

Collaborative Learning Team



November 22, 2021

Introductions

- Srinivas Khedam - Assistant Director of Racial and Educational Justice
- Ayva Thomas ~ Assistant Director of Racial and Educational Justice
- Melissa Riley ~ Assistant Director of Equity Pedagogy

WELCOME BACK 2021 MEMBERS

Educators:

- Myrna Torres
- Christine Traxler
- KC Rose

Students:



Family-Community Members:

- Maybelle Zante (Catabay)
- Shama Farag
- Dara Penello
- Danna Summers
- Elisabeth Lepine
- Tiffany Sanders
- Keri Bullock
- Beth Bennett Jawneh
- Kristina DeLeo
- Han Tran
- Sojn Hudson

WELCOME NEW MEMBERS

Educators:

- Bridgette Reed

Students:



Family-Community Members:

- Alana Wideman
- Alex Crane
- Charles Moses
- Clement Utuk
- Dana Popa
- Deepali Arumugam
- Erica Almeda
- Faustine Wilkey
- Gena Schwam
- Heather Mullen
- Heather Mayer
- Hebtalla Sati
- Helen Wong
- Irena Dikova
- Jasmine Fry
- LiAnn Venegas
- Mahtab Mahmoodzadeh
- Naga Jyothi Reddy
- Ramona Denny
- Ravikumar Annepu
- Razak Nazeer Kasim
- Ricardo Marroquin
- Rihana Adem
- Saranya Sampathkumar
- Shanon Bernstine
- Steven Gersman
- Suzanne McLoughlin
- Toni Shelton

Land Acknowledgement

We acknowledge that the Northshore School District functions on Coast Salish lands in the areas that have been colonized, occupied, and renamed to Bothell, Kenmore, Redmond, and Woodinville. We acknowledge the experiences of genocide, forced relocation, ethnic cleansing, and land theft of Indigenous peoples and sacred lands so we can build our awareness of how settler colonization still exists today. We honor the ways of knowing and ways of being of Indigenous peoples and tribal nations, who are still here and thriving, in our district-community. We resolve to learn from these realities and partner with local Indigenous peoples and tribal leaders to work toward a justice-driven educational experience for each student, family, community member, and educator in Northshore. We also acknowledge that this is a working land acknowledgement that will continue to evolve as our partnership with local Indigenous peoples and tribal leaders expands.

Outcomes for Today!

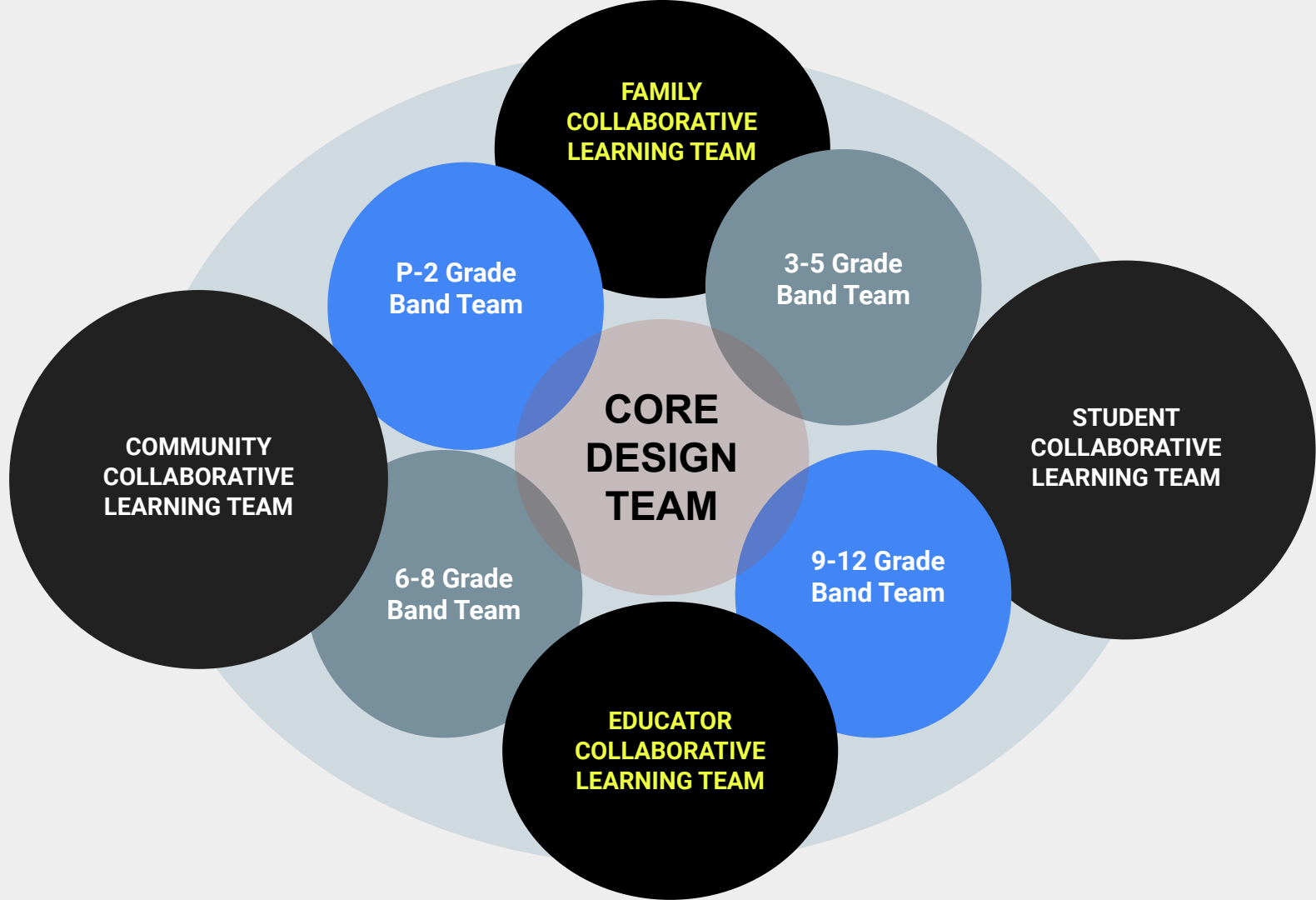
- Learn more about your role on the Ethnic Studies Pilot Work Team as a Collaborative Learning team member and how we can best engage each other as it relates to our common purpose, norms, vision, annual goals, roles and responsibilities and learning structures.
- Consider how community guidelines help us operationalize our agreements as a community of learners and practitioners, while also understanding the need to be open to growth and change as we engage in social justice projects.

