Virginia Association of Counties
ACHIEVEMENT AWARDS

SUBMISSION FORM

All submission forms must include the following information. Separate submission forms must be turned in for each eligible program. **Deadline: July 1, 2022.** Please include this submission form with the electronic entry. If you do not receive an email confirming receipt of your entry within 3 days of submission, please contact Gage Harter.

PROGRAM INFORMATION

County: County of Henrico

Program Title: Culturally Responsive Education Model

Program Category: Organizational Development

CONTACT INFORMATION

Name: Victoria Davis

Title: Public Relations Specialist

Department: Public Relations

Telephone: 804-501-4933   Website: www.henrico.us

Email: dav127@henrico.us

SIGNATURE OF COUNTY ADMINISTRATOR OR DEPUTY/ASSISTANT COUNTY ADMINISTRATOR

Name: Brandon Hinton

Title: Deputy County Manager for Administration

Signature: *[signature]*

Program Overview

The Henrico County Public Schools (HCPS) Office of Equity, Diversity and Opportunity developed and provided divisionwide professional learning for a Culturally Responsive Education Model, or CREM. Our CREM infographic is designed as a wheel, with self-reflection and a culture of belonging as the hub. According to the CREM paradigm, teachers must first examine their own cultural competency and then recognize the need for respecting their students' sources of knowledge. Next, teachers are expected to gain an understanding of the five supporting spokes on the CREM wheel: incorporating students' cultural knowledge into their lessons (content knowledge), providing opportunities for students to study their affective domain and reflect on others (knowledge construction), identifying the most effective learning styles for students (equity pedagogy), embedding opportunities for students to engage in socially oriented instruction (prejudice reduction), and ensuring that students have access to resources. To date, more than 400 principals, assistant principals, content specialists, curriculum writers, school counselors, school psychologists, school social workers and some teachers have completed meaningful professional development using CREM via face-to-face synchronous training sessions and/or asynchronous presentations and discussion activities on Schoology.

Problem/Challenge/Situation Faced by Locality

Parent and student surveys and focus group feedback revealed that our "majority-minority" school community needed additional culturally sensitive instructional materials and practices in our school programming. This includes areas of cultural representation in content, pedagogical practices, and opportunities to cultivate belonging for all school stakeholders — students, staff, families and community. In addition, a portion of this training meets the new Virginia Department of Education Culturally Responsive Education standards for all staff members.

How Program Fulfilled Awards Criteria

The Henrico County Public Schools Culturally Responsive Education Model is an innovative approach to providing large scale professional learning experiences that are designed to support educators' reflection on their own beliefs and practices and serve as the impetus for change at the classroom, school and division level. School divisions across the Commonwealth are examining practices in a similar way. HCPS' approach may have value to other divisions as they consider professional learning and experiences that will best meet the needs of their staff and communities.

How Program Was Carried Out

CREM is designed to be the lens through which the school division's Henrico Learner Profile (HCPS' blueprint for self-reflection and growth) and the Deeper Learning model (our model designed to empower students) are viewed. This information is rooted in scholarly research and application. Once the model was designed, the HCPS Office of Equity, Diversity and Opportunity collected input from community members and school leadership and made revisions to ensure alignment to the division's belief system and goals. HCPS officially adopted CREM in 2019. The Office of Equity, Diversity and Opportunity has been consistently working to strengthen the design and provide support through meaningful and engaging professional learning.

In accompaniment to the Culturally Responsive Education Model, the Office of Equity, Diversity and Opportunity has created rubrics to assist with interpreting the components of the CREM framework. The CREM coordinator and specialist use the CREM rubric to steer professional development and training. The CREM rubric informs the framework in a way that distributes meaning and designation to the spokes by varying degrees of implementation. It serves as a guide for categorizing an educator's practice of culturally responsive teaching in the following

designations: emerging, developing, advancing and mastering.

The Office of Equity, Diversity and Opportunity has taken intentional steps in phasing the CREM framework in a digestible and practical way for staff. CREM Part 1 focuses on self-reflection and a culture of belonging, displayed in the center of the CREM infographic. This entails the paradigm shifting necessary to support inclusivity and belonging. By promoting the exploration of one's own cultural beliefs and biases, seeking to learn about our students' identities to ensure learning is connected to their lived experiences, and creating supportive, welcoming environments that feel socially and emotionally safe so that students are comfortable enough to take risks. This professional learning expects participants to stretch their brains and work to ensure students can learn to relate to one another and intentionally craft opportunities to engage in positive communication.

