

A movement, not a Moment

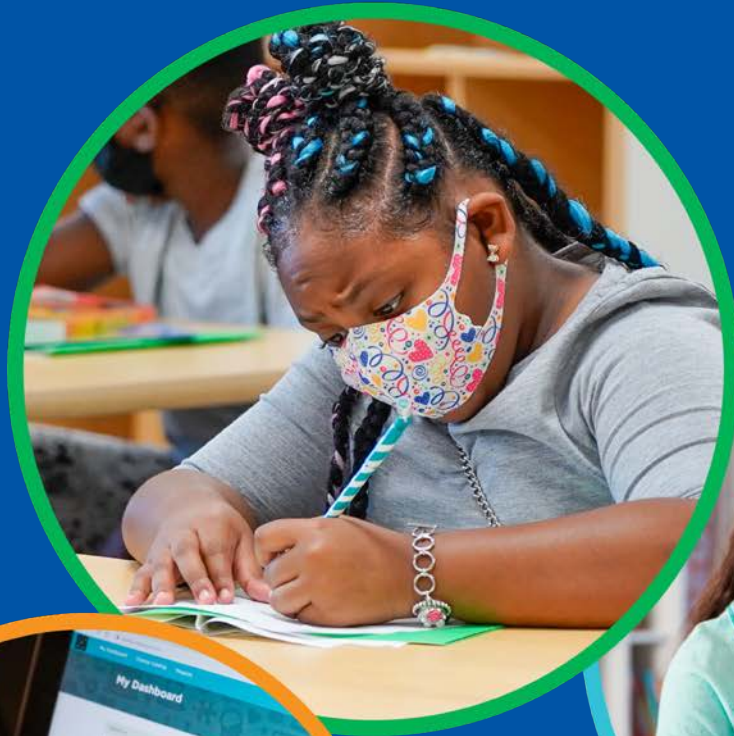
Anti-racism and Equity in Curriculum & Instruction

October 19, 2020

BACKPACKS ON

LAPTOPS OPEN

FUTURES
BRIGHT!



PREPARING STUDENTS
FOR LIFE

Three Key Messages:

1. Creating school and classroom communities committed to equity and anti-racism
2. Ensure the right resources are available at the right time
3. Commitment to a MOVEMENT, not a moment



Work Committee Structure

- General committee of Principals, Administrators and Teachers
- Principal Leadership
- Curriculum and Instruction





Every child, regardless of circumstances, receives high-quality, on grade level, standards-aligned curriculum, instruction and technologies

Call to Action 1:

Find new ways for our students to see themselves and other cultures in their learning.

We are working to cultivate an **anti-racist community** through Education and Awareness, providing a safe space for courageous conversations, and identifying racist policies, practices and ideas; then using **interventions and strategies to disrupt the system** and provide equity and access for **ALL students**.



Team

Rachel McMillian, PhD Candidate, Aiken High School

Dr. Christine Gibson, Roll Hill School

Dr. Dawn Williams, Curriculum and Instruction

David Traubert, Curriculum and Instruction

Curriculum & Instruction **Equity & Anti-Racist** Systems Key Driver Diagram (KDD)

Accountable Leader(s): C&I Department

Revision Date: 10.14.2020

Global Aim

Every child graduates prepared to pursue their desired path — enrolled, enlisted or employed

Strategic Goals

Measures 1a and 1c
Increase the % of African American and Latinx students who are at or above the 50th percentile on MAP from x to y in both math and ELA.

Smart Aim:
Increase the students scoring mastery on bimonthly assessments from x to y by May 2021.

Process Aim:
Increase positive student experience survey outcomes from x to y by May 2021.

Key Drivers

Anti-Racist Community

Equitable Instruction

Data-Informed Decision Making for Accelerated Learning

Amplified Student Voice

Secondary Drivers

Identifying racist practices and student experiences

Culturally Responsive Teaching Book Study

Curriculum / Schoology Implementation

Distinguished Ed Program

Student Experience Survey

Justice in the Details Episodes

K-12 Social Justice Units

Projects

HS Courses: AA History and Literature

K-12 Social Studies Audit

K-12 ELA, SEL and Social Justice Alignment in ELA course (Product: Book List)

Update Link Project

Implementation of IB at Dater HS and Roberts

Promotion, Acceleration and Retention Policy

Social Justice Units

4 lessons:

- What happened this summer?
- Why were people protesting?
- How is racism harmful to communities?
- Who inspires you?

