

Equity Leadership Team

MISSION STATEMENT

WHS Equity Team seeks to cultivate a rich and inclusive school climate. The Equity Team is committed to creating multiple pathways to success in order to meet the needs of our diverse students. We will do so by affirming the importance of our common humanity, advancing multicultural understanding, and confronting racism and prejudice.

Racial Lens Questions



Objective: By utilizing a racial equity lens, Portland Public Schools aims to (a) provide a common vocabulary and protocol for evaluating policies, programs, practices and decisions for racial equity and (b) produce policies, programs, practices and decisions which result in more equitable outcomes.

Procedure: For any policy, program, practice or decision, consider the following five questions:

- 1** Who are the racial/ethnic groups affected by this policy, program, practice or decision? And what are the potential impacts on these groups?
- 2** Does this policy, program, practice or decision ignore or worsen existing disparities or produce other unintended consequences?
- 3** How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice or decision? Can you validate your assessments in (1) and (2)?
- 4** What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
- 5** How will you (a) mitigate the negative impacts and (b) address the barriers identified above?

ELT Goals

1. Develop fitting and differentiated PD

Cohort Model

Focused on Racial Equity

Allow teachers to have immediate takeaways

2. Intentionally include student and parent involvement

3. Collect data that informs the practice

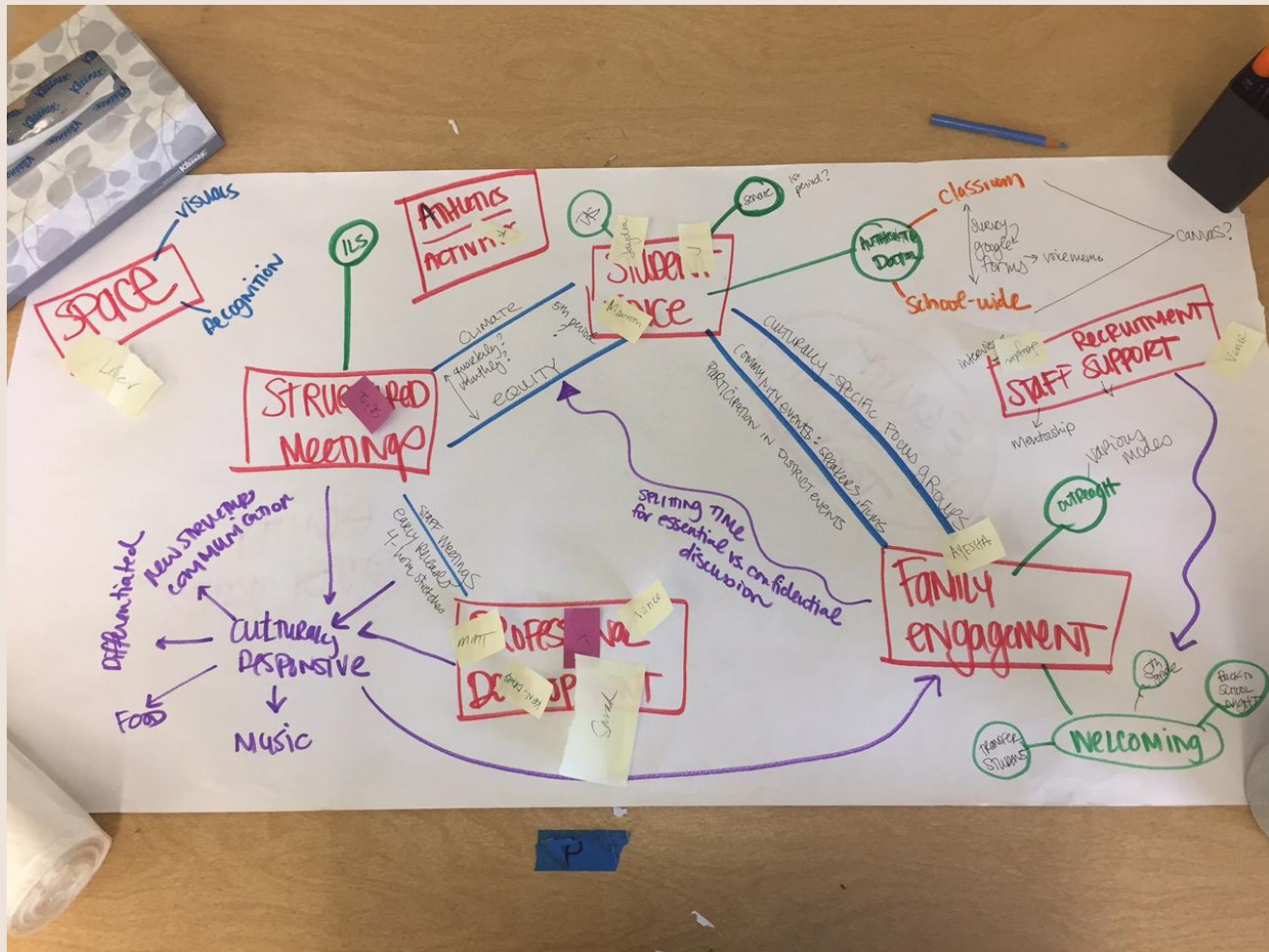
Newsletter

Surveys

4. Have each gathering model culturally responsiveness

5. Practice our facilitation skills through protocols and agreements

Mirror-Affirm-Bridge



Team Organization

MEMBERS:

- Propose action items
- Ask critical questions
- Remind ourselves of norms
- Set tone for protocols
- Role-model culturally responsive practices
- Report back to the group
feedback from faculty

Task Organizer (EL)

Team Organizer (EL)

Scribe

Family Outreach Coordinator

Student Outreach Coordinator

Professional Development

Coordinator

Tech Guru

New Teacher Mentor

CARE Coach

EQUITY PD



<http://bit.ly/2z5rmvN>

Oct. 10:

Set the stage

Essential questions we posed:

What does equity look like: in our dreams and in our schools?
Why is there an urgent need for vision around this?

Analyzed an image

What is being communicated here?

When you have an idea,
stand up to show me you
are willing to share out....



So what's re-imagined in this version?

How does it change the message?

