

Welcome in! Read the comments from participant in our last session...

Our students need to be apart of how we design curriculum... it can't be "because we've always taught it this way"... we need to be willing to change the curriculum to fit our students every year. **What makes what we are teaching relevant? We need to ask with this question more often.**



MUSIC: *Real Love* by Mary J. Blige



Drop in the chat

Reactions and reflections to the quotes on the screen.

ZOOM NORMS

Take care of yourself

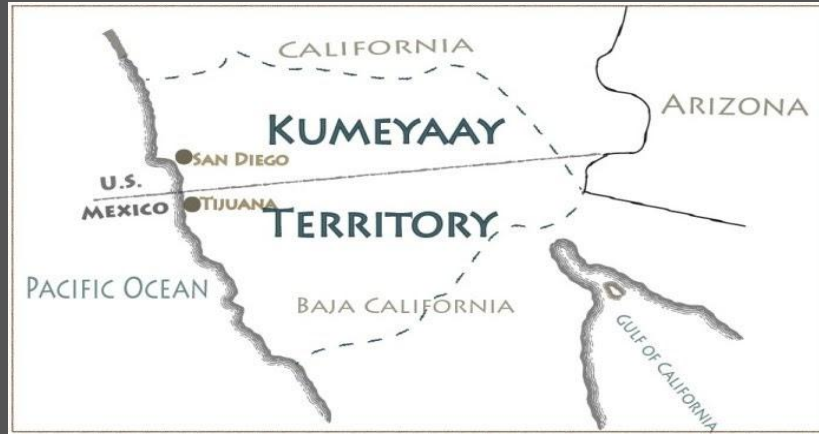
Mute your video and microphone as you deem necessary

Collaboration Alert

There will be an interactive breakout room activity during this session. If you need to leave early, look out for this icon during the presentation as your cue to exit.



Sacred Acknowledgements



- Unceded Territory of the Kumeyaay People
- Past and Present Relationship to this land

Land is curriculum
Land is relationship
Land is ancestor
Land is Life

Indigenous Voices for
Decolonized Futures



Please **mute** your
microphone and
listen along as we
read out loud.



Let's reflect on
how In Lak'ech
could inform our
time together

IN LAK'ECH

Tu eres mi otro yo.

You are my other me.

Si te hago daño a ti

If I do harm to you

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto

If I love and respect you

Me amo y respeto yo.

I love and respect myself.

Community Agreements

- Listen to understand, ask questions of others when you are unsure
- Examine what you think you know
- Own your intent and your impact
- Be patient and flexible, persisting even when the work is difficult or messy
- Take care of yourself



MULTI-SESSION ROAD MAP



Session 1 RISE UP

Participants will:

- **Articulate** what is & the importance of ethnic studies through a case study
- **Begin to identify** their role in standing with ethnic studies in SDUSD and beyond.

Session 2 ~~DOMAINS &~~ PRINCIPLES OF ETHNIC STUDIES

Participants will:

- **Describe** the 5 ~~domains &~~ 7 guiding principles
- **Understand** how the ~~domains &~~ principles connect to teaching & learning
- **Connect** the ~~domains &~~ principles to one's role in the district.

Session 3 SELF & STORIES

Participants will:

- **Review** the domains: Self and Stories.
- **Understand** how Self & Stories can be used in the design of lessons/units
- **Connect** these domains to their role in the district.

Session 4 SYSTEMS & SOLIDARITY

Participants will:

- **Review** Systems and Solidarity.
- **Understand** how Systems & Solidarity can be infused into lessons/units
- **Connect** these domains to their role in the district.

TODAY'S ROAD MAP

RECONNECT

Reflecting on Session 1

REMEMBER

Introducing the 7 C's

REFLECT

Sorting out the C's

*In **mixed** and **department affinity** breakout rooms*

RISE UP

Walking with the C's

CLOSING

Unity Clap - Isang Bagsak



RECONNECT

Why is ethnic studies a “relevant” education?



What is Ethnic Studies?

HISTORICALLY

QUESTIONS MOVING FORWARD

CONTENT

A curriculum that reflected “third world” peoples’ experiences and knowledge

- How often to do we centralize the histories, cultures and intellectual traditions of BIPOC in the U.S. told from first person perspectives?
- How does teaching about social movements and resistance to oppressive systems support student advocacy in schools and in the community?

METHOD

School wide strike to disrupt “business as usual”, List of demands, student speeches & articles, students working in collaboration to determine curriculum

- What do ethnic studies methods in classrooms and in the central office look like today?
- How do we engage in interdisciplinary models of education to create positive change globally, locally, and personally?

POWER

Coalition with student groups (BSU + TWLF), community members, faculty and progressive white students that organized to hold school administration accountable

- What does our district coalition look like?
- How can we continue to be mindful of the social identities of students, educators, and supportive staff across the district?
- How can we continue to be critical of these identities and their relationship to structure and power?

PURPOSE

Self-determination, a more relevant education to help students transform their school & communities

- How does ethnic studies provide the framework to eliminate racism?
- How does it contribute to the betterment of ourselves and our community?
- How does it encourage access and relevance in education?



