

Ethnic Studies CDT Notes  
2/17/22 Meeting

Grade Band	Summary Notes
P-2	<ul style="list-style-type: none"> <li>❖ Continued to discuss specificity of language as they were drafted and the importance of being really clear about what they are trying to communicate.</li> <li>❖ Celebrating successes of indigenous people.</li> </ul>
3-5	<ul style="list-style-type: none"> <li>❖ Responded to the guiding questions with discussing on key and additional insights: healing, humanity, the power of story, whose voices are left out and how to address these in the framework</li> <li>❖ Additional concepts from the prior guest speaker: our responsibility in taking care of the earth, holding council, how we walk this world thinking about our ancestors, young kids can do this (P-2).</li> <li>❖ Indigenous knowledge affirming science and vice versa</li> <li>❖ Acknowledging and valuing the present work of Native Americans in the framework.</li> <li>❖ Pedagogical practice of pushing against binary thinking to expand ideas.</li> <li>❖ Went through each of the current draft definitions to interrogate and add viewpoints to inform the final language in the framework and resulting actions.</li> </ul>
6-8	<ul style="list-style-type: none"> <li>❖ Talking about building community and shaping climate in schools (teacher-to-teacher interactions and support)</li> <li>❖ Further answering the question and clarifying the question, “What is Ethnic Studies?”</li> <li>❖ Discussing pedagogical practice of Ethnic Studies</li> <li>❖ Supporting teachers in the rollout of the Ethnic Studies Framework</li> <li>❖ Importance of providing framing for students to lay the foundation before a guest speaker presents or a video is shown about a particular topic or group of people. “Bring it to life.!”</li> <li>❖ Discussion about what implementation would look like for everyone as well as how to make it your own.</li> </ul>
9-12	<ul style="list-style-type: none"> <li>❖ Discussing central and guiding questions</li> <li>❖ Adding more questions to “Identity” theme</li> <li>❖ Reviewing the “Power and Oppression” theme</li> <li>❖ Would like to have cross-grade-band time worked into the agenda at the end of the school year to discuss throughlines</li> </ul> <p>Some notes from consultant discussion:</p> <ul style="list-style-type: none"> <li>❖ Teachers can compile resources as they go based on what</li> </ul>

	<p>students need and are interested in. →Shared Drive for all teachers to access.</p> <ul style="list-style-type: none"> <li>❖ Begin compiling important pedagogical practices through an Ethnic Studies lens that is inquiry-based. <ul style="list-style-type: none"> <li>➢ Circle process is essential for class to surface ideas, role play, dialogue and problem-solve. <ul style="list-style-type: none"> <li>■ Needs to be taught honoring indigenous origins</li> </ul> </li> </ul> </li> <li>❖ Understanding Dialogic models.</li> <li>❖ Look at data from students and use it to go deeper.</li> <li>❖ The more student-centered the learning, the more interested students will be, the more they will do and the more empowered they will be</li> <li>❖ Discussion about how the semester course was structured for credit.</li> <li>❖ Discuss foundational pieces (review from last year) <ul style="list-style-type: none"> <li>➢ Intro to Ethnic Studies</li> <li>➢ Identity and Intersectionality</li> <li>➢ Centrality of Race, relation to Indigeneity and African History</li> </ul> </li> <li>❖ Importance of designing the trajectory of class afterwards based on who is in the class, their histories and cultures, current experiences.</li> </ul>
Every Grade Band	<ul style="list-style-type: none"> <li>❖ Continuing to develop their grade-banded Framework</li> </ul>