

NSD Ethnic Studies Framework Pilot

Work Team Session
November 9, 2022

Northshore Land and Peoples Acknowledgement:

We acknowledge that the Northshore School District functions on Coast Salish lands in the areas that have been colonized, occupied, and renamed to Bothell, Kenmore, Redmond, and Woodinville. We acknowledge the experiences of genocide, forced relocation, ethnic cleansing, and land theft of Indigenous peoples and sacred lands so we can build our awareness of how settler colonization still exists today. We honor the ways of knowing and ways of being of Indigenous peoples and tribal nations, who are still here and thriving, in our district-community. We resolve to learn from these realities and partner with local Indigenous peoples and tribal leaders to work toward a justice-driven educational experience for each student, family, community member, and educator in Northshore. We also acknowledge that this is a working land acknowledgement that will continue to evolve as our partnership with local Indigenous peoples and tribal leaders expands.

Agenda

- Welcome In
 - Celebrations
- 
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graph TD; A["• Welcome In
• Celebrations"] --> B["Teachers:
1. Sharing learnings, lessons, and feedback
2. Ethnic Studies Pedagogy: Culturally Sustaining Practices
3. Framework Theme: Power & Oppression
4. Applying our learning"]; A --> C["Students and Family-Community Members
1. Intro Activity
2. Identifying student and family supports and learning opportunities
3. Building feedback and learning loops
 a. Community Cafes"]
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## **Teachers:**

1. Sharing learnings, lessons, and feedback
2. Ethnic Studies Pedagogy: Culturally Sustaining Practices
3. Framework Theme: Power & Oppression
4. Applying our learning

## **Students and Family-Community Members**

1. Intro Activity
2. Identifying student and family supports and learning opportunities
3. Building feedback and learning loops
  - a. Community Cafes

TEACHERS

# A Collaborative Work Space

“Insert Picture  
of Us  
HERE!”

Groups organized in  
different ways under one  
roof, in one or more  
spaces, to collaborate  
together and share work  
for a common purpose.

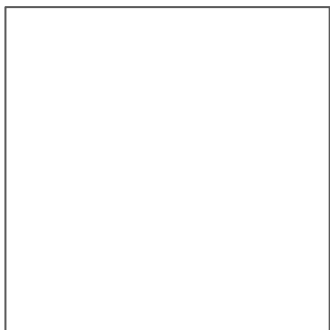


# Celebrations



<https://bit.ly/ESjamboard>

What would you like to share about your experiences with students as you were using the Ethnic Studies Framework over the last couple weeks?



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# Grade Band Sharing

1. What have you tried on so far?
2. How did you document this?
3. What went well?
4. What are you grappling with?
5. How does this inform our work (revisions, adjustments, highlights) within the framework?
6. What are your reflections on your practice?

# Looking Ahead

## TENTATIVE TIMELINE

- **October** - Launch Pilot with Identity Theme
- **November** - Add Theme: Power & Oppression
- **December** - Add Theme: History of Resistance and Liberation
- **January** - Add Theme: Healing \*& Futurity
- **February** - Provide feedback, craft recommendations, and Keep Learning
- **March** - Tentative Recommendation to CMAC
- **April** - Recommendation, Revision and/or Next Phase Preparation
- **May** - Implementation Planning
- **June** - First Round

\* Student and Community Planning Needed\*

## Resources for Review:

- [Ethnic Studies Google Site](#)
- [Secondary Framework Pilot Letter](#)
- [Elementary Framework Pilot Letter](#)
- [Feedback Considerations](#) for your planning and documentation
- [FAQ - Wonderings & Burning ?s](#)



# Pilot Logistics

**Instruction Outcome:** 3-4 intentional learning experiences per theme focus (1 per week)

**Gather:** Student work samples and feedback

**Share:** Documentation of plans and teacher reflections

**Theme Focus:**  
**Identity**

(Oct. 20-Nov. 8)



**Theme Focus:**  
**Power &  
Oppression**

(Nov. 9-Dec. 6)



