AGREEMENT FOR CONSULTING SERVICES

This Agreement for Consulting Services ("Agreement") is entered into this 7th of April, 2017 (the "Effective Date"), by and between Corwin Press, Inc., a SAGE Publications, Inc. company, with offices at 2455 Teller Road, Thousand Oaks, California 91320 ("Corwin") and West Des Moines Community School District, with offices at 3550 Mills Civic Parkway West Des Moines, IA 50265 ("Customer").

1.   Services. Customer desires to contract with Corwin for the furnishing of services related to the Customer's professional learning needs (the "Services"); and Corwin desires to provide such Services to the Customer as further described in the Proposal attached hereto as Exhibit A.

2.   Term and Termination. The term of this Agreement will commence on October 13, 2017 and will remain in effect for one year or until Corwin has completed the Services described in Exhibit A. Either party may terminate this Agreement without cause upon sixty (60) calendar days' advance written notice. In the event of termination by Customer, Corwin shall be paid any fees then due and expenses incurred as of the effective date of termination including, without limitation, speakers' fees and costs, Corwin's non-refundable travel costs, and non-refundable venue deposits. Said amounts will be paid by Customer to Corwin within ten (10) days of the termination date.

3.   Compensation. Corwin will be paid at the rates outlined in Exhibit A as the limited and actual costs that the Customer agrees to pay Corwin. Customer will pay Corwin all amount due hereunder within thirty (30) days of receipt of invoice.

4.   Warranties. Corwin represents and warrants (i) that it will perform the Services using qualified personnel and in accordance with applicable industry standards; and (ii) that it will comply with any and all applicable rules, laws and regulations, court or administrative orders or decrees of any federal, provincial, local or other governmental unit which has jurisdiction in such circumstance.

5.   Indemnification. Each party will indemnify, defend and hold harmless the other party, its affiliates, and their officers, directors, employees and agents from and against all obligations of any nature whatsoever (including all reasonable attorneys' fees) resulting from a party's failure to perform in accordance with any of the terms of this Agreement.

6.   Force Majeure. Notwithstanding any other provision of this Agreement, in the event that the performance of any obligation under this Agreement by Corwin is prevented due to acts of God or any other cause beyond its reasonable control (including the unavailability of a speaker for an event), Corwin shall not be responsible to the Customer for failure or delay in performance of its obligations under this Agreement. Moreover, in the event a speaker becomes unavailable to attend a speaking event, Corwin may, at its sole discretion, substitute the speaker and/or reschedule the speaking event.

7. Notices. All notices required or permitted hereunder will be in writing and will be sent by registered or certified mail, return receipt requested, to the party to whom such notice is directed, at its address as set forth above, or to such other address as such party will have designated by notice hereunder. Notices will be deemed given on the date received.

8. Ownership/Rights. Corwin will own or hold the necessary rights to any materials or other work product created, developed or distributed by Corwin (or the assigned speakers) under this Agreement including, without limitation, any event handouts or materials (collectively, "Materials"). No rights to any of the Materials shall be conveyed to Customer; provided, however, that Customer shall be permitted to use the Materials solely in connection with the speaking event provided by Corwin hereunder. Moreover, in no event shall Customer be permitted to: (a) alter, reproduce, distribute or otherwise use any Materials provided by Corwin under this Agreement, in whole or in part, in any manner whatsoever; or (b) photograph, audio tape, video tape, or otherwise record or broadcast an event, presentation or any of the Services provided by Corwin under this Agreement, in whole or in part, in any manner whatsoever.

9.   Subcontracting. Corwin may engage subcontractors to perform the Services including, without limitation, speakers to deliver presentations at a speaking event.

10. Additional Services. Customer agrees that any interest for additional Services relating to Customer's professional learning needs will be directed to and contracted with Corwin. For the avoidance of doubt, such Customer interest will not be directed to any Corwin speaker, trainer, or consultant.

11. Miscellaneous. This Agreement constitutes the entire agreement between Corwin and Customer, and supersedes all prior agreements, representations and understandings of the parties whether written or oral. No amendment, supplement, or modification of this Agreement will be effective unless executed in writing by both Corwin and Customer. In the event of a conflict between a term of this Agreement and a term of Exhibit A, the term of this Agreement will control. Additionally, in the event of a conflict between a term of this Agreement and any ancillary Customer document, form or agreement, the term of this Agreement will control. The invalidity or unenforceability of any particular provision of this Agreement will not affect the other provisions, and this Agreement will be construed in all respects as if any invalid or unenforceable provision were omitted. This Agreement may be executed in counterparts, each of which will be deemed the original, all of which together will constitute one and the same instrument. A faxed copy or other electronic copy will be deemed as an original.

