

Professional Development in KSD

What You Should Know

The Kirkwood School District develops most curriculum internally by giving teachers a set of guidelines and then tasking them to create lessons based on primary sources, literature, and other personally selected materials. It is noteworthy that teachers and staff have not been surveyed as to whether or not this framework is truly effective. The level of staff training on official KSD policies and expectations is sometimes unclear.

Additional resources directing teachers come through Professional Development. Below is a screenshot of the most recent course offerings for KSD teachers during their January 2022 Professional Development Day. These training sessions guide and influence lesson plan goals and teaching.

8:30-9:45	10:15-11:00	11:15-12:00	12:15-1:15	1:30-3:30
<p>Keynote</p> <p>Voices from the Field: Kirkwood Teachers of Color Share Their Perspective on Culturally Responsive Teaching and Learning RECORDING</p>	<p>Finding Our Way Toward Cultural Humility - Dr. Jeanna Knight RECORDING</p>	<p>Finding Our Way Toward Cultural Humility - Dr. Jeanna Knight RECORDING</p>	<p>Lunch on Your Own</p> <p>K-12 Grade-level Teams and PLCs Courageous Conversations Agenda</p> <p>ASC/Hough/The Warehouse Zoom Link</p> <p>Agenda</p>	
	<p>Gender-Affirming Schools: Supporting our LGBTQ+ Students Mr. Jess Jones RECORDING</p>			
	<p>Universal Design for Learning to Support Diverse Learners SSD Zoom Link</p>	<p>Five High Leverage Practices to Effectively Manage Challenging Behaviors in Your Classroom SSD Zoom Link</p>		
	<p>Segregation in St. Louis: Dismantling the Divide Dr. Michelle Witthaus RECORDING</p>	<p>Segregation in St. Louis: Dismantling the Divide Dr. Michelle Witthaus RECORDING</p>		
	<p>Boundaries & Pedestals: Maintaining Self in a Fragile, Volatile Landscape Dr. Grace Lee & Ms. Christina Grove</p>	<p>Boundaries & Pedestals: Maintaining Self in a Fragile, Volatile Landscape Dr. Grace Lee & Ms. Christina Grove</p>		
	<p>Teaching on Autopilot: Assessing the Emotional Casualties Ms. Candice Cox RECORDING</p>	<p>Teaching on Autopilot: Assessing the Emotional Casualties Ms. Candice Cox RECORDING</p>		
	<p>Master P: There's No Limit to the Examples of Palatable Equity Dr. Howard Fields Zoom Link - No Recording Available</p>			
	<p>Operationalizing Equity: No Keys, Just Tools! Ms. Shenekia Weeks RECORDING Passcode: 4T^1vGfR</p>	<p>Operationalizing Equity: No Keys, Just Tools! Ms. Shenekia Weeks RECORDING Passcode: 4T^1vGfR</p>		
	<p>Rethinking Grading Practices & Our Commitment to Equity, Mr. Dominic Pieter Zoom Link</p>			
	<p>A Teacher Led Conversation: Black Girls and Their STEM Identity Development - Ms. Anissa Williams & Ms. Keisha Seymour RECORDING</p>	<p>A Teacher Led Conversation: Black Girls and Their STEM Identity Development - Ms. Anissa Williams & Ms. Keisha Seymour RECORDING</p>		
	<p>Racial & Historical Trauma - Ms. Kayla Thompson RECORDING</p>	<p>Racial & Historical Trauma - Ms. Kayla Thompson RECORDING</p>		
	<p>Reading as the Epicenter of Equity - Ms. Jill Yochim RECORDING</p>	<p>Reading as the Epicenter of Equity - Ms. Jill Yochim RECORDING</p>		

KSD Professional Development – January 4, 2022

The links to readily available training session videos are included below.

Some other recordings require access and can be linked through the attached KSD document [here](#).

[Keynote – Voices from the Field: Kirkwood Teachers of Color Share Their Perspective on Culturally Responsive Teaching and Learning](#)

[Gender-Affirming Schools: Supporting our LGBTQ+ Students](#)

[Segregation in St. Louis: Dismantling the Divide](#)

[Teaching on Autopilot: Assessing the Emotional Casualties](#)

[Operationalizing Equity: No Keys, Just Tools!](#) (Passcode: 4T^1vGfR)

[A Teacher Led Conversation: Black Girls and Their STEM Identity Development](#)

Training Descriptions as provided by KSD and the **Agenda for Afternoon Discussions** are included in the pages below.

