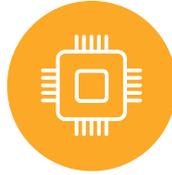
Strategies for Culturally Relevant Teaching

Culturally Relevant Teaching Strategies



Activate Students' Prior Knowledge

Students enter the classroom with their own diverse experiences. Encourage students to draw on prior knowledge to contribute to group discussions.



Make Learning Contextual

Tie lessons from the curriculum to the students' social communities to make it more contextual and relevant



Encourage Students to Leverage their Cultural Capital

Encourage all students to have a voice in the classroom. It is important to find ways to activate each students' experiences - their cultural capital. Be mindful to not make students feel that they need to speak for their entire culture by putting them on the spot.



Reconsider your Classroom Setup

Take inventory of your classroom library -- Does it reflect authors of diverse races? Is the LGBTQ community represented? Do books include urban/suburban/rural families? Also take inventory of posters and classroom displays



Build Relationships

Work to build relationships with students to ensure they feel respected, valued, and seen for who they are. Building relationships helps to build community within a classroom and with each other

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The Importance of Psychological Safety

“

Psychological safety is a belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns or mistakes.

Amy Edmondson
Harvard Business School Professor

”

Tips to Create Psychological Safety



Lead by example

Anyone in a position of responsibility should set the example.

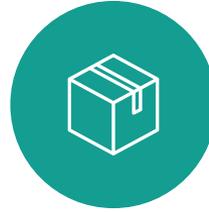
- Ask for feedback
- Acknowledge mistakes
- Be open to opinions that differ from your own
- Be approachable and encourage questions



Encourage active listening

This is an important part of ensuring people feel valued and that they can contribute.

- Reduce distractions
- Show understanding by repeating what was said
- Encourage more sharing by asking questions
- Actively ask the opinions of everyone



Create a safe environment

Help teams develop a safe environment, by creating a few ground rules on how they interact with one another.

- No interrupting
- All ideas are accepted equally/never judged
- Never place blame
- Out of the box suggestions are encouraged



Develop an open mindset

In order to break free of judgment and strengthen the relationships, it's important to have an open mindset.

- Encourage students to share and respond appropriately to feedback
- Rather than criticism, encourage teams and individuals to see feedback as a way to strengthen and build upon their ideas



Plan & Share

1. Look over your plans and find one spot where you could incorporate one of these ideas or one of your own [3 mins]
2. Take a moment to share your ideas in the chat [2 mins]

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Blended Learning Resources

Financial Education

STEM & Career Exploration

Social Emotional Learning

Health & Wellness

Elementary Academic Readiness

Diversity, Equity & Inclusion

Vault *NEW*
Understanding Money
4-6th Grade

Future Goals
Hockey Scholar –
Math Edition
4-7th Grade

The Compassion Project
2nd-4th Grade

Healthier Me
Nutrition & Wellness
1st-4th Grade &
6-8th Grade

WORD Force
A Literacy Adventure
K-2nd Grade

Diversity Foundations
for High School
9-12th Grade

FutureSmart
6-8th Grade

Future Goals
Hockey Scholar –
Science Edition
4-7th Grade

Ignition
Digital Wellness & Safety
6-9th Grade

Mental Wellness
Basics
8-10th Grade

Summer Slugger
Math & Literacy
4-5th Grade

306
African-American History
9-12th Grade

Venture
Entrepreneurial Expedition
7-10th Grade

Sustainability Foundations
5th-8th Grade

Character Playbook
Character Education
7-9th Grade

AlcoholEdu
9-12th Grade

BINAH: Building Insights
to Navigate Antisemitism &
Hate
9th-12th Grade

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Financial Literacy
9-12th Grade

Plants, Animals, and Our World
5th-8th Grade

Honor Code
Bullying Prevention
8-10th Grade

Prescription Drug Safety
9-12th Grade

Marketplaces
Investing Basics
9-12th Grade

Endeavor
STEM Literacy &
Career Exploration
7-9th Grade

Vaping: Know the truth
8th-12th Grade
Coming Nov. 30th

Money Moves Modern
Banking & Identity
Protection™
9th-12th Grade

Keys To Your Future
College & Career
9-12th Grade

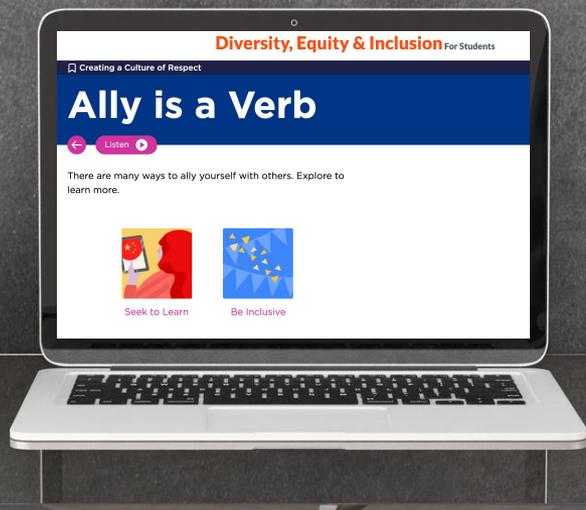
Pathways
Financing Higher Education
9th-12th Grade

