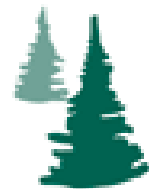


# Curriculum Directors Meeting

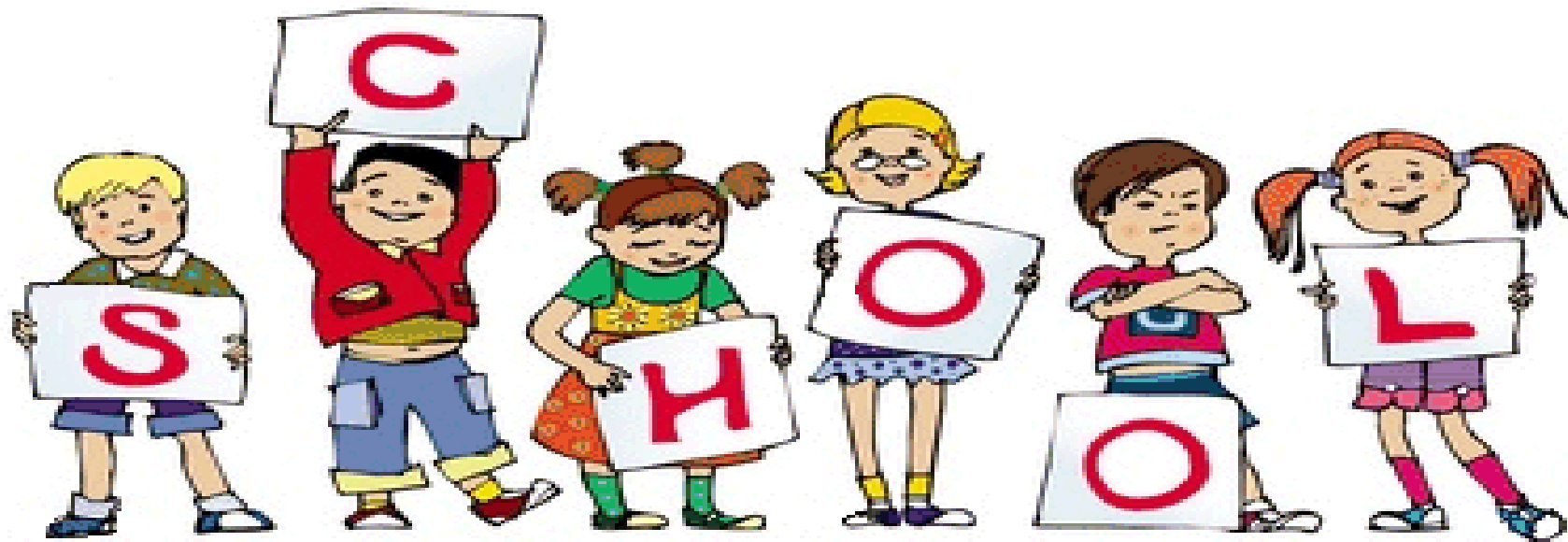
Northwest Educational Service District 189



**Northwest Educational  
Service District 189**

*Together We Can*

# Introductions



# MISSION

Together We Can...  
promote *equity*  
and *excellence*  
through *leadership*  
and *service*.

# VISION

To be an *indispensable partner* to our region's school communities.

## Northwest Educational Service District 189

### 5 Counties:

Skagit, Snohomish, Whatcom,  
Island, San Juan



### 35 School Districts:

Anacortes, Arlington, Bellingham, Blaine, Burlington-Edison, Concrete, Conway, Coupeville, Darrington, Edmonds, Everett, Ferndale, Granite Falls, Index, La Conner, Lake Stevens, Lakewood, Lopez Island, Lynden, Marysville, Meridian, Monroe, Mount Baker, Mount Vernon, Mukilteo, Nooksack Valley, Oak Harbor, Orcas Island, San Juan Island, Sedro-Woolley, Shaw Island, Snohomish, South Whidbey, Stanwood-Camano, Sultan

165,791 Students

439+ Schools

8,845 Classrooms

For every \$1 of State core funding  
we generate \$40.11 of programs and  
services to students and staff across our region.



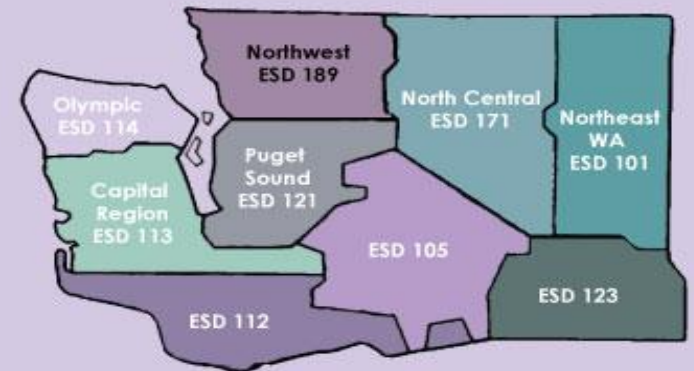
# VALUES

Responsive *customer service*  
Open *communication*  
Regional *collaboration*  
Flexible *teamwork*  
Adaptable *professional learning*  
Positive *relationships*

# GOALS

Provide *quality services* that meet our region's needs.  
  
Prepare *students* for college, career and citizenship.  
  
Foster *educator effectiveness* to assure equity and opportunity for all students.

## Washington State's ESD Network



Nine ESDs. One Network.  
Supporting Washington's  
Schools and Communities.



## Outcomes for today:

- Continue our learning & conversation about equity and access for ALL students.
- Receive updates from NWESD on curriculum, assessment, and content.
- Leave with some new ideas and protocols to use in your district.
- Collaborate with colleagues about your districts

# Leading for Equity: Gayle Everly & T&L Team



Th



# Who are we?

## The NWESD Region at a Glance

<b>Enrollment</b>		
October 2016 Student Count		168,004
May 2017 Student Count		168,267
<b>Gender (October 2016)</b>		
Male	86,596	51.5%
Female	81,408	48.5%
<b>Race/Ethnicity (October 2016)</b>		
Hispanic / Latino of any race(s)	33,769	20.1%
American Indian / Alaskan Native	2,517	1.5%
Asian	11,335	6.7%
Black / African American	4,745	2.8%
Native Hawaiian / Other Pacific Islander	1,028	0.6%
White	102,399	61.0%
Two or More Races	12,197	7.3%

# Graduation Rates Washington State 2016 graduation rates by race

Overview Statewide Summary District Detail Gap Performance Performance Data Analyze Raw Data

Statewide Summary

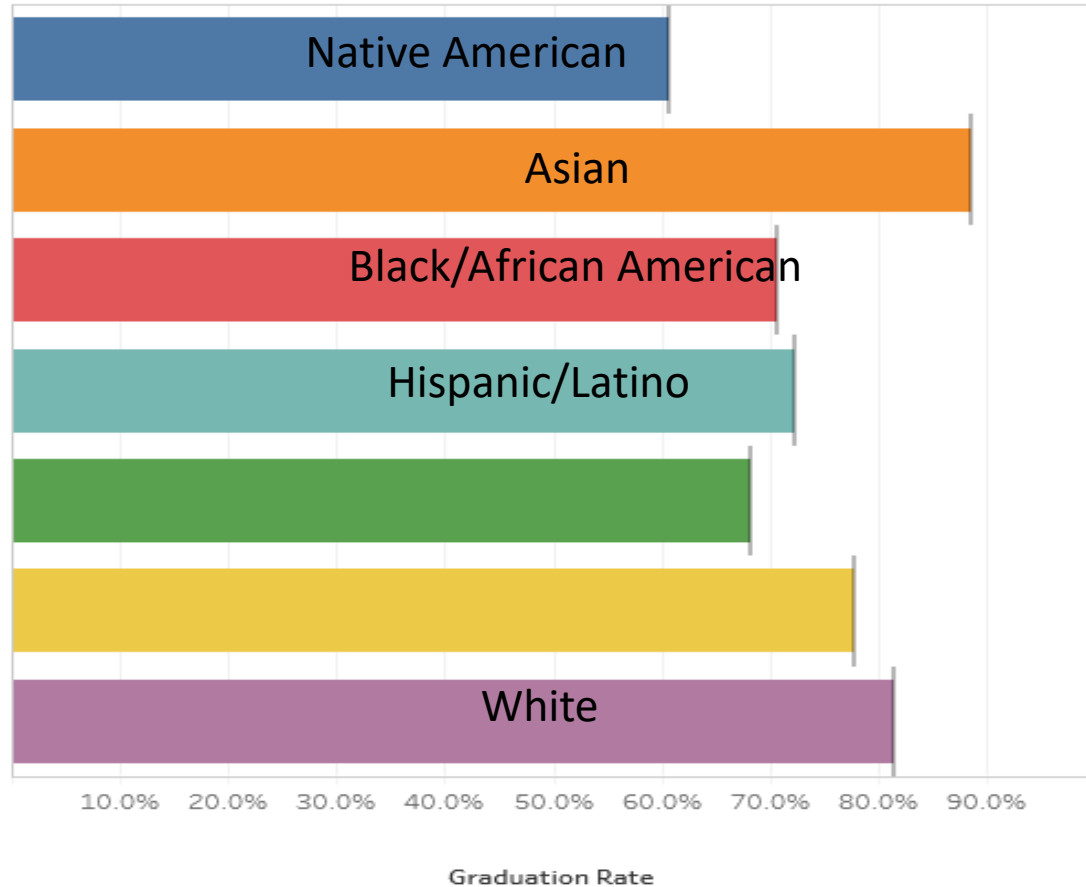
**District Detail**

Gap

Performance

School Year: 2016 Cohort: Four-Year Select District: State Select Subgroups to Display: Race Subgroups