Equality



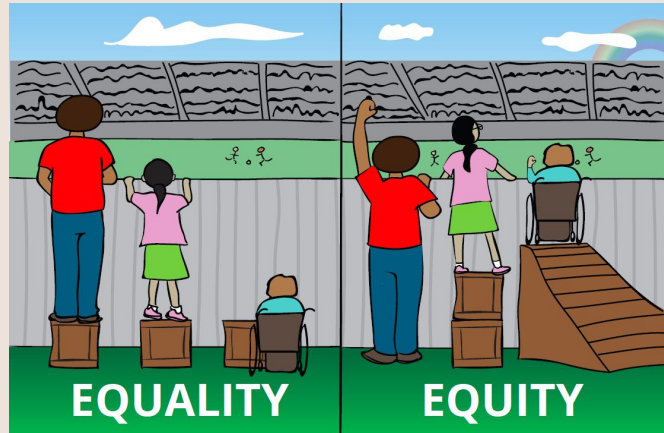
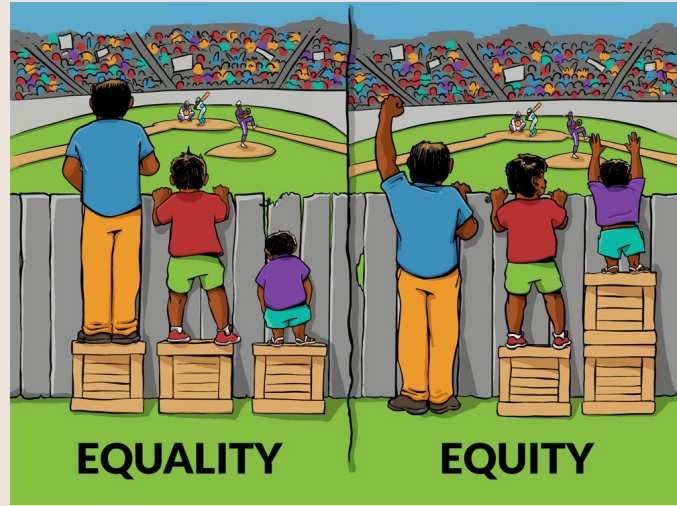
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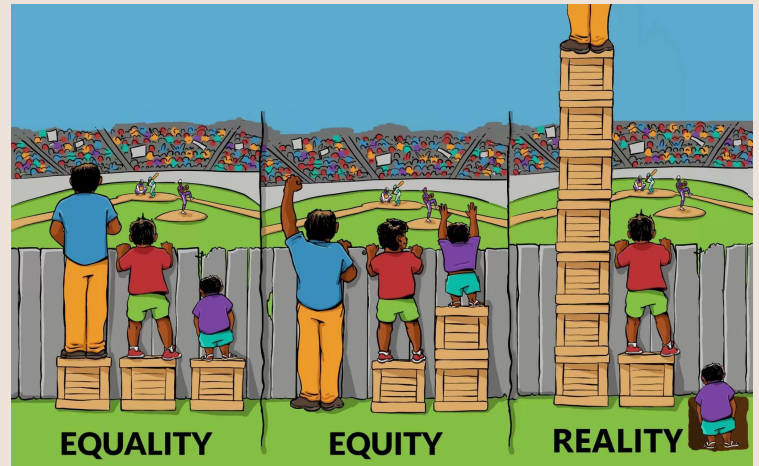
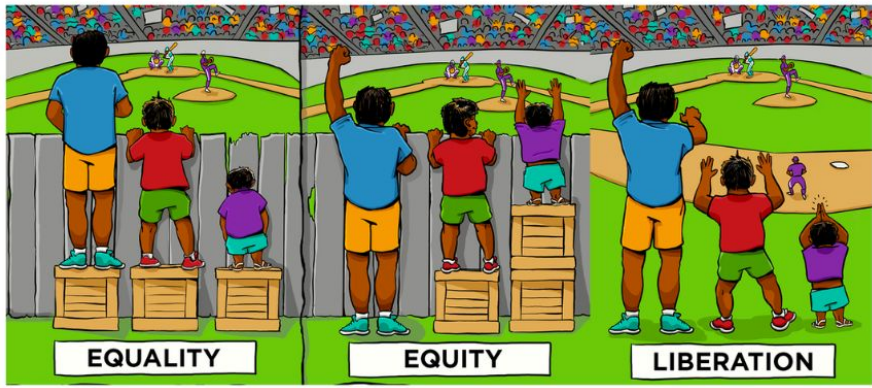
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Equity