Accepted and agreed to by:

Customer   Corwin

_____   _____
Name of Signer: Dave West
Title of Signer: Executive Director, Sales
Date:_____   Date: _____

Exhibit A: See attached Proposal

SUSTAINING AND DEEPENING THE WORK: ADDITIONAL PROGRAM COMPONENTS

1) **Deep Equity Leadership Coaching**

Deep Equity Leadership Coaching will assist the district and school leadership teams in designing and implementing equity and inclusion initiatives tied to the organizational goals and the Deep Equity process. Through the coaching process, your Deep Equity Leadership Coach will:
- Review equity-related policies and processes and assess potential structural barriers and impediments to an inclusive learning environment
- Conduct school equity audits and focus groups to assess and support strategic equity and inclusion outcomes
- Provide anonymous audio interviews of students to help adults better understand student perceptions of their learning environment
- Support School CRT teams in implementing the *Deep Equity* PD process

2) **In-School Support for CRT Teams**

Customized implementation visits designed to support the CRT Teams in their implementation of CRT through their school. Each customized, job-embedded, flexible visit provides specific, focused, and individual attention to the priorities and needs of the school. These visits also provide differentiated professional development that blends all initiatives together so they will be successful as a whole.
Learning Objectives for In-School Consulting days:
- Individualized support for CRT Team administrators and teacher leaders
- Facilitation, Planning, Monitoring, and feedback for implementation of CRT through the school building
- Additional leadership training for the CRT Teams

3) **Video Documentation of the Work**

Full video and audio documentation of the School Leadership Series and/or Youth Equity Stewardship Series implementation throughout one or more phases of implementation. A powerful tool to share with community members, parents, neighboring districts, and other stakeholders as a visual medium of West Des Moines Community Schools's commitment to impacting change and creating a culturally competent environment.

4) **School Board Awareness and Training**

The School Board Awareness and Training Session is intended to provide an overview of the *Deep Equity* process, demonstrate the personal growth dimensions of the work, and explore the Board's role in leading for equity.

5) **Cultural Competence PD for Support Staff**

This workshop will use imagery and stories to invite school support staff to courageously consider how they can best transform their schools and work places for the purpose of meeting the diverse and complex needs of all employees and students. The workshop will explore the challenges of learning to be culturally competent and how we can create the kinds of relationships that will facilitate positive work environments for each of us. Through the workshop you will learn six key ways that we as educators, parents, employees, and community leaders can support both our students and our colleagues in their growth and development related to educational equity and closing the achievement gap. The workshop will encourage us to re-affirm our commitment to "the four chambered heart of public education" that inspires a much deeper accountability than that which is driving much of the political agenda related to education today.

6) **Large Group Keynotes**

The *Deep Equity* consultants are available for a wide range of large group keynotes, including the topics listed below as well as many others:
- Strengthening Educator Buy-in: How to Work Through Resistance
- Sharing Successes and Challenges: Facilitated Reflection on Implementation
- Integrating Initiatives: Aligning the Work to the District Vision
- Engaging Social Dominance/Social Justice: Deeply Exploring Underlying Issues

INVESTMENT SCHEDULE OF PROPOSED SERVICES Year 1

School Leadership Series			
Dates	**What's Covered**	**Attendees**	**Cost**
July 13, 2017	Equity Leadership for Administrators Workshop—Gary Howard and Victoria Romero Project Introduction/Overview/ Strategic Requirements to support the Deep Equity Process	Central Office and a Principals from each school, up to 100 max participants	$14,000.00
2 consecutive days, Fall 2017	Phase 1: Tone and Trust Phase 2: Personal Culture and Personal Journey Phase 4: Classroom Implications and Applications With Victoria Romero and Benjie Howard	5 or more school leaders from each school, and one Central Office Team Up to 100 max participants Culturally Responsive Teaching Teams (CRT)	$20,000 *(includes two consultants for two consecutive days)*
2 consecutive days, Winter 2018	Phase 3: From Social Dominance to Social Justice Dealing with issues of privilege, power, and systemic disparities. Phase 4 Continued: Classroom and Job-Specific Implications and Applications Phase 5: Systemic Transformation and Planning for Change Teams design their Implementation plans for the remainder of the current year and into the next school year. With Victoria Romero and Benjie Howard	All CRT Teams	$20,000 *(includes two consultants for two consecutive days)*
Youth Equity Stewardship Series (YESS!)			
Dates	**Description**	**Attendees**	**Cost**
Fall 2017	Day 1: Personal Culture/Personal Journey	60-80 Youth Leaders	$8,880 *(includes two consultants)*
Winter 2018	Day 2: Social Dominance to Social Justice	60-80 Youth Leaders	$8,880
Spring 2018	Day 3: Creative Expression / Creative Resistance, and Listen Up! Performance to incorporate Parents and Community	60-80 Youth Leaders	$8,880
		Year 1 Total	$80,640.00
	* Note: Cost can be reduced if days are booked consecutively.		