Cell: B2

Comment: Presenter: Jeanna R. Knight, Ph.D. This presentation will discuss how we can use cultural humility to become less concerned with the terms that define us; and instead, focus on valuing the vast cultural experiences we individually and collectively share. We can learn from our discomfort around differences and lean into curiosity about those who are unlike ourselves. Together, we will explore ways to manage anxiety around our cultural limitations and frustrations, and consider an intersectional approach to co-creating a new narrative around inter-cultural relationships. Presenter's bio available at:
<https://docs.google.com/document/d/1fi4YM15vljtoHSXJ8kVGQd6GOZ44g3zV/edit?usp=sharing&oid=112536728019925917100&rtpof=true&sd=true>

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Cell: B3

Comment: Title: Gender-Affirming Schools: Supporting our LGBTQ+ Students

Description: LGBTQ+ (lesbian, gay, bisexual, transgender, queer, etc.) youth face bullying, family rejection, poor mental health, and other risk factors at disproportionate rates. Because of this, it is crucial that schools create safe, supportive environments inclusive of gender diversity. In this interactive session, participants will explore LGBTQ+ identities, examine how gender identity affects the experiences of students, and gain a toolbox of strategies necessary for creating inclusive, welcoming schools for our LGBTQ+ students.

Presenter Bio: Jess Jones (they/them) is an educational consultant and former high school English teacher specializing in gender-affirming school practices. With over a decade of experience in the education field, Jess uses their lived experience as an openly queer and transgender teacher to assist K-12 schools and youth-serving organizations in creating safe, supportive environments for all students, staff, and families. To date, Jess's workshops and presentations have reached thousands of participants throughout the St. Louis region and across the country. Jess holds an MA in English Studies and Gender Studies from East Carolina University. To learn more about Jess Jones Education & Consulting, please visit

Cell: B4

Comment: The theory of Universal Design (UDL) has several basic assumptions: UDL offers variety that benefits everyone, requires intentional planning and execution, and ensures access for all students, with and without disabilities. This session will explore the concept of UDL, demonstrate examples of UDL in the K-12 classroom, and provide an opportunity for participants to explore UDL resources. Participants will have an opportunity to reflect on their own practices and create a plan for incorporating the principles of UDL into their teaching.

Cell: C4

Comment: Meeting the needs of students with disabilities- and different learning needs in general- can be challenging. This session will explore high leverage practices that can be used in the K-12 classroom to effectively support students who struggle both in the academic and behavioral arena. Practical ideas and various grade level examples will be used to illustrate effective inclusive practices to ensure students are appropriately challenged through high quality instruction and intervention, and supported in their efforts through adaptations and/or modifications. Participants will have an opportunity to reflect on best practice and create a plan for incorporating information presented into their teaching.

Cell: B5

Comment: Bio

As a 26-year resident of St. Louis, Michelle believes that St. Louis can be a place that benefits everyone, if only we

harness the power of our people. Michelle started her career teaching within the Saint Louis Public School District. Since then, her career path has taken her through community organizing, philanthropy, public health and policy work. For over four years she managed the Health Equity Works (formerly known as For the Sake of All) project at Washington University where she led multi-sector workgroups and community engagement efforts focused on eliminating racial health disparities. Recently, she led advocacy and policy efforts at Generate Health to better support the health of Black moms and babies and she is currently the Policy Design + Activation Partner at Invest STL.

Presentation information

Segregation in St. Louis: Dismantling the Divide

St. Louis is among the top 10 most segregated regions in the country. Geographically-based housing divisions further inequities for residents who already experience limited access to quality education, job opportunities, health care, retail, transportation, clean air, empowering social networks, and other critical resources. This session will cover a brief history of our region's use of segregation housing policies and practices and provide key recommendations to help rebuild our communities and dismantle our significant divides.