**Theme Focus:**  
**History of  
Resistance  
& Liberation**

(Dec. 7- Jan. 17)



**Theme Focus:**  
**Healing &  
Futurity**

(Jan. 18- Feb. 1)

# What can I do now?

- CONSIDER how the framework supports standards within your core content. USE the framework to guide your planning, teaching and learning.
- CHECK and ADJUST your pedagogical practices as a result of working with the framework.
- SUPPLEMENT core curriculum using the framework and the OSPI Ethnic Studies OER resources.
- SHARE the “DRAFT THEMES” in other work groups.
- BE THOUGHTFUL about your praxis as a result of this framework (a lattice to place within your teaching garden).
- *REMEMBER, you are responsible to teach the core curriculum and you can use the framework as a lens to reflect on your praxis and promote social justice.*



# Documentation Examples



Check this out!

P-2: [Identity Learning Activity 1: I say who I am.](#)

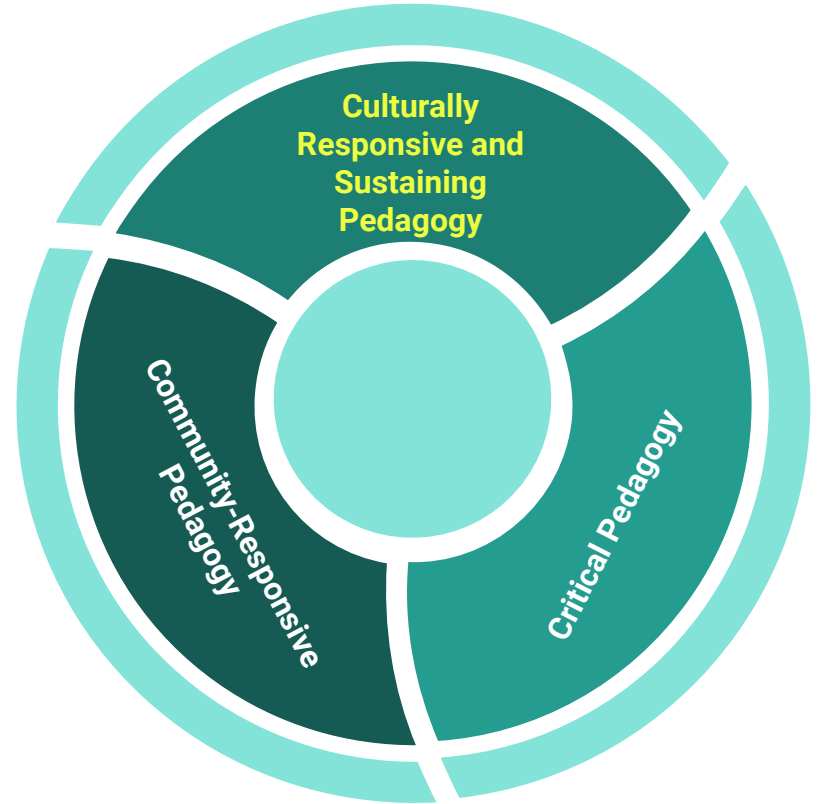
3-5: [Personal Timeline Discovery](#)

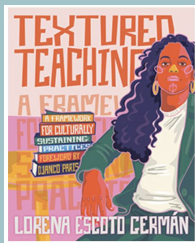
6-8: [Names are Important](#)

9-12: [Ethnic Studies Lesson: Power and Oppression 1](#)

# What is Ethnic Studies?

*“Ethnic Studies is an interdisciplinary, multidisciplinary, and comparative study of the social, cultural, political, and economic expression and experiences of ethnic groups.”*





