

# *Ethnic Studies*

\*CORE DESIGN TEAM\*

2021-2022

# Introductions

- Ayva Thomas ~ Assistant Director of Racial and Educational Justice
- Melissa Riley ~ Assistant Director of Equity Pedagogy



# WELCOME BACK 2021 MEMBERS

## P-2

Brandi Doyle - CC  
Wendy Potter - CS  
Alison Thurman - SV

[REDACTED]  
Anjela Bugher - ER

## 6-8

Tiffany Rodriguez - NMS  
Valerie Olson - LMS  
Malisa Spencer - CPMS  
Jeanne Flahiff - KMS  
Ashley Lovern - TMS  
Margaret Flatness - TMS  
Lorna Velasco - MO  
Liana Green - CC

## 3-5

Elizabeth Cano - KE  
Ellie Knapp - AH  
Talia Rich - KO  
LaChrista Borgers - AH

## 9-12

Eric McDowell - NCHS  
Saskia Mizushima - NCHS  
David Wood - IHS  
Kelly Sherron - BHS  
Dawn Netzel - WHS

# WELCOME NEW MEMBERS



## P-2

Bethany Valiant - CC  
Jenessa Hope - KE  
Mary Boose - NFP  
Desi Diego - FW


## 6-8

Rebecca Manduchi - TMS  


## 3-5

Emily Hager - ER  
Janine Schmoll - SR  
Greg Wirtala - FL  
K.Briefs - MW  
Claudine Miller - LW, KMS  
Gloriann Harrigan - KE

## 9-12

Becca Farheem - IHS  
Emiko Kamitsuma - NCHS  
Meagan Prince -LW  
  
Melanie McKenzie - CC



# Land Acknowledgement

We acknowledge that the Northshore School District functions on Coast Salish lands in the areas that have been colonized, occupied, and renamed to Bothell, Kenmore, Redmond, and Woodinville. We acknowledge the experiences of genocide, forced relocation, ethnic cleansing, and land theft of Indigenous peoples and sacred lands so we can build our awareness of how settler colonization still exists today. We honor the ways of knowing and ways of being of Indigenous peoples and tribal nations, who are still here and thriving, in our district-community. We resolve to learn from these realities and partner with local Indigenous peoples and tribal leaders to work toward a justice-driven educational experience for each student, family, community member, and educator in Northshore. We also acknowledge that this is a working land acknowledgement that will continue to evolve as our partnership with local Indigenous peoples and tribal leaders expands.

# Ethnic Studies Purpose

*The purpose of Ethnic Studies is to transform student lives by promoting healing from historical trauma, humanizing and empowering all students, and promoting civic and community engagement through action in solidarity with others. Ethnic Studies pedagogy promotes collaboration in learning, higher level thinking and critical analysis of racism and other forms of oppression. Ethnic Studies further provides students with the opportunity to understand themselves and their intersectionality in relation to society.*

# Committee Scope

- Co-construct the NSD Ethnic Studies Framework and Supporting Documents
- Create a **semester-long** Ethnic Studies high school course with a clear scope and sequence, outlining units and lessons, rooted in the hallmarks of transformative Ethnic Studies.
- Work with CMAC to approve NSD Ethnic Studies Framework, the Ethnic Studies Course and related resources
- Create written and video media, in partnership with the Communications Department, to promote the courses in secondary.
- Classroom teachers on the team will implement the Ethnic Studies framework and course work at each level by creating, sharing, teaching and reflecting on lessons taught and student work in each semester.
- Team members will participate in analyzing the results of the pilot and implementation.
- Generate a Resource Bank that can be shared with teachers across the system who are trained to use the Ethnic Studies Framework and/or teach the Ethnic Studies course.
- Ensure the framework and resulting work parallels the work of OSPI's Ethnic Studies Advisory Committee, as mandated by Senate Bill [5023](#) and Senate Bill [6066](#)
- Propose recommendations to the Superintendent in the Spring of 2021 for the implementation of the P-12 Ethnic Studies Framework ~~in the 2021-2022 school year~~, which will include, but is not limited to timelines, resources, professional development, scope and sequence and desired communication.