	Cohort Size	Graduation Rate	State Graduation..
American Indian/Alaskan Native	1,264	60.6%	60.6%
Asian	6,124	88.6%	88.6%
Black/African American	3,749	70.7%	70.7%
Hispanic/Latino	15,426	72.3%	72.3%
Native Hawaiian/Other Pacific Islander	720	68.2%	68.2%
Two or More Races	4,849	77.9%	77.9%
White	48,901	81.5%	81.5%



## EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

# Design Thinking

How does the concept of an “average size profile” connect with our thinking about students?

What about our attitudes, biases, and paradigms impacts our understanding of the potential of diverse learners?



# Guiding Question

- What leadership moves do I implement to disrupt and dismantle inequitable practices and systems so that all students have equitable access to resources and achieve at high levels?

THE NORTHWEST  
EDUCATIONAL SERVICE DISTRICT 189



TOGETHER WE CAN...

## Mission

***Together we can...*** promote **equity** and excellence through leadership and service

## Goals

- Provide **quality services** that meet our region's needs
- Prepare students for **college, career and citizenship**
- Foster **educator effectiveness** to assure equity and opportunity for all students.

# Edmonds School District

- Secondary Learning Team Guidance:

***Secondary Student Learning actively engages in practices that seek to disrupt institutionalized racism and inequities in the Edmonds community that impact historically marginalized peoples and impede fair and equitable opportunities for each member.***

# Starting with the Why...

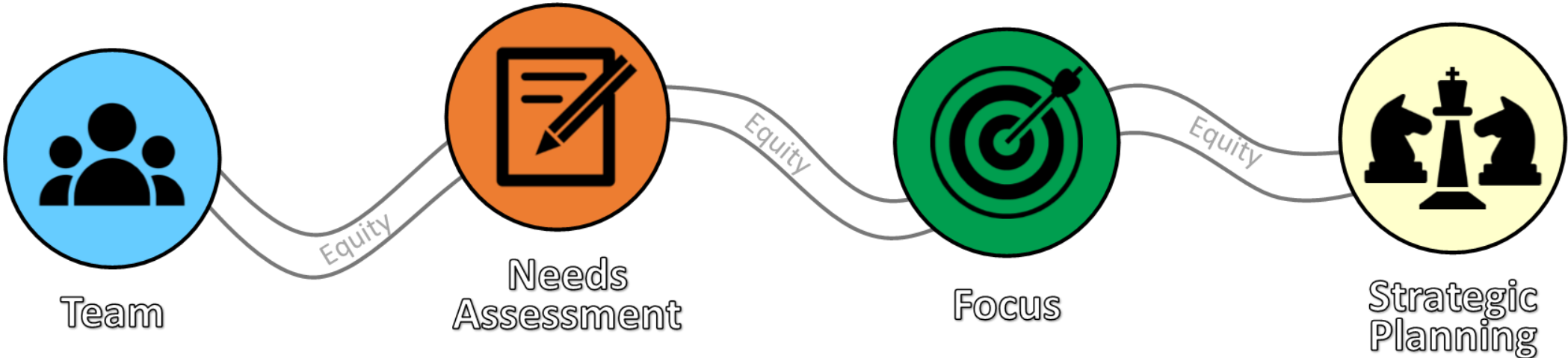
## **Every Student Succeeds Act (ESSA)**

**Pursuing Equity through Closing Gaps**

**Continuous Improvement for All Schools**

Obtain and Retain Effective Educators

Flexibility on Use of Resources



# Team

Mindset

Collaborative

Influencer



# Lasting change is anchored deep below the surface

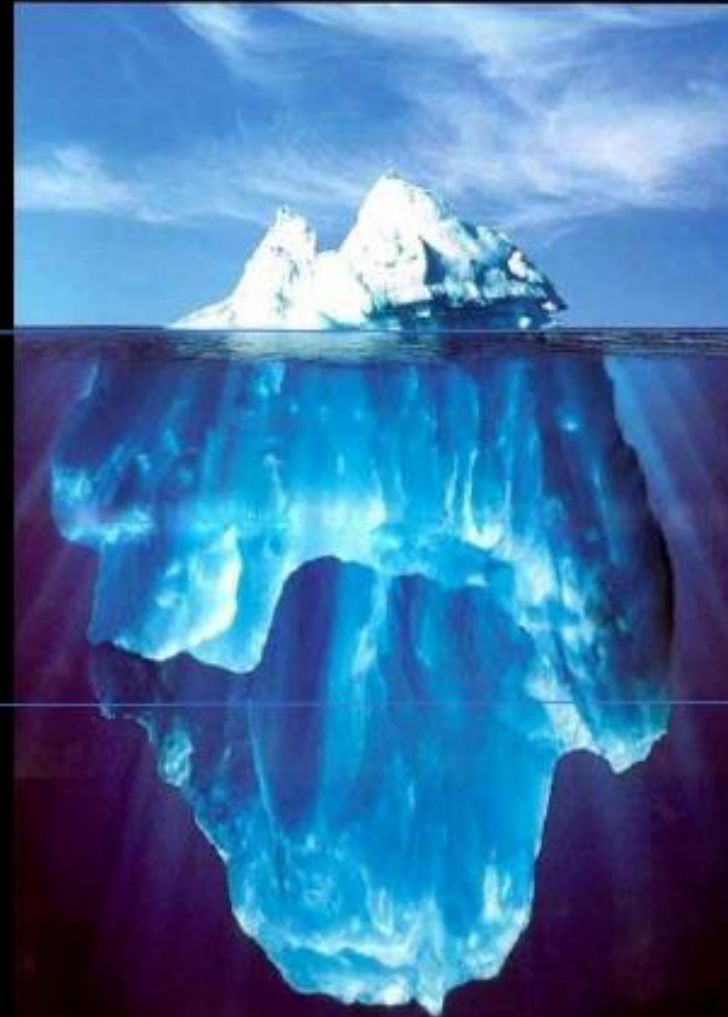
Formal policies, systems, practices, image (what we *officially* do around here)

---

Informal practices & symbolic actions (the way we *actually* do things around here)

---

Beliefs, values & attitudes (how we *really* feel, what we *really* care about)



# Needs Assessment

Data Collection

Data Analysis

Causal Factors





The goal is to turn data  
into information  
and information into  
insight.

# How is Equity Tied to Educational Outcomes?

## Student Achievement Gap

- student groups underperforming as compared to the whole student body

## Opportunity Gap

- not all students and families have access to the attitudes, experiences and supports

## Value Gap

- not all students are valued as much as others in our society

# Conditions for Conversations Around Equity

## Stay Engaged

- don't let your heart and mind check-out

## Experience Discomfort

- agree to experience discomfort so we can deal with issues about race in an honest, reflective way

## State Your Truth

- be honest about your thoughts, feelings and opinions in a way that is true for you

## Expect and Accept Non-closure

- accept that you will not reach closure in your understanding about race and race relations.



