



Facilitator's Guide

Title of Training:	The How: Intention and Impact
Description:	This final module has you take time to reflect on each of the principles in the NYSED CR-SE framework. Those principles as stated in the framework are: • A welcoming and affirming environment feels safe. It is a space where people can find themselves represented and reflected, and where they understand that all people are treated with respect and dignity. The environment ensures all cultural identities (i.e. race, ethnicity, age, gender, sexual orientation, disability, language, religion, socioeconomic background) are affirmed, valued, and used as vehicles for teaching and learning. • High expectations and rigorous instruction prepare the community for rigor and independent learning. The environment is academically rigorous and intellectually challenging, while also considering the different ways students learn. Instruction includes opportunities to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes. Messages encourage positive self-image and empower others to succeed. • Inclusive curriculum and assessment elevate historically marginalized voices. It includes opportunities to learn about power and privilege in the context of various communities and empowers learners to be agents of positive social change. It provides the opportunity to learn about perspectives beyond one's own scope. It works toward dismantling systems of biases and inequities, and decentering dominant ideologies in education.

	● Ongoing professional learning is rooted in the idea that teaching and learning is an adaptive process needing constant reexamination (Moll, et al., 1992; Gay, 2010). It allows learners to develop and sharpen a critically conscious lens toward instruction, curriculum, assessment, history, culture, and institutions. Learners must be self-directed and take on opportunities that directly impact learning outcomes.
Resources Provided:	● Slide presentation ○ Module 6 CRSE Presentation (PPT) ○ Module 6 CRSE Presentation (Google Slides) ● Introduction Video ● Principle 1: A Welcoming and Affirming Environment ● Principle 2: High Expectations and Rigorous Instruction ● Principle 3: Inclusive Curriculum and Assessment ● Principle 4: Ongoing Professional Learning ● Closing Video: Now What?
Objectives:	● To reflect on each of the four principles within the NYSED CR-SE framework.
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Notes to Facilitator

This module is designed as a final reflective component. Participants can choose which of the principles they want to continue to reflect upon and engage in that activity. Each of the four activities have reflective questions and refer back to specific previous activities from the other modules.

Participant Materials

Activities within the toolkit can be printed for use individually or in a group setting, or they can be used electronically. Each activity has an estimated time frame included.

Technical Requirements

- Some of the activities link to external videos or websites, so the use of a standard browser is recommended.
- If conducting an activity virtually, the use of a virtual meeting platform with sharing capabilities will be required.

Walkthrough

This toolkit is a collection of activities for participants to engage in individually, in pairs, in small groups, or as a faculty or staff.

For each of the activities provided:

- Direct participants to click the appropriate link to the activity in which they want to complete
- Activities can be done individually or in groups
- Have participants read through all of the instructions prior to beginning any activity so there is clarity of expectations
- Answer any clarifying questions about the directions before having participants begin the activity (if working in groups)
- All activities are for learning and reflection and will not be collected
- Direct participants to use Accountable Talk language in all discussions and to lead with empathy so there is a safe space for all conversations (if conducted in small groups)