Diversity Foundations for High School

Grade Level: 9th -12th

Total Lessons: 5 lessons, 20 minutes each

Suggested Class Fit: Advisory, Senior Seminar, Social Studies, ELA



At-a-Glance

Diversity Foundations for High School introduces learners to key concepts of identity, bias, power, privilege and oppression. This digital resource establishes the importance of ally behavior, self-care, and creating inclusive spaces. The 5 mobile-friendly digital lessons can easily be integrated into any instructional setting.

Course Highlights

- Diverse environments and characters
- Student mentors speak at a peer-to-peer level
- Embedded Communication Workshops to apply learning

Course Topics

- Identities & Influences
- Power, Privilege & Oppression
- Creating a Culture of Respect
- Active Listening & Effective Allyship
- Self-Care

Key Lesson Elements

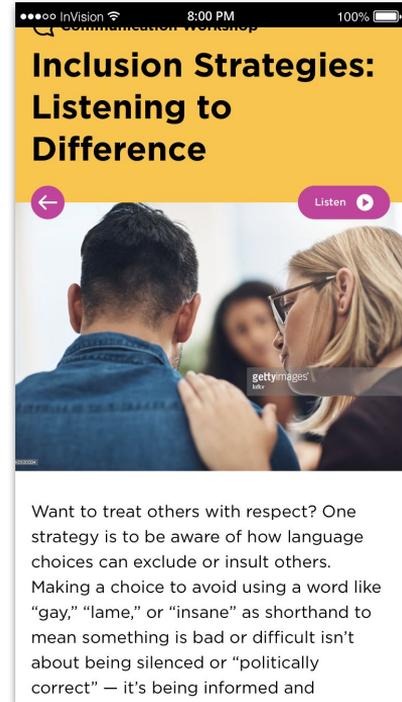
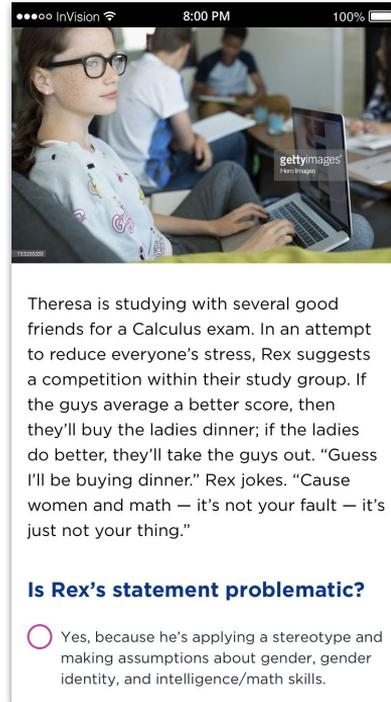
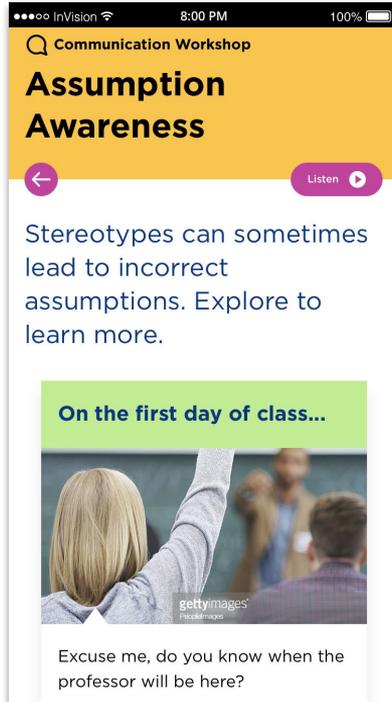
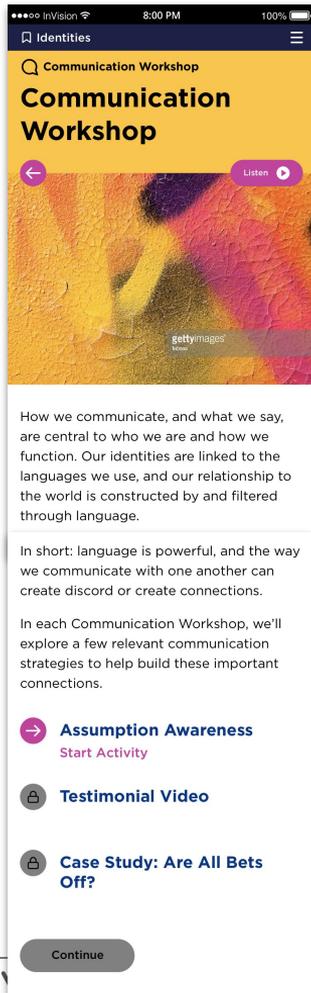
- Student POV Videos - connecting course content to lived experiences
- Communication Workshops
- José's Story



Be Inclusive

Always seek to be as inclusive as possible in group activities and services. This means making a deliberate effort to ensure that spaces, meetings, and events are made welcoming and accessible.

