

## Ethnic Studies Pilot Work Team

Course #32716 in Performance Matters

October 12, 2022

Admin Center, Room 208

<b>Clock Hours</b>	3 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> <i>Course 32716</i>
<b>Summary &amp; Purpose</b>	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 NSD Ethnic Studies Framework Pilot, pilot teachers will collaborate to deepen their content knowledge about how to engage diverse learners in meaningful learning by incorporating enduring understandings in Ethnic Studies within grade level or departmental content. They will also learn how to employ pedagogical practices that are liberating, community-centered, anti-racist, and culturally & linguistically sustaining.
<b>Learning Outcomes</b>	<u>Ethnic Studies Pilot Work Team members will be able to:</u> <ul style="list-style-type: none"><li>• Analyze NSD Ethnic Studies P-12 Frameworks by close reading, coding texts, and engaging in a K-W-L protocol.</li><li>• Learn how to teach teachers to use the NSD Ethnic Studies Frameworks to integrate lesson content?</li><li>• Plan effectively for framework implementation</li></ul>
<b>Agenda of Learning Activities</b>	<b>4:00 - <u>Close Reading</u>:</b> Start reading the framework by band or by theme that resonates with your grade level or assignment. With the lens of a new Ethnic Studies teacher, What would excite you? What would prompt you to be courageous? What would you wonder or need to know? <b>4:30 - <u>Brainstorm</u>:</b> What do we want our Ethnic Studies Framework Pilot Teachers to know, be able to do, and learn through this process? <b>5:00 - <u>Application</u>:</b> How can we, lead teachers, be playful about the support provided? <b>6:30 - <u>Share Out</u>:</b> What are the final considerations that will help us consolidate our thinking and know how to approach next steps? <b>7:00 - Bye!</b>
<b>Materials &amp; Resources</b>	<ul style="list-style-type: none"><li>• <i>Transformational Ethnic Studies in Schools: Curriculum Pedagogy and Research (Zavala &amp; Sleeter, 2020)</i></li><li>• <i>Rethinking Ethnic Studies (Cuahtin, Zavala, Sleeter &amp; Au, 2019)</i></li><li>• <i>Textured Teaching (Escoto German, 2021)</i></li></ul>

	<ul style="list-style-type: none"> <li>• <i>This Book is Anti-Racist (Jewell &amp; Durand, 2020)</i></li> <li>• <i>A Different Kind of Mirror (Takaki &amp; Steffoff, 2012)</i></li> </ul>
<p><b>Strategic Plan Connections</b></p>	<p><u>Goal 2: Responsible, Resilient, Empathetic Learners</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> <li>• Increased percentage of students who model positive social skills and resiliency for a culturally diverse community</li> <li>• Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.</li> </ul> <p><u>Goal 4: Innovative, Creative, Critical Thinkers</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Increased percentage of students who apply learning to solve real-world challenges in imaginative ways</li> <li>• Increased percentage of students who can explain how they reasoned through a problem or issue across subjects or in their own lives</li> <li>• Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.</li> </ul> <p><u>Goal 5: Ready for Lifelong Success after Graduation</u></p> <ul style="list-style-type: none"> <li>• Each student will graduate from high school with the habits for post-secondary success, productive citizenship, and lifelong learning.</li> </ul>
<p><b>NSD Instructional Practices</b></p>	<p><b>BUILDING RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• 1b Developing a Knowledge of Students</li> <li>• 2b - Respect and Rapport</li> <li>• Use Class Building and Team Building Activities to Promote Peer Support for Academic Achievement</li> <li>• Minimize Threats and Distractions</li> <li>• Promote Expectations and Beliefs that Optimize Motivation</li> </ul> <p><b>STRUCTURING COLLABORATIVE LEARNING EXPERIENCES</b></p> <ul style="list-style-type: none"> <li>• 1e: Designing Coherent Instruction (Grouping)</li> <li>• 3c: Engaging Students in Learning (Grouping &amp; Lesson Activities)</li> <li>• Optimize Relevance, Value, and Authenticity</li> <li>• Foster Collaboration and Community</li> </ul>