

**Northshore School District Ethnic Studies Pilot Work Team
Professional Development:
Collaborative Learning Team Agenda for 11/22/21
5:00-6:30pm**

<p>Summary & Purpose</p>	<p>The P-12 Ethnic Studies Committee will be responsible for recommending to the Superintendent a plan for the implementation of a P-12 Ethnic Studies Framework for use across grade levels and content and a high school elective or required course. The framework and the high school course will promote the self-identity, humanization and empowerment of all students, healing from historic trauma, civic action and community engagement. Ethnic Studies pedagogy will also promote collaboration, deep thinking and critical analysis of racism and other forms of oppression.</p> <table border="1" data-bbox="321 562 1497 865"> <tr> <td align="center" data-bbox="321 562 1497 625"> <p>Main Objective</p> </td> </tr> <tr> <td data-bbox="321 625 1497 865"> <p>The team will engage in professional learning and discourse in order to co-construct the NSD Ethnic Studies Framework and Supporting Documents to include: <i>key themes; definitions; enduring understandings; essential questions; learning targets; vocabulary, planning considerations; curricular correlations; and recommendations by level and course type</i>. Then, the team will 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.</p> </td> </tr> </table>	<p>Main Objective</p>	<p>The team will engage in professional learning and discourse in order to co-construct the NSD Ethnic Studies Framework and Supporting Documents to include: <i>key themes; definitions; enduring understandings; essential questions; learning targets; vocabulary, planning considerations; curricular correlations; and recommendations by level and course type</i>. Then, the team will 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.</p>
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<p>Learning Outcomes</p>	<p><u>Ethnic Studies Collaborative Learning Team participants will:</u></p> <ul style="list-style-type: none"> Engage in dialogue and reflect in service of planting the seeds that will nurture a new community of learners who aim to champion Ethnic Studies in Northshore. 		
<p>Agenda of Learning Activities</p>	<p>5:00</p> <ul style="list-style-type: none"> Opening with Land Acknowledgements--The WHY Reflecting on the purpose of Ethnic Studies Understanding Collaborative Learning Teams & Expectations Learning to Co-construct community guidelines across diverse perspectives Reflecting on our learning experiences <p>6:30 Good Night</p>		
<p>Materials & Resources</p>	<ul style="list-style-type: none"> <i>Rethinking Ethnic Studies (Cuahtin, Zavala, Sleeter & Au, 2019)</i> <i>This Book is Anti-Racist (Jewell & Durand, 2020)</i> <i>OSPI Washington State Ethnic Studies History and Pedagogy (OSPI, Version 1.0-9/28/21)</i> 		
<p>Preparing for Next Time</p>	<p>All Members:</p> <ul style="list-style-type: none"> *OSPI Washington State Ethnic Studies:History and Pedagogy <p><u>RETHINKING ETHNIC STUDIES</u></p> <ul style="list-style-type: none"> P. 12-16, <i>Multicultural Education or Ethnic Studies?</i> P. 17-19, <i>10 Common Misconceptions</i> <p><u>THIS BOOK IS ANTI-RACIST:</u></p> <ul style="list-style-type: none"> <i>Ch.1 - Who Am I?</i> <i>Ch. 2 - What are my social identities?</i> 		