Communication Workshop



Diversity Foundations for High School Teacher/Facilitator Guide

- Course Outline
- Subject Matter Experts
- Extension Lesson Plans

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Teacher/Facilitator Guide

Diversity Foundations for High School

Diversity Foundations for High School

A majority of students now identify with one or more minority or historically underrepresented populations, according to the US Department of Education. At the same time, incidents of intolerance and hate crimes in educational settings have increased 30% in the last 5 years, suggesting that a diverse student body is not necessarily an inclusive one.

Diversity Foundations for High School equips learners with the information and skills necessary to create a respectful and welcoming environment for everyone.

Lesson Plan B: Circles of My Multicultural Self

Ready to make a difference?

Preparation/Checklist

1. Not all students are equally familiar with the concept of identity. Some students may not be familiar with the concept of identity or may not be familiar with the concept of multiculturalism. Consider the needs of your students and adjust the lesson accordingly.
2. The objective of this lesson is to help students understand the concept of identity and how it relates to their own lives. Consider the needs of your students and adjust the lesson accordingly.
3. Prepare the students to discuss their own experiences and how they relate to the concept of identity. Consider the needs of your students and adjust the lesson accordingly.

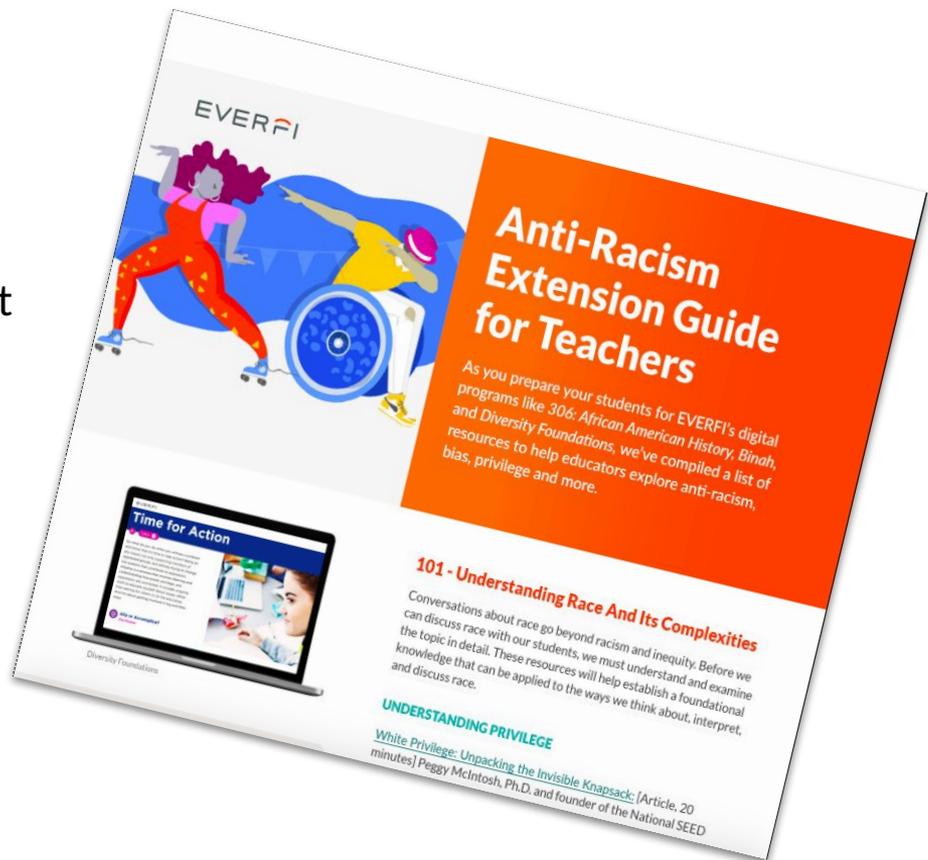
Extension Activities

1. Have students create a multicultural collage or poster that represents their own identity and the identities of others.
2. Have students write a short story or poem that explores the concept of identity.
3. Have students create a multicultural playlist that represents their own identity and the identities of others.

Anti-Racism Teaching Guide

Curated list of additional resources to continue your learning:

- Self-paced Professional Development
- Readings
- Videos
- Lessons/Activities to use in your classroom



306

African-American History

Grade Level: 9th -12th

Total Lessons: 15 lessons, 5-10 minutes each

Aligns Common Core ELA Standards

Suggested Class Fit: ELA, Social Studies, Advisory



At-a-Glance

African-American influence can be found at the core of American life, from science and academia to music and the arts. The *306 - African-American History* digital course brings to life a number of the important leaders and events whose impact changed the fabric of American life. The course covers four key eras and allows students to take control of their journey as they travel at their own pace.