Year 2

School Leadership Series			
Dates	**Description**	**Attendees**	**Cost**
Fall 2018 (one day with two consultants)	Ongoing support as the CRT teams: • implement the 5 phases of the work with teachers in their respective buildings, • lead their entire faculty in doing Action Research projects. • engage in Student-Based Action Research in their own classrooms and arenas of work	CRT Teams	$11,000
Winter 2019 (one day with two consultants)	• report their Student-Based Action Research results to the whole faculty • share their success and challenges with the work	CRT Teams	$11,000
Youth Equity Stewardship Series (YESS!)			
Dates	**Description**	**Attendees**	**Cost**
Fall 2018 (one day)	Day 4: Leadership in Action	60-80 Youth Leaders	$8,880
Winter 2019 (one day)	Day 5: Open Space Dialogue	60-80 Youth Leaders	$8,880
Spring 2019 (one day)	Ongoing implementation and team building support as the Youth Leaders: • work through the Youth Voices Video Guidebook exercises • begin their roles as Equity Mentors within the school • Work alongside the CRT teams to impact school reform	60-80 Youth Leaders	$8,880
		Year 2 Total	$48,640.00

Required Supporting Materials

School Leadership Series

1) *School Leadership Participant Guide* for each participant in the workshop. ($25 per participant)

2) *We Can't Lead Where We Won't Go: An Educator's Guide to Equity* for each <u>school site</u> participating in the training. A great value at $299 per school, it includes:

   • 4 DVDs containing PD activities and 33 school-based video clips showing teachers, administrators, and students engaged in the process

   • Materials for facilitators, with step-by-step instructions for leading group professional learning, plus multiple activities and exercises.

   • PD materials to lead participants through the five phases of the Deep Equity program, covering conversation protocols, self-examination, issues of social dominance and social justice, culturally responsive teaching, and systemic change planning

OR

3) *Deep Equity PD Resource Center: We Can't Lead Where We Won't Go* for each school site participating in the training. A great value at $499 per school, the Center features all the resources from Gary Howard's *We Can't Lead Where We Won't Go* manual in an online platform! Educators will find everything they need for creating conditions in classrooms and schools that will allow every child to succeed. The center includes:

CORWIN
A SAGE Company

- More than 7 hours of video featuring Gary Howard guiding participants through each of the activities, as well as school-based video that depicts Deep Equity in action
- Teacher access to all the handouts, readings, and school-based video.
- Materials for facilitators, with step-by-step instructions for leading group professional learning, plus multiple activities and exercises
- PD materials to lead participants through the five phases of the Deep Equity program, covering conversation protocols, self-examination, issues of social dominance and social justice, culturally responsive teaching, and systemic change planning.

A formal quote will be provided to include shipping costs upon proposal approval.

Youth Equity Stewardship Series

1) *YESS! Participant Workbook* for each participant in the workshop. A great value at $25 per participant, it includes:
   - Overview of the YESS! curriculum and the five phases of *Deep Equity*
   - Borderless musical album and song lyrics (each song has lyrical and thematic links to one of the 5 phases)
   - Small group discussion guidelines
   - Activity guidelines
   - Space for participants' notes, creative expression and reflections

A formal quote will be provided to include shipping costs upon proposal approval.

THE CORWIN PARTNERSHIP

Corwin looks forward to partnering with West Des Moines Community Schools to bring systemic change through Cultural Competence and Culturally Responsive Teaching and Leadership via Gary Howard's *Deep Equity* program. Corwin is uniquely qualified to support this work:

- Corwin's strong presence in PK-12 professional learning; its deep research and evidence-based foundation; its expansive higher education and academic reach in the field of education through its parent company, SAGE Publications; its discipline and commitment to editorial quality; and its collaborative approach to publishing, co-marketing, membership/core constituency service, and other professional development activities make Corwin a strong match to support school change.

- Corwin is an independently owned company with considerable expertise in producing premiere professional development resources to equip educators with innovative tools they need to improve teaching and learning. Corwin believes that every child deserves an excellent PK-12 education and that it has a responsibility to contribute to that excellence by positively impacting professional practice in schools. In keeping with this belief, Corwin holds itself to a standard of excellence by understanding that education is the cornerstone of any healthy society and priding itself on developing high-quality content that emphasizes equity in education for all – this is the basis for true school climate turnaround.

- Corwin was established as a division of SAGE Publications in 1990 as a publisher of practical, research-based books for K–12 educators. For more than twenty years, Corwin's core strength has been in connecting authors and experts who have great ideas to school districts in need of solutions. Today, books are still at the center of what Corwin does, but schools and publishing technology have evolved, and so has Corwin. It has gone "Beyond the Book!"