**INTENT  $\neq$  IMPACT**



We judge ourselves by our intentions



We judge others by their impact

- Beliefs (WHAT)
- Behaviors (HOW)

**BEHAVIOR + BELIEF = CONSISTENT MESSAGE (Integrity)**

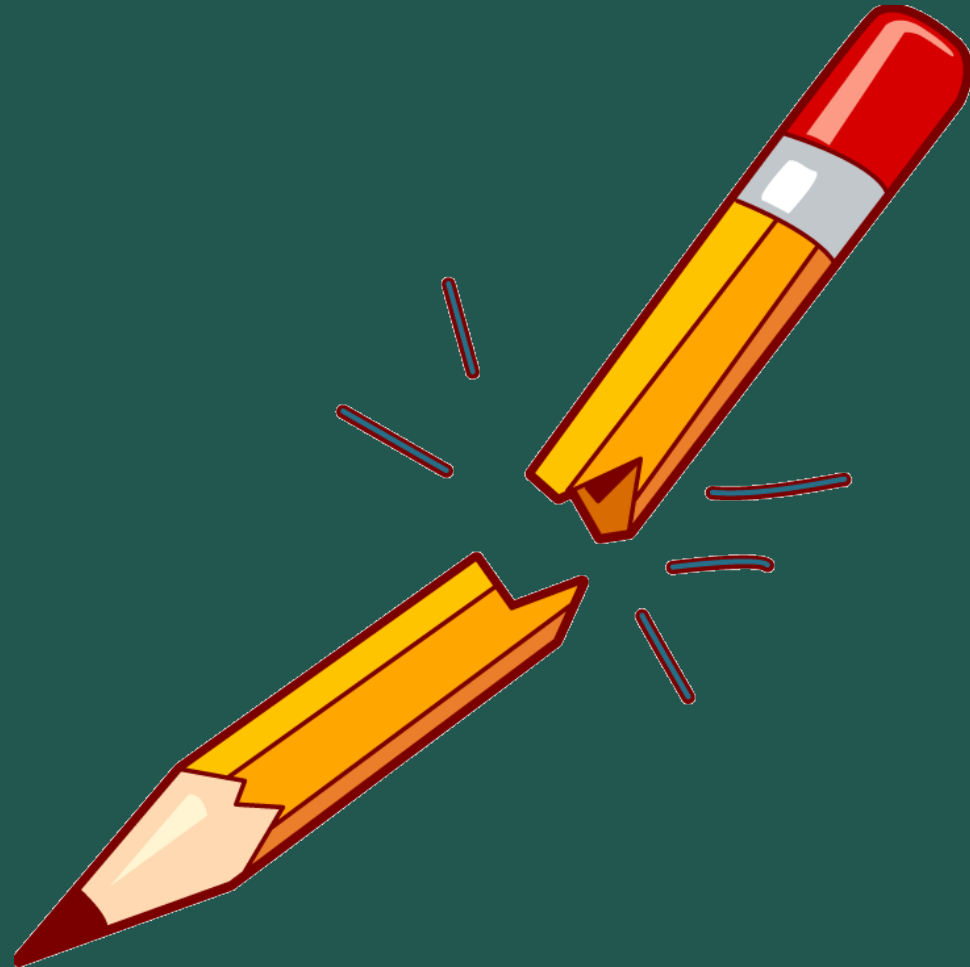
# Foundational Beliefs Activity

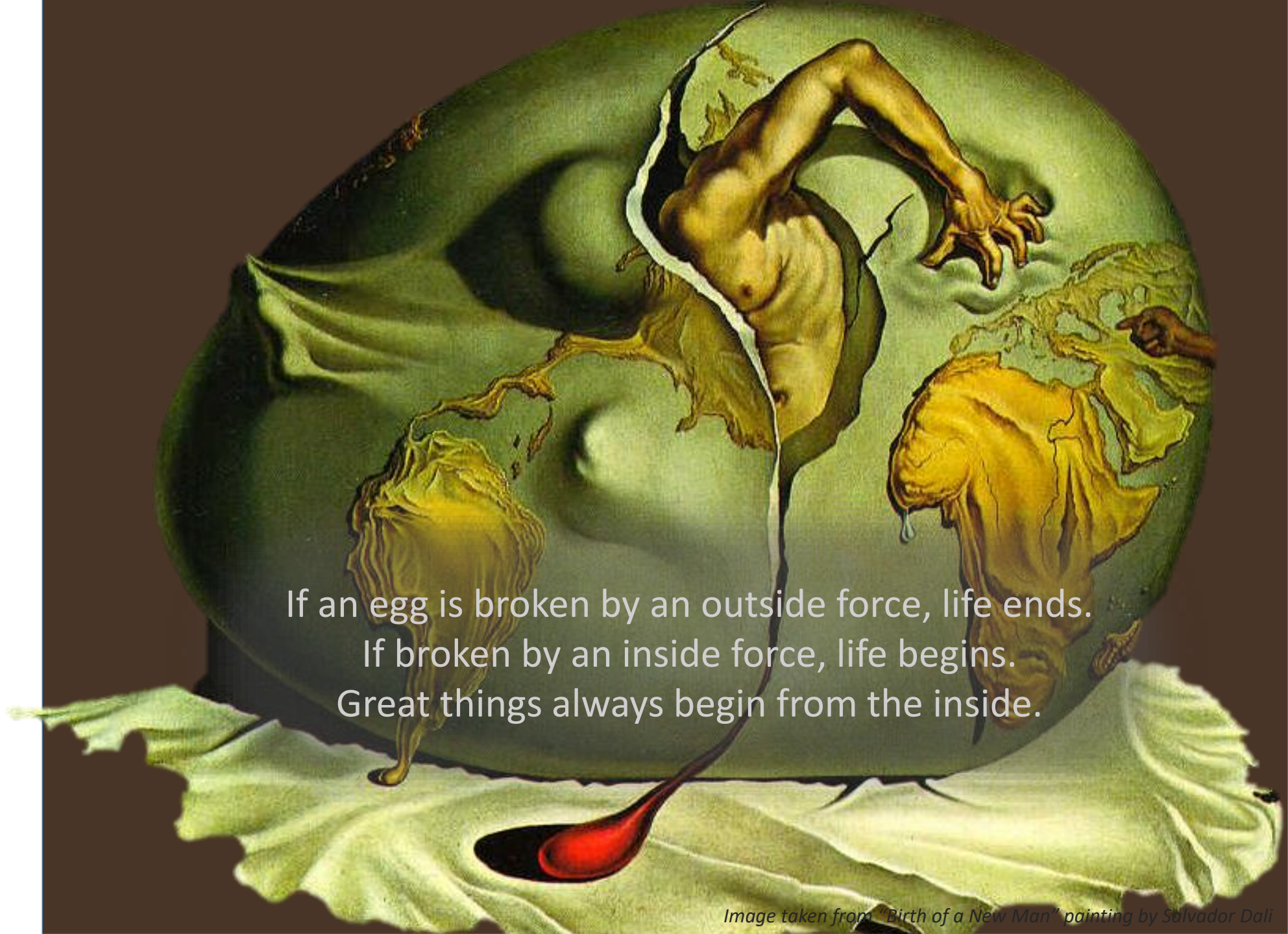
- Individually and silently read the list of belief statements
  - Select 4 that you feel strongly about
- As a team use the larger strips to share individual selections
  - Select 5 shared/agreed upon belief statements
- Teams will share selected statement
- Curriculum Directors' Foundational Beliefs

# “When Good Intentions Aren’t Enough” by Sarah Fiarman

- Organize into groups of 4 Partners A/B and C/D
  - Silently Read your part of the article/ mark your text
    - A/B read pages 10, 12, 13
    - C/D read pages 13, 14, 15
  - Determine 3 most important points of the section you read
  - At signal share your important points with the other partner team
  - As a Team of 4 select the 3 most salient points of the article
- Be Ready to Share your thinking

