

## French Adoption Committee

**Session 4:** December 8, 2021

4:00pm-5:30pm

Microsoft Teams meeting

Join on your computer or mobile app

[Click here to join the meeting](#)

Or call in (audio only)

[+1 206-800-4750,,874004709#](#) United States, Seattle

Phone Conference ID: 874 004 709#

### Meeting Outcomes

- 1. Consider what it means to truly center students in our curriculum and practice.**
- 2. Visualize examples of what components of a decolonized and culturally sustaining French curriculum might look like.**
- 3. Analyze the importance of co-creating curriculum with students through daily classroom practice and providing many ways to demonstrate learning for the decolonized classroom.**

### This meeting will be facilitated by Erin Jones

Erin Jones has been involved in and around schools for the past 30 years. She has taught in a variety of environments, from predominantly Black to predominantly White to some of the most diverse communities in the nation. Erin received an award as the Most Innovative Foreign Language Teacher in 2007, while teaching in Tacoma and was the Washington State Milken Educator of the Year in 2008, while teaching at Rogers High School in Spokane. She received recognition at the White House in March of 2013 as a "Champion of Change" and was Washington State PTA's "Outstanding Educator" in 2015. After serving as a classroom teacher and instructional coach, Erin worked as an executive for two State Superintendents. Erin left the Office of Superintendent of Public Instruction in 2012 to work in college-access at the school district level. She left her job to run as a candidate for State Superintendent, a race she lost by a mere 1%. Erin has 3 adult children - a daughter who graduated from Central Washington University and works for the Equity in Education Coalition, a son who is a third-year graduate student at USC and one who attends college and coaches high school football with her husband of 28 years, James, who is a teacher and head football coach in North Thurston School District. Erin recently became the author of a book about racial reconciliation and currently serves as an adjunct professor at Saint Martin's University, where she teaches a course of equity for the teacher education department.

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**4:00 – 4:10**

#### **Welcome and Introduction**

- 4 Postures – gratitude, focus on assets, creating brave spaces, ground-in

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**4:10 – 4:20**

#### **Our “why” in public schools**

- Small groups – Breakout Rooms
- Whole group debrief

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**4:20 – 4:40**

#### **Who are our students?**

- Who's taking our language courses at the moment?
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- Why the French adoption? Who do you want to take French? Why?
  - What do you think must be different about how the course is taught in order to expand diversity?
  - What do you know about the non-White students in your community?
  - Where is French spoken in the world? Why does this matter?
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**4:40 – 5:10**

**Examples of curriculum and instruction that center students**

- Leveraging virtual reality
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**5:10 – 5:25**

**Q & A**

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**5:25 – 5:30**

**Next Steps & Closure**

- **Teachers:** Before January's meeting, try something from our learning out in your classroom. Be ready to share out at the next meeting what you tried.
  - **Asynchronous Work:**
    - Read excerpts from *The Nature of Language: A Short Guide to What's in Our Heads* by Bill VanPatten
    - Read [Best Practices for Measuring and Evaluating Secondary World Languages Programs](#) by Hanover Research
  - [French Resources to Review Request Survey](#)
  - **Extension:** Read [NADSFL Effective World Language Program Principles](#) (you will have 10 minutes to read this in the next meeting, but if you need more time, you can begin to look this over on your own.)
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**Future Meeting Dates:**

- Tuesday, January 18; 4:00-5:30
- Tuesday, February 15; 4:00-5:30
- Monday, March 7, 4:00-5:30