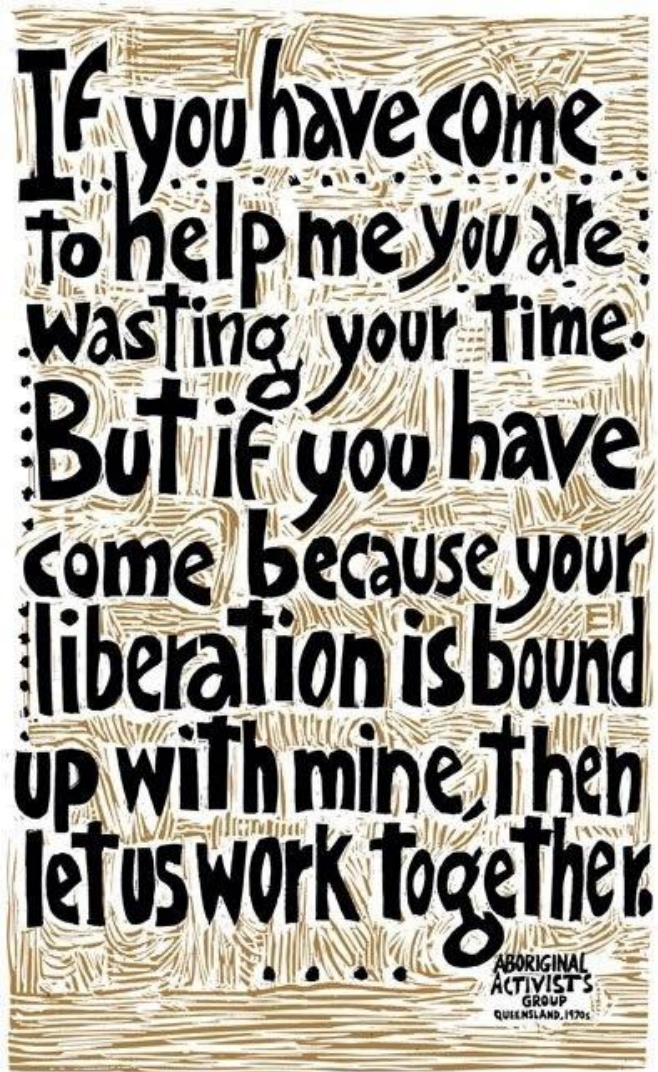
What Does it Mean to Love?

Level 1: Sympathy

Level 2: Empathy

Level 3: Solidarity

Level 4: UNITY!



How I can be a Co-conspirator

- **Do Work** - Investigate - Critical Self Awareness
- **Challenge** your perception of harm
- **Leverage** your privilege
- **Push** for an emancipatory and relevant Education
- **Embrace** Ethnic Studies Pedagogy in your sphere of influence



How are you embracing ethnic studies in your sphere of influence?

Choose a method to reflect and respond:

- **Individual:** Journal or personal think time
- **Collective:** [Padlet](#) or drop it in the chat

Be ready to share!

REFLECTION MUSIC

Please **MUTE** audio if you prefer to reflect in silence. (3.5 minutes)

SDS MEMBER URGEST SUPPORT
FOR SFSC STUDENT-LED STRIKE



SOURCE San Francisco State
University Photographic Timeline
Project





HOLD UP! WAIT A MINUTE!

Have questions about what you are doing and its connection to ethnic studies? Join our "Is this Ethnic Studies?" chant by dropping a line in the chat.

IS THIS ETHNIC STUDIES?



REMEMBER

7 C's- Guiding Principles

Cultivate

Celebrate

Center

Critique

Challenge


Connect

Conceptualize

Cultivate the holistic well being of all participants, especially Native Peoples and People of Color

Celebrate and honor Native Peoples and Communities of Color by providing a space to share their stories of struggle and resistance, along with their intellectual and cultural wealth;

Center and place high value on pre-colonial, ancestral, indigenous, and marginalized knowledge



Critique relationships to power and oppression such as white supremacy, patriarchy, racism etc in our society;

Challenge imperialism and coloniality beliefs and practices on ideological, institutional, interpersonal, and internalized levels;

Connect ourselves to past and contemporary resistance movements on global and local levels;

Conceptualize new possibilities of a world that promotes collective narratives of transformative resistance and radical healing.



Ethnic Studies Guiding Principles (7 C's)

CULTIVATE

well-being



How are you supporting the **holistic well-being** of all participants, especially **Native People/s, POC, english learners & students with special needs**?

CELEBRATE

stories of Native People/s
and POC



How are you advocating for space to share **stories** of **struggle** and **resistance** along with **intellectual & cultural wealth** of BIPOC, english learners and students with special needs?

Ethnic Studies Guiding Principles (7 C's)

CENTER

and value indigenous &
marginalized knowledge



How are you influencing
others to **place high value**
on **pre-colonial,**
ancestral, indigenous,
and **marginalized**
knowledge?

Ethnic Studies Guiding Principles (7 C's)

CRITIQUE

our relationship to forms of power and oppression



How are you acknowledging and naming the impacts of forms of **power** and **oppression** such as **racism**, and **patriarchy**?