# Break Time



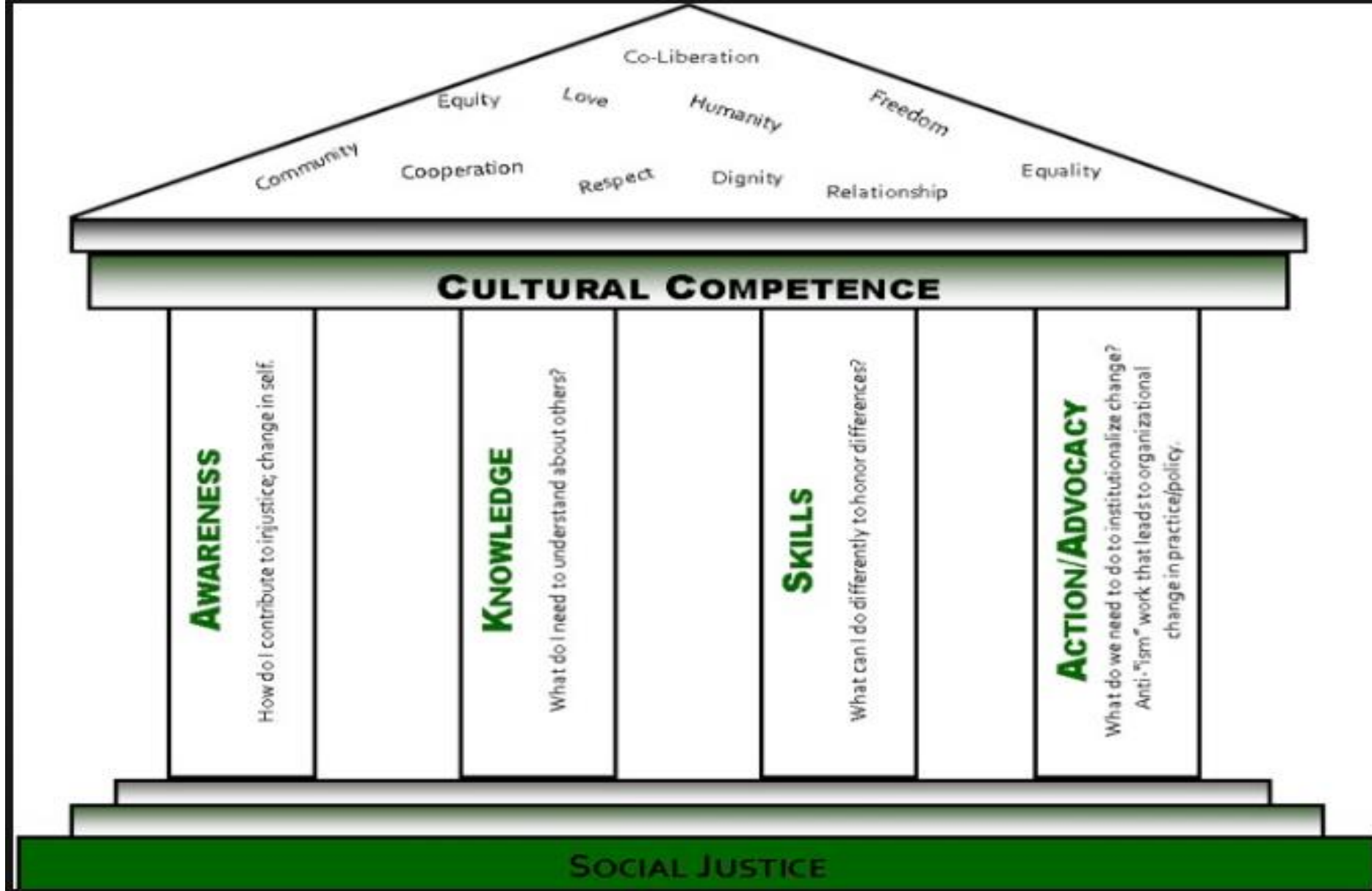


If an egg is broken by an outside force, life ends.  
If broken by an inside force, life begins.  
Great things always begin from the inside.

