

**Dr. Cluny Lavache**

**Scope of Work – Proposed Outline for Consultation for Yonkers Public Schools**

**Date of Proposal:** January 20, 2021

**Presenter:** Dr. Cluny Lavache

**Target Audience:** The participants will consist of educators and staff affiliated with Division of Equity & Access - Curriculum, Instruction & School Supervision

**Session Lengths and Dates: All Sessions are 90 Minutes**

1. February 3, 2021
2. February 24, 2021
3. March 10, 2021
- March 24, 2021 (Tentative start date for Unit Implementation)
4. April 7, 2021
5. May 5, 2021
6. May 26, 2021
7. June 9, 2021

**Fee for Consultation:** \$2000 per session (90 min) (7 sessions total) = \$14,000  
3 x \$400 per planning session = \$1200  
\$1000 Final Summary Report

Total: \$16,200

**Purpose:** Design, develop, and implement a full year interdisciplinary course to implement in all eight (8) Yonkers high schools during 2021-2022 school year. This course will center and engage Black and Latinx students in developing their critical consciousness from a historical context to who they are (identity) and how are they perceived to be (positionality) and how they can be empowered to be a catalyst of change.

**Consultants Responsibilities:**

- Work with steering committee to design, develop, a senior level interdisciplinary unit centering Black and Latinx students in the 12<sup>th</sup> grade during Spring 2021, piloted in two (2) to four (4) high schools.
- Review curriculum and assist with text and resources.
- Provide professional development to teachers or department leaders on how to teach in culturally responsive ways.
- Reflect provide feedback on the pilot program during the Spring 2021 within the 2-4 schools.

- Summary Report of the Implications and Recommendations for Yonkers School District

### **Session(s) Description:**

**#1: Introduction: CRE or Not CRE: There is no question!** The discussion sets the foundation for why there is an urgency to teach using CRE as a framework to design and implement curriculum that centers Black and Latinx students.

**#2: CRE: Students, Skills, and Curriculum Decisions** Stakeholders will engage in discussion around ways in which CRE can be implemented; model lesson.

- Teachers begin to brainstorm a unit they would like to teach, what other disciplines can they incorporate, what text or visual resources.

#### **Questions to consider:**

- What is it the teacher would like (skills, concepts, tools) for the students to walk away with?
- How does the teacher anticipate the students will make a connection to their lives, where they are now and where they want to go?
- What in the unit would guide the students to developing their cultural competence and their critical consciousness to critique inequities that exist?
- At the end of the session teachers should have decided on the unit they will teach, what other disciplines can be incorporated?
- Five to eight essential questions that will guide the unit and teachers will identify potential resources they may use within their unit.

**#3: CRE: Principles, Purpose of CRE & the Strategies to Get There.** Stakeholders continue to discuss ways to teach culturally responsively.

- Teachers will share out what they have incorporated in their classes that has worked or interested in trying but not sure. Consultant and peer review of the units, as a means to develop and improve the unit.

#### **Questions to consider:**

- Keeping in mind, how are the students learning and achieving? How are teachers affirming the students?
- Brainstorm ideas to assess students, what will the purpose of the assessment entail? How will the teachers determine and what is the evidence the students are developing a socio-political critical consciousness?
- Resource recommendations.

**#4: CRE: Success and Challenges with Implementation**

- Teachers will offer evidence of students work (Gallery Walk) and anecdotal documenting student learning and achievements.

#### **Questions to consider:**

- How can you be supported to do the work required of CRE to
  1. Foster Student Learning and Achievement,
  2. Affirming students cultural competency, and
  3. Facilitating a social political critical consciousness that allow the students to develop a foundation in which they are able to critique inequities.

- Resource recommendations.

#### **#5: CRE: Lesson Modeled**

- Teacher will conduct an evaluation of the model lesson to determine the existence of the components of CRE, offering evidence from the lesson.

##### **Questions to consider:**

- How should supervisors evaluate teachers pedagogical practices using CRE as a framework?
- Continue to develop the unit.

**#6. CRE: Student Presentations and the Impact on Student Learning** Teachers will identify a student or two that will speak to their colleagues and stakeholders of Yonkers Public School of their experience based on the unit of instruction.

##### **Questions to consider or presentation components for the students:**

- Overview of what they learn with in the unit (Title)?
- How did the teacher's instructional practices (what did the teacher do) engage you to learn within this unit?
- What do you (the student) believe you achieved/learned in this class?
- How were you culturally affirmed or validated in the class?
- Based on the unit you have just experienced, how have you been empowered to critique and address the inequities in your school, other institutions in your community, nationally and or globally?

#### **#7. CRE: Celebrate, Reflect and Expand Culturally Responsive Educational Practices**

Invite other staff members from different schools and discipline within the district to discuss implementations of CRE practices in various grades/disciplines led by the teachers who have experienced the process through the unit implementation.

##### **Questions to consider:**

- How can CRE be incorporated in other disciplines?
- What are some of the Staff/Colleague reflection of the process of using CRE as the framework for instruction?
- What is needed to sustain CRE practices and expand CRE not only in ELA, but within other curriculum areas.
- Discussion with regards to next steps for Yonkers as a district.