

The Locke Society

Professional Development



**Coping with Frameworks
for Critical Race Theory/
“Social Justice”**

Agenda

1. Administrator's Introduction
2. Background Information: What is the need for this professional development?
3. Agenda/Introductions
4. NYSED Culturally Responsive-Sustaining Education Framework
5. Share and Discuss Avenues for Approach
6. Put into Practice: Model Lesson Plan "Stalin's Genocides"
7. Put into Practice: Lesson Plan Development
8. Responding to Questions During Training
9. Reflection Questions
10. Feedback

Website: lockesociety.org
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Introduction

Welcome to The Locke Society's professional development on *Coping with Frameworks for Critical Race Theory/ "Social Justice"*. During all of our professional development sessions, we aim to create a positive working environment that fosters respect and collaboration among professionals who can learn from one another to improve their experience as educators.

What state do you teach in?

A) On a scale of 1-10, 10 being the most severe, rate the level at which Critical Race Theory/Social Justice is being promoted by your administration. Explain.

1	2	3	4	5	6	7	8	9	10
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B) On a scale of 1-10, 10 being the highest level of freedom, rate the level at which you are able to quietly bring what you want to teach into the classroom and keep what you do not want to teach out of the classroom. Explain.

1	2	3	4	5	6	7	8	9	10
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NYSED Culturally Responsive-Sustaining Education Framework

Notes Page

Avenue A: Questioning from the perspective of “getting it right” or finding holes in their framework.

Avenue B: Identifying areas that could be used to your advantage (i.e. bringing in lessons of the marginalized victims of socialism and communism).

Avenue C:

Avenue D:

Step by Step Plan

During the reading:

During the discussion:

After the meeting:



Put into Practice!

What are some lesson topics that could fit into this framework?

Lesson Plan Draft Breakdown

AIM: The "Aim" is the essential question that summarizes the purpose of the lesson. This identifies the specific topic and how the topic is being studied.

RATIONALE: The rationale, sometimes referred to as the motivation, describes the teacher's purpose in conducting this lesson. This is the teacher's opportunity to make their case for why this lesson must be taught and how it fits into the curriculum/standards. This is especially important if adding a lesson not suggested in the department's curriculum outline.

STUDENT LEARNING OBJECTIVES: Outline what students will be able to do during this lesson. This highlights the skills and how they are applied to access the content.

CIVICS CONNECTION: Each lesson includes several civics guiding questions that help to make a civics connection. These questions can be discussed during and/or after a lesson either directly or indirectly. They provide a great opportunity to open or close a lesson or allow students to apply what they learned from class if assigned for homework.

