

PROFESSIONAL DEVELOPMENT

The professional development work for all faculty followed two strands, each with several sub-topics and opportunities:

- **Assessment Strand:** How do we effectively use assessment to ensure student learning?
- **Inclusion Strand:** How can we make our learning spaces inclusive to everyone?

Topic	Resources
Outcomes	
<p>Predispositions and Assumptions</p>	<p><u>Dr. Chapman’s Parent Resource Page</u></p>
<ul style="list-style-type: none"> • Bring forth awareness of our own predispositions and assumptions. • Become aware of how predispositions affect students. • With support, reflect on the deep emotions that may surface while engaging in this work. 	<p><u>Using a Social Justice Framework to Guide DEI work</u></p> <p><i>We Got This: Equity, Access and the Quest for Who Our Students Need US to Be</i> (Available in the CTL library)</p>
<p>Microaggressions and Implicit Bias</p>	<p><u>Microaggressions: More than Just Race</u></p>
<ul style="list-style-type: none"> • Develop understanding of all forms of microaggressions and be equipped to address microaggressions as they occur in the school environment. • Ability to acknowledge and minimize our own microaggressions and implicit biases. • Become aware of the nature of implicit bias and how it may affect our work with students. 	<p><u>Microaggressions in the Classroom</u></p> <p><u>Microaggressions with Suggestions for Addressing</u></p> <p><u>Understanding Implicit Bias</u></p> <p><u>Implicit Bias Tests</u></p> <p><u>Four Ways Teachers Can Reduce Implicit Bias</u></p> <p><u>5 Keys to Challenging Implicit Bias</u></p>
<p>Inclusive Language</p>	<p><u>Guidelines for Inclusive Language Use</u></p>
<ul style="list-style-type: none"> • Define inclusive language and be able to distinguish between inclusive and non-inclusive language. • Develop awareness of different communication styles based on culture and background. • Identify ways to employ inclusive language in classroom settings. 	<p><u>Inclusive Language in the Classroom</u></p> <p><u>Cult of Pedagogy: Culturally Responsive Teaching and the Brain</u></p> <p><u>Ta-Nehisi Coates on why some words don’t belong to everyone</u></p> <p><i>Culturally Responsive Teaching and the Brain</i> (Available in the CTL library)</p>
<p>Inclusive Curricula (Instructional Approaches, Content, Activities and Resources)</p>	<p><u>What is inclusive curricula?</u></p>

<ul style="list-style-type: none"> • Work as departments to develop instructional approaches that are culturally inclusive. • Intentionally research and share activities & resources that acknowledge the diversity of contributions made to your area of study. 	<p><u>4 Tips for moving toward an inclusive curriculum</u></p> <p><u>Culturally Responsive Curriculum from Teaching Tolerance</u></p> <p><u>Holiday Can Drive MS Math Lesson from Teaching Tolerance</u></p> <p><u>Culturally Responsive Teaching</u></p> <p>The Dark Fantastic (Available in the CTL library)</p>
<p align="center">Inclusive Classroom Spaces</p>	<p><u>Inclusivity and Back to School</u></p>
<ul style="list-style-type: none"> • Define what physical and sociological elements make a classroom inclusive. • Learn how to build connections with students and enhance learning for all students using classroom spaces and design. 	<p><u>50 Tips for Inclusive Spaces</u></p> <p><u>Inclusive Teaching Framework and Strategies</u></p> <p><u>Creating Inclusive (college) Classrooms</u></p>
<p align="center">Inclusive School Culture (Religion, Intersectionality, Stereotypes, Bias, Student Identity)</p>	<p><u>What Does it Take to be Truly Inclusive?</u></p> <p><u>Supporting Transgender students in Independent Schools</u></p> <p><u>Guideposts for Inclusion</u></p> <p><u>4 Ways Teachers Can Support Students of Color</u></p> <p><u>Inspirational Video about an Inclusive Elementary School</u></p>
<ul style="list-style-type: none"> • Learn what elements contribute to a positive and inclusive school culture. • Consider ways in which the intersectionality of our social identities influences how our students learn from and interact with each other. • Recognize that students are building their identity and help them build positive relationships with themselves and others. 	