# Textured Teaching: A Framework for Culturally Sustaining Practice

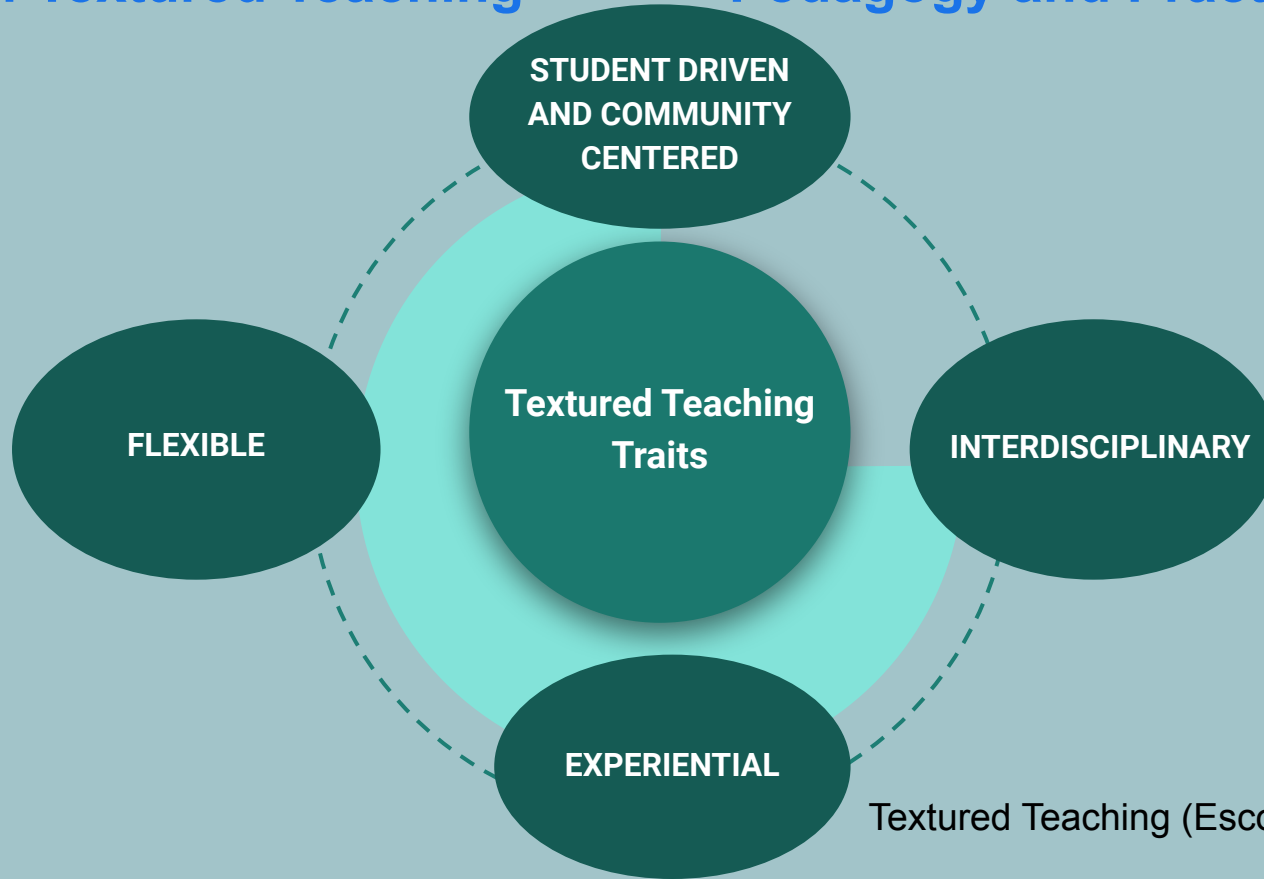
## 1. Social Justice Teaching and Ethnic Studies as a Movement, p. 5-6



***“The three values I hold dearly for social justice teaching are love and community, justice, and truth and knowledge. These values lead to spaces where social justice is at the center.”***

# Textured Teaching: A Framework for Culturally Sustaining Practice

## 2. Traits of Textured Teaching - Pedagogy and Practice, p. 7-8



Textured Teaching (Escoto German, 2021)