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Comment: Teaching On Autopilot: Assessing the Emotional Casualties

Being an educator is challenging without the added stressors of working through a pandemic. These past few months have been some of the most challenging of your career and you are doing the best you can but that within itself can take you under emotionally. Let's take some time to tap out of our roles and tap into ourselves by learning how to conduct an emotional inventory.

During this session participants will learn:

- to identify and define compassion fatigue and how it impacts us and our classrooms
- to identify and recognize psychological and physiological symptoms of compassion fatigue
- coping skills to address and reduce symptoms of compassion fatigue
- tools to assist with creating and maintaining personal mental health and wellness both inside and outside of the classroom

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Cell: B8

Comment: Dr. Howard E. Fields III currently serves as an Assistant Superintendent of Human Resources and is the author of the book *How to Achieve Educational Equity*. Dr. Fields is a 2020 National Association of Elementary School Principal Distinguished Principal and cofounder of The State of Black Educator Symposium.

The word Equity has become a theoretical construct that too often sounds progressive but lacks the practicalities that are necessary for desirable outcomes. In his session, Dr. Fields will utilize the Intersectionality of Music and Education format to illuminate the contemporary work of a hip hop juggernaut. Attendees can expect to go deeper on a topic in desperate need of further exploration.

Cell: B9

Comment: You know the importance of equity and have committed to advancing equity, and now you need tools. In this session, participants will learn how to take equity from an aspirational goal to an achievable goal by implementing a Racial Equity Education Tool, the REE-Tool. A simple tool that asks the right questions to uncover inequitable practices and spotlight equity gaps by interrogating the critical components of any project or initiative. Participants will learn how to examine your initiative's outcomes, targets, and data, design meaningful community engagement strategies, analyze the impacts of your project and ensure accountability.

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Cell: B10

Comment: Joe Feldman's book *Grading for Equity* is a well-researched call for much needed change in how we "do grades" in America. In winter of 2020, several Kirkwood High School English teachers formed a study group to read Feldman's book and re-examine their grading practices. They found that some of their deeply held values about student learning, growth mindset, and equity were strangely undermined by some of the grading practices they've relied on throughout their career. In this interactive and reflective session, English teacher Dominic Pioter will share some of the things the study group learned from Feldman, and give attendees an opportunity to examine their own grading practices. Together we will consider possible avenues for change (i.e., minimize grade inflation, reduce failure rates, strengthen teacher-student relationships) in all disciplines. Pioter has been teaching high school English since 1999 and has been a part of the KHS staff since 2013.

Cell: B12

Comment: Kayla Thompson from Alive and Well Communities - During this training participants will define racial & historical Trauma, examine its daily impact on communities of color in the Kirkwood community, and review the lifelong effects of community and environmental trauma.

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Comment: According to Zaretta Hammond, "reading is the epicenter of equity." Join us to discuss what this might mean in your K-5 classroom, and make connections to the new reading initiatives in Kirkwood. Jill Yochim is a Certified Academic Language Therapist who specializes in reading and dyslexia. Over twenty years of experience in public schools and nonprofit organizations inform her current practice as a Literacy Coach for Special School District, where she trains and coaches teachers in the science of reading.

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Agenda for Grade-Level/PLC Discussions - January 4, 2022 @ 1:30-3:00 pm

- **1:30 pm-1:40 pm** - As a grade-level team/PLC watch both videos about [The Four Agreements](#) and [The Compass](#) from Courageous Conversations with Glenn Singleton.
- **1:45 pm-3:00 pm** - Designate one person to read the questions and to keep track of time.
- Review the questions provided below and answer the questions that speak most to your group.
- Please feel free to add your ideas and thinking to your building's shared [Jamboard](#).

The Four Agreements

1. STAY ENGAGED

“In our society,” Singleton says, “we have given permission to disengage from this conversation.” So making a commitment to stay engaged, rather than leaving when things get uncomfortable, ensures that the important conversation will actually happen.

2. SPEAK YOUR TRUTH

“Come to this conversation with a willingness to share what’s real for us, even if what’s real for us is not what’s real for others,” Singleton says. This is a lot easier said than done, however, which naturally leads to the third agreement.

3. EXPERIENCE DISCOMFORT

“We have to get good at being uncomfortable,” Singleton says. “We’re actually building the educator’s capacity to stay engaged as it becomes uncomfortable, to raise my capacity to be uncomfortable. We call that productive disequilibrium.”