# Organizing and Sustaining our Equity Work

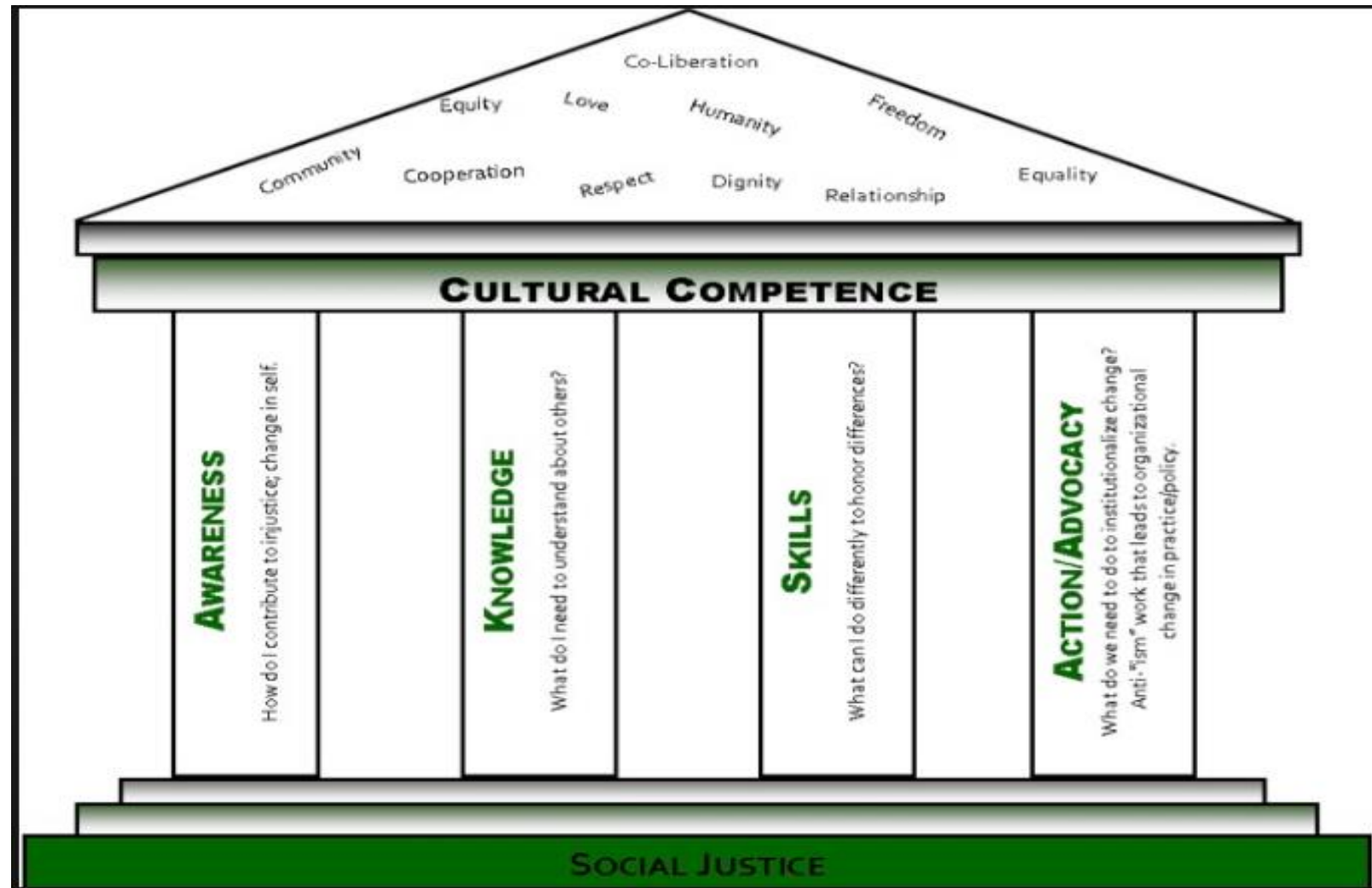
Pillars of Cultural Competency

Cultures Connecting, LLC

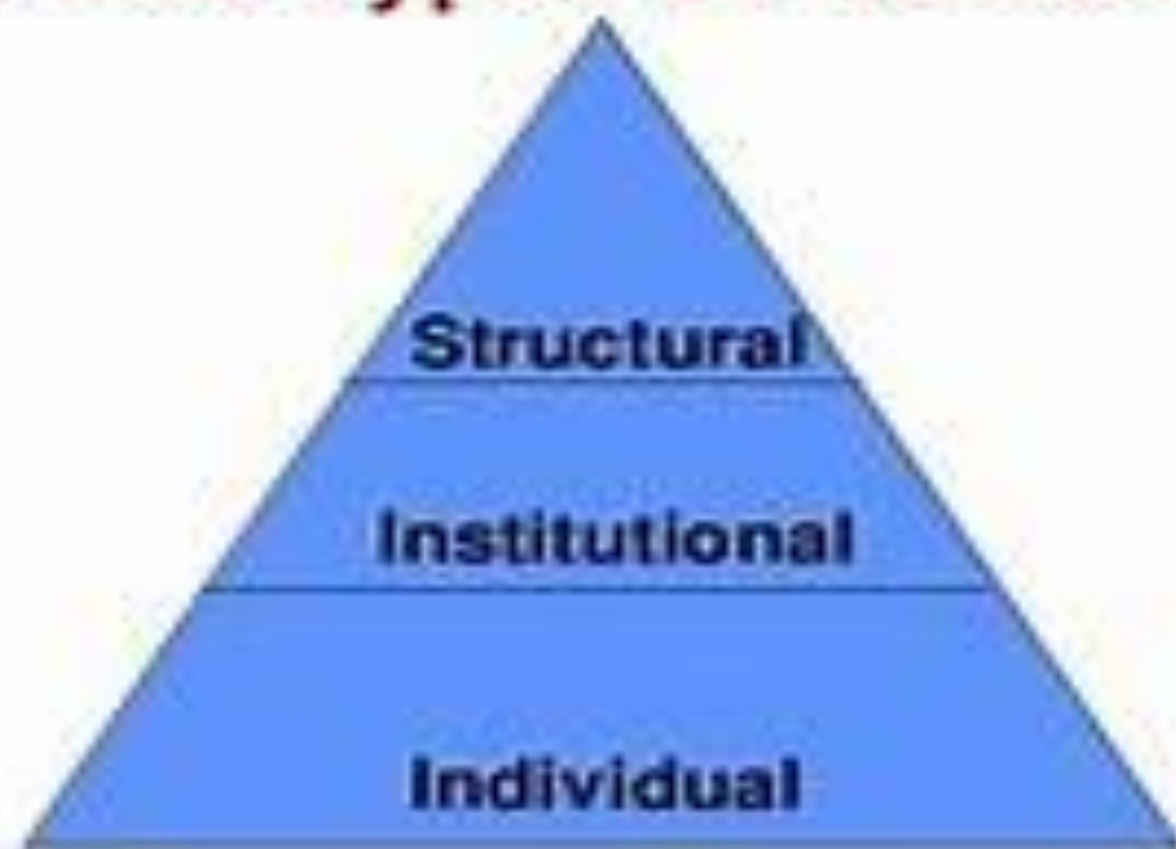


## Self Assessment

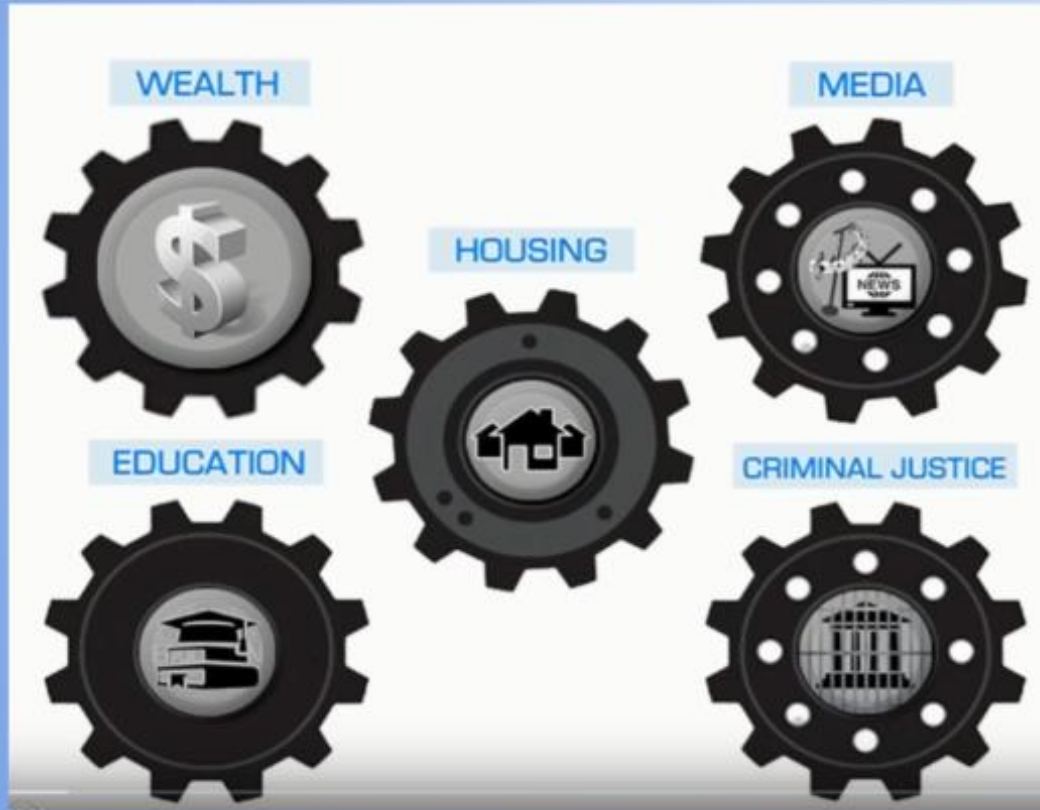
- Write something that you feel confident about associated with one of these areas on a green sticky
- Write something that you feel like you're ready to work on using a pink sticky
- Find someone that you're comfortable sharing with and have a brief conversation.
- Post your notes on the poster



## Three Types of Racism



# Structural Racism: understanding our part as individuals and as educators



**“Racism is a system, not an event”  
- J. Kehaulani Kauanui**

# Systemic types of Racism

- **Institutional**

- Occurs within institutions or systems of power –
- Unfair policies and discriminating practices of institutions (schools, work place) that routinely produce racially inequitable outcomes for people of color and advantages for white people
- Individuals within the institution take on the power of the institution
- School systems that concentrate people of color in the most over-crowded schools, least challenging classes and have least qualified teachers resulting in higher drop-out rates and disciplinary rates for students of color

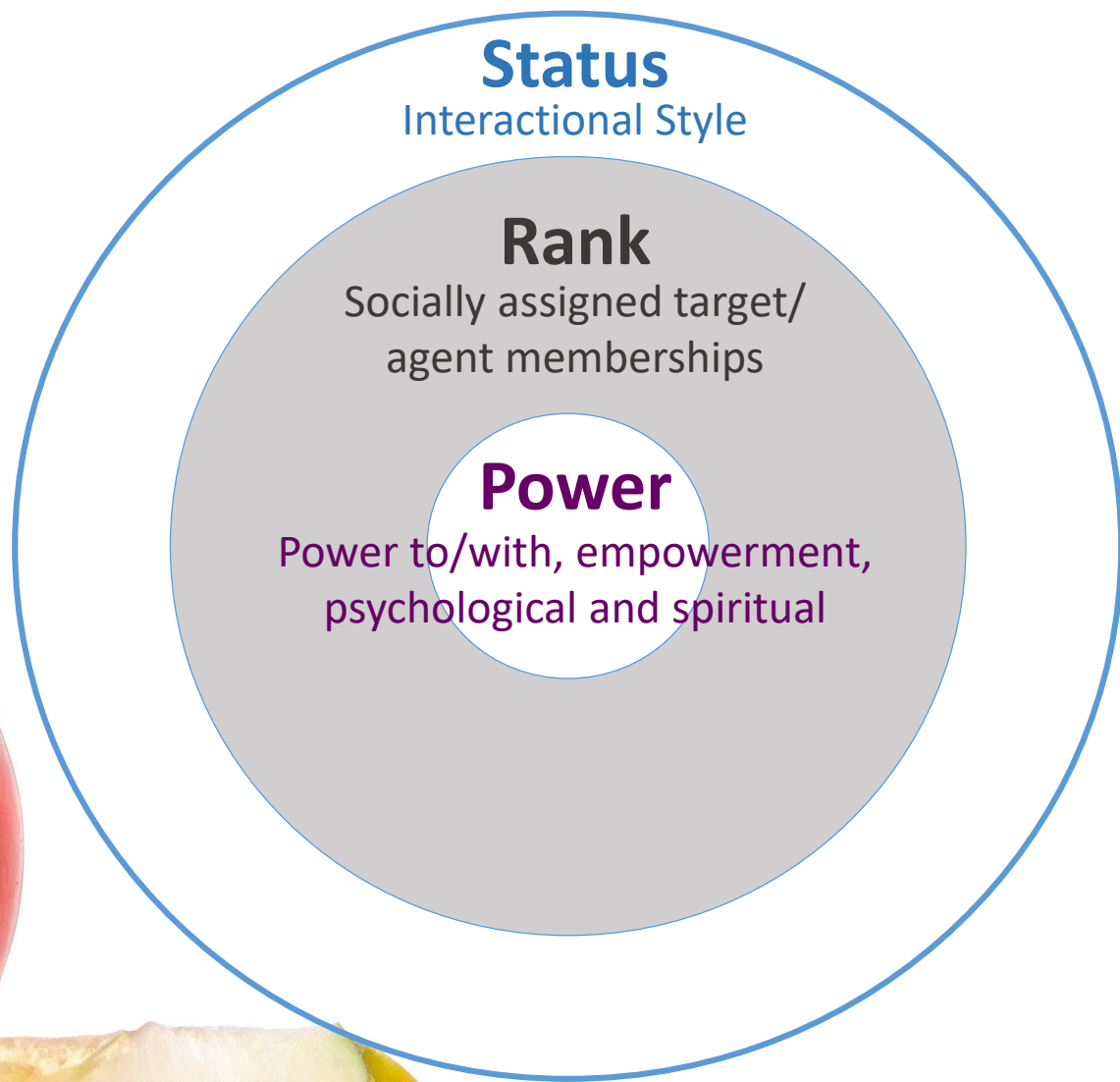
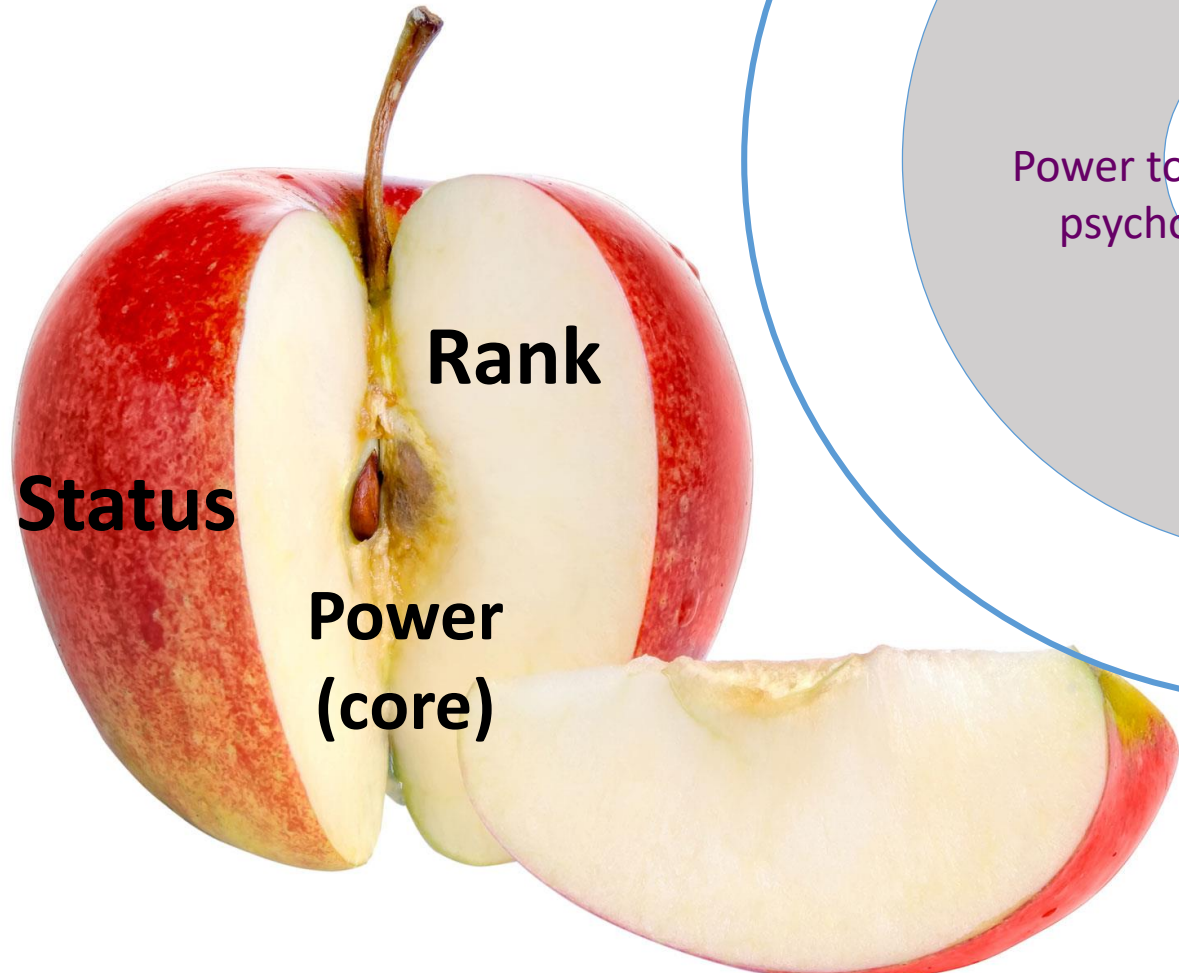
# Individual Racism

