

**BOARD OF EDUCATION**

Portland Public Schools  
**Work Session**  
**May 7, 2012**

**Board Auditorium**

Blanchard Education Service Center  
501 North Dixon Street  
Portland, Oregon 97227

***Note:** Those wishing to speak before the School Board should sign the citizen comment sheet prior to the start of the regular meeting. No additional speakers will be accepted after the sign-in sheet is removed, but citizens are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All citizens must abide by the Board's Rules of Conduct for Board meetings.*

*Citizen comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Citizen comment on all other matters will be heard during the "Remaining Citizen Comment" time.*

*This meeting may be taped and televised by the media.*

**WORK SESSION AGENDA**

1.     **RECOGNITION: LINCOLN HIGH SCHOOL CONSITUTION TEAM**             6:00 pm
  
2.     **CITIZEN COMMENT**   6:20 pm
  
3.     **CITIZEN BUDGET REVIEW COMMITTEE REPORT**                             6:40 pm
  
4.     **BUDGET DISCUSSION**   7:10 pm  
       - Family Engagement  
       - Equity Investments
  
5.     **ADJOURN**   9:30 pm

The next Study Session of the Board will be held on **May 14, 2012**, at **5:00 pm** in the Board Auditorium at the Blanchard Education Service Center.

**Portland Public Schools Nondiscrimination Statement**

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation.

Board of Education Policy 1.80.020-P



# PORTLAND PUBLIC SCHOOLS

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## INFORMATIONAL REPORT TO THE BOARD

**TITLE: EQUITY INITIATIVE BUDGET**

**Study Session Meeting Date:** May 7, 2012

**Executive Committee Leads:** Lorenzo Poe, Carla Randall

**Department:** Office of Equity and Chief Academic Officer

**District Priorities:** Effective Educators  
Equitable Access to Rigorous Common Core Program

### I. BACKGROUND

On June 13, 2011 the Portland School Board unanimously approved the Portland Public Schools Racial Educational Equity Policy:

[http://www.pps.k12.or.us/files/board/2\\_10\\_010\\_P\\_Equity\\_Policy.pdf](http://www.pps.k12.or.us/files/board/2_10_010_P_Equity_Policy.pdf). The policy calls out race-based disparities in schools, identifies the district's role in erasing them and holds up high expectations to ensure that all students reach their academic potential.

For the past 3 years, Portland Public Schools has consistently contracted with Pacific Educational Group (PEG) to lead professional development for staff around Courageous Conversations About Race (PPS contracted with PEG two previous years). These trainings and supports have provided us with a common framework and language to engage in the deep personal and systemic work that needs to occur in order to interrupt the institutional racism that exists in Portland Public Schools. In the past two years, our work with PEG has expanded to include direct work with schools around culturally relevant teaching strategies to engage their students of color. We believe that these strategies of engagement will lead to a closing of the racial opportunity gap that exists between students of color and their white peers.

This school year, the Student and Academic Supports Departments (Teaching and Learning, English as a Second Language, and Special Education) and the Regional Administrators participated in five seminars called Coaching for Racial Equity at our request. These sessions focused on developing capacity within the organization to lead the work with the principals and their school teams.

In addition to the school site-based work, this past year the Office of Equity was established and a Chief Equity Officer was appointed to provide strategic advice and support to the Superintendent and the Executive Cabinet on the organizational changes necessary to (1) build a culture of inclusion and acceptance and (2) build a workforce that is both diverse and culturally competent—with the ultimate goal of closing the achievement gap while raising achievement for all students. The key priorities of the department include:

- Leading implementation of the Racial Educational Equity Policy & monitoring District progress towards equity outcomes
- Coordinating & aligning District equity efforts
- Providing internal expertise in equity & inclusion in order to support our organization's capacity to do this work
- Managing design & implementation of tools and processes to support more equitable decision-making.
- Managing participation in national, regional and local equity initiatives
- Facilitating internal affinity groups

## II. CURRENT WORK RELATED TO THIS ITEM:

In 2011-2012, PPS has focused on building the foundation for organizational and cultural change. We are developing our own capacity to lead this work with both the schools and the central office. The proposed budget expands the centralized supports to assist schools in their equity work including an additional two achievement coordinators who will be responsible for assisting CARE teams (see attached descriptions) in discovering and developing culturally responsive teaching and learning practices.