2017-2020: Professional Development Sessions

Event/Presenter	Date	Session Description or Event Summary
<p align="center">Promoting Equity and Inclusion in the Classroom</p> <p><i>Walidah Justice, Kelly Bertucci, Sue Cannon, Cristy Chory & Larry Henderson</i></p>	<p align="center">8/30/2017</p>	<p>If you have a brain, you have a bias. As educators we must work to get beyond our blind spots and build our cultural competency. Join us as we share stories, engage in equity activities, watch videos and learn current DEI (Diversity, Equity and Inclusion) best practices in promoting inclusion in the classroom.</p>

<p>Overcoming Biases in the Classroom</p> <p><i>Andy Van Schaack</i></p>	<p>8/30/2017</p>	<p>We are inherently subject to biases that unknowingly shape our perception of the world — often to the detriment of ourselves and others. This workshop will illustrate several biases common in teacher--student interactions and provide you with specific, actionable strategies on how to recognize and overcome them.</p>
<p>Cultural Competency & Valuing Difference</p> <p><i>Diversity & Inclusion Coordinators</i></p>	<p>8/28/2018</p>	<p>Opening Day 50-Minute Workshop: In order to interact meaningfully with people of different cultures and backgrounds, we must be sincere in our belief that our lives and learning are enriched by difference. This session will explore some of the key ideas related to cultural competence, with hopes that they can help us design more inclusive learning experiences, professional practices, and conversations.</p>
<p>Diversity & Inclusion at EA: Where are we? Where do we need to go?</p> <p><i>Ayinde Tate & Paul Sanders</i></p>	<p>8/28/2018</p>	<p>Opening Day 50 Minute Workshop: As Ayinde Tate begins his tenure as EA’s Director of Diversity and Inclusion, we would like to take some time to think together about where we are. Our Diversity and Inclusion Statement says that we strive to be a place where “all people are valued and where all perspectives are respected and appreciated in every facet of community life.” Where are we achieving this goal? Where do we need to get better? How should we define priorities in Diversity and Inclusion efforts? Come prepared to discuss openly and thoughtfully as we welcome Ayinde to EA.</p>
<p>Cultural Competency in the Classroom: A Sharing Session</p> <p><i>Kelly Bertucci, Cristy Chory & Larry Henderson</i></p>	<p>8/28/2018</p>	<p>An atmosphere of trust and safety is crucial to any cultural competency work, but it is not always obvious how best to establish this atmosphere. This session will be an opportunity to learn specific practices and techniques that have proven successful. Come ready to share activities and techniques that can lay the groundwork for honest and courageous classroom conversations.</p>

<p><i>Cheryl Irving Cultural Competency Institute</i></p> <p>MCRC@ADVIS</p> <p>Beyond the Why and Into the How: Inclusive Classroom Practices</p> <p><i>Rosetta Lee</i></p>	<p>08-22-19</p>	<p>Transition your thinking from Old School Diversity (something good to do and nice to have) to 21st Century Cultural Competency (something critical in the success of all of our students in a global world). How is cultural competency a value-added model that involves everyone, teaching and learning, school operation, and educational excellence? In the ever-changing landscape of student demographics and diversity initiatives, teachers face the challenge of creating a classroom environment that goes beyond celebrations of heroes and holidays. What are some practical strategies and best practices to become the educator with whom all children thrive?</p> <p>Her talk was followed by breakout sessions led by experienced DEI professionals.</p>
<p>Opening Day – EA Professional Development</p> <p>Dr. Sandra Chapman</p>	<p>08-28-19</p>	<p>Dr. Sandra Chapman partners with schools to facilitate conversations that matter to community members as they work towards building and sustaining equitable environments. She has 27 years of experience working in Independent Schools, and routinely presents and works with NAIS at POCC. Dr. Chap’s efforts are focused on anti-bias work and social justice curriculum.</p>
<p>Understanding Microaggressions: Inclusive Classroom Spaces</p> <p>Dr. Sandra Chapman</p>	<p>08-28-19</p>	<p>Microaggressions are defined as “the brief and commonplace daily verbal, behavioral, and environmental indignities that communicate hostile or derogatory slights and insults” (D.W. Sue) to people from marginalized groups. Participants will work in small groups, share within the larger group, and come to a better understanding of microaggressions, with the goal of building one’s micro proficiencies (Michael, 2015), the small and barely perceptible things that signify a comfort and facility with different social identities. After developing an understanding of the ways in which microaggressions can occur, we will consider the elements that may contribute to stronger relationships with students and an inclusive learning environment.</p>
<p>The Dark Fantastic: Race and the Imagination from Harry Potter to the Hunger Games</p> <p><i>Dr. Ebony Elizabeth Thomas</i></p>	<p>08-28-19</p>	<p>Dr. Thomas will base this session on her book, <i>The Dark Fantastic</i>, an engaging and provocative exploration of race in popular youth and young adult speculative fiction. Participants will consider the narratives and audience reactions to four black girl protagonists from some of the most popular stories of the early 21st century. Learn how fanfiction and counter-storytelling works to reinvision worlds that more accurately reflect the lives of young people of color.</p>