Ethnic Studies Purpose

The purpose of Ethnic Studies is to transform student lives by promoting healing from historical trauma, humanizing and empowering all students, and promoting civic and community engagement through action in solidarity with others. Ethnic Studies pedagogy promotes collaboration in learning, higher level thinking and critical analysis of racism and other forms of oppression. Ethnic Studies further provides students with the opportunity to understand themselves and their intersectionality in relation to society.

Committee Scope

- Co-construct the NSD Ethnic Studies Framework and Supporting Documents
- Create a **semester-long** Ethnic Studies high school course with a clear scope and sequence, outlining units and lessons, rooted in the hallmarks of transformative Ethnic Studies.
- Work with CMAC to approve NSD Ethnic Studies Framework, the Ethnic Studies Course and related resources
- Create written and video media, in partnership with the Communications Department, to promote the courses in secondary.
- Classroom teachers on the team will implement the Ethnic Studies framework and course work at each level by creating, sharing, teaching and reflecting on lessons taught and student work in each semester.
- Team members will participate in analyzing the results of the pilot and implementation.
- Generate a Resource Bank that can be shared with teachers across the system who are trained to use the Ethnic Studies Framework and/or teach the Ethnic Studies course.
- Ensure the framework and resulting work parallels the work of OSPI's Ethnic Studies Advisory Committee, as mandated by Senate Bill 5023 and Senate Bill 6066
- Propose recommendations to the Superintendent in the Spring of 2021 for the implementation of the P-12 Ethnic Studies Framework ~~in the 2021-2022 school year~~, which will include, but is not limited to timelines, resources, professional development, scope and sequence and desired communication.



**FAMILY
COLLABORATIVE
LEARNING TEAM**

**P-2 Grade
Band Team**

**3-5 Grade
Band Team**

**COMMUNITY
COLLABORATIVE
LEARNING TEAM**

**CORE
DESIGN
TEAM**

**STUDENT
COLLABORATIVE
LEARNING TEAM**

**6-8 Grade
Band Team**

**9-12 Grade
Band Team**

**EDUCATOR
COLLABORATIVE
LEARNING TEAM**

Collaboration

Collaborative Learning Team

- Attend Initial and final session to learn and contribute
- Facilitate the goals, vision, norms and responsibilities of the pilot team
- Seek and represent multiple and diverse experiences and embodied knowledge
- Read, review, reflect and respond to the readings, resources, and related materials shared
- Engage with the learning team monthly to discuss your learning and provide feedback to the core team.
- Advocate for and champion the work
- Offer considerations overtime for various aspects related to this Ethnic Studies Project: professional learning, communication, implementation, accountability

How does this shape how I show up in this space to learn? How do we show up in this space to share and learn from each other?