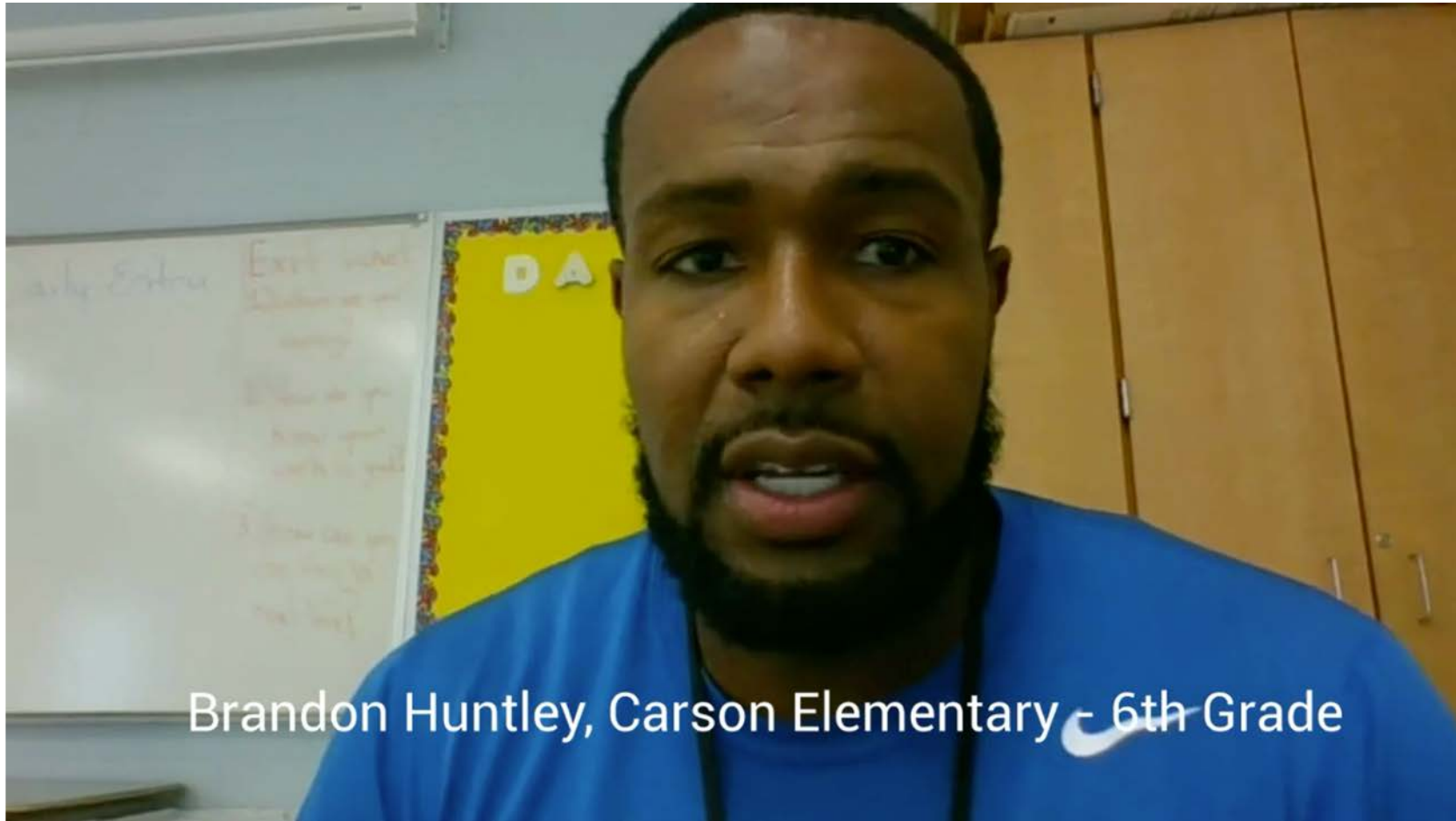
Outcomes:

- How do citizens identify and solve problems in their communities?
- How can you use your voice to speak up for justice?



“Ladies of Justice,” Peyton Smith, SCPA.

Student and Teacher Response



Brandon Huntley, Carson Elementary - 6th Grade

K-12 Social Studies Curriculum Deliberation (School year 20-21)

- Articulate the necessary changes to the social studies curriculum that will both meet the needs of our Black students and develop justice-oriented students of all races
- The process of curriculum deliberation will
 1. **identify the problem(s) in the curriculum and**
 2. **deliberate and construct a new curriculum that reflects a diversity of voices.**
- Team of social studies teachers, students, parents, K-12 administrators, both community historians and professors of Black history, professors of social studies education, and a curriculum specialist.
- **Goals** include (but are not limited to):
 - Auditing the current social studies curriculum maps, guides and resources
 - Developing a more holistic and humanizing K-12 social studies curriculum
 - Developing a Black history course/curriculum that is through the lens of the Black perspective
 - Reaching a collective decision about what to teach our students in this time, in this place, and in these circumstances.