The proposed budget also includes seminars using the PEG Framework for Systemic Racial Equity Theory of Transformation to analyze the lived experience of emergent bilinguals of color in PPS, answering the question, "What does race have to do with the experience of these students in our system?" throughout the process. (Please see attached seminar description)

In addition to the school-based work, the Office of Equity facilitated the development and ongoing monitoring of an Annual Equity Plan and is in the process of facilitating development of a 5 year plan with clear measurable outcomes. Professional development sessions have begun with operational support departments (Finance, Human Resources, Operations, Community Involvement & Public Affairs, etc.) around both (a) how to lead *Courageous Conversations About Race* with department staff to increase the racial consciousness of the organization and (b) the use of a Racial Equity Lens tool to inform equitable decision-making. The Administrators of Color affinity group was established along with a governance structure that will help to inform executive leadership in key decisions that affect students and communities of color.

The 2012-2013 proposed budget for the Office of Equity continues to build on this foundational work. Equity plan development and monitoring will continue along with work on specific initiatives such as the development and implementation of an affirmative action policy. The Office will deepen professional development and support for operational support departments through the addition of an equity coach. Research shows that effective professional development which leads to changes in behavior is ongoing and job-embedded. This position will provide department-specific coaching and support. In addition, the office will take over responsibility

for equity leadership development—specifically Executive Cabinet training—which was managed by the Superintendent’s Office this past year.

**IV. FISCAL IMPACT:**

See attached proposed budget.

## Equity Professional Development Budget

### School-Based:

**\$259,294**

Equity professional development for schools is differentiated for three groups: Strand 1, Strand 2 and Beacon schools.

1) *Strand 1 Schools*

This strand is split into two cohorts totaling 67 schools that began their school and site equity leadership development this year. These equity teams (E-Teams) are the guiding coalition for equity at the school level. E-team seminars prepare school staff to lead, oversee and manage the processes of school-based transformational change. PPS E-Teams include the principal, teacher leaders, and often student support staff. Under next year's plan, Strand 1 schools would complete their e-team work with three Seminars.

2) *Strand 2 Schools*

This cohort of 20 schools will be in year two of their team equity work for 2012-13. This phase also includes Collaborative Action Research for Equity (CARE) Team development. These CARE teams are comprised of principals and classroom teachers that conduct classroom action research to discover, develop, document, deliver, and disseminate culturally relevant learning and teaching practices to meet the needs of the students and families in their schools. Following training, the CARE teams begin developing standards-based lessons that use research-based culturally relevant pedagogical strategies to engage their students of color. As part of the CARE team process, teachers interview students and parents of color to better develop culturally responsive lessons and to examine work in depth in order to determine the effect of instruction.

An overarching objective of the CARE initiative is to develop a corps of teachers who assist the principal and E-Team in discovering, implementing, and documenting instructional practices for improving the school experiences and performances of underserved students of color. Please see the attached "Adapted" Motivational Framework for Culturally Relevant Teaching that is utilized in our Beacon schools.

3) *Beacon Schools*

This cohort of 10 schools has been engaged in the work with Pacific Educational Group since 2009-10 school year. Receiving accelerated e-Team training with coaches from PEG. In the current year, Beacon schools developed Collaborative Action for Equity Teams (CARE Teams) and will participate in three seminars next year. These CARE teams have been developing lessons based on state and district standards using research-based culturally relevant pedagogical strategies to engage their students of color.

### Organizational:

**\$269,054**

1) *Operational Support Leadership E-teams*

Pacific Educational Group will provide quarterly half-day seminars for operational support department E-teams. This past year was spent building capacity with operational support department leadership and their equity teams. Next year will focus on supporting E-teams as they begin engaging entire departments in *Courageous Conversations About Race*.

2) *Executive Cabinet Equity Professional Development*

Executive coaching sessions for the Superintendent and her leadership team in deepening the development of racial consciousness and building team skills to lead Equity work. Budget provides for six sessions for the Executive team plus individual follow up sessions.

3) *Affinity Group Support*

The Office of Equity will provide administrative assistance and technical support for district-approved affinity groups such as the Administrators of Color. These employee resource groups provide needed support for underrepresented employees with the goal of both increasing the diversity and inclusiveness of the District and providing executive leadership with unique perspectives on the equity work.