CREM Part 2 focuses primarily on being a self-reflective practitioner to promote a culture of belonging within the classroom and school community, the construction of beliefs, perspectives and systems, as well as the incorporation of culturally relevant content into the curriculum. This is accomplished by exploring the content integration and knowledge construction components of CREM.

CREM Part 3 focuses on the equity pedagogy and prejudice reduction components of CREM by recognizing and addressing prejudice, bias and inequity to create a culture of belonging. It addresses the use of authentic instructional practices to prompt student engagement and academic excellence.

CREM Part 4 focuses on the empowering school culture component, which supports the decision

to curate a sense of belonging amongst all school community stakeholders, including students, staff, families and community members.

To expand work in inclusivity and opportunity, the Office of Equity, Diversity and Opportunity has actively collaborated with community stakeholders to bring the CREM to life. In partnership with the Valentine Museum of Richmond, the Office of Equity, Diversity and Opportunity is currently developing curated learning experiences that integrate the CREM model with existing programs at the museum. The Valentine Museum has been an entry point, but the Office is eager to reach out to other community stakeholders in this work. The ultimate goal is to promote meaningful and reflective experiences for students, particularly for our students in traditionally marginalized and underserved communities.

Financing and Staffing

Professional development training sessions include the utilization of internal talent and resources and reference books and other texts. We were fortunate to have been allocated Title II funds to build the Office of Equity, Diversity and Opportunity professional library. We purchased a significant number of books that support CREM, and also had additional funds. This additional allocation coincided with the staff's request for books used during professional development training sessions, centered around self-reflection and culture of belonging, content integration, knowledge construction, prejudice reduction, equity pedagogy and empowering school culture. The CREM program uses books and other texts supportive of training efforts, most of which are accessible via the HCPS Central Professional Library Collection or via Gale eBooks.

With the use of internal talent and resources, there are minimal additional operating costs associated with the facilitation of this programming, to include printing of signage and leaflets of the infographic.

Program Results

To date, more than 400 principals, assistant principals, content specialists, curriculum writers, school counselors, school psychologists, school social workers and teachers have completed meaningful professional development on CREM via face-to-face synchronous training sessions and/or asynchronous presentations and discussion activities on Schoology. Participants have been able to share their experiences and learning at their school sites and, most importantly, apply their learning in interactions and decision-making relating to students, families and colleagues.

The feedback from the training sessions offered to HCPS staff about CREM has been positively enlightening for the progression of these efforts. Part of the power of CREM is that its development has been cultivated by guidance and review from the Equity and Diversity Advisory Committee, as well as those principals, curriculum writers, content specialists, school counselors, school psychologists, school social workers and teachers who have directly interfaced with its content. For example, the following feedback was provided from participants who attended a CREM rubric review session:

> "We noticed that we have gotten better with universal design, adjusting vocabulary and images to be culturally sensitive."
>
> "There is a clear progression from emerging to mastery."
>
> "We do a good job of relating time to context."
>
> "Our resources used relatable contexts and diverse images."

"Again, you are doing such critical and amazing work — thank you for that! I always learn so much from your sessions and I am thankful for the wealth of information that you share - I only wish that there was more time to dive in and process it all (and I'm thankful to have had some time today to spend in self-reflection and reflection on these resources). If you need anything, please let me know and thank you again for working to create these documents that will be so powerful in creating opportunities for self-reflection of all HCPS staff members."

Brief Summary

As of January 2022, more than 400 principals, assistant principals, content specialists, curriculum writers, school counselors, school psychologists, school social workers and some teachers have completed meaningful professional development using CREM via face-to-face synchronous training sessions and/or asynchronous presentations and discussion activities on Schoology. This professional development, created and facilitated by the school division's Office of Equity, Diversity and Opportunity, supports educators in examining their own cultural competency and then recognizing the need for respecting their students' sources of knowledge. Participants develop understanding of the five supporting spokes on the CREM wheel: incorporating students' cultural knowledge into their lessons (content knowledge), providing opportunities for students to study their affective domain and reflect on others (knowledge construction), identifying the most effective learning styles for students (equity pedagogy), embedding opportunities for students to engage in socially oriented instruction (prejudice reduction), and ensuring that students have access to resources.

In partnership with the Valentine Museum of Richmond, the Office of Equity, Diversity and Opportunity is currently developing curated learning experiences that integrate the CREM model

with existing programs at the museum. The Valentine Museum has been an entry point, but the Office is eager to reach out to other community stakeholders in this work. The ultimate goal is to promote meaningful and reflective experiences for students at school and in their extended learning experiences in the community.

Feedback from participants has been positive. They have been able to share their experiences and learning at their school sites and, most importantly, apply their learning in interactions and decision-making relating to students, families and colleagues.