

Ethnic Studies High School Pilot PLC

October 3rd, 2022 4:00-5:30pm

Admin Center, Room 202

<p>Clock Hours</p>	<p>2 clock hours <i>This course is eligible for an Equity Based clock hour award, participants will receive an award based on their attendance and completion of the coursework.</i> Course 32620</p>
<p>Summary & Purpose</p>	<p>Goal 2 of Board Policy 0001 - Diversity and Equity articulates that the Northshore School District provide staff with professional development and resources to achieve high quality teaching and learning, using culturally responsive practices and relevant curriculum, teaching and assessment practices, in addition to providing differentiated pathways to academic success. Therefore, as part of the Ethnic Studies High School Pilot, pilot teachers will collaborate to deepen their content knowledge about how to engage diverse learners in meaningful learning by incorporating central ideas and cross-cutting concepts within Ethnic Studies. They will also learn how to employ pedagogical practices that are liberating, community-centered, anti-racist, and culturally & linguistically sustaining.</p>
<p>Learning Outcomes</p>	<p><u>Ethnic Studies High School Course Pilot Teachers will be able to:</u></p> <ul style="list-style-type: none"> • Analyze how the central ideas, cross cutting concepts, key content and assessment suggestions and supporting resources within each curricular unit inform Ethnic Studies Pedagogy • Design how to collectively launch the course (Unit 3 & 4) while considering what we want students to know and be able to do, and what data we will need to collect • Collaborate on how to achieve attributes of Criterion 7 of the Danielson Framework for Teaching through: student and family partnerships
<p>Agenda of Learning Activities</p>	<p>4:00 - Reflective Practice: What is going well? What are you approximating? How are students showing up as learners of Ethnic Studies? Why do we think this is? What can we do next?</p> <p>4:15 - How do we plan to teach and deliver <i>Racialization and Social Identity Constructions</i> and <i>Settler Colonialism, Land Dispossession, and Environmental Inequality and Rights</i>?</p> <p>4:45 - How can we maximize our collaborative efforts in this pilot? What resources, learning structures, data collection will matter most?</p> <p>5:15 - What can student and family partnerships look like in this work?</p> <p>5:30 - Dismissal and Details</p>
<p>Materials & Resources</p>	<ul style="list-style-type: none"> • <i>Transformational Ethnic Studies in Schools: Curriculum Pedagogy and Research</i> (Zavala & Sleeter, 2020) • <i>Rethinking Ethnic Studies</i> (Cuahtin, Zavala, Sleeter & Au, 2019)) • <i>Textured Teaching</i> (Escoto German, 2021) • <i>This Book is Anti-Racist</i> (Jewell & Durand, 2020) • <i>A Different Kind of Mirror</i> (Takaki & Steffoff, 2012)

<p>Strategic Plan Connections</p>	<p><u>Goal 2: Responsible, Resilient, Empathetic Learners</u></p> <ul style="list-style-type: none"> • 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. <p><u>Goal 4: Innovative, Creative, Critical Thinkers</u></p> <ul style="list-style-type: none"> • 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. <p><u>Goal 5: Ready for Lifelong Success after Graduation</u></p> <ul style="list-style-type: none"> • Each student will graduate from high school with the habits for post-secondary success, productive citizenship, and lifelong learning.
<p>NSD Instructional Practices</p>	<p>BUILDING RELATIONSHIPS</p> <ul style="list-style-type: none"> • 1b Developing a Knowledge of Students • 2b - Respect and Rapport • Use Class Building and Team Building Activities to Promote Peer Support for Academic Achievement • Minimize Threats and Distractions • Promote Expectations and Beliefs that Optimize Motivation <p>STRUCTURING COLLABORATIVE LEARNING EXPERIENCES</p> <ul style="list-style-type: none"> • 1e: Designing Coherent Instruction (Grouping) • 3c: Engaging Students in Learning (Grouping & Lesson Activities) • Optimize Relevance, Value, and Authenticity • Foster Collaboration and Community