Course Highlights

- Short vignettes focused on a specific person, event, or theme
- Capstone project constructing an essay around a key theme from the course

Course Topics

- Geopolitical and economic factors of the Trans-Atlantic Slave Trade
- The Underground Railroad
- Political and social issues from the Reconstruction Period through the life of Hiram Revels, the first African-American member of the U.S. Senate
- The artistic, cultural, and political legacy of the Harlem Renaissance

The Significance of “306”

The infamous *Dred Scott v. Sanford* case was handed down by the Supreme Court on **March 6, 1857**.

Charles Alston, a painter and sculptor, founded “**Group 306**” to bring together artists, scholars, and writers during the Harlem Renaissance.

Dr. Martin Luther King, Jr. always requested **Room 306** at the Lorraine Motel in Memphis, TN, where he was assassinated in 1968.



Interactive Texts

ASK

FREDERICK DOUGLASS

It was a bad thing for slaves to learn to read.

Select the phrase that contrasts Mr. Auld's views with Douglass's goals.

Select the phrase in which Douglass explains why he does not reveal the name of the man who hosted Douglass's Sabbath school.

Select a phrase in which Douglass asks a rhetorical question that uses religious imagery.

Select the phrase that describes the consequences Douglass and his students faced if they had been caught

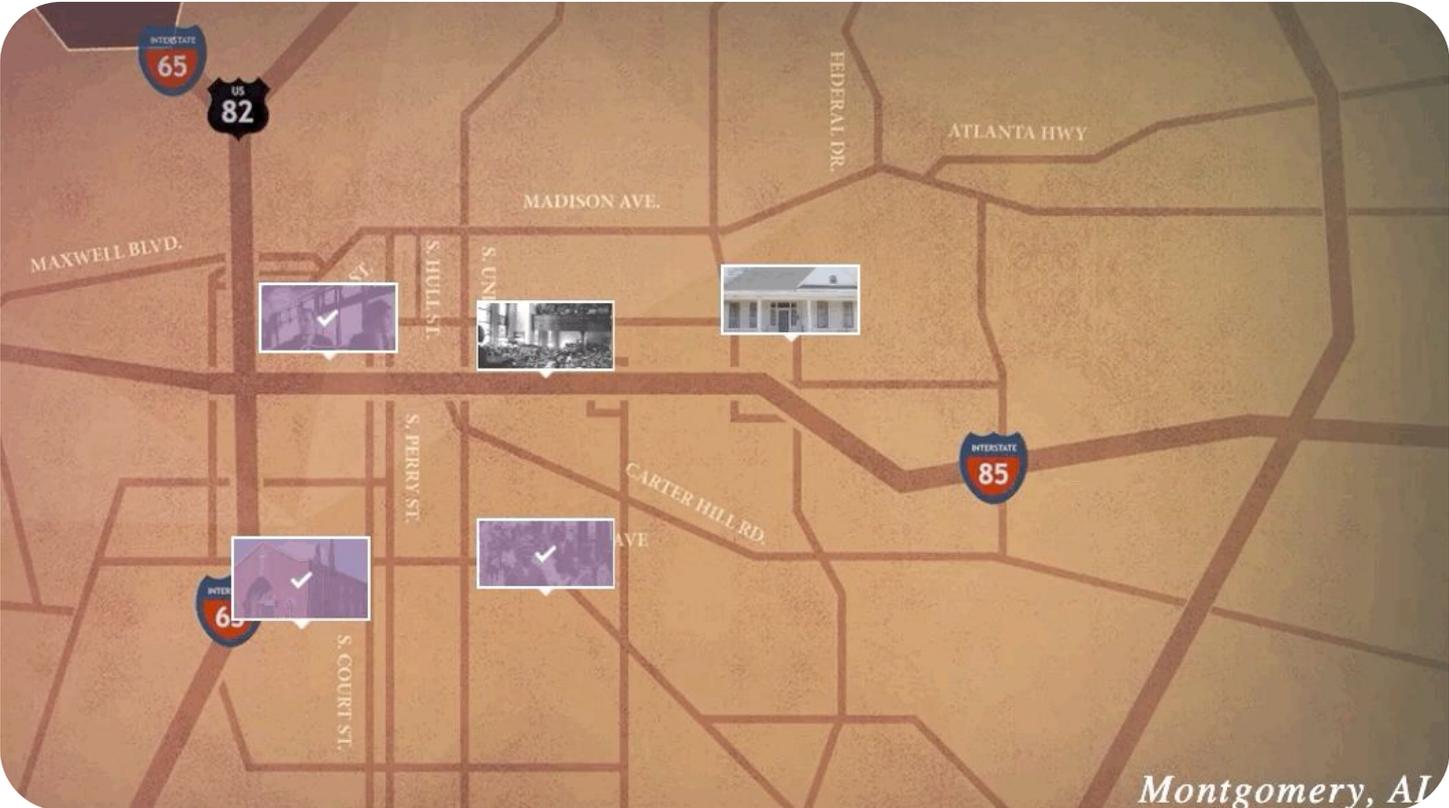
...and gained from my master, though conscious of the difficulty of learning without a teacher, I set out with high hope, and a fixed purpose, at whatever cost of trouble, to learn how to read.