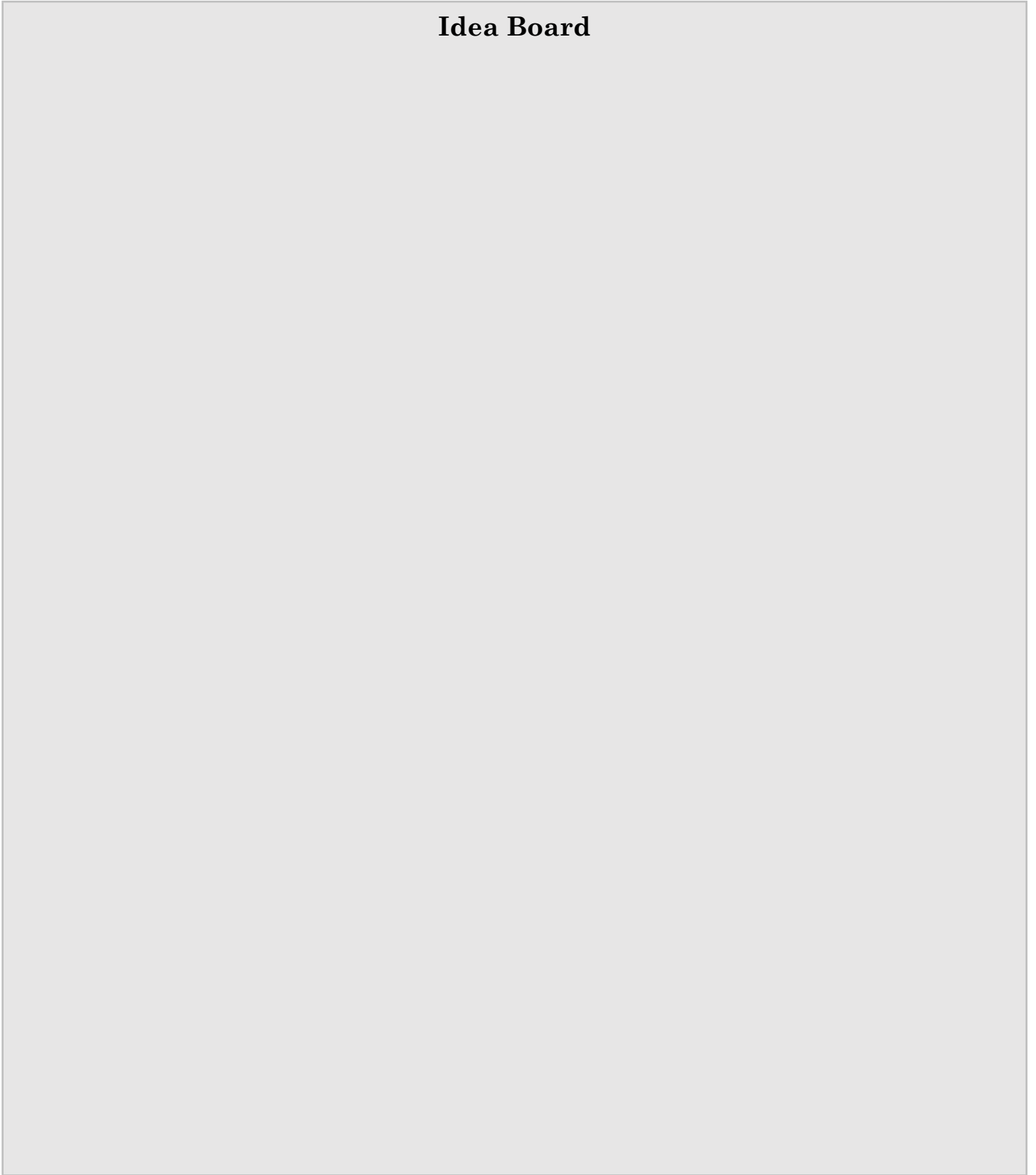
PROCEDURE: This is the outline of what students will be doing from the beginning to the end of the class (time in and time out).

***PIVOTAL QUESTIONS:** The teacher's questions that will foster discussion in relation to the intent of the lesson and its reflection of standards expected to be addressed in the classroom.



Lesson Plan Draft

Idea Board



Aim:

Rationale:

Student Learning Objectives:

Civics Connection:



Procedure:



Pivotal Questions:

Reflection



Reflection Questions

1. What will be your steps for coping with frameworks reflecting CRT, “social justice” and Culturally Responsive-Sustaining Education?
2. To what extent will you be able to control the impact of these frameworks and the curricula that comes with them in your own classroom?
3. How will you manage communication with administrators who promote this framework and the curricula? How will you manage communication with parents who support this, and parents who are against this?

Find more materials and resources on our website: lockesociety.org
Contact: team@lockesociety.org All Social Media: [@TheLockeSociety](https://www.instagram.com/TheLockeSociety)



Feedback

1. What aspects of this professional development did you find the most helpful?
2. What is one thing you learned about yourself professionally from this session?
3. Do you have any suggestions for improving upon this particular workshop?
4. What is another topic you would like The Locke Society to address in another professional development session?

Thank you!

