



2015-2016 Training Plan: A First Step toward Increased Cultural Competence

Working in partnership with Dr. Mary Conage, whose expertise is in culturally responsive pedagogy, and the Social Studies' department's PMAC initiative, Community Tampa Bay proposes the following plan of services for 2015-2016:

October 2015:

Dr. Grego, CTB and Dr. Conage will share the vision and an overview of a district-wide plan for cultural competence and responsiveness at the Superintendent's meeting.

CTB will facilitate a community dialogue, bringing together parents/families, students, community partners, Principals, school support personnel, teachers (and district leaders) to give the community an opportunity to discuss observations, concerns and goals for increased cultural competence in schools.

Dr. Conage, the Social Studies Department and other PCS personnel will complete the outreach for the dialogue, assuring representation of all key stakeholder groups, and secure a venue.

CTB will provide a diverse team of facilitators to guide and document the conversation.

The dialogue will conclude with recommended action steps that will be considered in the development of the cultural competence training plan.

Dr. Conage will continue providing PD support for culturally responsive instruction and build capacity by identifying key teacher leaders/practitioners at schools.

November – December 2015:

Launch the *Know Yourself/Know Your Students* cultural competence training initiative at the monthly Superintendent's meeting for Principals and District Leaders. Outline initiative goals:

- Participants will have a safe space to engage in dialogue about the challenges to and share successes in creating an inclusive classroom.
- Participants will gain an understanding of the impact of exclusion in our classrooms and schools
- Participants will experience prejudice-reducing cross-cultural interactions.
- Participants and their team-mates will learn and identify techniques to reduce exclusion in their classrooms and schools.

Outline training opportunity:

- Five to six schools throughout the county will be selected to be part of the first training cohort in 2015-2016. Recommended considerations for school selection include a vertical model (elementary, middle and high), geographic location, self-selection and/or based on a broader district strategy.
- Principals in these schools will receive one-on-one, confidential consultation on challenges they and their schools face in creating inclusive school communities.
- Principals, along with the training team, will identify a diverse cohort of 10 to 12 participants to attend a Know Yourself/Know Your Students training series in 2015-2015 (one day and two half-days on cultural competence skill-building and one day on culturally responsive curriculum strategies and implementation tools – see below); training will conclude with implementable actions steps for each participating school.
- PMAC Liaisons will serve as the primary liaison on student voice and engagement in the training process; post-training action plan will include PMAC goals and initiatives to involve students in supporting an inclusive school community.
- Principals will have access to two follow-up meetings with training team in 2015-2016 to assess the progress of implementation of action plan.
- Training participants will receive pre- and post-surveys to assess initial attitude changes. Principals will provide qualitative feedback at end of school year on any changes to the school climate.
- Ongoing training and technical assistance for schools will be provided as part of a proposed three-year initiative from 2016-2019, pending approval of the district for a scaled-up training plan.

December 2015

Determine participating schools

- Dr. Conage will follow-up with selected schools to confirm their participating in the program and outline next steps.

Consult with Principals

- CTB will schedule and complete initial consultations with Principals.
- Principals will complete outreach to and finalize participants in training cohort.
- CTB and Dr. Conage will finalize training plan based on specific feedback from Principals and outcomes from community dialogue.
- Outcomes will be adjusted and/or enhanced based on Principal feedback.

Dr. Conage will continue providing and building capacity for PD support in culturally responsive instruction, utilizing a cohort of practitioners and electronic resources.

January 2016

CTB in partnership with Dr. Conage will provide full-day training session for the full cohort (max. 60)

- Cohorts from each of the identified schools should include: Principal, an additional influential member of the school leadership team, a Guidance Counselor, a Social Worker and/or personnel with direct connection to families and community, PMAC Liaison, teachers, students and a parent/PTA representative/family member.
- The cohort should be gender, racially and socio-economically diverse. Additionally, the cohort should consider diversity with respect to ethnicity, sexual orientation, faith, disability and age in its selection.
- Pre-test will be completed at the beginning of training by all participants.
- The training plan will include the following modules:

KNOW Yourself

- Aspects of Personal Identity
- Communication/Teaching Style

KNOW Your Students

- Cultural Considerations for teaching in a diverse school community
- Community Understanding (“Whole Child”)
- Empathetic Communication/Teaching
- Introduction to Culturally Responsive Curriculum Tools and Strategies

Participating cohort schools will revisit School Improvement Plans to revise/adapt goals and strategies related to achievement of Black students and other academic sub-groups.

Dr. Conage will continue providing and building capacity for PD support in culturally responsive instruction, utilizing a cohort of practitioners and electronic resources

February 2016

CTB in partnership with Dr. Conage will present two half-day training sessions for cohort.

- Training plan for half-day session one will include the following modules:
KNOW Your School/Classroom (Part 1)
 - Culturally Responsive Curriculum Tools & Strategies
 - Sustaining Teamwork in a Diverse Environment

- Training plan for half-day session two will include:
 - KNOW Your School/Classroom (Part 2)
 - Empowering and Incorporating Student Voice
 - Action Planning for Increased Cultural Competence

Training will be organized such that school-based cohorts will have the opportunity to experience cross-cultural interactions and dialogue with one another and all others in the cohort, so that there is a diversity of ideas and perspectives shared. For the Action Planning phase of the training, school-based cohorts will work together to create a plan specific to and designed for their schools.