Engaging with Community Guidelines

“Norms & Agreements”

DR. CHRIS. EMDIN

WE BELIEVE

RIGHTS OF THE BODY

20/20 Vision is Problematic When the World
is 360.

—

- 1) The right to be here.**
- 2) The right to feel.**
- 3) The right to act.**
- 4) The right to love and
be loved.**
- 5) The right to speak
truth to power.**
- 6) The right to see.**
- 7) The right to know.**



Individual Rights

Norms Last Year

Stay Engaged

Stay emotionally, intellectually, morally and relationally involved, resist the inclination to check out

Speak Your Truth

Absolute honesty about thoughts, feelings to truly develop your racial consciousness

Experience Discomfort

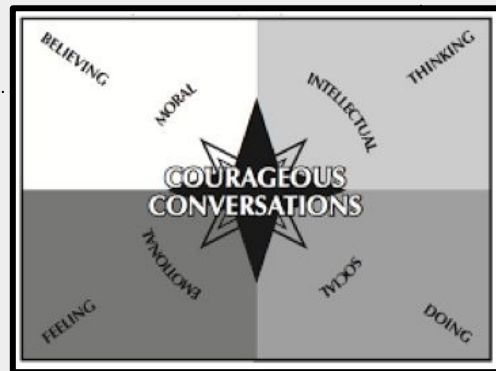
Tough conversations help build tolerance for discomfort with challenges of racial disparity

Expect and Accept Non-Closure

Commit to ongoing conversations with no easy fix

This work is about...

- Equity over equality
- Awareness of positionality in the space
- Amplifying and centering voices that have been excluded and silenced over time
- Humanizing teaching and learning
- Safe spaces AND brave spaces
- Critical self- and community-reflection
- Taking action



Community Agreements this Year

“Creating a democratic atmosphere in which everyone participates means both putting ourselves forward and including others. To do this we must understand the dynamics rooted in issues of power, and do things which counter them.”

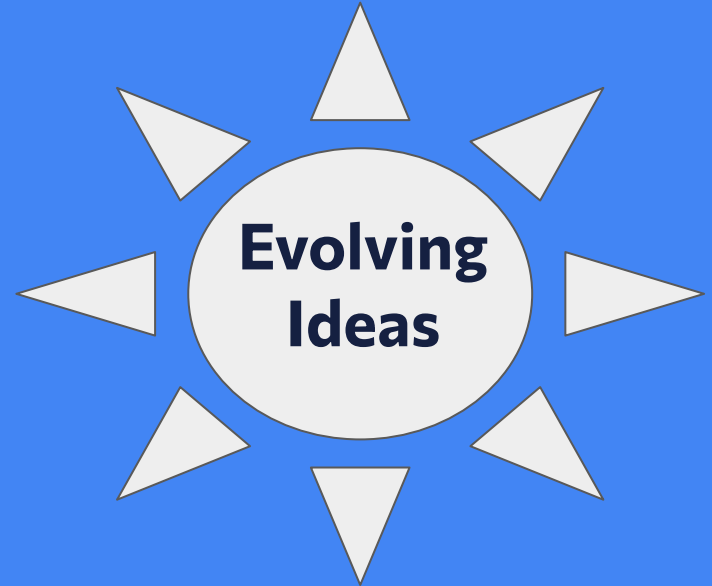
(Adair & Howell, 2001)