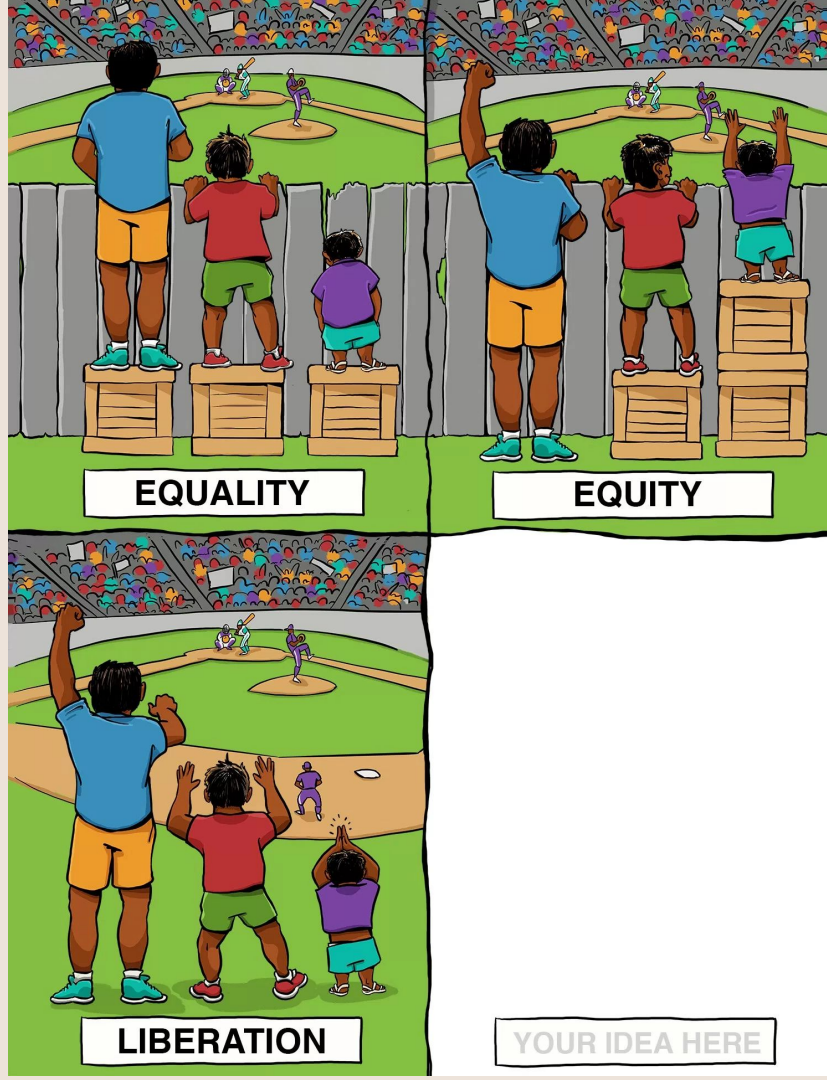
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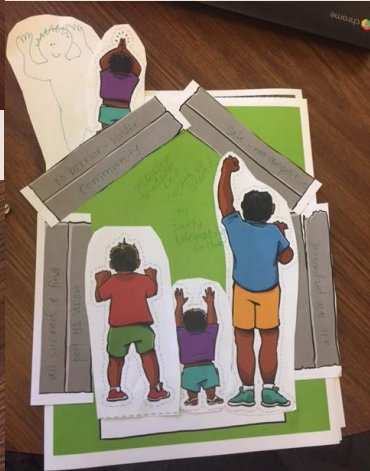
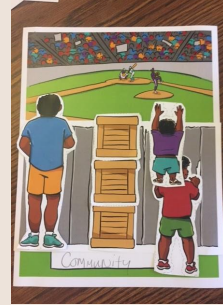
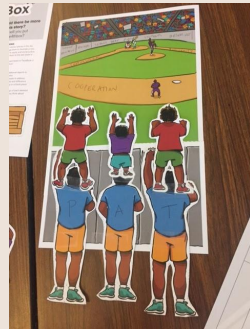
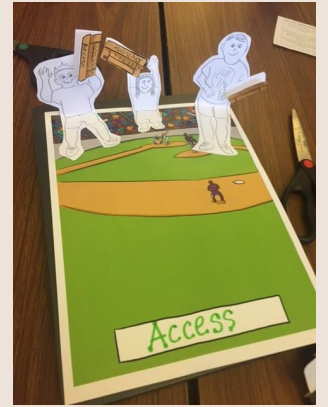
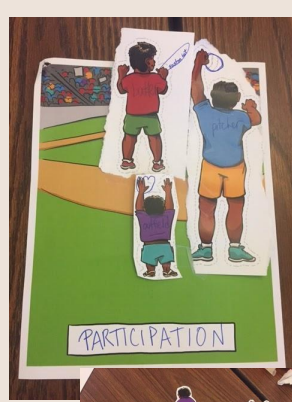
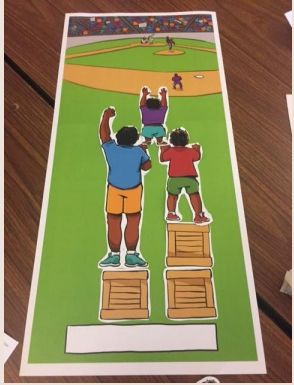
4th Box

We used the materials provided in the packet to work with partners/teams to construct a vision of our ideal setup.

Each group had a set of these with these symbols, people and resources.