- ▶ The very decided manner with which he spoke, and **strove** to impress his wife with the evil **consequences** of giving me instruction, served to convince me that he was deeply sensible of the truths he was uttering. It gave me the best **assurance** that I might rely with the **utmost** confidence on the results which, he said, would flow from teaching me to read.
- ▶ What he most **dreaded**, that I most desired. What he most loved, that I most hated. That which to him was a great evil, to be carefully **shunned**, was to me a great good, to be **diligently sought**; and the argument which he so warmly urged, against my learning to read, only served to inspire me with a desire and determination to learn. In learning to read, I owe almost as much to the bitter opposition of my master, as to the kindly aid of my mistress. I acknowledge the benefit of both."

Douglass said that when his life was most difficult, he didn't think about being free. When he began working as a house servant for the Aulds, he said it let him have time to think and to learn. "I have found that, to make a contented slave, it is necessary to make a thoughtless one," he said.

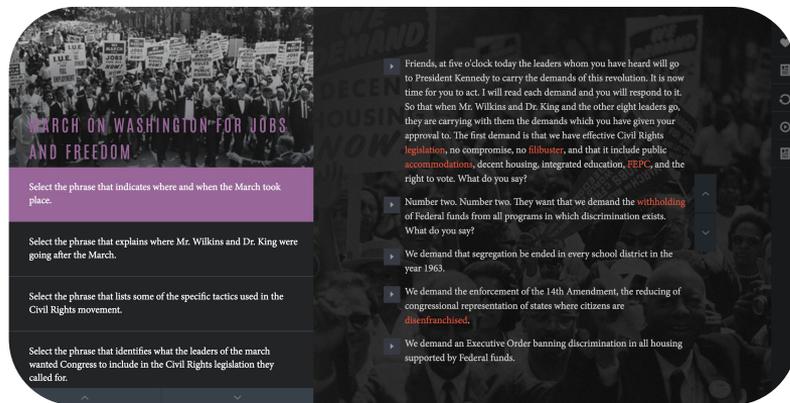
He was about 17 when he started teaching other slaves to read. He was working with two other men, Henry and John, and when they learned he could read, they

Interactive Maps



Index of Authors and Texts in 306

- ▶ Phyllis Wheatley
- ▶ **Frederick Douglass, *Life of An American Slave***
- ▶ W. E. B. Du Bois, “The Crisis”, “The Souls of Black Folk”
- ▶ Zora Neale Hurston, *Their Eyes Were Watching God*
- ▶ Langston Hughes
- ▶ **Booker T. Washington, *Up From Slavery***
- ▶ **Bayard Rustin, “The Demands of the March” from March on Washington For Jobs and Freedom**
- ▶ W. E. B. Du Bois, “The Talented Tenth”
- ▶ Booker T. Washington, “The Atlanta Compromise”
- ▶ Frederick Douglass, “Men of Color, To Arms!”
- ▶ Transcript of March on Washington for Jobs and Freedom



New Timeline Activity

Offline Lesson Plan for 306

- Teacher lesson plan and student materials (remote friendly)
- Students will:
 - Create a timeline of events in Black history from 1992-present
 - Identify key Black figures associated with each event
 - Write a paragraph comparing the figures they identified with those they learned about in 306

306: African American History Timeline Project

Name: _____

Date: _____

Overview

The timeline in 306: *African American History* ends with Mae Jemison, the first African American woman who traveled to space in September 1992. We know that Black history is vast, enduring, and bountiful, stretching forward from Mae Jemison's accomplishments into the present.

Part 1

Today you will create a timeline from 1992 to the present documenting 12 key events in recent Black history. You will also identify a key Black figure who was part of the event. Consider using a lens that is interesting to you, e.g. Black history in politics, activism, literature, finance, science, sports or the arts. Starting with Mae Jemison, write 2-3 sentences for each timeline event, describing the event and how each key figure played a role impacting American society.

Dr. Mae Jemison

START

1992

In 1992, Dr. Mae Jemison became the first Black woman to go into space. Prior to her career in space, she founded served as a doctor in the Peace Corps and after her time in space, she founded an organization that provided space camps for students. She has been a trailblazer across the STEM world.