4. EXPECT AND ACCEPT NON-CLOSURE

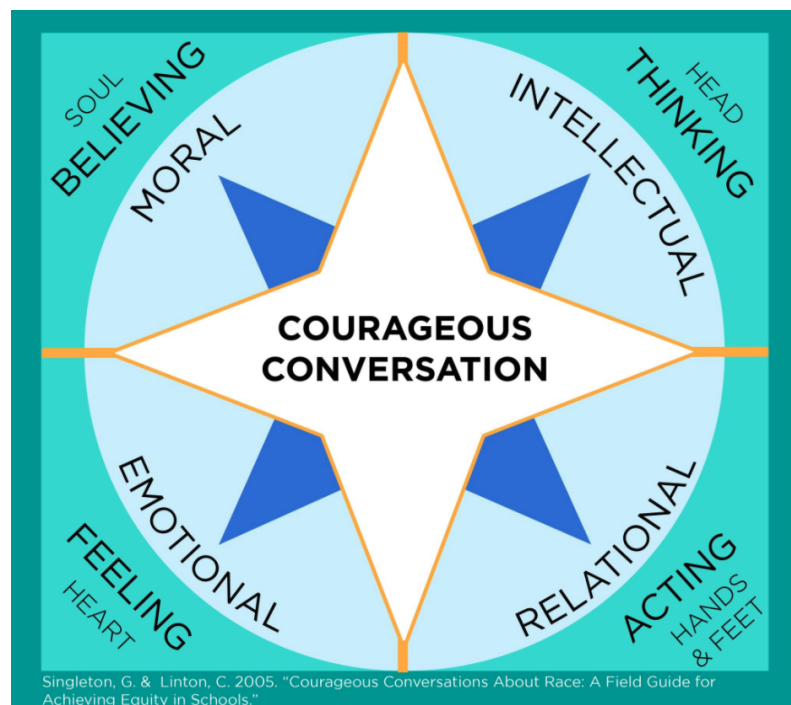
“We can’t have educators frustrated because they can’t fix it, tie it up in a bow, and have it done,” explains Singleton. “It’s something that is still persistent in our society. There is still a challenge that we’re facing at the larger level, and so we need to be able to stay engaged, even though the final solution isn’t yet in sight.”

The Compass

The compass below was created to help us understand how we each process and engage with information about race. It is a way to understand one another's opinions and beliefs. According to the compass, there are four common vantage points from which people approach conversations around human difference: Emotional, Intellectual, Moral and Social.

Linda Darling-Hammond (1997) said, "In order to create a cohesive community and a consensus on how to proceed, school people must have the occasion to engage in democratic discourse about the real stuff of teaching and learning" (p. 336). Part of this "democratic discourse" is providing enough time and space in the Courageous Conversation so that every educator's perspective and experience can be listened to and affirmed. The Fourth Condition of Courageous Conversation asks us to use the Compass to determine the place of engagement at which each participant in the dialogue is processing the content.

The Compass as a personal navigational tool to guide participants through these conversations. It helps us to know where we are personally, as well as to recognize the direction from which other participants come. Collectively, it leads us to a mutual understanding of our varied beliefs and opinions and helps us locate the sources of our emotions and actions or lack thereof.



EMOTIONAL: responding to information through feelings (when racial issues strike us at a physical level and cause sensations such as anger, sadness, joy, or embarrassment).

INTELLECTUAL: response to a racial issue or information may be characterized by personal disconnect with a subject or to search for more information or data. Our intellectual response is often verbal and based on our best thinking.

MORAL: responding from a deep-seated belief that relates to the racial information or event. Moral views are from the “gut” and may not be verbally articulated.

SOCIAL: connecting and responding to racial information through actions and behaviors.

Guiding Questions

1. Why is it important for educators to be aware of racial, ethnic, and cultural diversity?
2. How do I build a trusting classroom environment where everyone feels welcome and set equal expectations for all of my students?
3. How does my view of diversity and culture as an educator influence my assessment, curriculum, and instruction?
4. How do I create and clearly communicate classroom rules and consequences that are culturally responsive for all students?
5. Discuss your learning and reflections from attending the morning sessions.