- With its new focus on multimodal publishing and professional development services, Corwin is able to offer school districts not just books, but also digital collections, online courses, on-site professional development, institutes, and webinars. Today, Corwin is a true partner with school districts for long-term, sustainable professional development.

- **Corwin has a proud history of publishing professional development resources that support cultural competency for educators.** Among its earliest publications were titles such as *Celebrating Diverse Voices: Progressive Education and Equity* (1992) and *Children With Limited English: Teaching Strategies for the Regular Classroom* (1994). Today, its publishing program produces more than a dozen books per year on the topics of diversity, equity, English language learners, and cultural competence.

- Among its most significant achievements is the development of a suite of products in partnership with author-experts Randall B. Lindsey, Delores Lindsey, Gary Howard, Bonnie Davis, Diana Stephens, Kikanza Nuri Robins, and Raymond D. Terrell around the concept of Cultural Proficiency. The School Climate and Cultural Proficiency suite was once a single book on an introduction to cultural proficiency for school leaders. Now, this body of work encompasses more than a dozen books, a series of eCourses, on-site consulting, and national and regional Institutes. Through Corwin's partnership with its authors and work in school districts across the country, the tools and concepts of Cultural Proficiency have been embedded in schools from Santa Maria, California, to Howard County, Maryland, to Manitoba, Canada. Today, the Culturally Proficiency suite of products and trainings provides the practical strategies, tools, and resources needed to successfully implement cultural proficiency throughout an organization.

CONTACT INFORMATION

I look forward to reviewing this comprehensive but preliminary proposal with you to ensure it provides West Des Moines Community Schools with only the best solution toward the next step in its journey toward equity and culturally responsive teaching.

Liz Monsma
Regional Sales Manager, West and Midwest
liz.monsma@corwin.com
805.410.7119

APPENDIX I: DEEP EQUITY CONSULTANTS

GARY HOWARD
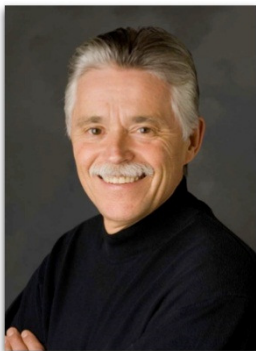
For over 40 years, Gary Howard has been supporting individuals and organizations in their efforts to achieve greater equity and social justice in their professional practices and systemic outcomes. Whether it is through keynote speeches, workshops, leadership institutes, online courses, or writing, his central guiding passion is to help create schools and communities that serve our children well and strengthen the foundation of pluralistic democracy.

For the past 15 years, Gary has been developing the next generation of his work with school districts, universities and independent schools throughout the nation. This is the work that goes beyond cultural awareness, beyond multicultural content, and beyond mere conversations about differences. This is the deeper work of personal, professional and systemic transformation for the purpose of achieving social justice and equity in our schools and our nation.

Gary completed his undergraduate studies in Cultural Anthropology and Social Psychology at Yale University and did graduate work in ethics and social justice at Yale Divinity School. He has served as an Adjunct Professor at both Western Washington University and Seattle University. He holds a Master's degree in education.

Gary has provided extensive training in cultural competence and culturally responsive practice to schools, universities, social service agencies, and businesses throughout the United States and Australia. He is the author of numerous articles on race, justice, and multicultural issues and has developed collections of curriculum materials that are being used internationally. His acclaimed book, *We Can't Teach What We Don't Know* (Second Edition, 2006), was published by Columbia University and is considered a groundbreaking work examining issues of privilege, power, and the role of White leaders and educators in a multicultural society.

A central focus of Gary Howard's current work is to lead equity leadership institutes based on the five phase *Deep Equity* framework. The purpose of this training is to provide educational organizations with the internal capacity to deliver high quality professional development for social justice and systemic change. Mr. Howard is frequently asked to deliver keynote addresses at regional and national conferences. In these presentations he draws on a wide range of experiences and travel exploring diversity and social justice issues with leaders from many cultures around the world. Mr. Howard's speeches employ rich imagery and stories drawn from his experiences in a multicultural/multiracial family and from his many years leading white water diversity workshops on the Colorado River in the Grand Canyon.

BENJIE HOWARD

Benjie Howard grew up in a remodeled barn in the foothills of the North Cascade Range of Washington State, with a vast wilderness outside the back door. He went to school in his mother's one-room country schoolhouse, where she offered an arts-based Waldorf education to rural kids.

In the early 1990s, Benjie left the Northwest for the Colorado River in Grand Canyon. There he began a twenty-year career as a boatman and wilderness educator. Inspired by the majestic desert landscape, the cultural diversity of the Southwest, the storytelling and American roots musical culture of boatmen, he began writing songs and later touring as a musician.

In 2003, Benjie co-founded New Wilderness Project with his brother-in-law, Maketa Wilborn. They created a multimedia musical performance and began touring high schools across the United States. They also developed an arts based curriculum and a "Youth Voices" leadership program to engage young people in conversations about diversity, social justice, anti-bullying, and environmental stewardship.