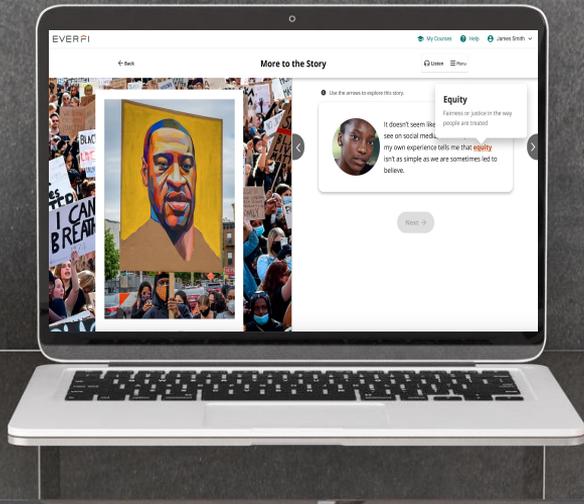
306

Continuing the Story

Grade Level: 8th -12th

Total Lessons: 4 lessons, 10 minutes each

Curriculum fit: Advisory, Senior Seminar, Social Studies, ELA



At-a-Glance

Black influence is at the core of American life, from science and entrepreneurship to social movements and reshaping its culture.

New for 2021, EVERFI's *306: Continuing the Story* is a digital course that brings to life more influential leaders and events. It is a continuation of *306: African American History*, which chronicles history's most influential people and moments.

After taking *306: Continuing the Story*, students will understand Black history better and will be able to relate broader themes to their everyday life.

Course Highlights

- **Interactive:** modules have quizzes, videos, and activities, as well as a final capstone essay
- **Self-paced:** allows students to take control of their journey as they learn at their own pace
- **Mobile-friendly**

Key Topics

- Black History's Central Role in U.S. History
- Black Business Titans
- Black History Before U.S. Slavery and After the U.S. Civil Rights Movement
- Black Trailblazers in Medicine

Video Interviewees



Introduction

Patrice McLaurin
Children's Book Author
Image Activist
Course SME



Untold Stories

Chase Cantrell
Executive Director
Building Community Value



Black Business Titans

Ryan Green
CEO & Co-Founder
Gridwise

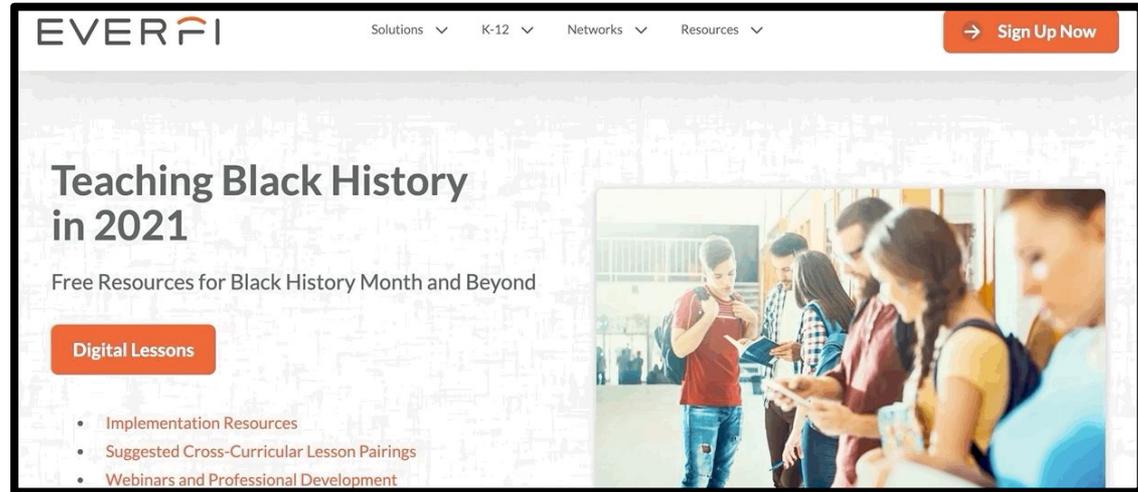


Black Contributions to Medicine

Dr. Danielle Hairston
Psychiatrist & Residency
Director for Psychiatry at
Howard University
Hospital

Cultural Literacy Hub

- Digital lessons
- Implementation resources (timeline activity, antiracism toolkit, videos for students)
- YouTube playlist of webinar snippets
- Lesson pairing worksheets (Venture, Character Playbook, Endeavor)
- Webinars
- Interest Form



The screenshot displays the EVERFI website interface. At the top, the EVERFI logo is on the left, and navigation links for 'Solutions', 'K-12', 'Networks', and 'Resources' are in the center. A red 'Sign Up Now' button with a right-pointing arrow is on the right. The main content area features a large heading 'Teaching Black History in 2021' and a sub-heading 'Free Resources for Black History Month and Beyond'. Below this is a red button labeled 'Digital Lessons'. A list of resource categories is shown: 'Implementation Resources', 'Suggested Cross-Curricular Lesson Pairings', and 'Webinars and Professional Development'. On the right side of the page, there is a photograph of a diverse group of students in a classroom setting, looking at a tablet together.

