

SHARED CORE VALUES RESOURCE GUIDE



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☀ *Hover over bolded keywords below to learn more* ☀

[Students First](#) . [Integrity](#) . [Equity](#) . [Collaboration](#) . [Accountability](#) . [Fun](#)

Students First

Definition:

With intention, we put our students' needs at the heart of everything we do.

[Click for Behaviors](#)

Integrity

Definition:

We tell the truth, and we keep our commitments.

[Click for Behaviors](#)

Equity

Definition:

We honor our diversity and provide the necessary resources and supports to eliminate barriers to success, and to foster a more equitable future for all students.

[Click for Behaviors](#)

Reaffirmed Shared Core Values & Behaviors

Collaboration

Definition:

Together, as a team, we create and build by engaging in meaningful conversations where we listen, ask questions, and share ideas to honor our collective commitments.

[Click for Behaviors](#)

Accountability

Definition:

We take responsibility for our individual and collective commitments, and we learn from both accomplishments and missed opportunities.

[Click for Behaviors](#)

Fun

Definition:

We celebrate and foster joy and passion every day.

[Click for Behaviors](#)

Students First

Definition: With intention, we put our students' needs at the heart of everything we do.

Behaviors:

- Support access to the tools and resources that promote student safety, social emotional well-being, and academic success to help our students thrive.
- Engage in **culturally sustaining and affirming practices** that honor student and adult needs, life experiences, **cultures**, **identities**, and families.
- Cultivate students' curiosity to support them in discovering their passions.
- Use **asset-based** approaches to help students identify and build upon their strengths.
- Foster **humanizing**, joyful, and equitable working and learning spaces where well-being is identified as a priority to promote a sense of **agency** and **belonging**.
- Promote **critical thinking** and **collaborative problem solving** to create life-long learners who positively impact local and global communities.
- Create opportunities **for adults to connect, heal, and build capacity** to support students.

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Integrity

Definition: We tell the truth, and we keep our commitments.

Behaviors:

- Act with **authenticity**, **transparency**, and **honesty**.
- Behave with **respect** toward self and others while fostering an **intentional** culture of **inclusion** and **belonging**.
- Actively seek out, welcome, and respect multiple viewpoints to inform action, even when it is difficult to do so.

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Equity

Definition: We honor our diversity and provide the necessary resources and supports to eliminate barriers to success, and to foster a more equitable future for all students.

Behaviors:

- Commit to disrupting, dismantling, and redesigning systems in an effort to transform **oppressive mindsets** and practices into worldviews and actions that prioritize social justice.
- Build, reinforce, and hold each other accountable to **asset-based** mindsets and **anti-racist** practices that embrace and advance diversity, equity, and **inclusion** through learning opportunities, leadership development, and other intentional **culture-building** experiences.
- Use **conflict resolution protocols** to engage in difficult conversations about inequities.
- Consistently ask whose voice is missing and actively includes diverse perspectives.
- Acknowledge the limits of one's own perspective through active listening and learning, and reflect on personal bias.

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Collaboration

Definition: Together, as a team, we create and build by engaging in meaningful conversations where we listen, ask questions, and share ideas to honor our collective commitments.

Behaviors:

- **We are brave in our work** as we address key issues and acknowledge all voices to strategically create solutions as a team.
- Contribute to the team as a learner and a leader.
- Leverage people's strengths.
- Build new relationships and nurture existing relationships across DPS in order to unify and strengthen our efforts.
- Are open-minded, flexible and adaptable.
- Model shared decision-making to reach the best decision, and support the next steps.
- Provide opportunities for multiple perspectives to be heard and captured.

- Engage with team members to help support a healthy work environment.
- Keep each other informed of new developments and ideas to foster clear streams of communication that inspire our work as One DPS.

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Accountability

Definition: We take responsibility for our individual and collective commitments, and we learn from both accomplishments and missed opportunities.

Behaviors:

- We follow through on what we say we will do, and work to reconcile solutions where challenges arise.
- Commit to uplifting excellence in all we do.
- Give and receive feedback to support reflection and continuous growth.
- Communicate and provide rationale for decisions to promote transparency and trust.
- Conserve and manage resources to address environmental impact, social development, and economic prosperity for a [livable future](#).

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Fun

Definition: We celebrate and foster joy and passion every day.

Behaviors:

- Find opportunities to bring humor, laughter, and smiles into the workplace.
- Recognize people and their contributions in ways that are meaningful to individuals through authentic connections and relationships.
- Seek to learn and honor each other's passions.
- Create an atmosphere where people can show up as their [authentic self](#) and accept others for their authentic selves.