With Benjie's leadership, New Wilderness Project has performed and presented programs in 22 States, partnering with schools, universities, and nonprofits. He has recorded two albums of original songs and is currently in the studio with his musical partner, Wade Colwell-Sandoval, working on the third. Wade and Benjie created Borderless in 2013, a touring live performance exploring the intersections of wildness, social justice, indigenous rights, spirit, education, and the interconnectedness of humanity and nature. He has finished his first book of poetry, *Separation Point: At the Edge of Wildness,* due to be published in 2015. He has recently joined his father in partnership with Corwin Press to support the release of Gary Howard's new manual and systemic change process, *We Can't Lead Where We Won't Go: An Educator's Guide to Equity*. Benjie continues to guide wilderness expeditions and he currently lives in Bellingham, Washington, with his wife and 2 children.

WADE COLWELL-SANDOVAL

As a creative catalyst, "artivist" and education/leadership consultant, Wade credits his mother Catalina, a painter/sculptor, for fostering an affinity for his indigenous Raramuri roots and his grandfather, Anthony Quinn, a legendary barrier-breaking actor, for modeling passion for artistic expression.

Bridging the arts with education and social justice has been more than a two-decade journey. After receiving a B.A. from Stanford University and Post-Bac from the University of Arizona, Wade began an adventure as an agent of change from both within the school system and from the outside as a consultant to educational institutions. Through this balance of experience, Wade has developed a lens for the challenges and possibilities of systemic transformation in the areas of culturally responsive leadership, equity and inclusion.

Within the traditional academy, Wade has been a middle and high school classroom teacher, student government advisor, service-learning coordinator, K-12 curriculum designer for Mexican/American / Raza Studies, program developer and resource teacher for Tucson Unified School District, Educational Director for Community for Youth mentoring program with Seattle Unified School District, Community Engagement Director for UApresents at the University of Arizona and Varsity Soccer Coach for high school girls and boys. Wade's visionary initiatives outside of educational institutions include being both the Co-Creator of New Young City (a television program celebrating creativity around the world sparking social change) and the Co-Founder of Funkamentalz (a hip hop oriented program connecting popular music to academic content and high-order learning).

APPENDIX II: SCHOOL LEADERSHIP SERIES PHASE DESCRIPTORS

1) **Phase 1: Tone and Trust**

   Purpose:
   - Strengthen educators' capacity for authentic conversation about difficult topics related to equity, social justice, and the improvement of their practice.
   - Provide students with the space, the climate, and the empowerment to articulate their experiences and have their voices heard and respected.

   Outcome Objectives:
   - Forming a community of engaged adult and student learners.
   - Building a climate of constructive collaboration.
   - Overcoming past resistance to "diversity work."
   - Transcending the rhetoric of shame and blame.

   Sample Tools and Takeaways for Phase One:
   - The **Community Agreements** activity defines the parameters for inviting students and adults into a safe and respectful space for sharing their experiences of schooling.
   - The **Questions to Consider** strategy models how to engage educators in open conversations about persistent inequities.
   - The **Tone and Trust Assessment** process gathers real-time data about the climate of your school.

   Note: The activities and discussions offered in Phase One are designed to moderate the defensiveness and resistance people often bring to equity work, as well as to prevent the kind of "here we go again" responses. The goal is to have participants feel that the work is real, that is not coming from a place of shame and blame, and that they can bring their truth to the conversations, rather than their cynicism or political correctness. It is in this stage that leaders provide an environment that is safe enough for people to risk moving past their edges. The goal is for participants to be able to say, "I look forward to these sessions because we get to talk honestly with each other about what's really happening in our schools."

2) **Phase 2: Personal Culture and Personal Journey**

Purpose:
- Foster dynamic and open sharing of cultural stories and experiences between and among educators and students.
- Clarify the meaning and importance of adult cultural competence as a key factor in the educational success of students.
- Encourage and support educators and students in their growth toward greater cultural competence.
  Outcome Objectives:
- Acknowledging each person's unique cultural narrative.
- Providing a functional definition of cultural competence.
- Clarifying the process of growth toward cultural competence.
- Connecting adult cultural competence with student outcomes.

Sample Tools and Takeaways for Phase Two:
- The **Culture Toss** simulation demonstrates how lack of inclusivity in school climate can cause both adults and students to bring less than their full energy and focus to the classroom.
- A clear and concise **Definition of Cultural Competence** provides a foundation for guiding personal and professional growth.
- A brief **Summary of Stereotype Threat Research** demonstrates the critical importance of adult cultural competence for the purpose of engaging your most marginalized students.
- **Personal Growth Projects** create a year-long action-research process for strengthening the cultural competence of each adult in the school.

