



FACING
HISTORY
AND
OURSELVES

WELCOME!

Meeting #1

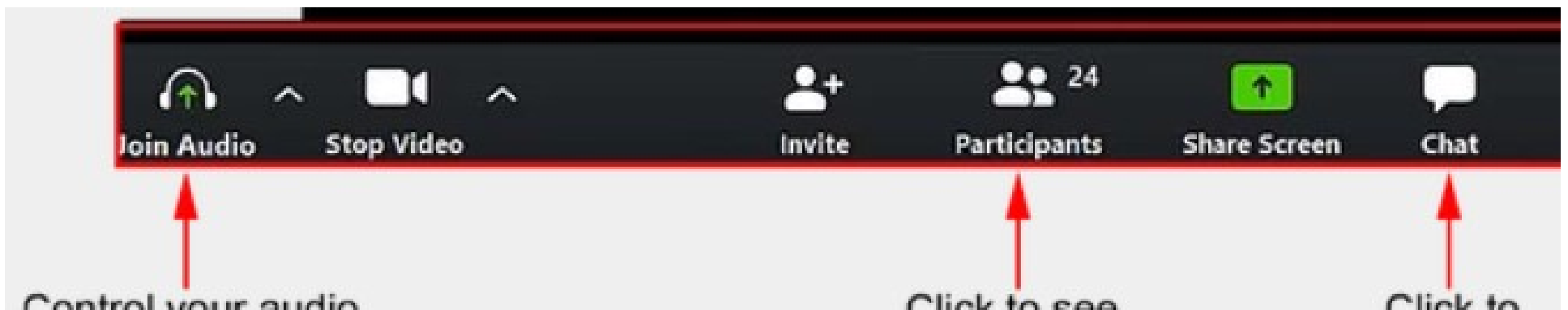
Equity Learning and Action Working Group YEAR 2

**Facilitator: Brian Fong
(he/him)**

Zoom Usage



- Turn camera on if you can (and check the angle)
- Mute when not speaking if there is background noise
 - Utilize non-verbal communication
 - Use the “raise hand” tool and “reactions”
 - Use chat for simple affirmations: +1 [name]



Purpose



- **Purpose of the Equity Working Group:**
 - Develop a shared understanding of educational equity and equitable practices
 - Examine and provide input to the Superintendent regarding District policy and procedures to ensure equitable practices and systems
- **Immediate Equity Working Group Actions:**
 - Institutionalize equitable practices and policies at the district and school level

2020-2021 Working Goals on Equity

District Goals

1. Raise equity consciousness of staff, students and community members.
1. Improve instruction so that all students prosper and grow. Use assessments and data to show individual student growth. Reduce predictability of student achievement.
1. Use the lens of equity in decision making, policy making, and instructional decisions.

What Will We Learn?



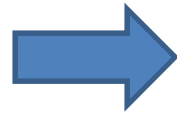
How can we nurture a community of belonging for all members of the school district?



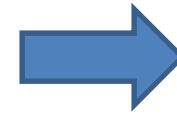
Facing History's Role



Our Personal Experiences



Our Perception of Others



Our Actions Towards Others

District Learning Committee

4:00 – 5:30pm via Zoom

Meeting #2 - Thursday November 12, 2020

Meeting #3 - Thursday February 25, 2021

Meeting #4 - Thursday April 29, 2021

Agenda



- Year 2 Learning Theme: Developing a Critical Consciousness for Equity and Justice
- Review of year 1
- Year 2 Plan
 - Institutionalizing Equity at the District Level and School Level
- Closing & Next Steps