# Outcomes for Today!

- Learn more about your role on the Ethnic Studies Pilot Work Team as a Core Design team member and how we can best engage each other as it relates to our common purpose, norms, vision, annual goals, roles and responsibilities and learning structures.
- Consider how community guidelines help us operationalize our agreements as a community of learners and practitioners, while also understanding the need to be open to change as we engage in social justice projects.
- Explore and connect Washington State's Ethnic Studies Framework to our NSD P-12 Ethnic Studies framework and related committee charge.



DR. CHRIS. EMDIN

**WE BELIEVE**

# RIGHTS OF THE BODY

20/20 Vision is Problematic When the World  
is 360.

—

- 1) The right to be here.
- 2) The right to feel.
- 3) The right to act.
- 4) The right to love and  
be loved.
- 5) The right to speak  
truth to power.
- 6) The right to see.
- 7) The right to know.



## Individual Rights

# Norms Last Year

## Stay Engaged

Stay emotionally, intellectually, morally and relationally involved, resist the inclination to check out

## Speak Your Truth

Absolute honesty about thoughts, feelings to truly develop your racial consciousness

## Experience Discomfort

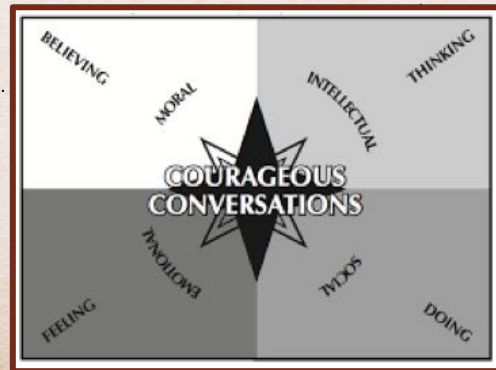
Tough conversations help build tolerance for discomfort with challenges of racial disparity

## Expect and Accept Non-Closure

Commit to ongoing conversations with no easy fix

## This work is about...

- Equity over equality
- Awareness of positionality in the space
- Amplifying and centering voices that have been excluded and silenced over time
- Humanizing teaching and learning
- Safe spaces AND brave spaces
- Critical self- and community-reflection
- Taking action





# Community Agreements this Year

“Creating a democratic atmosphere in which everyone participates means both putting ourselves forward and including others. To do this we must understand the dynamics rooted in issues of power, and do things which counter them.”

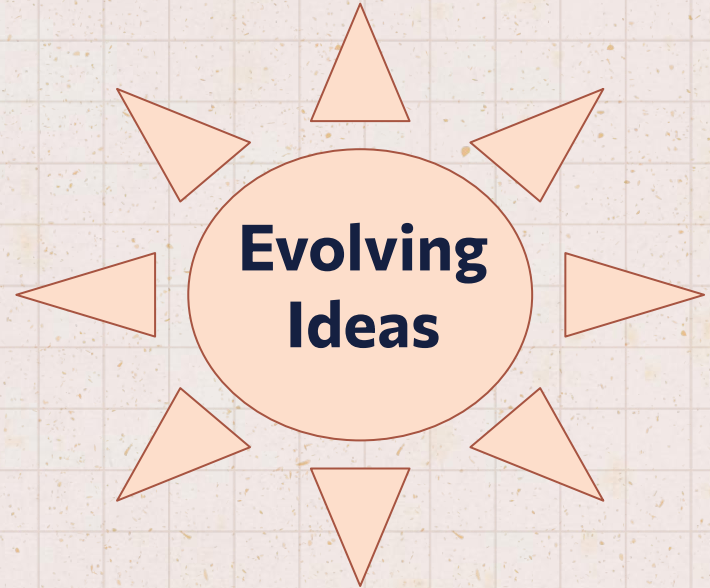
(Adair & Howell, 2001)