# Textured Teaching: A Framework for Culturally Sustaining Practice

## 3. Reflection Prompts - Teacher Modeling → Taking an Ethnic Studies Stance, p. 13 - 14

- “One way to examine the imagination is to study the silence and omissions in stories.”
- List of questions for students and teachers
- Reflecting on your teaching stance and your role in disrupting bias in education
- Connections to HOW - Hallmarks of Ethnic Studies

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Transformative Ethnic Studies in Schools

### Figure 1.1. Hallmarks of Ethnic Studies

#### Curriculum as Counter-Narrative

Curriculum from the perspectives of people of color

#### Criticality

Structural analysis of racism and colonialism that works toward dismantling multiple forms of oppression

#### Reclaiming Cultural Identities

Deep knowledge of where students come from that challenges deculturalizing processes; learning about the historical contributions of their communities

#### Intersectionality and Multiplicity

Attending to students' multiple social identities and their positions within intersecting relations of power

#### Community Engagement

Community-based pedagogies and experiences that bridge classrooms to community and social movements

#### Pedagogy That Is Culturally Responsive and Mediated

Drawing upon students' lived experiences and sociocultural environments; intentional design of learning spaces

#### Students as Intellectuals

Respecting and fostering students' curiosity, thinking, and intellectualism

# Textured Teaching: A Framework for Culturally Sustaining Practice

## 4. Context is Important - Our Identity and Positionality as Teachers p. 15-16

- Illustrative Example:
  - Are you a white teacher with predominantly BIPOC students?
  - Are you a BIPOC teacher with predominantly BIPOC students?
  - Are you a white teacher with predominantly white students?
  - Are you a BIPOC teacher with predominantly white students?
- Why does this matter?
- How can we apply these considerations to other personal and social identities we hold? Our students hold?



# Power & Oppression

1. What does this REALLY mean?
2. What do we each think is important about this theme?
3. What ideas and approaches do we have?
4. What does it look like for our students?
5. How can we collectively generate activities, plans, resources?
6. What else do you need to take your next step?

STUDENTS, FAMILIES, AND COMMUNITY  
MEMBERS

# Introduction Activity

*Who are you inviting into the space with you today?*

An ancestor

A family member

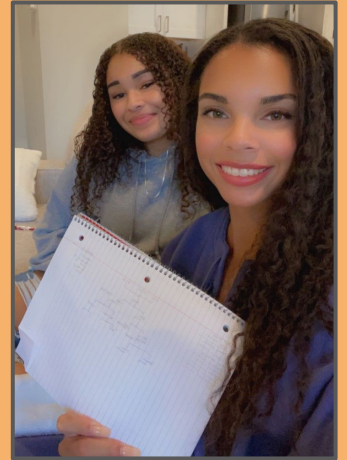
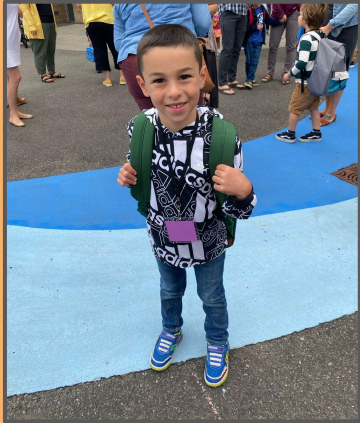
An mentor  
or role  
model

A student

An activist

A friend

An artist



# Identifying Student, Family, and Community Supports and Learning Opportunities

*As we continue to pilot and implement our Ethnic Studies P-12 Framework and high school curricular units, what support and learning opportunities would students, families, and community members benefit from?*

STUDENTS

FAMILIES

COMMUNITY MEMBERS

# Building Feedback and Learning Loops

Example: Community Cafe model

*Community Cafés are designed to surface, and share with others, collective wisdom from the community. The process is also meant to build family/community partnerships while sparking leadership to strengthen families. Cafés are community-based dialogues hosted by family members in partnership with a community organization or entity. ~ [The Community Cafe Collaborative](#)*

# Building Feedback and Learning Loops

- ❖ [Community Cafe Approach](#)
- ❖ [Hosting Tips](#)
- ❖ [Planning Team Discussion Sheet](#)