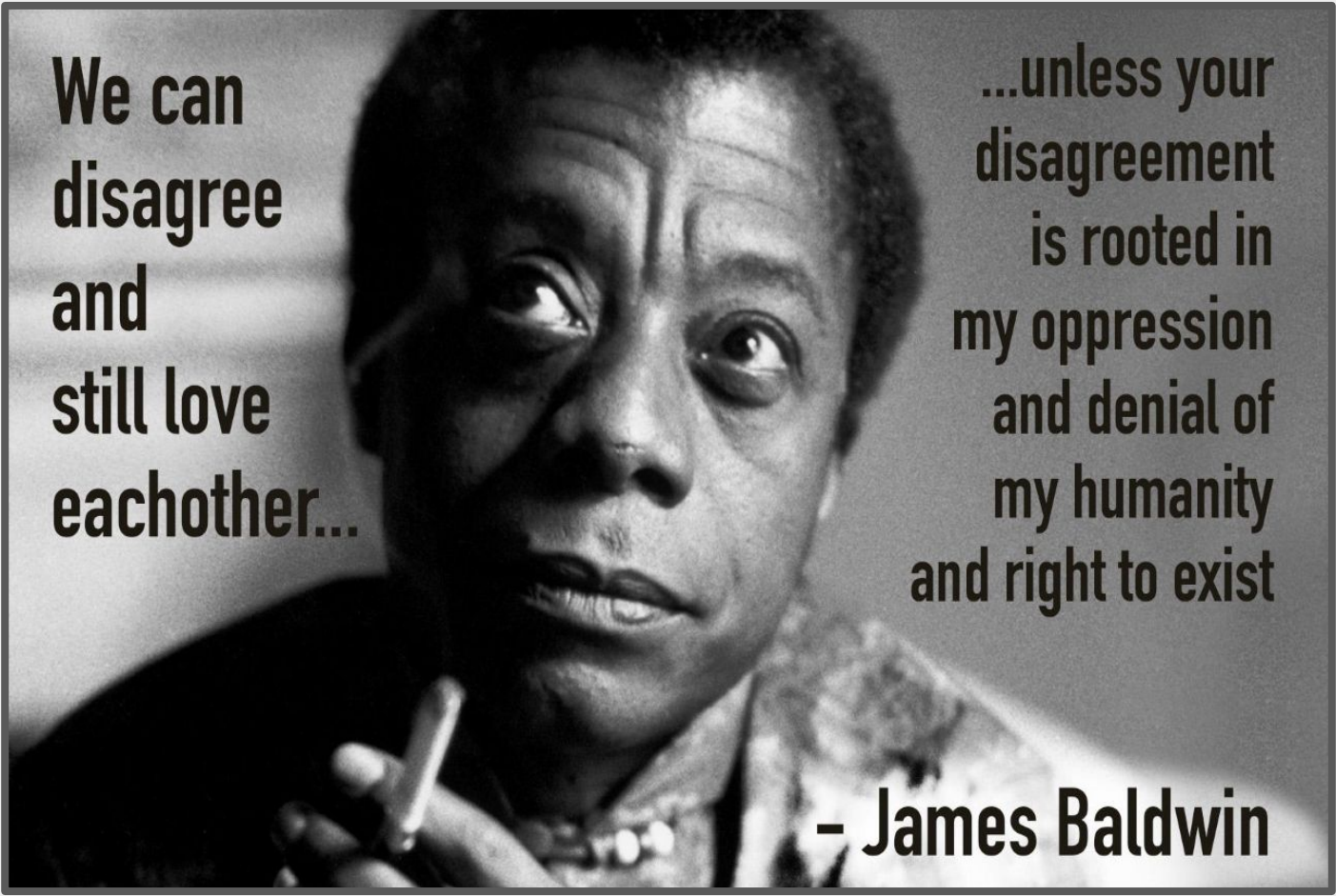
Shared Community Guidelines:

A process, not an event

The following can also impact how we show up in spaces:

- Knowledge Construction
- Identity
- Positionality
- Safety



A black and white close-up portrait of James Baldwin. He is looking upwards and to the left with a thoughtful expression. He is holding a lit cigarette in his right hand. The lighting is dramatic, with strong shadows on his face.

**We can
disagree
and
still love
each other...**

**...unless your
disagreement
is rooted in
my oppression
and denial of
my humanity
and right to exist**

- James Baldwin

Community Guidelines: *THIS team, for THIS year, for THIS work*

Break out in teams:

1. Review the prior slides and the brainstorming template.
2. Use the template to share ideas about what it would look like, sound like and feel like to honor these guidelines based on your needs.
3. Are their guidelines missing? If so, discuss this and use the blank spaces to add your groups ideas.

*We will combine ideas across teams and share them prior to our next session in December.

Reflection and Discussion



Square: Things you heard or read that “square” with your beliefs



Triangle: Three important points to remember



Circle: Questions that are still floating...

All Members: By Next Meeting

- GIVE FEEDBACK
- Read *OSPI Washington State Ethnic Studies:History and Pedagogy

Rethinking Ethnic Studies

- P. 12-16, *Multicultural Education or Ethnic Studies?*
- P. 17-19, *10 Common Misconceptions*

Students: THIS BOOK IS ANTI-RACIST:

- *Ch.1 - Who Am I?*
- *Ch. 2 - What are my social identities?*

NEXT MEETING:

Collaborative
Learning
Team

December 6
5:00-6:30 pm

Zoom