# Shared Community Guidelines – A process, not an event

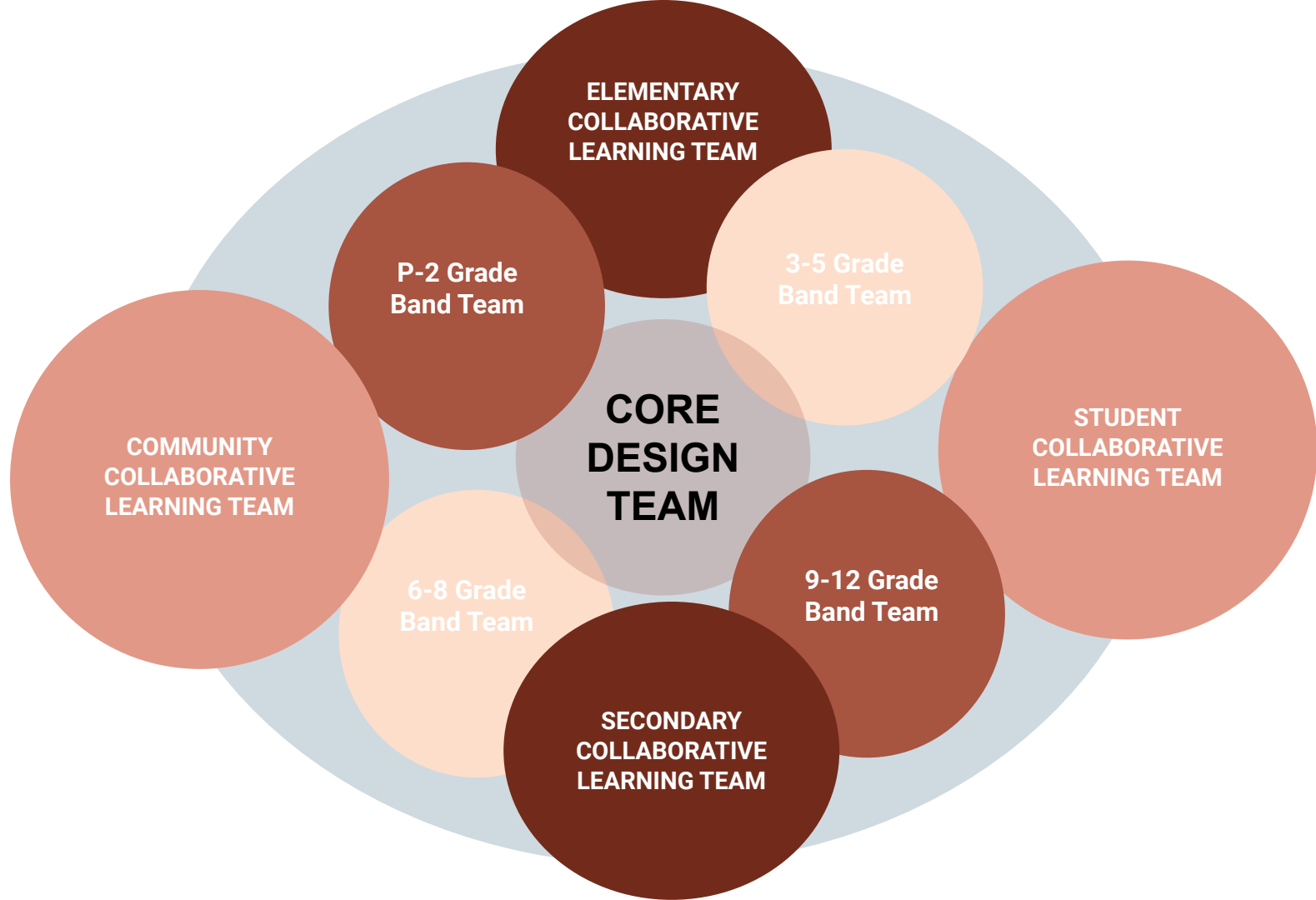
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The following can also impact how we show up in spaces:

