

Professional Development from The Locke Society  
**Coping with Frameworks for Critical Race Theory/“Social Justice”**  
**ADMINISTRATOR’S GUIDE**



*Suggested “shares” will depend on the number of participants and the setting.*

1	Slide 2-3	<p><b>Administrator’s Introduction</b></p> <p><i>- You may share the following statement while on Slide 2: Part of the mission of The Locke Society is to provide a support system for their teachers through all of their challenges, and professional development is just one way they will meet this goal.</i></p>
2	Slide 4	<p><b>Background Information: What brings us here today?</b></p> <p><i>- Many teachers are being forced to sit through trainings and professional development that subject them to bullying, disrespect, and damaging false accusations. While many have suggested speaking out immediately or leaving the profession, neither will lead to the results we need in order to change the current atmosphere. This professional development will help teachers create a plan for dealing with such meetings effectively and mindfully so that they can get back in the classroom to do the real work that needs to be done.</i></p> <p><i>- We are looking at a framework, which is not necessarily a curriculum, but the mindset that teachers are encouraged to have when developing and using their own curriculum.</i></p>
3	Slide 5/6	<p><b>Review Agenda and Materials</b></p> <p><i>(The agenda can be found in the packet on page 2.)</i></p>



4	Slide 7 (packet page 3)	<p><b>Introductions</b></p> <p>-Each participant will independently complete the questions on this page in their packet. After the allotted time, participants will first share within their groups, then they will be invited to share with all of the participants.</p>
5	Slide 8 (frame work)	<p><b>NYSED (New York State Education Department) Culturally Responsive-Sustaining Education Framework</b></p> <p>-We will look at the NYSED Culturally-Responsive Sustaining Framework. New York is one the leading forces of progressive curricula and what they have outlined in this framework is similar to other frameworks that have been introduced in other states. Even if you do not teach in New York, you can apply what we do with this today to your state/district’s frameworks.</p> <p><b>Recommended Reading:</b> Overview pages 6 - 16. <i>Additionally: “Teachers” pages 25-29. “Students” pages 19-23.</i></p>
6	Slide 9	<p><b>Share</b></p> <p>-Participants will be asked to share their thoughts about this framework. They may discuss their initial reactions, problems, concerns, etc. The administrator will ask: How do you handle reading this in a meeting with your colleagues? (Your ability to stay calm, focus, participate, etc.)</p>
7	Slide 10 (packet page 4)	<p><b>Avenues for Participating</b></p> <p>-Discuss the two suggestions of Avenue A and Avenue B. Add others suggested by participants.</p>
8	Slide 11 (frame work)	<p><b>Reading 2</b></p> <p>-Participants will read one section of the framework with one or more new perspectives. <b>Recommended Reading:</b> “Teachers” pages 25-29.</p>



9	Slide 12	<p><b>Share</b></p> <p>-Participants will share how reading with a new perspective changed the way they dealt with the reading. The administrator may ask: How did reading through this new lens help you cope with the challenges of this framework? This is how you could calmly go through a framework with your colleagues maintaining your point of view, but also maintaining mindfulness to be present to the extent to which you will not be ridiculed or dismissed.)</p>
10	Slide 13 (packet page 4)	<p><b>Creating a Plan/Notes for Teachers</b></p> <p>-Participants will record a plan they will have in place to prepare them for going into these trainings/professional development.</p>
11	Slide 14 (packet page 5)	<p><b>Put into Practice: Drafting a Lesson</b></p> <p>-Participants will brainstorm and share answers to the prompt: What are some lesson topics that could easily fit into this framework?</p>
12	Slide 15 (packet page 5)	<p><b>Put into Practice: Drafting a Lesson</b></p> <p>-Before previewing the model lesson, <i>Stalin's Genocides</i>, the administrator will review the key aspects of the lesson that participants will be expected to have in their own lesson draft.</p>
13	Slide 16 (model lesson)	<p><b>Put into Practice: Model Lesson</b></p> <p>-The administrator will review the lesson plan with participants explaining each relevant section and how it meets the standards. (Only the lesson plan is necessary for the share, the texts may be read by participants at another time.) Special emphasis should be placed on the writing of the rationale.</p>



14	Slide 17 (pages 6-9)	<b>Worktime: Draft a Lesson</b> -Participants will work together in groups to compose a draft of a lesson following the steps in the packet.
15	Slide 18	<b>Share</b> -Participants will share the draft of the lesson their group developed. Participants will be encouraged to provide feedback and ask/answer any questions.
16	Slide 19 (packet page 10)	<b>Responding to Questions During Training</b> -Make sure to read the disclaimer about this procedure. “The following questions on this page are ones that could be asked of you in one of these training sessions. These questions do not reflect The Locke Society’s professional development, but we want you to be prepared for answering these questions should they come up in one of the training sessions with your district.”
17	Slides 20-23	<b>Responses</b> -Each question will be discussed and possibly answers will be recorded.
18	Slide 24 (packet page 11)	<b>Reflection Questions</b> -Participants will answer these questions individually for reflection on how this session may have helped them.
19	Slide 25 (packet page 12)	<b>Thank You/Feedback</b> -Participants will complete the feedback sheet (on paper or digitally) and return to the administrator.

Website: [lockesociety.org](http://lockesociety.org)

For questions, and to share feedback, please contact: [team@lockesociety.org](mailto:team@lockesociety.org)