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Keyword Glossary

Culturally sustaining and affirming practices

- Practices that are geared towards the design and implementation of a student-centered learning environment that:
 - affirms racial and cultural identities and fosters positive academic outcomes;
 - develops students' abilities to connect across cultures;
 - empowers students as agents of social change;
 - contributes to an individual's engagement, learning, growth, and achievement through the cultivation of critical thinking (NYSDE, p 11).

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SEE SOURCE FOR MORE DETAILS:

- ❖ [Culturally and sustaining affirming practices \(New York SDE\)](#)
- ❖ [Django Paris](#)

Cultures

- Culture consists of the values, beliefs, systems of language, communication, and practices that people share in common and that can be used to define them as a collective.

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SEE SOURCE FOR MORE DETAILS:

- ❖ [Culture - Definition, Discussion and Examples \(thoughtco.com\)](#)

Identities

- Identities can have different meanings depending on the context. [See 1234 below](#) for examples.

- [1](#) - In mathematics, an identity is an equation which is always true, no matter what values are substituted[1](#).
- [2](#) - In psychology, identity encompasses the memories, experiences, relationships, and values that create one's sense of self[2](#).
- [3](#) - In sociology, identity is the qualities, beliefs, personality, looks and/or expressions that make a person or group[3](#).
- [4](#) - In general, identity can refer to the distinguishing character or personality of an individual, or the relation established by psychological identification[4](#).

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SEE SOURCE FOR MORE DETAILS:

- ❖ [Why Is Identity The Latest Focus Of Education? \(hundred.org\)](#)

Asset-based

- Asset-Based Pedagogies focus on the strengths that diverse students bring to the classroom. It is a direct response to deficit-based thinking.

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SEE SOURCE FOR MORE DETAILS:

- ❖ [Asset-based Pedagogies](#)

Humanizing

- A commitment to social change and to reduce societal oppression as much as possible.

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SEE SOURCE FOR MORE DETAILS:

- ❖ [Chapter 4 - A Humanizing Pedagogy](#)

Agency

- Student agency involves four distinct components:
 - Setting advantageous goals;
 - Initiating action toward those goals; and
 - Reflecting on and regulating progress toward those goals.
 - Self-efficacy

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SEE SOURCE FOR MORE DETAILS:

- ❖ [Education reimagined](#)

Belonging

- A basic human need to connect with or feel related to social partners. Also, as perceptions of inclusion in a given environment (i.e., context or group).
Baumeister & Leary (1995); Goodenow (1993)

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SEE SOURCE FOR MORE DETAILS:

- ❖ [Baumeister & Leary \(1995\); Gray, Hope, & Matthews \(2018\) Black Belonging](#)
- ❖ [Edutopia](#)

Critical Thinking

- To identify and solve problems; formulate, evaluate, and use information; test ideas based on relevant criteria; recognize one's own judgments and put them to the test in light of new information or arguments; and communicate effectively with others. (Page 6)

The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. (Page 6)

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SEE SOURCE FOR MORE DETAILS:

- ❖ [Critical Thinking Toolkit](#)

Collaborative Problem Solving

- Solving problems by working together as a team.

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SEE SOURCE FOR MORE DETAILS:

- ❖ [LinkedIn article](#)
- ❖ [PISA CBS framework](#)
- ❖ [Collaborative Problem Solving: The Ultimate Guide | MindManager](#)

Connect, Heal, Build Capacity

- To reunite, renew, and thrive.

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SEE SOURCE FOR MORE DETAILS:

- ❖ [CASEL](#)

Authenticity

- Authenticity refers to being genuine, real, and true to oneself. It involves being true to one's values, beliefs, and personality.

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SEE SOURCE FOR MORE DETAILS:

- ❖ [Authenticity, transparency, and honesty](#)

Transparency

- Transparency refers to the quality of being open about one's actions, decisions, and intentions.

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SEE SOURCE FOR MORE DETAILS:

- ❖ [Authenticity, transparency, and honesty](#)

Honesty

- Honesty refers to the quality of being truthful, sincere, and straightforward. It involves telling the truth, even if it is difficult or uncomfortable.

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SEE SOURCE FOR MORE DETAILS:

- ❖ [Authenticity, transparency, and honesty](#)

Respect

- Respect is deep admiration for someone or something with regard to their feelings, wishes and rights.