4) *Beyond Diversity*

PPS staff will offer six sessions of the two- day Beyond Diversity training to 60 employees per training.

5) *Emergent Bilinguals Training*

Please see attached document for Pacific Educational Group training descriptions.

6) *Courageous Conversations Summit 2012*

17 participants

7) *PEG Recertification*

5 teaching staff recertification

**Equity Team Staff (Includes Salary and Benefits):**

**\$813,710**

1) *Assistant Director (.5)*

Coordinates equity professional learning communities, assists principals in equity professional development.

2) *Achievement Coordinator (1.0)*

Coordinates trainings for district staff, manages logistics for PEG contractors

3) *Achievement Coordinators- Equity (4.0)*

Four teachers on special assignment who assist teachers and schools on integrating culturally responsive practices.

4) *Equity Coach* (1.0)

The Equity Coach is responsible for providing equity professional development and coaching for the District's operational support leadership (Human Resources, Finance, Operations, etc.). He or she will support each department's *Courageous Conversations About Race* E-teams (equity teams). The Equity Coach will further develop and lead the training on use of the district Equity Lens and move the use of the Equity Lens in operational decisions. As we invite our partners deeper into our work on equity and the use of the Equity Lens, the need to provide training to our critical partners will be required. The Equity Coach will create and deliver a model

5) *Senior Clerk II* (.75)

**Additional Investments in Equity:**

There are a number of other places in the organization where we make additional Investments in equity. Some of those primary investments include:

- 1) *Chief Equity Officer and personnel from the Office of Equity:* The Office of Equity is responsible for providing strategic advice and support to the Superintendent and the Executive Cabinet on the organizational changes necessary to (1) build a culture of inclusion and acceptance and (2) build a workforce that is both diverse and culturally competent—with the ultimate goal of closing the achievement gap while raising achievement for all students
- 2) *Workforce Recruitment and Hiring:* This team focuses on practices and procedures such as teacher and administrative hiring and evaluation to ensure that we hire and retain culturally responsive educators across the organization. As a result of the organization's commitment to equity, we have seen an increase in new hire diversity for teachers, administrators and non-represented staff.
- 3) *School-based investments:* Many of our schools use their professional development funds to expand their equity work beyond the training seminars.



**AN "ADAPTED" MOTIVATIONAL FRAMEWORK FOR CULTURALLY RELEVANT TEACHING**

**A PRIMER FOR DESCRIBING PEDAGOGY**

**A. Establishing Inclusion:** How does the learning experience contribute to developing as a community of learners who feel respected and connected to one another?

Routines and rituals are visible and understood by all.

1. Rituals are in place that help African American and Latino students feel that they belong in the class.
2. African American and Latino students and teacher(s) have opportunities to learn about each other.
3. African American and Latino students and teacher(s) have opportunities to learn about each other's unique backgrounds.
4. Classroom agreements and rules and consequences for violating agreements are negotiated.
5. The system of discipline is understood by all students and applied with fairness.
6. Teacher directs attention equitably for African American and Latino students.
7. Teacher interacts respectfully with and according to African American and Latino students.
8. Teacher demonstrates that s/he cares about African American and Latino students.
9. African American and Latino students talk to and with partners in small group work.
10. African American and Latino students have opportunities to respond to the lessons by writing or speaking.
11. The lesson activities are made explicit for all students (African American and Latino students know what to do, especially when making choices).
12. African American and Latino students help each other

**B. Developing a Positive Attitude:** How does the learning experience offer meaningful choices and promote personal relevance to contribute to a positive attitude?

Teacher works with African American and Latino students to personalize the relevance of course content.

1. African American and Latino students' experiences, concerns, and interests are used to develop course content.
2. African American and Latino students' experiences, concerns, and interests are addressed in response to questions.
3. African American and Latino students' prior knowledge and learning experiences are explicitly linked to course content.
4. Teacher encourages African American and Latino students to understand, develop, and express different points of view.
5. Teacher encourages African American and Latino students to clarify their interests and set goals.
6. Teacher maintains flexibility in pursuit of "teachable moments" and emerging interests.