Dr. Conage, along with a cohort of practitioners, will continue to provide PD support for culturally responsive instruction in face-to-face and electronic formats

March 2016

CTB will work with Social Studies department and PMAC liaisons to determine additional opportunities for resource sharing, training and further engagement on empowering student voice and student-led cultural competence initiatives.

Key district leaders will participate in training facilitated by CTB.

Key district leaders will provide guidance for all schools in revisiting School Improvement Plans to revise/adapt goals and strategies related to achievement of Black students and other academic sub-groups.

Note: In addition to executing on this plan, CTB is providing 14 one-day youth leadership conferences in PCS high and middle schools in partnership with PMAC liaisons, PMAC student participants and additional students. Training for PMAC liaisons is also provided through this portion of our PCS contract.

CTB and Dr. Conage will follow-up with Principals on progress in implementing action plans:

- What action steps have been implemented?
- What are the challenges and barriers to implementation and/or as a result of implementation (i.e., is there “push back” and why?)
- What have been successes in implementation?
- What changes in school climate have taken place? What are the indicators?

A cohort of practitioners, will continue to provide PD support for culturally responsive instruction in face-to-face and electronic formats.

April 2016

CTB and Dr. Conage will do a second round of follow-up with Principals on progress in implementing action plans:

- What action steps have been implemented?
- What are the challenges and barriers to implementation and/or as a result of implementation (i.e., is there “push back” and why?)
- What have been successes in implementation?
- What changes in school climate have taken place? What are the indicators?

A cohort of practitioners, will continue to provide PD support for culturally responsive instruction in face-to-face and electronic formats.

May – June 2016

A cohort of practitioners, will continue to provide PD support for culturally responsive instruction in face-to-face and electronic formats.

CTB, Dr. Conage and the Social Studies Department PMAC personnel will finalize and submit a report to the Superintendent and Board on progress and outcomes. Outcomes will be measured based on cohort participant responses to training pre- and post-tests, as well as information on progress received from Principals during the follow-up process.

This feedback will be used to guide the creation of an expanded proposal for sustained cultural competence training and expanded initiatives for a three-year period: school years 2016-2017, 2017-2018 and 2018-2019 (*see following page*).

2015-2016: CTB First Step Budget

Dialogue Facilitation	\$4,500
Start-Up Consultation	\$3,500
Cohort Training (Full Day, 2 Half Days)	\$18,900
Follow-Up Consultation	\$2,500
PMAC Coordination/Planning	\$1,500
Materials	\$3,000
Admin. Costs	\$4,000
Total	\$37,900



Three-Year Proposal Highlights: A Sustained Commitment to Cultural Competence

The three-year proposal to be submitted by CTB will include:

- School climate surveys, measuring current attitudes toward diversity, inclusion and cultural competence, as well as specific strategies schools are currently using in classrooms to address cultural competence.
- School-based programming for elementary school and middle school students to be planned and implemented in partnership with the Social Studies department and PMAC liaisons. Additionally, an expansion of high school services will be proposed.
- A one-day district-wide training session in cultural competence each fall (on the district wide training day).
- Scaled up cohort training, which will allow for taking the initial knowledge and tools learned in the district-wide one-day training to a more profound level: 5 cohorts reaching 25 schools in 2017; 15 cohorts reaching 75 schools in 2018 and 28 cohorts reaching all 140 PCS schools in 2019.

By the end of the three-year period, all PCS schools will have an in-depth cultural competence training plan in place with implementable school-based action steps. This training model can be sustained in following years, rotating personnel into cohorts so that each year, new individuals have the opportunity to be directly trained as champions of cultural competence in their school communities. Individuals who are trained through these cohorts will receive practical tools and strategies that they can not only implement, but that will also allow them to provide customized training for personnel in their specific school. CTB can also provide school-specific training on request on a fee-for-service model.

CTB Key Personnel

CTB will provide a diverse facilitation team to provide training to cohorts throughout the training process. The team will be led by **Lead Facilitator, Elizabeth Prisley**. Ms. Prisley is an adjunct professor with seven years of college-level instruction experience and expertise in engaging adult learners. She is also currently the Teaching Artist for the *Poetry Out Loud Grant Program* in Pinellas County Schools, working with students in various high schools across the district. As part of her work with this program, Ms. Prisley has a successful track record of providing training for teachers in PCS on creative pedagogies. In addition to her hands-on teaching and instruction for teachers and other adult learners, Ms. Prisley's educational background includes Master's level work on culturally responsive pedagogy. She has been working with Community Tampa Bay since 2013 as part of our program facilitation team.

Program Director, Sarah Oddie, who has more than a decade of experience in cultural competence training and education will be responsible for the overall implementation and ongoing evaluation of the CTB component of this program under the direction of **Jennifer Yeagley Russell, Community Tampa Bay's Executive Director**.