- Knowledge Construction
- Identity
- Positionality
- Safety







# Scope and Sequence Proposal 2021-22

## October

- OSPI Frameworks
- Standards Connection
- NSD Connections

## November

- Framework Learning  
Targets, Vocabulary,  
Planning Considerations
- Course Scope & Sequence

## December

- Correlating Standards &  
Curriculum
- Lesson Exemplars
- Course Scope & Sequence

## January

- Framework Revision
- Lesson Design
- Course Learning &  
Designing

## February

- Framework Revision
- Lesson Design
- Course Learning &  
Designing

## March

- Lesson Delivery &  
Feedback
- Course Learning &  
Designing

## April

- Lesson Delivery &  
Feedback
- Course Enhancements

## May

- Assessment
- Course Resources &  
Support

## June

- Course Resources &  
Support
- Team Recommendations

\* Each learning session will include content based on team needs provided by a facilitator, consultant, or guest speaker.



# Solution-Focused Planning

## Learning Structures

- Staggered In-Person/  
Hybrid-Zoom Core Design Team
- Zoom Only Collaborative  
Learning Team
- Guest Speakers
- Consultants
- Flipped Content
- Readings & Reflections
- Office Hour Applications


\*\*Pilot (Lead) Teacher Training

### **BREAK OUT:**

**What are the possibilities  
for this work that we are yet  
to strategize and imagine?**

**What works for your team?**

**What other suggestions do  
you have?**



“Ethnic Studies is an interdisciplinary, multidisciplinary, and comparative study of the social, cultural, political and economic expression and experiences of ethnic groups.”

OSPI Washington Ethnic Studies, p. 2





# Our Work and OSPI

- History
  - 2018 - Senate Bill 5023 passed
    - Ethnic Studies Advisory Committee
  - 2019 - Senate Bill 6066 passed
    - Expanded work to K-12
  - 2019 - NSD small Group framework development
  - 2020 - Expansion on Ethnic Studies Pilot Work Teams
  - 2021 - Continuation of NSD framework and integration of OSPI's work



# Our Work and OSPI

## NSD Framework Themes

### Four Domains: (P-12)

- Identity
- Power and Oppression
- History of Resistance and Liberation
- Healing

## OSPI Framework Themes

### Four Domains: (K-12)

- Power
- History
- Identity
- Civic Action

**\*\*Both frameworks are intended to be used across grade levels and disciplines and NOT intended to be linear, a lesson, or unit plan.\*\***

# Classroom Practice

1. Professional development must precede implementation and be ongoing.
2. Ethnic Studies is dynamic.
3. Understanding racial power dynamics while centering resistance and joy.
4. Ethnic Studies is student and community-centered.
5. Ethnic Studies affirms the humanity of all people.



# Break Outs

- Take time to read more about the Essential Knowledge of an Educator and Classroom Practice? p. 9-10
- What comes up for you?
- What do you hear others saying and what does that make you think?



# Reflection and Discussion



**Square:** Things you heard or read that  
“square” with your beliefs



**Triangle:** Three important points to remember



**Circle:** Questions that are still floating...

CLOSING

# Ethnic Studies Drive

## Things to Know:

- Property of NSD
- Varying Access
- Acceptable Use  
Agreements Apply
- Student Confidentiality
- Materials for review
- Limited editing rights
- Download and share resources
- Preserve collaborative process
  - Do not share
- Apt to change with collaboration



## All Members:

- Read about Washington State Ethnic Studies Framework, p.1-13
- Read Ethnic Studies “FRAMEWORK BY THEME” in Ethnic Studies Shared Drive

## New Members: Rethinking Ethnic Studies

P. 12-16, *Multicultural Education or Ethnic Studies?*

P. 17-19, *10 Common Misconceptions*

P. 220-225, *Ethnic Studies Educators as Enemies of the State and the Fugitive Space of Classrooms*

## NEXT MEETING:

Core Design Team  
November 18  
4:00–6:30 pm

Canyon Park  
and/or  
Hybrid/Zoom