Teacher encourages African American and Latino students to make real choices such as:

7. how to learn
8. what to learn
9. when a learning experience will be considered to be complete
10. how learning will be addressed
11. with whom to learn
12. how to solve emerging problems





## AN "ADAPTED" MOTIVATIONAL FRAMEWORK FOR CULTURALLY RELEVANT TEACHING A PRIMER FOR DESCRIBING PEDAGOGY

**C. Enhancing Meaning:** *How does the learning experience engage participants in challenging learning?*

The teacher encourages all students to learn, apply, create, and communicate knowledge.

1. Teacher helps African American and Latino students to activate prior knowledge and to use it as a guide to learning
2. Teacher, in concert with African American and Latino students, creates opportunities for inquiry, investigation, and projects
3. Teacher provides opportunities for African American and Latino students to actively participate in challenging ways
4. Teacher asks higher order questions of African American and Latino students throughout a lesson
5. Teacher elicits high quality responses from African American and Latino students
6. Teacher uses multiple "safety nets" to ensure African American and Latino student success

**D. Engendering Competence:** *How does the learning experience create an understanding that participants are becoming more effective in learning they value and perceive as authentic to real world experiences?*

There is information, consequence, or product that supports African American and Latino students in valuing and identifying learning.

1. Teacher clearly communicates the purpose of the lesson
2. Teacher clearly communicates criteria for excellent final products
3. Teacher provides opportunities for a diversity of competencies to be demonstrated in a variety of ways
4. Teacher helps African American and Latino students to concretely identify accomplishments
6. Teacher uses multiple forms of assessment
7. Teacher assesses progress continually in order to provide feedback on individual growth and progress
8. Teacher creates opportunities for African American and Latino students to make explicit connections between new and prior learning
9. Teacher creates opportunities for African American and Latino students to make explicit connections between their learning and the "real world"
10. Teacher provides opportunities for African American and Latino students to self-assess learning in order to reflect on their growth as learners
11. Teacher provides opportunities for African American and Latino students to self-assess their personal responsibility for contributing to the classroom as a learning community

## Providing Equitable Educational Experiences for Emergent Bilinguals in Portland Public Schools

As we look to the work for next year, the focus of the training seminars for Portland Public Schools will be a shift in conceptual orientation from "Limited English Proficient" or "English Language Learners" (both of which are rooted in a deficit model of thinking that places value and importance solely on dominance of English for our students who are native speakers of other languages) to one that views our multilingual students as "emergent bilinguals". This conceptual shift provides space for a conversation about the degree to which our educational systems, beliefs, and interactions with students and families are rooted in a belief that the multiple languages are indeed an asset to be developed and nurtured to their full capacity, not problems to be solved as students transition to English proficiency. Throughout this process participants will utilize the PEG Framework for Systemic Racial Equity Theory of Transformation to analyze the lived experience of emergent bilinguals of color in PPS, answering the question, "What does race have to do with the experience of these students in our system?" throughout the process. Below you will find a brief description of the proposed programming for next year.

Seminar 1: Who are Emergent Bilinguals in PPS; review of the research that surfaces classic inequities facing emergent bilinguals; connection to the PEG framework for systemic racial equity theory of transformation

As outlined below, in seminars 2 through 4 we will identify profiles of focal students of color (in alignment with our Culturally Relevant Pedagogy curriculum) who are emergent bilinguals at the elementary, middle school, and high school levels. Their educational experiences will be analyzed using "The Framework". In seminar 5 we will synthesize our reflections/insights throughout the process and put forth recommendations for programmatic review.

Seminar 2: Connection of Elementary Level Programming to the PEG Framework for Systemic Racial Equity Theory of Transformation

Seminar 3: Connection of Middle School Level Programming to the PEG Framework for Systemic Racial Equity Theory of Transformation

Seminar 4: Connection of High School Level Programming to the PEG Framework for Systemic Racial Equity Theory of Transformation

Seminar 5: Synthesis of Findings and Recommendations Moving Forward

Per our conversation, participating staff members would include the following individuals and any others who you feel would be instrumental to the success of the effort:

1. Chief Academic Officer
2. Pertinent staff from Equity team
3. Director of ESL Programming
4. Director of Dual Language Programming
5. Other pertinent RAs/administrators

6. Principal representation from the elementary, middle school, and high school levels (to the degree possible)

7. English Language Development Specialists/Instructional Coaches

Teacher perspective/voice would be interwoven throughout the process through a variety of methods and to the degree that sub budgets would allow could be included in the process as well.