  Note: This phase is intended to recognize and honor the personal racial and cultural narratives of each member of your staff. Everybody has multiple and complex stories and experiences related to the many dimensions of difference. It is not only our students who bring diversity to schools; every adult in the building also has a unique journey that deserves to be recognized and valued. The reason this phase is especially important is that once the staff grows in their capacity to share and hear each other's stories, they will be more able to attune their personal and professional attention to the many narratives that the students bring with them into the school experience. The greater will be capacity to respond effectively to students' needs. This is the power of cultural competence and culturally responsive teaching; it is all about our capacity as adults to be real in the presence of our students.

3) **Phase 3: From Social Dominance to Social Justice**

  Purpose:
- Identify the deep historical roots of today's educational inequities.
- Confront issues of privilege, power, and oppression embedded in your school culture.
- Inspire educators and students with a vision for social justice and a commitment to positive change.
  Outcome Objectives:
- Exploring issues of privilege, power, and difference.
- Understanding the dynamics of social dominance.
- Linking issues of dominance to current educational inequities.
- Creating strategies for moving from dominance to social justice.
  Sample Tools and Takeaways for Phase Three:
- The "**We, the People**" activity provides a direct and kinesthetic experience linking the actions of the Founding Fathers to the creation of today's educational disparities.

- The follow-up **Reflective Conversation** demonstrates the diversity of adult and student perspectives regarding how far we have come as a nation and as school district in achieving the vision of freedom, justice, and equality for all.
- The **Guessing Game Simulation** vividly and viscerally demonstrates the ways that students experience systems of privilege and preference in the school setting.
- The **Privilege and Power School Assessment** identifies the evidence of inequities in your school/district and elicits strategies for addressing those inequities.

Note: In Phase Three of the work, the historical and contemporary dynamics that have created and sustained systems of oppression, marginalization, and inequity are explored. The assumption underlying this part of the work is that educational inequities cannot be eliminated without first understanding the causes of those inequities. And we cannot understand the causes without talking about issues of race, class, gender, sexual orientation, language diversity, and special needs, as well as racism, classism, sexism, and heterosexism. It is not sufficient to provide teachers and leaders with a solid foundation of instructional strategies, powerful curriculum, and a Common Core focus on outcomes. Even with these interventions in place, systemic inequities will persist unless they are addressed consciously and directly.
The work is not only theoretical, but moves directly to the ways these realities are functioning on a daily basis within the culture of the school, within classroom practices, and within the individual belief systems of teachers, leaders, and support staff.

4) **Phase 4: Classroom Implications and Applications**

Purpose:
- Provide a clear structure for moving from theory to practice.
- Transform classroom interactions for the purpose of every student's growth and achievement.
- Engage students and adults in creative collaboration for greater inclusion, equity, and excellence.

Outcome Objectives:
- Reinforcing adult-student relationships as the key to achievement
- Acknowledging classroom successes, challenges, and roadblocks.
- Applying the Seven Principles for Culturally Responsive Teaching.
- Implementing action research for inclusion and equity.

Tools and Takeaways for Phase Four:
- The **School Outcomes Assessment** stimulates a lively discussion highlighting the broad range of faculty perceptions regarding your school's effectiveness in reaching your most marginalized students.
- The **Definition of Culturally Responsive Teaching (CRT)** and the **7 Principles for CRT** clarify the teacher behaviors and classroom interactions that are most effective in reaching the full spectrum of diverse learners.
- The **CRT Study Groups** activity demonstrates the many ways your teachers are already implementing the 7 Principles for CRT, as well as identifying the possible barriers and missed opportunities they are creating in their classrooms.
- The **Model Classroom Lesson Video** demonstrates the power of CRT strategies in actual school settings.
- The **CRT Action Research Project** requires each teacher to identify one of the 7 Principles for CRT that they would like to strengthen in their own practice.
- The **Learning From and With Colleagues** process creates an "each-one-teach-one" opportunity for teachers to share their strengths related to CRT and grow their practice in new ways.

Note: Phase 4 is where the work moves directly into professional practice, how cultural competence and culturally responsive teaching show up in the classroom and the culture of the school. It is the

focus for most of the work. Whereas Phases One through Three are designed to build the *passion* for change, Phase Four provides the *conceptual framework* and the *strategies* for that change.

At the center of the Phase Four are the Seven Principles for Culturally Responsive Teaching.

7 Principles for Culturally Responsive Teaching:

1. Students are affirmed in their cultural connections.
2. The teacher is personally inviting.
3. Learning environments are physically and culturally inviting.
4. Students are reinforced for academic achievement.
5. Instructional changes are made to accommodate differences in learners.
6. The classroom is managed with firm, consistent, caring control.
7. Interactions stress collectivity as well as individuality.