<p>EA Student Experiences <i>Student Panel</i></p>	<p>08-28-19</p>	<p>An opportunity for us to learn from our students, this will be a facilitated conversation in which a panel of students will speak about some of their experiences at EA as part of a marginalized group.</p>
<p>Diversity 101: Where Do I Start? <i>Gina Tomkowich, Kelly Bertucci, & Jerome Bailey</i></p>	<p>08-28-19</p>	<p>Ever feel overwhelmed by the idea of diversity and inclusion and just don't know where to start? Come join your Upper and Middle School Diversity Coordinators for Diversity 101 to help point you in the right direction! Here we will discuss some small individual ways we can raise awareness of our own blindspots, as well as some exciting new opportunities surrounding Diversity, Equity, and Inclusion work this year at EA!</p>
<p>Inclusive Classroom Spaces: Lessons from Learning Walks <i>Ayinde Tate</i></p>	<p>08-28-19</p>	<p>Last year, a group of teachers participated in a Learning Walk to audit classroom spaces with an eye towards inclusivity. This session will recap some of the learnings and findings from the initial walk, offer a chance for discussion and will leave participants ready to go back and audit their own spaces, armed with the knowledge to make positive changes.</p>
<p>Implicit Bias: Predispositions and Assumptions <i>Ayinde Tate</i></p>	<p>08-28-19</p>	<p>Discuss the important concept of implicit bias (the unconscious attribution of particular qualities to a member of a certain social group) and think about how this impacts our community and our work. We will be focused on biases that are most commonly faced around both socioeconomic status and race/ethnicity. This will also allow one to become more aware of biases they may hold and how to address and/or work to minimize them in the future.</p>

<p>Sacrifice: Unpacking Hidden Biases <i>Lindsay McAvoy and Kim Piersall</i></p>	<p>08-28-19</p>	<p>Join us for an impactful session focused on unpacking the hidden biases that can live inside each and every one of us. Based on clips from the social experiment in the Netflix documentary “Sacrifice,” we will explore questions like:</p> <ul style="list-style-type: none"> • Who do we see as an ‘other’? • Why do we see them that way? • How can we push ourselves to acknowledge and confront our biases and focus on human connection? <p>Come ready to engage in personal self-reflection and open, honest, meaningful, and respectful discussion. <i>Please note there is some graphic material and explicit language. Viewer discretion is advised. Although not necessary, you are welcome to watch the documentary in its entirety prior to the session.</i></p>
<p>Planting the SEED: Q&A and Introduction <i>Melanie Subacus and Kalil Oldham</i></p>	<p>08-28-19</p>	<p>SEED (Seeking Educational Equity and Diversity) is a peer led faculty program that creates conversations in communities in order to drive personal, organizational, and societal change. We will take this opportunity to inform you of what to expect in our SEED program at EA during the 2019-20 school year, provide an opportunity to ask questions as well as experience an activity designed to help work towards understanding equity. Participants will gain critical understandings whether or not they choose to proceed with SEED trainings throughout the rest of the year.</p>
<p>The Language of Diversity <i>Julian McNeil</i></p>	<p>12-02-20</p>	<p>Julian will share with participants ways to counteract the ill effects of destructive language that employ language-based scientific interventions and will guide us in improving at least one area of practice.</p>

<p>NAIS Conference</p>	<p>02-28-20</p>	<p>DEI Workshops attended by EA faculty & administration included:</p> <ul style="list-style-type: none">• The Evolution of an Institution’s Engagement with Racism• Strategies to Develop Global Competence in Students and Educators• Courageous Conversations: Creating Brave Spaces to Talk About Challenging Topics• Personal Learning Groups: Identify, Focus, and Build Your School’s EDIJ Work• Real Talk Done Right: Engaging our School Communities in Critical Conversations to Foster Inclusion• Navigating Gender and Sexuality in PreK-12• Through the Lens of Gender, Identity, and Sexuality Education: Prepare Your PK-8 Students for Their World• What’s Your Story? Teaching Power, Privilege, and Poverty Through Counterstory• We Admitted a Diverse Student Body, Now What? Addressing the Needs of African American Students• All of Us Here: Welcoming Latinx Families• Equity and Inclusion Leadership for the 21st Century• After the Diversity Training: Assessing, Supporting, and Sustaining Instructional Fidelity in the Culturally Responsive Classroom• Somebody Else’s Shoes: Promoting Empathy in a Disconnected Age• Creating Inclusive Environments for Transgender and Non-Binary Students in Middle and Lower School• Lessons That Stick: Creating a Curriculum That Includes Diverse Perspectives
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