Community Practices



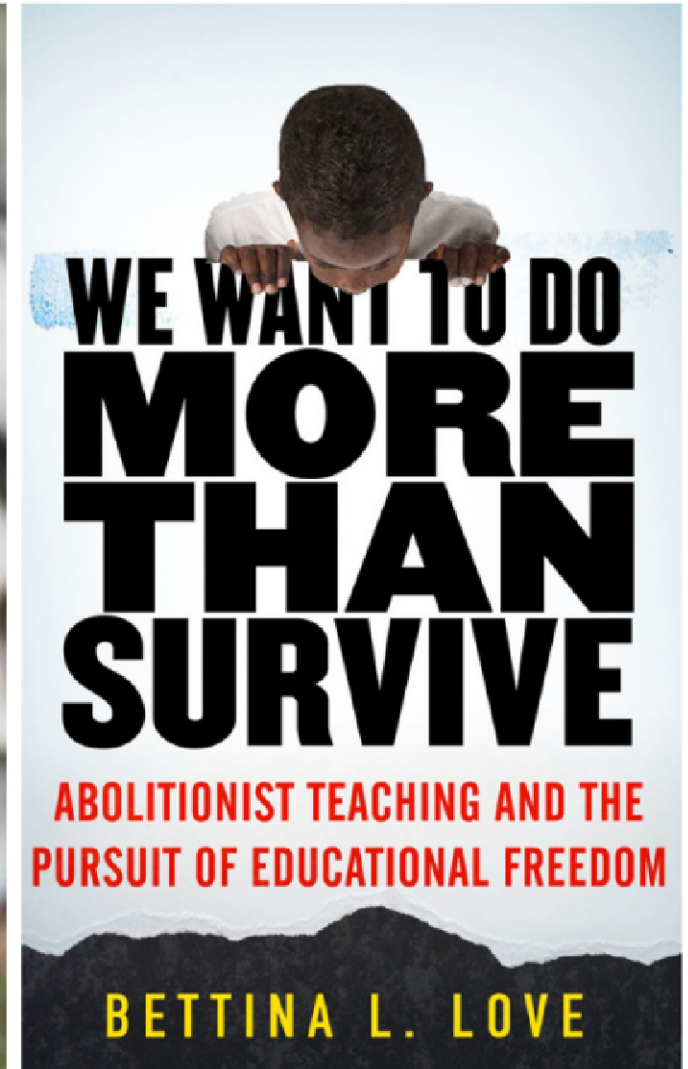
Which one of these behaviors is most important to you to having meaningful conversations? Why?

1. _____ (please add!)
2. Listen with respect and to learn. We are all coming into this with different experiences and knowledge.
3. Share the air: create space and time so that everyone has the opportunity to speak.
4. Assume positive intentions. Ask questions to clarify.
5. Use “I” statements; avoid generalizations about the experiences of other peoples and groups.
6. Challenge the idea and not the person. Respectfully voice your concern.
7. Accept non-closure, seek next steps. This work is both process and product, today is just one step.

Cultivating Community



FACING
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“We Cannot Go Back to the Way Things Were”

By Dr. Bettina Love

1. Please choose a line that reflects your thinking, your feelings and your questions about equity in education. What comes to mind? (5 min reflection)

“We Cannot Go Back to the Way Things Were”

By Dr. Bettina Love

Breakout Groups of 3: 10 min

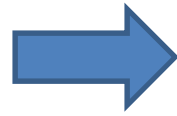
1. Each person introduce yourself and share your line and reflection. (no audience comments yet!)
2. What was said aloud that

 1. **Think** – That makes me think _____
 2. **Know** - That makes me want to know more about _____
 3. **Wonder** – now I am wondering _____

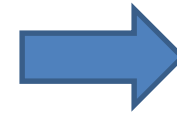
Year 1 Review



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District Learning Committee

Dec. 5 - Committee #1: History of Educational Inequity
(Eugenics, Race Science, Standardized Intelligence Testing)

Jan. 16 - Committee #2: Safe Inclusive Spaces for Achievement
(Blue Eyes, Brown Eyes experiment, Stereotype Threat)

Feb. 13 - Committee #3: Mindsets for Cultivating Equitable Education
(Academic Mindsets + Practices)

~~Apr. 30 - Committee #4: Strategies for Inclusive Teaching & Learning~~

Year 1 Review



Cultivating a Critical Consciousness for Equity and Justice

- ★ Developed a definition of educational equity for MCSD
- ★ Draft an Equity Framework Tool
- ★ Reported work to BOE
- ★ BOE adopted an Equity policy

Cultivating a Critical Consciousness for Equity and Justice

What is educational equity?

The Miller Creek School District believes diversity is an asset, values every student, and is committed to building communities where students thrive. In order to do so, we must recognize systemic disparities in opportunities and outcomes and dedicate resources to address those disparities.