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SEE SOURCE FOR MORE DETAILS:

- ❖ [Respect in the workplace](#)

Intentional

- Intentional is putting forth an effort that is purposeful. It directly ties to a person's deliberate action to bring about results.

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SEE SOURCE FOR MORE DETAILS:

- ❖ **Intentional workplace cultures that support wellbeing**

Inclusion

- Inclusion is seen as a universal human right. The aim of inclusion is to embrace all people irrespective of race, gender, disability, medical or other need. It is about giving equal access and opportunities and getting rid of discrimination and intolerance (removal of barriers).

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SEE SOURCE FOR MORE DETAILS:

- ❖ **Removing barriers**

Oppressive mindsets

- Mindsets that perpetuate oppression.
- **Oppression** is the systematic subjugation of one social group by a more powerful social group for the social, economic, and political benefit of the more powerful social group. Rita Hardiman and Bailey Jackson state that oppression exists when the following 4 conditions are found:
 - The oppressor group has the power to define reality for themselves and others;
 - The target groups take in and internalize the negative messages about them and end up cooperating with the oppressors (thinking and acting like them);

- Genocide, harassment, and discrimination are systematic and institutionalized, so that individuals are not necessary to keep it going; and
 - Members of both the oppressor and target groups are socialized to play their roles as normal and correct.
- Oppression = Power + Prejudice

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SEE SOURCE FOR MORE DETAILS:

- ❖ [Racial Equity Tools](#)

Anti-racist

- Anti-Racism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach, and set up in opposition to individual racist behaviors and impacts.
- An anti-racist is someone who is supporting an antiracist policy through their actions or expressing antiracist ideas. This includes the expression of ideas that racial groups are equals and do not need developing, and supporting policies that reduce racial inequity.

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SEE SOURCE FOR MORE DETAILS:

- ❖ [Anti-Racism Resource Guide](#)
- ❖ *The Hate U Give (by Angie Thomas) - See book's end for Anti-Racism Guide*
- ❖ [Racial Equity Tools](#)

Conflict resolution protocols

- A set of procedures that guide individuals on the steps to take when they arrive at disagreements in the school or workplace.

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SEE SOURCE FOR MORE DETAILS:

- ❖ [Interrupting Bias - Calling IN vs Calling OUT](#)
- ❖ [5 Conflict Resolution Strategies - Negotiation \(Harvard Law School\)](#)

Brave in our work

- In order for a culture to operate by principles of bravery, individuals must be willing to engage in brave actions every day:
 - Own your words and actions.
 - Encourage.
 - Embrace personal.
 - Refuse to compromise your values.
 - Compete for purposes of cause, not for comfort.

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SEE SOURCE FOR MORE DETAILS:

- ❖ [Moving from Safe Classrooms to Brave Classrooms \(ADL.org\)](#)
- ❖ [Bravery In The Workplace - By Accidental Creative](#)

Livable future

- Refers to meeting basic human needs.

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SEE SOURCE FOR MORE DETAILS:

- ❖ [What Does a 'Livable Future' for Our Children Look Like? - CNET](#)

Authentic self

- Being your true authentic self means what you say in life aligns with your actions. Your authentic self goes beyond what you do for a living, what possessions you own, or who you are to someone (mom, brother, girlfriend, sib, unty). It is who you are at your deepest core. It is about being true to yourself through your thoughts, words, and actions, and having these three areas match each other.

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SEE SOURCE FOR MORE DETAILS:

- ❖ [MindTools on Authenticity](#)

Additional Resources

Learning for Justice

- [Social Justice Competencies](#)
- [Centering Equity, Access, and Educational Justice](#) (source for Remote Education)
 - *Culturally responsive education must also be sustaining, that is it must work to encourage cultural pluralism and not cultural assimilation. Home and youth culture should be welcomed into the classroom as areas ripe for discussion. Differences should not just be seen as strengths, but they should also be maintained because they are what make students and families unique. How educators understand culture has real consequences for our children as a limited understanding of culture has the power to disadvantage some while privileging others (Kirkland, 2012).*
- [Anti-Racism Resource Guide on Identity:](#)
Identity . . .
 - *Is the compilation of identifying labels anyone uses to represent themselves;*
 - *Also a system of identifying labels ascribed to social groups;*
 - *Gives a sense of belonging to the social world based on sameness of*

groups (ex: Sex, gender, ethnicity, race, nationality, ability, religion, spirituality, age, socio-economic status, language, political leanings, etc).