- **Internalized Biases**

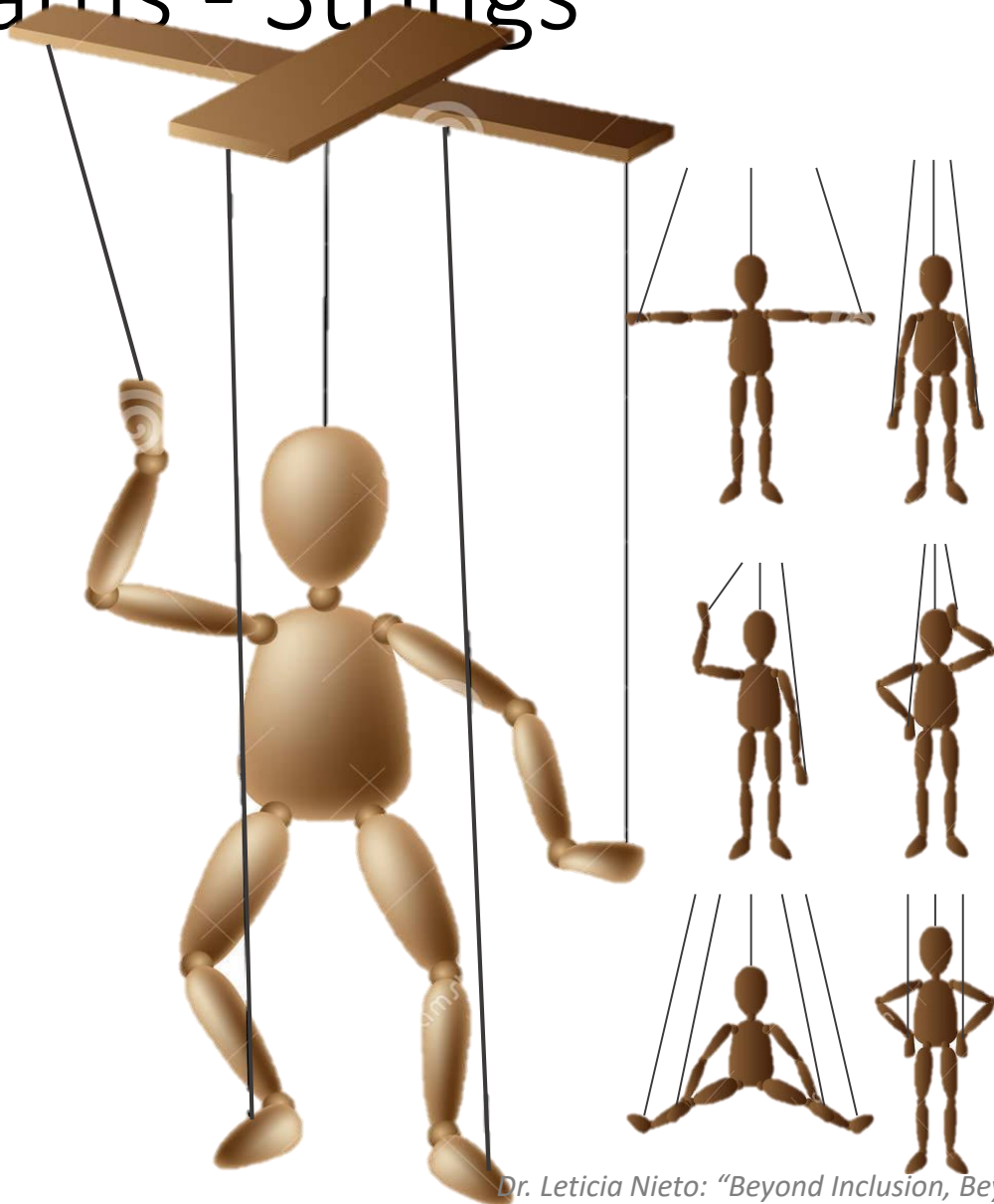
- Private beliefs and about race/racism influenced by culture
- Racial prejudice
- Internalized oppression by people of color and feeling of superiority by white people

- **Interpersonal Biases**

- Occur when people interact and their private beliefs about race influence their public interactions
- Racial slurs, bigotry, hate crimes, racial violence



# Status - Strings



- Observable behavior
- Superficial outer layer of continual, fluid play
  - High status  
*(dominate/assertive, one-up)*
  - Low status  
*(submissive/passive, one-down)*
- Most noticeable when counter to rank
  - *what comedies are made of*

# Rank -

- Socially-assigned, Binary either Agent or Target
  - Agent unfelt (over valued)
  - Target felt (devalued)
- Profoundly unconscious
- Truth: categories are absurd and false
- Reality: rank affects our lives