THE "4TH BOX"



How does the 4th box activity apply to racial equity in our building?	“We need to think creatively about racial equity and how meet students’ needs.”
“There are many lenses and perspectives to racial equity.”	“We all still need to work on [racial] equity.”
“Restructure classrooms and school to be racially inclusive and just.”	“We can’t do the same thing for all of our students and say we are teaching equitably.”
“What are we actively doing to engage and demand racial equity.”	“This is thought provoking, particularly in terms of resources, power, privilege and access to/in/with education.”

What is one reason we must stop and reflect on our activities, fences, positions, resources, messages?

<p>“Institutional discrimination can easily be missed if we don’t take the time to recognize it.</p>	<p>“Sometimes what we expect of students isn’t what’s best for them, and we’re holding them to things for our own needs/wants.”</p>
<p>“To help us get out of our ruts.”</p>	<p>“We need to see how systems and environments impact our people.”</p>
<p>“To bring attention and awareness to conditioning that we may not even recognize.”</p>	<p>“Every inning is an opportunity to check, reflect, re-engage our goals.”</p>
<p>“I may not have all the answers and I may need to reconsider my role and what is necessary.”</p>	<p>“Looking at our activity/fences/positions/etc through one lense does not yield progress.”</p>

What do you think we will work on tomorrow based on today's activity?

<p>“How to take action.”</p>	<p>“We will probably work on taking actions to address racial inequity in schools.”</p>
<p>“Thinking about how we are going to rework our classroom to create a more equitable experience.”</p>	<p>“Reflecting on our own classes and our own practice.”</p>
<p>“Historically underprivileged, underrepresented and underserved student populations.”</p>	<p>“Considering equity: “fences” in our own classrooms, in our equity cohorts.”</p>
<p>“Reflect on our own classroom structures. ”</p>	<p>“Recognizing inequity in our classroom and in <u>how</u> we solve problems. I think the <u>how</u> will be the focus.</p>

Oct. 11: Put our vision into practice

Essential questions we posed

- What is our vision for a school that is a multi-cultural organization?
- What does it mean to look at our practices and shift them for the betterment of our historically underserved students?
- What would our historically disenfranchised families hope for in this school?



AGENDA

REFOCUS OUR ATTENTION

READ CASE STUDIES OF
CULTURALLY RESPONSIVE
PRACTICES

CHART IDEAS IN **KEY AREAS**

SHARE OUT FRESH STRATEGIES

REVISE OUR CLASSROOM
MANAGEMENT PLANS

CELEBRATE! DANCE PARTY!

Engaging students to
collaborate

Providing feedback

Types of instruction:
teacher-led vs student-led

Community building

Connections to families

Motivation systems

CIRCLED UP

What's one thing you really want to focus on today when it comes to making a difference for our historically marginalized students?



Case Studies: FOCAL POINTS

Key areas for research/reflection:

1. Engaging students in collaborative work
2. Providing feedback to students in multiple ways
3. Varying types of instruction: teacher-led vs student-led
4. Building community
5. Creating connections with families
6. Crafting motivational systems

CASE STUDY

Reflections of a High School Special Education Teacher

Molecules with a Twist of Culture (Science)

Using Students' Writing to Build Relationships and Community (Language Arts)

Belief in Action: A Classroom Unit on the Exploration of Faith (Social Studies)

Gay-Straight Alliance (Activities)

Rediscovering a Lost Heritage (PE/Health)

Collaborative Action Research Projects (CCE, CTE)

Family Maps (Elementary, applicable to geography)

Students Express Themselves Through Theater (Performance Art)

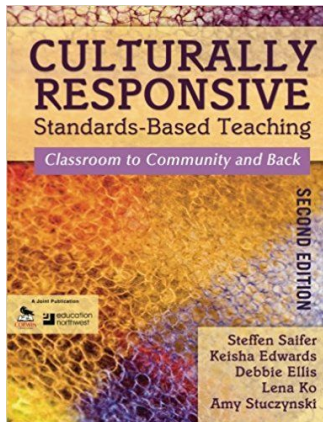
Gathering Student Reflections (Preparing for tests/assessments)

Step 1: Read & made notes on the article

Step 2: Shared our noticings

Step 3: Wrote around the room: "Chalk Talk".

