

**Northshore School District Ethnic Studies Pilot Work Team Professional Development:
Agenda for June 6, 2022 @ 5:00 - 6:30 pm**

ZOOM LOCATION: <https://nsd.zoom.us/j/86709542000?pwd=bkhIQ1IEREoyUkluUHNPQmpyWEhMZz09>

<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 Stud/16/21ies 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="305 533 1513 764"> <tr> <th data-bbox="305 533 1513 596" style="text-align: center;">Main Objective</th> </tr> <tr> <td data-bbox="305 596 1513 764"> <p>Participants will be trained on transformative Ethnic Studies pedagogy. The training will cover what Ethnic Studies pedagogy entails; why Ethnic Studies pedagogy is integral to teaching and learning; how to develop integrated lessons within a curricular framework that are aligned to standards and content, as well as how to develop a secondary course of study using the framework.</p> </td> </tr> </table>	Main Objective	<p>Participants will be trained on transformative Ethnic Studies pedagogy. The training will cover what Ethnic Studies pedagogy entails; why Ethnic Studies pedagogy is integral to teaching and learning; how to develop integrated lessons within a curricular framework that are aligned to standards and content, as well as how to develop a secondary course of study using the framework.</p>
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<p>Learning Outcomes</p>	<p>Ethnic Studies work team participants will:</p> <ul style="list-style-type: none"> ● Learn how to design a unit plan for Ethnic Studies, complimented by the Ethnic Studies framework, that acts as a guide for teachers to utilize Ethnic Studies pedagogies with a diverse range of students in a contemporary context. ● Apply Ethnic Studies Pedagogies, including culturally sustaining and community-centered practices to determine the environmental conditions that need to be established for successful learning. 		
<p>Agenda of Learning Activities</p>	<p>5:00 Collaborative Learning Team Analysis - How do we put all of the ideas together we have generated over the year?</p> <p>5:30 Whole Group ~ How to Design a High School Unit Plan Using Ethnic Studies Frameworks</p> <ul style="list-style-type: none"> - Analyze key content, readings, resources needed to support the central ideas - Practice making connections between the framework and a unit map, considering lesson delivery, knowledge of students, and social context - Think about how to prioritize tangential ideas, while considering unit pacing <p>6:15 Application of Learning and Reflection</p> <p>6:30 Goodbye</p>		
<p>Materials & Resources</p>	<ul style="list-style-type: none"> ● <i>Transformational Ethnic Studies in Schools: Curriculum Pedagogy and Research (Zavala & Sleeter, 2020)</i> ● <i>Rethinking Ethnic Studies (Cuahtin, Zavala, Sleeter & Au, 2019)</i> ● <i>This Book is Anti-Racist (Jewell & Durand, 2020)</i> ● <i>Planting the Seeds of Equity (Argarwal-Rangnath, 2020)</i> ● <i>Being the Change (Ahmed, 2018)</i> 		
<p>Strategic Plan Connections</p>	<p>Organizational Practices:</p> <p><u>Goal 1: Success In the Early Years</u></p> <ul style="list-style-type: none"> ● Each student will develop intellectual curiosity, persistence, social-emotional awareness, and academic skills to be positioned for success by the end of grade 3. ● Decreased achievement gaps across student subgroups in English Language Arts and Mathematics <p><u>Goal 2: Responsible, Resilient, Empathetic Learners</u></p>		

- Each student will feel safe as a responsible and persistent learner, open to and accepting of diverse cultures and perspectives, and empowered to advocate for and pursue own educational passions.
- Increased percentage of students who feel safe, have a sense of belonging and personally meaningful friendships, and believe that their school is vibrant and inclusive, with rules that are fair and equitable
- Increased percentage of students who model positive social skills and resiliency for a culturally diverse community
- Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.

Goal 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps

- Each student will experience continuous growth in all subjects, progress toward graduation at a pace that eliminates opportunity and outcome gaps, and receive fair and equitable treatment with regards to discipline.

Goal 4: Innovative, Creative, Critical Thinkers

- Each student will be involved in relevant and engaging learning that fosters creativity and imagination, and will gain the confidence and competence to address personal, community, and global issues in collaborative and resourceful ways.
- Increased percentage of students who apply learning to solve real-world challenges in imaginative ways
- Increased percentage of students who can explain how they reasoned through a problem or issue across subjects or in their own lives
- Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.

Goal 5: Ready for Lifelong Success after Graduation

- Each student will graduate from high school with the habits for post-secondary success, productive citizenship, and lifelong learning.

Culturally Responsive & Sustaining Practices	Universal Design for Learning Practices	High Leverage Practices
<ul style="list-style-type: none"> ● Use Probing and Clarifying Techniques to Assist Students to Answer ● Acknowledge All Students Comments, Responses, Questions, and Contributions ● Ask Higher Order Questions Equitably of All Students ● Use Class Building and Team Building Activities to Promote Peer Support for Academic Achievement 	<ul style="list-style-type: none"> ● Optimize Relevance, Value, and Authenticity ● Foster Collaboration and Community ● Vary Demands and Resources to Optimize Challenge ● Highlight Patterns, Critical Features, Big Ideas and Relationships 2a ● Guide Information Processing and Visualization ● Develop Self-Assessment and Reflection 	<ul style="list-style-type: none"> ● Teacher Clarity ● Setting Standards for Self-Judgment ● Relationships ● Classroom Cohesion) ● Evaluation and Reflection ● Seeking Help from Peers ● Cooperative Learning Compared to Individual Learning ● Classroom Discussion