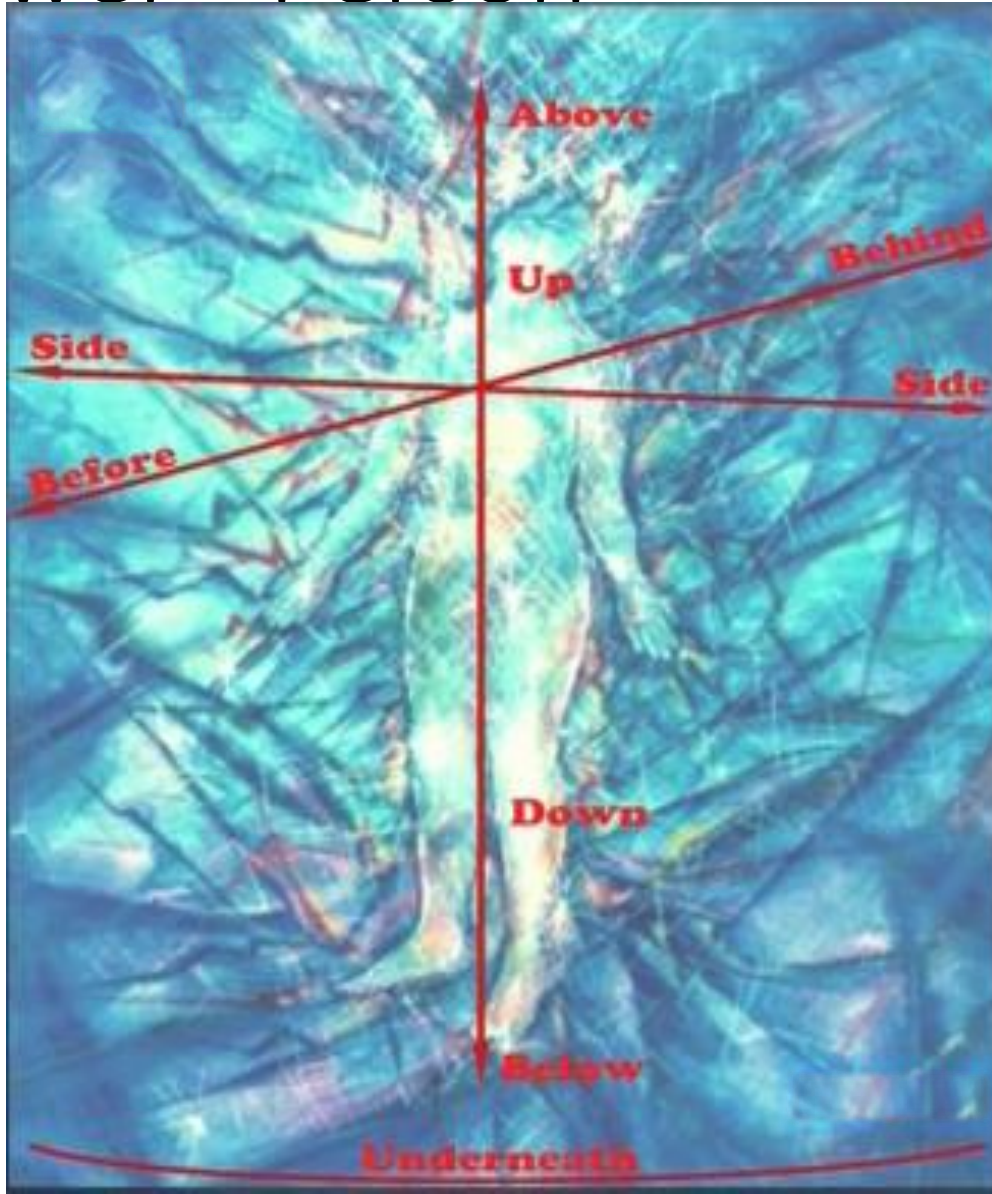
# Rank – ADDRESSING model

We use the acronym "ADDRESSING," developed by Pamela A. Hays, (2001) to remember the categories, as follows:

SOCIAL RANK CATEGORY	AGENT RANK	TARGET RANK
AGE	Adults (18-64)	Children, Adolescents, Elders
DISABILITY *	Able-persons	Persons with Disabilities
RELIGION (relates to religious culture) **	Cultural Christians, Agnostics, and Atheists	Jews, Muslims, and all other non-Christian religions
ETHNICITY	White Euro-Americans	People of Color
Social Class Culture	Middle and Owning Class (access to higher education)	Poor and Working Class (no access to higher education)
Sexual Orientation	Heterosexuals	Lesbians, Gay men, Bisexuals, Queer, and Questioning
Indigenous Heritage	Non-Native	Native
National Origin	U.S.-born	Immigrants and Refugees
Gender	Biologically Male	Female, Transgender, and Intersex

\* Now identified by Hays as "developmental and acquired Disabilities"  
\*\* Now identified by Hays as "Religion and Spiritual Orientation"

# Power - Person



- Connection to that which is greater than ourselves
  - Ancestors/Descendants
  - Peers/Loved ones
  - Earth below/Spirit above
- Genuine center / inner core being



# What Did You Learn?

## **Observers**

- What did you notice?
- What are you learning about power? (use and impact)
- Who has access to what kind of power?

## **Target Assignment (Dinosaur/Old Shoe)**

- What did you experience (externally and internally)?
- What was your source of power? What difference did it make (internally and externally)?
- What insights are you gaining?

## **Agent Assignment (Top Hat)**

- What did you experience (externally and internally)?
- What was your source of power? What difference did it make (internally and externally)?
- What insights are you gaining?

# Reflection on Power

- What are the implications of this for yourself?
- What are the implications of this for the children, families, community and future you serve?

# Our personal development, understanding and ability to grow around issues of racial equity

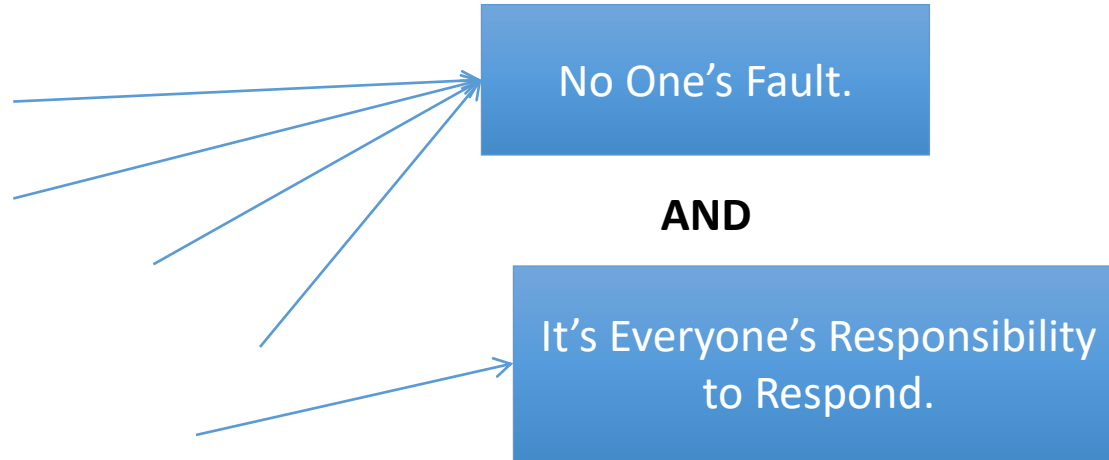
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- Built by exposure to new way of looking at things
- Enhanced by understanding different perspectives
- Developed by our ability to think about our view of equity and
- Our ability to express ourselves and our curiosity in a safe, respectful and growth-minded way