בינה,

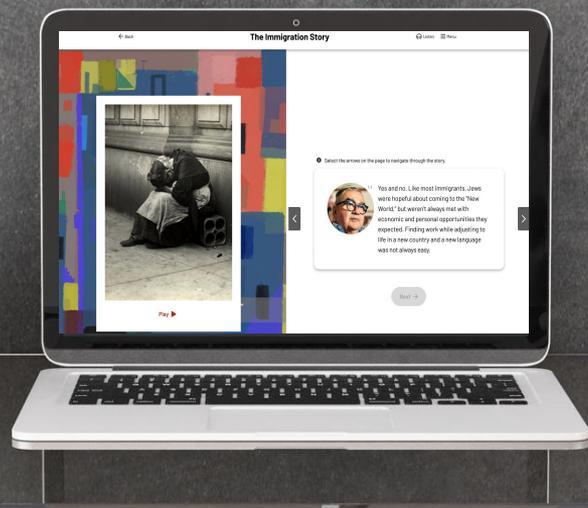
BINAH: Building Insights to Navigate Antisemitism and Hate

Grade Level: 9th - 12th

Course Length: 4 lessons, 15 minutes each

Aligns with C3 Social Studies Standards, Common Core State Standards in English Language Arts and College and Career Readiness

Suggested Class Fit: History, English, Advisory



At-a-Glance

Binah, a word for “understanding” in Hebrew, is the goal of this course. The aim is to promote understanding among all high school students, regardless of the makeup of their school community. Designed to integrate into Social Studies, ELA, or SEL curriculum, it can be taught in conjunction with teaching about the Holocaust, or as an independent lesson. This course will help students understand the history and current reality of antisemitism in the U.S. and how it relates to other expressions of discrimination in order to build empathy, understanding and a more inclusive community.

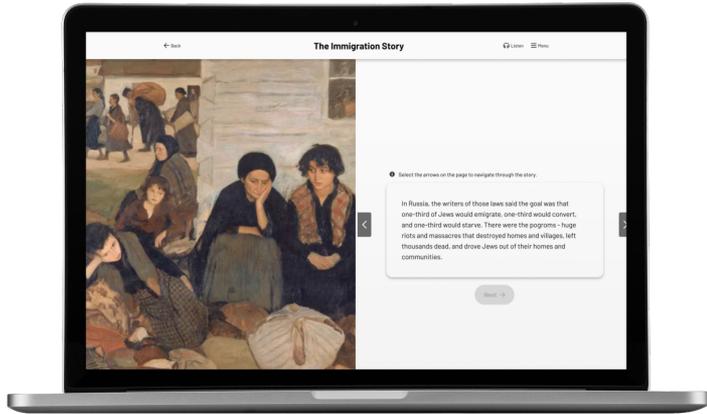
Course Highlights

- Interactive stories from a diverse set of characters
- Immersive environment to engage learners
- Primary sources and maps

Course Topics

- Defining Antisemitism
- Antisemitic Acts - Historically and in Modern Day
- Discrimination and Social Intolerance
- Allyship

Digital Experience: Lesson Goals



1

The Early Story

Students learn about the history of Jewish immigration and antisemitism with a focus on how it persisted throughout many communities and via multiple facets of society. This lesson covers U.S.-based events that perpetuated antisemitic attitudes and policies.

2

Modern Jewish Life

Students develop an understanding that the Jewish community is made up of many types of people, in no way monolithic, and all Jews have their own perspective on current events.

3

Impact of Antisemitism

Students develop a response to an instance of antisemitism by applying prior knowledge about the broader Jewish community and identifying how language can incite fear for Jews.

4

Being An Ally

Students explore how Jewish people may look for help from allies and what it means to be an ally to the Jewish community, as well as other examples of bias or discrimination. Students craft an educated response to antisemitic language.



SEL Resources to Promote Inclusive Classroom Communities

Mental Wellness Basics

Grade Level: 8th-10th

Total Lessons: 4 lessons, 10-15 minutes each

Aligns with K-12 National Health Education Standards (NHES) as well as Common Core Literacy Standards (CCSS).

Suggested Class Fit: Health, Advisory



At-a-Glance

We all must work on maintaining mental health especially during challenging times. This course provides learners with the knowledge and skills necessary to build, maintain and promote positive mental health. By helping all students develop a positive mindset, and normalizing the discussion of mental health concerns, this course reduces stigma and empowers students to help themselves and others.

Course Highlights

- Four interactive modules with videos that promote learning through practice.
- Offline activities that allow teachers and students to extend learning as a class or individually.

Course Topics

- Components that lead to mental health
- Strategies that help you cope with challenges
- Seeking treatment for self and others
- Symptoms and causes of mental disorders

Character Playbook

Building Healthy Relationships

Grade Level: 7th -9th

Total Lessons: 6 lessons, 20-25 minutes each

Aligns with NHES; CASEL SEL framework

Suggested Class Fit: ELA, CTE, Advisory, Health



At-a-Glance

Character Playbook is an innovative digital course that uses evidence-informed strategies to educate students on core social and emotional competencies. Using true-to-life scenarios, students learn concrete strategies for managing their emotions, communicating effectively with others and making responsible and healthy decisions.