K-12 Social Studies unit and lesson planning (ongoing)

Lesson audits and enhancement

- K-12 unit-by-unit audit
- What voices, stories, images, authors are missing?
- Teacher experts building and enriching lessons
- Adding resources and lesson plans to curriculum guides and Schoology unit frameworks



K-12 ELA, Social Justice, and Social Emotional Learning

- How do we make lessons more culturally relevant to CPS students?
- How do we ensure students see themselves in their learning?
- In collaboration with **Curriculum** and **Positive School Culture**, we will review current curriculum: *Wit & Wisdom* and *myPerspectives*
 - In which units do we already see SEL and Social Justice that we can highlight?
 - In which units does SEL and Social Justice need to be extended or supplemented?

Social Justice and Social Emotional Learning

Four Domains of Social Justice

- Identity
- Justice
- Diversity
- Action

Five Competencies of Social and Emotional Learning

- Self-Awareness
- Self-Management
- Responsible Decision Making
- Relationship Skills
- Social Awareness

TEACHING TOLERANCE SOCIAL JUSTICE STANDARDS
IDENTITY ID.3-5.5 I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.
IDENTITY ID.3-5.4: I can feel good about my identity without making someone else feel badly about who they are.
DIVERSITY DI.3-5.8 I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.
DIVERSITY DI.3-5.7 I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities
JUSTICE U.3-5.12 I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.
JUSTICE JU.3-5.11 I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.
ACTION AC.3-5.16 I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.
ACTION AC.3-5.17 I know it’s important for me to stand up for myself and for others, and I know how to get help if I need ideas on how to do this.
ACTION AC.3-5.19 I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice.
Notes:Standards can be used to encourage dialogue

3-5 Grade Sample Lesson

ELA Standards:

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

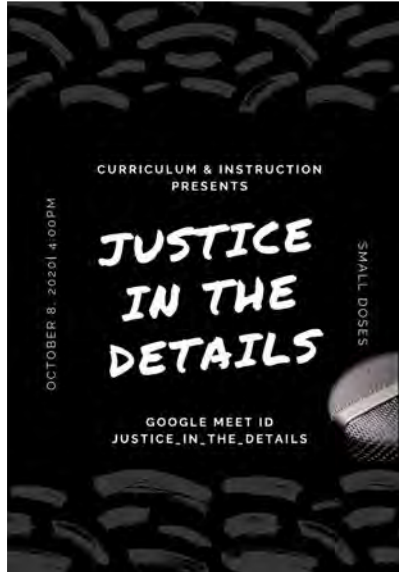
Text Resources:

Thank You Mr. Falker, By: Patricia Polacco
Queen Infinity, By: L. Kobie Wilkerson

ODE SOCIAL EMOTIONAL LEARNING STANDARDS
SELF-AWARENESS A4. 1.b Identify and describe how personal choices and behavior impacts self and others
SELF-AWARENESS A3. 2.b Seek help and acknowledge constructive feedback from others that addresses challenges and builds on strengths
SELF-MANAGEMENT B2. 2.b Identify school, family and community resources, with adult support, that may assist in achieving a goal
SELF-MANAGEMENT B3. 2.b Identify the cause of a challenge or setback and with assistance, develop a plan of action
SOCIAL AWARENESS C1. 2.b Identify and acknowledge others’ viewpoints, knowing that both sides do not have to agree but can still be respectful
SOCIAL AWARENESS C3. 1.b Discuss positive and negative opinions people may have about other people or groups, even if they aren’t always true
RELATIONSHIP SKILLS D2. 2.b Demonstrate behaviors associated with inclusiveness in a variety of relationships
RELATIONSHIP SKILLS D1. 1.b Apply active listening and effective communication skills to increase cooperation and relationships
RESPONSIBLE DECISION-MAKING E4. 1.b Explore new opportunities to expand one’s knowledge and experiences
RESPONSIBLE DECISION MAKING E4. 2.b Develop and practice strategies to appropriately respond in unfamiliar situations

Justice in the Details

- Monthly Collaborative
- Safe space for courageous conversations
- Celebrate teacher success as leaders of the work
- Build capacity for influencers and disruptors



*Building anti-racist communities
— two stories*



What's Next

- Aligned acts of improvement
- Small tests of change
- Building capacity



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