The Principles are a set of professional guidelines and behaviors that teachers can connect to research-based instructional practices that the school may already have implemented. Whether it is differentiation, Response to Intervention, Positive Behavioral Interventions and Supports, guided reading, Charlotte Danielson's framework, Robert Marzano's model, Professional Learning Communities, or any of the other initiatives presently being implemented in the school and district, teachers need an integrative structure to bring these things together and make sense of their work. This integrative structure needs to account for the racial, cultural, socioeconomic, linguistic and other differences the students bring to the classroom. The Seven Principles for Culturally Responsive Teaching provide that integrative structure and serve as the connective tissue that allows teachers to make sense of their work and bring together all other classroom initiatives.

5) **Phase 5: Systemic Transformation/ Planning for Change**

Purpose:
- Assess your Equity and Inclusion successes and challenges as a school and as a district.
- Place Cultural Competence and Culturally Responsive Teaching at the heart of your overall school improvement efforts.
- Create a clear roadmap for next steps with your *Deep Equity* work.

Outcome Objectives:
- Identifying organizational barriers to equity and inclusion.
- Applying a three-stage model for organizational transformation.
- Action planning for staff development and systemic change.
- Creating a holistic integrated approach to school improvement.

Sample Tools and Takeaways for Phase Five:
- The **Organizational Kudos and Challenges** conversation provides an interactive process for identifying successes and roadblocks in your work toward inclusion, equity, and excellence.
- The **Dealing with Resistance** activity supports your district leadership and CRT Teams in identifying and proactively responding to the resistance that inevitably surfaces in any authentic efforts to confront issues of privilege, power, and disparate equity outcomes.
- The **Professional Development Planning Guide** supports your central office leadership team and each building CRT Team in designing and scheduling the multi-year professional development process related to cultural competence and culturally responsive teaching.

- The **Student Voices Sample Video** illustrates the exciting engagement and youth empowerment that can result when young people are provided the space and the tools for real dialogue around issues of difference.
- The **School District Case Study and Assessment Data** video provides a model for how you can assess student outcomes and evaluate the quality of your overall implementation of the PD process.

Note: This phase provides tools and strategies for reinforcing the growth of each school and the district at the organizational level. A 3-stage model is given for understanding and assessing the movement of the school culture toward greater inclusion, equity, and excellence, as well as a process for tracking victories and struggles along the way. There are planning guides to support the leadership team in mapping out the multi-year implementation of the professional development process. And there are ideas for integrating the Cultural Competence and Culturally Responsive Teaching work with other instructional and school improvement initiatives schools and districts may already have in place. In addition, Phase Five offers strategies for engaging Student Voices as an integral part of school improvement efforts. Finally, schools are given a model research and evaluation design that demonstrates how this professional development process leads to positive student outcomes related to school engagement, academic achievement, and the reduction of race-based disparities in discipline referrals.

APPENDIX III: YOUTH EQUITY STEWARDSHIP SERIES WORKSHOP DESCRIPTORS

1. **Workshop One: Personal Culture/ Personal Journey**

This introductory session highlights the students' journey toward understanding and sharing their personal culture and elements of their unique personal journey. It shows the process of students identifying the diversity that they bring to the community and how they come to recognize and learn from the diversities of others. Here they also begin to identify and celebrate their individual leadership qualities and establish the tone and trust that is necessary to build courageous learning communities.

Core Concepts
- Diversity: The multiple dimensions of difference that exist within individuals and between groups.
- Leadership: Power among and in service to others (vs. power over others).
- Stewardship: Action that arises from caring and informed relationships to one's natural and cultural communities.
- Community Agreements: Positive statements that describe how the group wants to be when they are together. They make explicit the behaviors they want to invite into the space. These agreements are an important part of creating a space where all participants can feel safe and open enough to share their perspectives and experiences with the group.

Intended Outcomes
At the end of this session students have come away with new informed relationships with people they have not historically spent time with. They have an empowered sense of their own story, how their story is a part of their leadership, and what specific leadership styles they contribute. They have gained diversity awareness and a sense of empathy through other peoples' stories. They have tools they can apply to other groups for building community, and creating safe and respectful dialogue spaces.

2. **Workshop Two: Social Dominance to Social Justice**

This session highlights the students' journey toward understanding how oppression and social dominance show up in our personal experiences, our relationships, and in our schools and institutions. Through sharing their personal stories, students gain a deeper understanding of how their peers experience oppression. They also come to see how they - consciously or unconsciously - oppress others. Once they are able to recognize oppression and name it, they are more prepared to act as leaders working against oppression and social dominance.