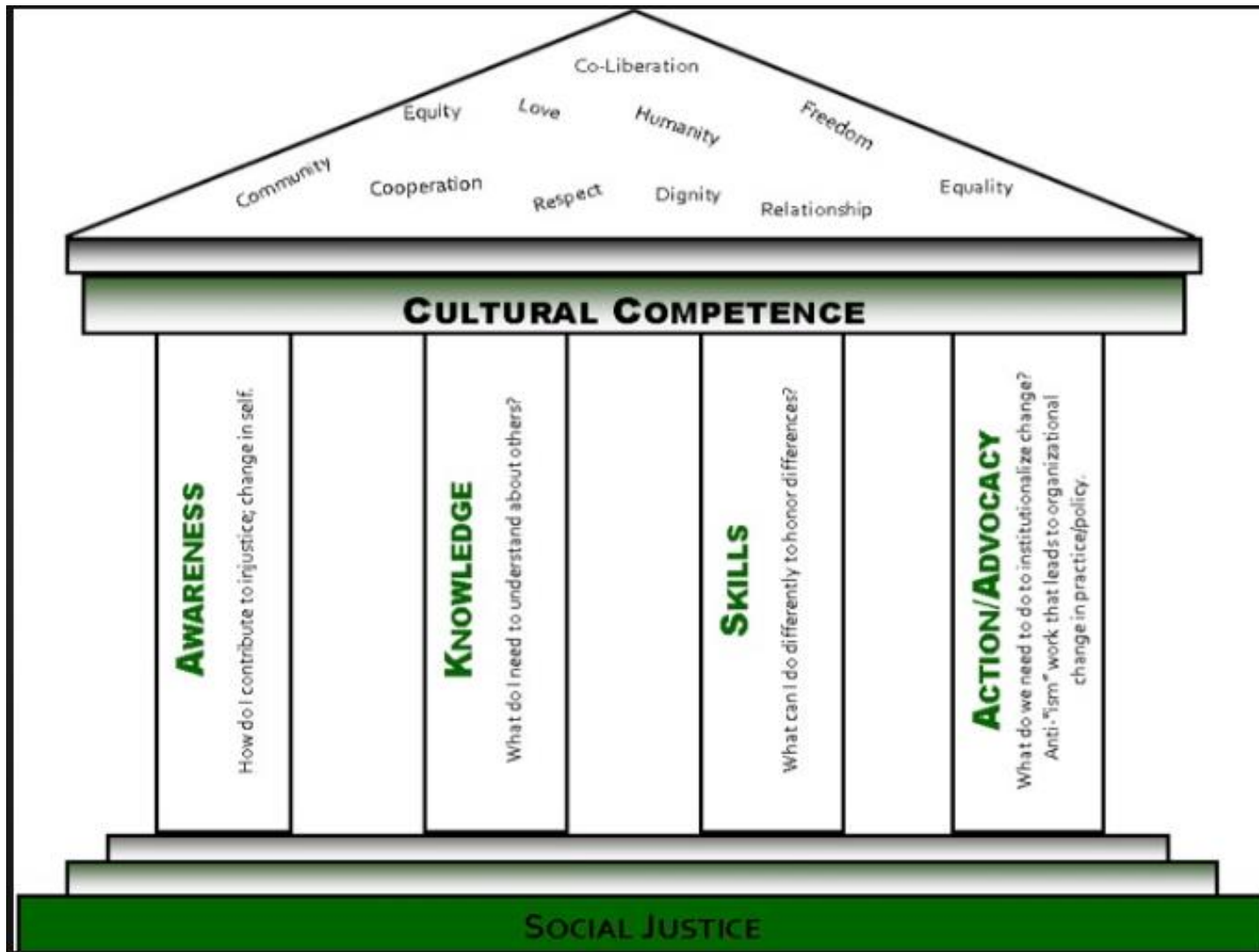
# Important to Realize

- Oppression is ...
  - Omnipresent,
  - Socially conditioned,
  - Profoundly unconscious,
  - Cannot be prevented.
- Majority of time primarily unconscious.



# Our personal development, understanding and ability to grow around issues of racial equity

- Built by exposure to new way of looking at things
- Enhanced by understanding different perspectives
- Developed by our ability to think about our view of equity and
- Our ability to express ourselves and our curiosity in a safe, respectful and growth-minded way



[LINK](#) to  
“Introduction to  
Culturally Relevant  
Pedagogy” video

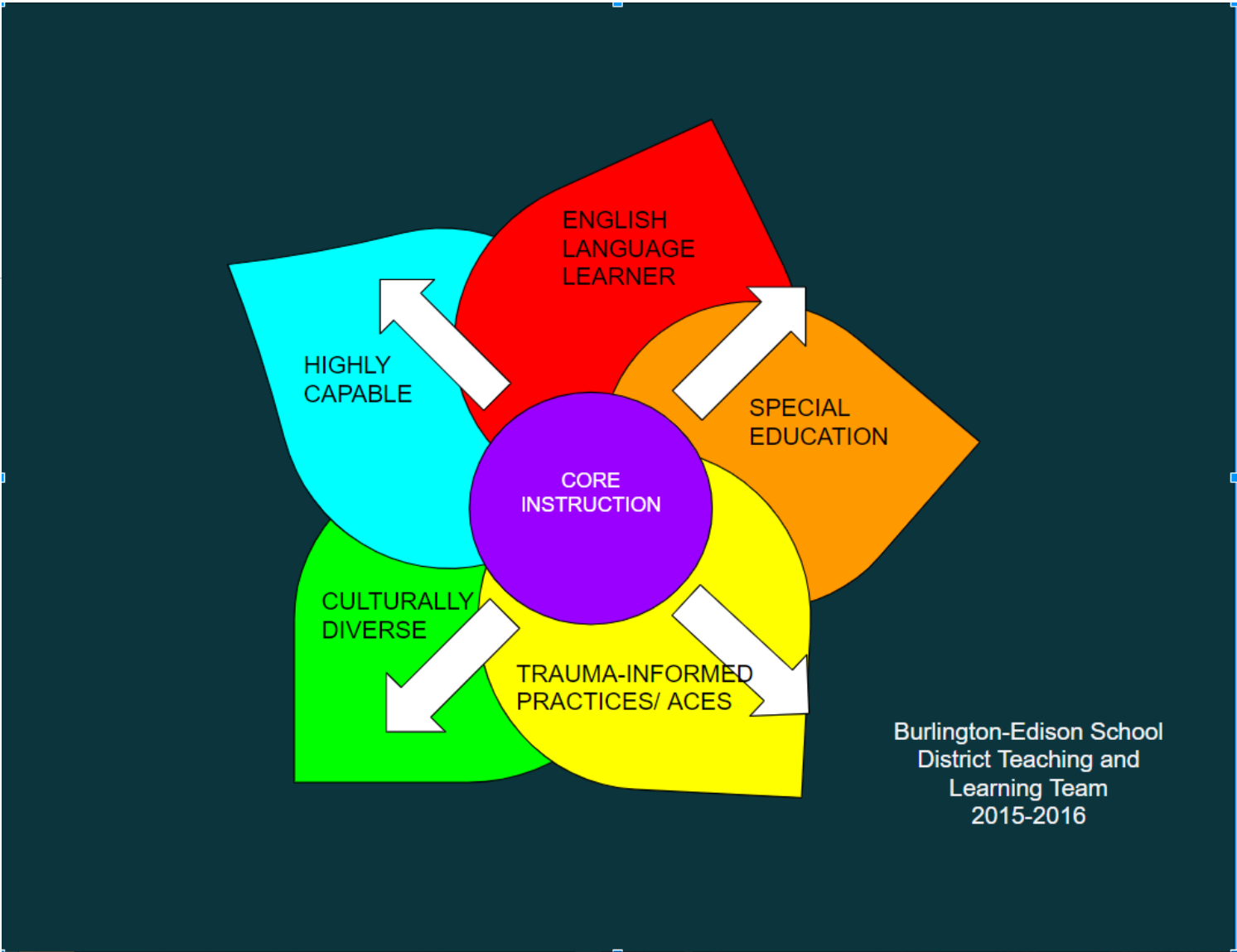


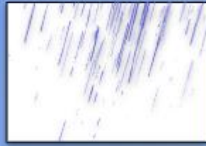
# Designing for the Edges

1. Find the partner with the same number and color as you.
2. Watch the video together and take turns responding to each prompt as it's revealed. If you want to bring something to write a response to each question first, feel free:

- Who are your students who would be considered in the edges?
- In what ways are your instructional programs and learning environments designed to meet their needs?
- In what ways might it need to be adjusted?
- Who else might benefit from those adjustments?







**Rain**  
Culturally Responsive Teaching Methods  
GLAD\* SIOP\*



**Sunlight**  
Proficient Teaching According to Instructional Frameworks



**Mulch/Fertilizer**  
Family Connections

\*GLAD-Guided Language Acquisition Design

\*SIOP- Sheltered Instruction Observation Protocol

\*Instructional Frameworks- Danielson, Marzano, CEL's 5 Dimensions



Students learning Learning in General Education Classrooms

Engagement  
Representation  
Expression  
UDL Guidelines

**Conditions for Equity**

Policies

Awareness of Biases

Meaningful Partnerships with families and communities

Knowledge, Skills, Advocacy and Action for Equity and Inclusion

Educators' Mindsets

Assets/Strength-Based Approaches

Diversity of Teaching Staff



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

12/6/2018

# How do we talk about Equity?

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In your table groups, consider the multiple analogies and ideas about equity that you are aware of and discuss:

Where, and with whom is it essential to talk about equity in your work?

How might you design these conversations back in your districts?

- Which analogies, if any, might support your conversations?
- How might you customize your approach, considering your edges?



Please take the time and  
complete the Reflection.

Thank you for coming!

Questions?