- [Humanizing](#) (as linked in Keyword Glossary). More context here:
Humanizing pedagogy was a concept first developed by Paulo Freire during the 20th century. He believed that pedagogy from a humanistic perspective required educators to make a commitment to social change and to reduce societal oppression as much as possible.

Integrity (resources complementary to those provided in the Keyword Glossary)

1. [Authenticity, Transparency, and Honesty.](#)
2. [Respect](#)
3. [Intentional culture of inclusion and belonging](#)

Collaboration

We are brave in our work:

1. [Brene Brown on Brave Spaces,](#)
2. [Brown and her co-host Barrett Guillen](#) themselves were inspired by the work of Loretta Ross, the activist and social justice advocate, who has written about her work with rape survivors, saying: “we told them we could create safe spaces, when in fact, all we can do is to create spaces to be brave together.” To promise a space that is safe is to promise something impossible, as you are making a promise about everyone else – an impossible promise to keep. Brown points out, we can’t guarantee safety for everybody, but we can encourage one another to ‘show up’ in a brave way. There is no way of knowing who is safe and who is not, that’s just a fact.

Existing DPS Glossary

(complementary to *Keyword Glossary, pages 6-14 above*)

Glossary from the [Culturally and Linguistically Sustaining Lesson Planning doc](#) :

- **Access:** Refers to ensuring that all students have equal opportunities to resources, support, and opportunities necessary for their academic success.
- **Analyze the text:** Involves examining and interpreting the content, structure, language, and other elements of a written or visual piece to gain a deeper understanding of its meaning and implications.
- **Annotate:** The act of adding notes, comments, or marks to a text or document to highlight important points, provide explanations, or make connections.
- **Content Objective:** A specific goal or outcome related to the subject matter being taught, describing what students should know, understand, or be able to do in terms of the content being covered.
- **Criticality/Critical Consciousness:** The ability to analyze, question, and evaluate information, systems, and societal structures with a critical mindset, considering multiple perspectives and seeking to challenge and transform inequities.
- **Cultural Competency:** The ability to interact, understand, and effectively engage with individuals from diverse cultural backgrounds, involving awareness, knowledge, and skills to navigate cultural differences and promote inclusivity.
- **Curricular Resources:** Materials, tools, and content used in educational settings to support and enhance the curriculum, including textbooks, digital resources, lesson plans, and other instructional materials.
- **Differentiation:** The practice of tailoring instruction and learning experiences to meet the diverse needs, abilities, and learning styles of individual students.
- **Equity:** Every school and school system is intentionally built to ensure children of every race, ethnicity, language or other characteristics of their identity, have what they need to achieve academic, social, and emotional success.
- **Funds of Knowledge:** The diverse range of skills, knowledge, experiences, and cultural resources that students bring from their homes, communities, and cultural backgrounds, which can be recognized and leveraged to enhance learning.

- **Integrated TSEAL:** The intentional and systematic integration of social, emotional, and academic development within educational settings, embedding SEL competencies and practices throughout the curriculum and instructional strategies.
- **Language Domains:** Refers to the different aspects of language proficiency, including listening, speaking, reading, and writing skills.
- **Language Objective:** A goal or outcome related to the development of language skills or proficiency, supporting students' language learning needs alongside content learning.
- **Linguistic Repertoire:** The range of languages, dialects, registers, and communication styles that an individual possesses and uses effectively for various purposes.
- **Meaningful:** Refers to learning experiences, discussions, or activities that have significance, relevance, and personal connection for students, fostering deep understanding and engagement.
- **Meaningful discussion:** An interactive conversation or dialogue that encourages students to actively participate, share ideas, and critically engage with the topic, promoting deeper understanding and learning.
- **Proficiency** (include ELA + ARTS): The level of skill, knowledge, or expertise that a student or individual has achieved in a particular subject area or discipline, including English Language Arts (ELA) and artistic competencies.
- **SEL Competency:** Social and Emotional Learning (SEL) competencies are the skills, attitudes, and knowledge that individuals develop to understand and manage emotions, establish positive relationships, and make responsible decisions.
- **Standard:** A statement describing the specific knowledge, skills, or abilities that students are expected to demonstrate at a particular grade level or in a specific subject area, providing a framework for curriculum development, instruction, and assessment.
- **TSEAL Focus Area:** Teaching and Learning for Social, Emotional, and Academic Development (TSEAL) focus area refers to a specific dimension or aspect within the framework of social, emotional, and academic development that educators prioritize in their teaching and instructional practices.