Core Concepts
- Oppression: The act of exerting power over others. Most of us have been victims and perpetrators of oppression or bullying. Oppression must be understood through an awareness of who has power over whom in our society.
- Social dominance: There are 3 Dynamics of Dominance, or ways in which oppression shows up in our relationships and in our social systems
  - Luxury of Ignorance – Unawareness of injustice because you are not affected by it.
  - Assumption of Rightness – The belief that a person's or group's truth is the truth.
  - Legacy of Privilege – The historical and ongoing giving of opportunities, resources and privileges to one group of people and not to another.

Intended Outcomes
At the end of this session, students have come away with practical tools to identify and name socially dominant behavior and oppression when it shows up in their relationships and in society. They have an awareness of how people experience oppression differently based on their race, religion, language, ability, sexual orientation etc. They have a foundation of knowledge to begin growing their leadership as change agents in their community.

3. **Workshop Three: Creative Expression/ Creative Resistance**

This session highlights the students' journey toward using their story and their creative expression as a tool for social justice in their community. For leaders dedicated to positive change, music, poetry, dance, theater, and art are powerful ways of engaging the heart and the mind in the struggle to defeat oppression, bullying, and injustice.

Core Concepts

- Creative Expression: Sharing our individual and collective voices, through different creative and artistic mediums, expressing our experience as diverse beings, our experiences of dominance and oppression, and our power and focus as leaders for change.
    o Vulnerability: The will and ability to let our guard down and be real among others.
    o Courage: It takes courage to step out and share our stories in creative ways.
    o Sharing and listening: Groups of people become true communities when they are willing to share their stories and are capable of listening.
    o Empathy: Creative expression invites an emotional connection to others as well as deepens our understanding of their experience and where they are from.
- Creative Resistance: Taking action in the face of oppression or injustice
    o Challenge us to respond rather than react.
    o Engage our creative potential rather than destructive tendencies to address oppression in the moment.
    o Speak our truth, bring awareness, and plant seeds for future growth.
    o Actions are not intended to change the behavior of the oppressor in the moment, but to liberate ourselves from carrying the weight of that oppression whether it is directed at us or at others.

Intended Outcomes

At the end of this session students have an invigorated sense of their creative and leadership potential. They have practiced their leadership, and they have practical creative tools to employ as leaders moving forward.

4. **Youth Voice Leadership Series / Phase 4: Leadership in Action**

This session highlights the students' transition from what they learned throughout the 4 phases of work to applying their leadership in their own school communities. They begin by identifying some of the challenges they experience with teachers and the school system, and they begin to plan for what actions they will take in collaboration with their adult support teams.

Core Concepts

- Leadership for Social Justice: Leadership that is about power among others as opposed to power over others. It is firmly rooted in a passionate and creative commitment to supporting equitable and just communities.
    o An understanding of historical and current inequities in society
    o A deep commitment to supporting others
    o A willingness to continue to build relationships across difference and collaborate with their peer and adult allies
- Learning Styles: The many ways we gain knowledge and awareness.
    o Many students learn in ways that are not represented in the instruction they get in classrooms
    o Students understand that when a teacher knows their story, they do better in school
    o Students' cultural experience and histories are not always reflected in school curriculum
- Cultural Empowerment: When students' experiences, history, and culture are reflected in their learning environment, affirmed by their teachers and included in the curriculum, students are able to engage at a deeper level and achieve at a higher level more of the time, without having to give up who they are.

- o Cultural Competence development with administrators, teachers and staff is vital to student achievement
- o Many students don't feel that school is a "home" for them
- o It is well documented that cultural empowerment not only raises achievement and expectations for the kids and families involved, but also lifts the spirit of entire communities.

Intended Outcomes

At the end of this session, students are prepared with the knowledge, understandings, skills, and relationships to be strong agents of change in their school, and neighborhood communities. They have the ability to lead small group dialogue, create safe and respectful spaces for young people to gather and talk about issues. They have the ability to stand up for other young people who are being bullied or oppressed. They know where to go to get help when they need it. They are capable of building multi-generational teams of teachers and students to support existing equity and reform efforts.

5. **Open Space Dialogue**

This session focuses on the students choosing their own topics and leading their own conversations in small groups. After building a foundation of knowledge, learning through the stories of others, and experiencing a series of activities throughout the year - this is about them addressing the issues that they are most passionate about.

Core Concepts

- • Open Space Dialogue: An urgent theme or compelling question provides the focus for the Open Space Dialogue. The event consists of multiple of breakout sessions on topics or issues related to the theme or compelling question. Anyone who wishes to can step up and offer a topic for discussion to the group. This is based on the law of Open Space Technology - Take responsibility for what you love. The person who proposes the topic will take responsibility for convening a breakout session on the subject.
  - o Whoever comes are the right people.
  - o Whatever happens is the only thing that could have.
  - o Whenever it starts is the right time.
  - o When it's over, it's over

Intended Outcomes

At the end of this session, students are prepared to facilitate open space dialogue. They have had an opportunity to lead and to support other leaders. They have had a democratic experience.