

**KENTUCKY DEPARTMENT OF EDUCATION STAFF NOTE
REVIEW ITEM**

Topic: Addressing Pedagogy Through an Equity Lens

Date: December 7, 2022

Held In: Full Board

Curriculum, Instruction and Assessment Operations

SUMMARY OF PRESENTATION:

How are the tools and resources the KDE is making available connected to high-quality pedagogy? How does DEIB support student learning?

As the Kentucky Department of Education (KDE) continues to unpack the findings of United We Learn, the desire for more engaging and meaningful student learning experiences for *all* students is a clear priority among Kentuckians. Based on the marginalization of historically underserved students, the Diversity, Equity, Inclusion and Belonging Team at KDE have the following mission, vision and theory of action (which will be addressed in this presentation):

Vision: Each student and educator in Kentucky feels a sense of belonging.

Mission: Create and deepen partnerships to remove long-standing barriers to equity by providing supports in developing an equity lens, elevating student and educator voice, and promoting equitable, inclusive and healing learning communities.

Theory of Action: If we work on each of the elements in our mission, then we will accomplish our vision that each student and educator will feel a sense of belonging.

A growing body of research shows the importance of culturally sustaining, trauma-informed, healing-centered and asset-based pedagogy. “The term ‘culturally sustaining’ requires teachers to support students in the development of their identities and promote their cultural, community, and linguistic knowledge. Culturally Sustaining Pedagogy positions marginalized students at the center of teaching and learning” (Briceno & Rodriguez-Mozica, 2022, p. 43). Trauma-informed Practices and healing-centered pedagogy see the whole child and seek to understand the context from which the child comes to school, harm that may have been done and the strengths that student possesses. Healing-centered pedagogy specifically seeks to use those strengths as opportunities to teacher students social/emotional skills and resilience.

A core value of the Kentucky Department of Education’s Diversity, Equity, Inclusion and Belonging Team is to work with educators so they see students through the lens of assets while having deeper relationships based on curiosity and support. “Knowing students well includes staying curious about their needs so we can effectively address any barriers preventing them from accessing learning in our classrooms” (Field, 2021). The DEIB team also offers tools like empathy interviews, book studies (accompanied by a guide to help educators with the process titled “Structuring and Operating a Book Study”) which seek to help elevate student voice (among others). “When academic

knowledge and skills are situated within the lived experiences and frames of reference for students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly” (Gay, 2000). Based on this, the KDE encourages educators in Kentucky to have a strong knowledge base about cultural diversity, utilize culturally relevant curricula, have high expectations for all students and an appreciation for different communication styles.

We also know from the most recent IMPACT Working Conditions Survey (taken by our certified educators every two years) there is an opportunity for growth in the area of educating the diverse students we serve in Kentucky. Based on results from the Quality of Climate and Safety Survey from our students’ perspectives (at all levels- elementary, middle and high) there are also opportunities for adults at their school to improve in the area of respecting students’ differences (i.e., gender, culture, race, religion, ability).

With this as the backdrop, the Kentucky Department of Education has several resources to support educators in using culturally sustain, asset-based pedagogy.

In Place:

- [Guide to Kentucky’s Equity Playbook](#): Personalized Executive Coaching for Kentucky Educators including teachers regarding their pedagogy
- [Facilitating Conversations about Diversity, Equity, Inclusion and Belonging](#): This document serves to help districts facilitate conversations about diversity, equity and inclusion with *all students*. The Kentucky Department of Education (KDE) urges schools and school districts to discuss their understanding of these topics within their unique context in order to promote ways in which our schools and communities can be more equitable for *all Kentucky students*.
- [Recommendations for Districts on How to Facilitate Conversations About Race-Based Stress and Trauma 2.0](#): Offers educators tools and strategies which support necessary conversations about events that happen in the school, district, community, state or country that may create race-based stress and trauma for students of color. The DEIB Team is extremely familiar with the [Kentucky Board of Education’s Resolution Affirming Racial Equity](#) and uses this document as a core value that inspires these necessary conversations.
- [A4 Modules](#): A framework designed to provide individuals with the knowledge, skills, and attitudes to increase their effectiveness in relating across cultural differences in increasingly diverse domestic and international environments.
- [Kentucky Framework of Best Practices for School Counselors](#): Offers school counselors ways to support **all students** in the academic development domain (among others which include career development and social/emotional development)
- Calming Space Grant: Teaches **all students** to self-regulate while proactively preventing behavioral incidents and maintaining a positive classroom culture

In Process

- Kentucky Social Emotional Learning Implementation Guide for District Leaders, School Leaders and Teachers

- Kentucky Department of Education’s Diversity, Equity, Inclusion and Belonging (Asynchronous) Video Learning Series (with Microcredentials)
- Creating Psychologically Safe Spaces in the School Environment (Asynchronous Module with Microcredentials)
- Individual Learning Plan (ILP Playbook) [Lessons for Grades 5-8](#) and [Grades 9-12](#): Ready-made lessons which incorporate social/emotional learning competencies for all students in grades 5-12.
- Comprehensive School Counseling Implementation Template: Will allow school counselors to document plans for a comprehensive program aligned to the Kentucky Framework of Best Practices and American School Counseling Association’s National Model

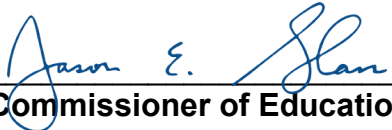
CONTACT PERSON(S):

Thomas Woods-Tucker, Ph.D., Deputy Commissioner, Chief Equity Officer
 Office of Teaching and Learning
 Email: thomas.woods-tucker@education.ky.gov
 (502) 564-3141 (ext. 4840)

Damien Sweeney, Ed.D., Director, Division of Diversity, Equity, Inclusion and Belonging
 Office of Teaching and Learning
 Email: damien.sweeney@education.ky.gov
 (502) 892-6639

Florence Chang, Ph.D., Strategic Analyst of Learning, Division of Diversity, Equity, Inclusion and Belonging
 Email: florence.chang@education.ky.gov

Sarah Peace, Policy Advisor
 Office of Teaching and Learning
 Email: Sarah.Peace@education.ky.gov


 Commissioner of Education

Category: <input type="checkbox"/> Educator Workforce Diversity Commitment <input type="checkbox"/> Student-Centered Accountability System Support	<input type="checkbox"/> Portrait of a Graduate Partnerships <input type="checkbox"/> Early Childhood	<input checked="" type="checkbox"/> Racial Equity <input checked="" type="checkbox"/> District Support
---	--	---