<http://bit.ly/2A3TJKW>



Compiled Data from Teachers

Used local examples to help us think
deeply



<http://bit.ly/2yiYjHP>

BUILDING COMMUNITY

For students opportunity to get to know about “others” in the community, exploring unique features of religious communities while emphasizing features commonly held.
For teachers to build relationships with community groups and build experience collaboratively.

Playing games in P.E. of Native American heritage to a 97% Native American middle school with elders present.

Using family experiences/histories to see common ground.

“We are reminded that Madison High School are not a collection of scores and figures of grades and attendance records, but a complicated population of passion, ideas, hormones, and opinions.”

Learning about family.

CRAFTING MOTIVATIONAL SYSTEMS

Letting some choice by student so that knowledge is relevant.

Skills useful later in life.

Self assessment: “through this activity I learned things about my own writing”.

Classroom projects that allow students to tell about their life, family, and traditions.

Student-directed curriculum.

Guiding Questions

What messages are being sent through how you manage your classroom?

Where are there intentional moments of differentiation in the plan?

How are there potential fences, barriers, obstacles to learning & engagement?

When are students and families influencing how the environment is constructed?

ACTION STEPS: 3,2,1

3: Found three places that we wanted to revise on our plans.

2: Pulled out two new strategies we were excited to try or incorporate.

1: Located one place where we were stuck on thinking outside the box--and asked a colleague for support.

If time...CIRCLE UP

Choose one prompt as a share out

One important aspect that you designed.

One part that people may not understand unless you explain it.

One thing you struggled with when creating it.

One spot you are particularly proud of about your piece/process.



FEEDBACK

What's one addition or revision you made to your plan that you are excited to try?

Where are you eager to keep pushing our practice for racial equity?

“I changed everything I am doing about my algebra class.”

“Equity work in my past has been good, but too ‘theoretical’ and too focused on ‘defining the problem(s).’ I appreciate that at WHS we discuss a bit of theory and a bit of defining the problem(s), but mostly on practical solutions to addressing the problem(s) effectively and authentically.

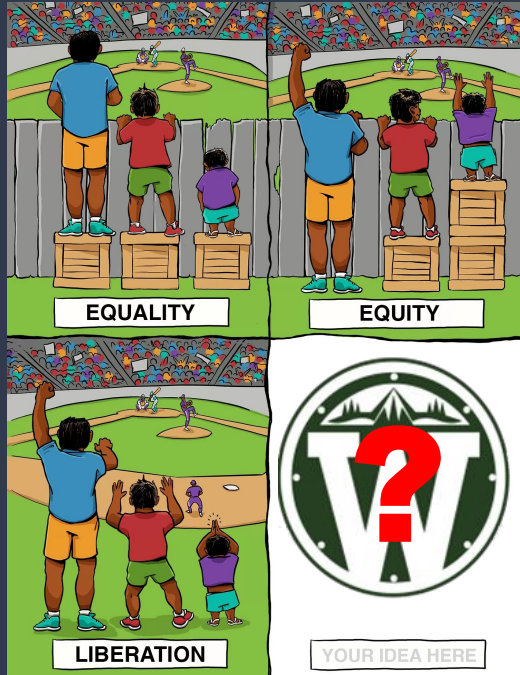
“I’m eager to improve communication with parents of historically underserved students.”

“I am increasingly aware that we need more teachers who are more like our demographic of students. I am going to begin to find teachers who are not white males to teach science at Wilson in the future, like when I retire. I have begun to speak to local colleges (Lewis and Clark, esp) to work together to find more science teachers of color, not traditional males. This may take a few years, but I am committed to it.”

“If there are specific things that work to increase equity, just tell us what they are.”

Hearing from you

Since you are representatives of our community, your input will help guide our work!



What is your belief about racial equity work?

If you had an opportunity to create a “4th Box”... what would that look like at Wilson?