The Miller Creek School District:

- Raises equity consciousness of staff, students, parents, and community members so that we examine biases and eliminate inequitable practices.
- Uses equity-minded pedagogy and assessments to ensure individual student growth and accelerate the growth of students who have been historically underserved through commitment of resources.
- Uses equity-minded practices when making decisions, approving policy, hiring personnel, and developing and evaluating programs.

Essential Questions

- How can we raise the equity consciousness of staff, students, parents, and community members so that we examine biases and eliminate inequitable practices?
- What equity-minded pedagogy and assessments will we use to ensure individual student growth and to accelerate the growth of students who have been historically underserved through commitment of resources?
- What are the equity-minded practices we will use when making decisions, approving policy, hiring personnel, and developing and evaluating programs?

Power

Did the process appropriately respond to community priorities and concerns?

Process

How does this issue, policy, or program improve current equity conditions and how will the outcomes be measured?



Process

What will engagement with identified groups to make decisions and guide successful implementation look like?

People

Who are the groups of people that will be affected by the issue, policy, or program and how will it serve each group? (Consider in particular underserved populations.)

Cultivating a Critical Consciousness for Equity and Justice

Facing History will support schools and districts seeking to develop a culture of equity, inclusion and civic responsibility. We believe that schools are communities where students, educators and parents have the knowledge, voice, and agency to advocate for the just access resources and opportunities.

Year 2



Cultivating a Critical Consciousness for Equity and Justice

- Read the 4 components of what it means to be critically conscious for equity and justice.
- Which one of these inspires and serves as the foundation for your involvement in this committee? Why?

Cultivating a Critical Consciousness for Equity and Justice

- 1:** By exploring the history of race, schooling, and academic identity, educators gain a better understanding of the root causes of present-day educational inequities.
- 2:** School leader and teacher self-efficacy and cultural awareness increases, leading to shifts in practices in classrooms and other interactions with students and their families.
- 3:** Student academic engagement, motivation, sense of civic responsibility, and agency improve. Research shows that higher engagement and motivation impacts student achievement.
- 4:** When this model is fully implemented, whole-school culture and climate shifts to more equitable school-wide practices such as restorative discipline models, more equitable access to advanced courses and enrichment opportunities, and deeper respect for students and their families.

Institutionalizing Equity at the District and School Level

Essential Question:

How do we establish systems that work to call attention to patterns of inequity in student outcomes, systems, and practices using a district and site committee structure?

- **District Equity Committee**
 - **Site Based Equity, Diversity, and Inclusion Committees**

Wonderings

What are the roles and responsibilities of each committee?

What is the membership of each committee?

What are the communication structures used by each committee?

Year 2



What are the roles and responsibilities for implementing equity at the district level committee and at the school level committee?

1. Breakout Groups of 4
2. brainstorm a list
3. Tool: Google Jamboard

<https://tinyurl.com/MillerCreekEDI>

Click and scroll to your breakout group #

A screenshot of a breakout group interface. On the left is a vertical toolbar with icons for drawing, erasing, selecting, erasing content, adding text, adding images, adding shapes, adding text boxes, and zooming. A blue arrow points from a yellow callout box to the text box icon in the toolbar. The main area contains a text box with the following text:

Breakout Group 1
What are the roles and responsibilities for implementing equity at the district level committee and at the school level committee?

School Level Committee	Both/Unsure	District Level Committee
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Click to add a box for typing

Year 2



Welcome back!

In the chat box, what feels hopeful
from your conversation?

And/or

What questions are raised?

Year 2



What are the roles and responsibilities for implementing equity at the district level committee and at the school level committee?

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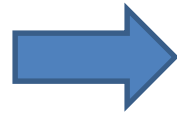
<https://tinyurl.com/MillerCreekEDI>

4. District Leadership will collect brainstorms and present a structure to define roles and responsibilities for school and district level committee activity.

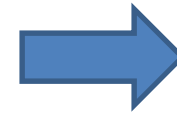
Next Steps



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Google Forms Exit Card

1. By participating in this learning group,
 1. **Required:** I came in thinking/feeling _____ and I am now leaving thinking/feeling _____.
 2. **Optional:** One Question that is raised for me _____
 3. **Optional:** General Comment