Course Highlights

- Guided practice and scenario-based activities with targeted feedback
- National resources for students to dive deeper in specific topics

Course Topics

- Analyzing Influences
- Understanding and Managing Emotions
- Communicating Effectively
- Resolving Conflicts

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Moving Forward

Registration

everfi.com/newteacher

- ▶ Find Your State
- ▶ Enter Your School

Register

Student

K12 Teacher

Find Your School:

Please select a state and search for your school.

State/Province

[Can't find your school?](#)

Next

Already have an account? [Login](#)

Complete Your Profile

- ▶ Complete Your Profile
- ▶ Select a Course
- ▶ Agree to Terms of Service

Register

Student | **K12 Teacher**

First Name | Last Name

Enter your school email address

Create a Password

Password Confirmation

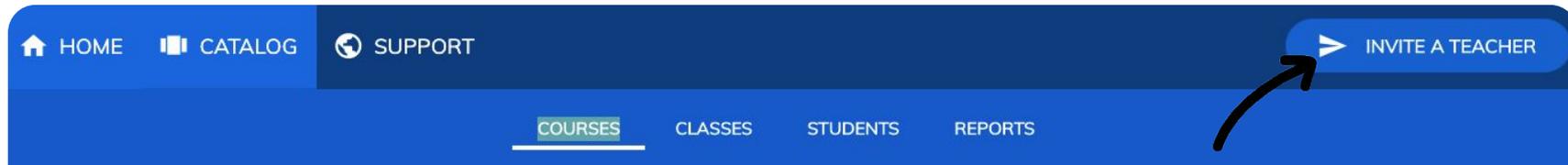
Show password

Select a course ?

I agree to the terms of service

Next

Invite-a-Teacher Program



*Share EVERFI with your colleagues to earn
\$\$\$ for your classroom!*

- On your Teacher Dashboard, click *Invite a Teacher*
- When a teacher you invited uses EVERFI, you'll receive a \$15 Amazon e-gift card as a thank you



Continued Professional Learning

EVERFI helps educators reach their own goals through regular webinars and events hosted by leading subject matter experts in whole child education topics.

Connect with Subject Matter Experts and other educators through polls, content and Q&A.

Details

- Monthly webinars offering thought leadership and implementation practices
- Attendees receive **1 hour of professional learning credit**

LEARN

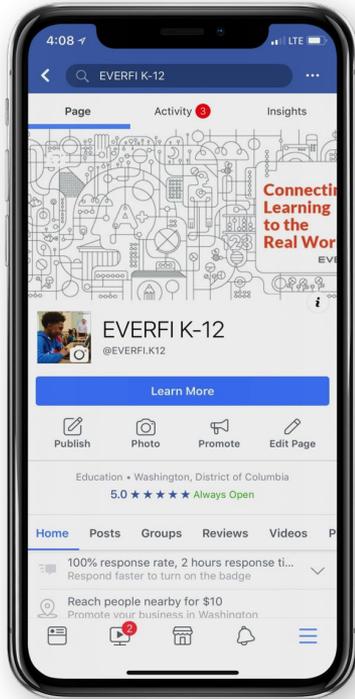
YOU ARE HERE

POWERED BY EVERFI

Join us this July to access the latest research and resources related to real world learning

everfi.com/k-12/upcoming-events

Join Our Social Media Community



K-12 Facebook Page + Connected Educator Group



@EVERFIK12 Instagram

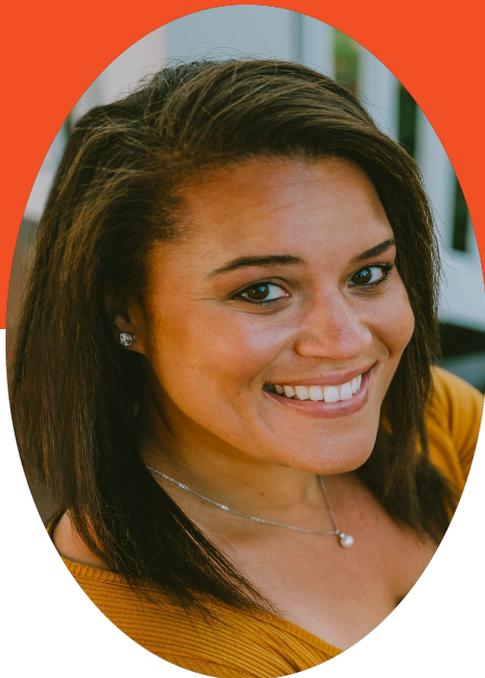


@EVERFIK12 Twitter

Follow for
announcements,
giveaways, lesson ideas,
and community chats.

EVERFI

Q & A



Kayla Boyer

Senior School Implementation Manager
Maine

Reach out to work with me on custom learning plans, activities, and virtual class visits. I am here to help!



kboyer@everfi.com



603-540-8162