CHALLENGE

imperialist and coloniality beliefs & practices on personal & systemic levels



How are you engaging your **critical self awareness** to challenge **coloniality** and **white supremacy culture** in your beliefs and practices?

San Diego Unified changes name of Junipero Serra High School, removes conquistador mascot - **Read this [article](#)**

Ethnic Studies Guiding Principles (7 C's)

CONNECT

to past and current
resistance movements



How are you connecting yourself and others to **past** and **contemporary social movements**? How are you **advocating** for **justice** in your role?

CONCEPTUALIZE

new possibilities of a new
and different world
rooted in liberation



How are you directly or indirectly contributing in **transforming conditions** to create **new possibilities**? How are you standing in **solidarity**? How are you working towards **radical healing**?

PRINCIPLES OF ETHNIC STUDIES

Fist to Five



0 - Ready to work in solidarity



1 - I mostly understand



2 - I understand pretty well



3 - I understand enough



4 - I need more examples



5 - I need help



REP ON SCREEN or IN THE CHAT

Rate your understanding of the 7 C's



Collaboration Alert

There will be an interactive breakout room activity after this poll.



REFLECT



COMMUNITY COLLABORATION

CHECK IN REMINDER!

Introduce yourself, pronouns, and district roles then get to work!

PART 1

Sorting out the C's

1. **Open** the Principles of Ethnic Studies Processing Tool
2. **Review & Sort** the C's on the Jamboard link in "PART 1" on your own **(5 min)**
3. **Review & discuss** with your group how and why you sorted the C's **(15 min)**

SPEAK/WRITE/THINK ON IT



Unmute, drop in the chat, journal, or think on it

Which C's can
you **easily**
incorporate
into your
role?

Which were
more
challenging?
Why?

What **thoughts**
or feelings
came up that
made it
challenging to
incorporate?



An illustration in a high-contrast, graphic style using shades of red, orange, and yellow. It depicts a diverse group of people of various ethnicities and ages. Several individuals have their right fists raised in the air, a symbol of protest or solidarity. One person in the foreground on the left holds a microphone. The background is a textured, mottled red. The overall mood is one of activism and collective voice.

RISE UP

COMMUNITY COLLABORATION

ATTENTION NOTE TAKERS!

Don't forget to share your collaborative document with **Ratha Kelly**: rkelly1@sandi.net

PART 2



Department Affinity Think Tanks

1. **Choose** a breakout room based on your department/team
2. **Navigate** to “PART 2” tab of your Processing Tool
3. **Choose** a Facilitator & a Note Taker for the group
4. **Discuss** the questions, and fill out the columns with your department **(20 min)**

DEPARTMENT AFFINITY BREAKOUT SESSION

These rooms were created based on what was shared in the chat during the last session.

Please **UNMUTE** or **MESSAGE** us if you would like us to create new or additional breakout rooms for your team.

Academics Through Agency	Instructional Innovation
Assessment Services	Instructional Tech
Block Grant	L&L Program Managers
BSR - BSS	Math
BSR - BST	OLA
BSR - SEBT/PIF	Restorative Justice
CCTE/Adult Ed	Science
Counseling	Special Education
CYT	Teacher Prep
Early Learning	VAPA
ELA/PBL	Youth Advocacy



How do we make sure that we can walk with the C's?



Unmute, drop in the chat, journal, or think on it

Let's Discuss

How did folks support group members' understanding of the 7 C's?

What thoughts/questions persist that make a particular principle challenging within your locus of control?

How did your group discuss next steps with the C's?

What's something your group can start working towards?

ATTENTION NOTE TAKERS!

Don't forget to share your collaborative document with **Ratha Kelly**: rkelly1@sandi.net

How do we make sure that we can walk with the C's?



Create a Sticky Note of 1 C that you want to grow in and put it on your monitor/workspace to see every day

Check out this [resource](#) to help you or to help take a first step.

THIS IS ETHNIC STUDIES

I **Cultivate** the hearts and minds of all participants
This is ethnic studies

I **Celebrate** the stories of Native People/s and people of Color
This is ethnic studies

I **Center** and value indigenous & marginalized knowledge
This is ethnic studies

I **Critique** our relationship to forms of power and oppression
This is ethnic studies

I **Challenge** imperialist and colonial beliefs & practices on
personal & systemic levels
This is ethnic studies

I **Connect** to past and current resistance movements
This is ethnic studies

I **Conceptualize** new possibilities of a new and different
world rooted in liberation
All of this is ethnic studies
This is a relevant education
This is love

The 7 C's

Cultivate, Celebrate, Center,
Critique, Challenge, Connect,
Conceptualize



This is ethnic studies

**This is a relevant
education**

Post Session Feedback Form



L&L Professional Learning Session (3/15/21) - Principles of Ethnic Studies

Please complete the reflection form based on today's professional learning experience.

* Required

If someone asked you, "What is ethnic studies?" what would you tell them?

Your answer

If someone asked you, "What do you know about the history of ethnic studies?" what would you tell them?

Your answer

Knowing about the history and roots of ethnic studies is an important first step.

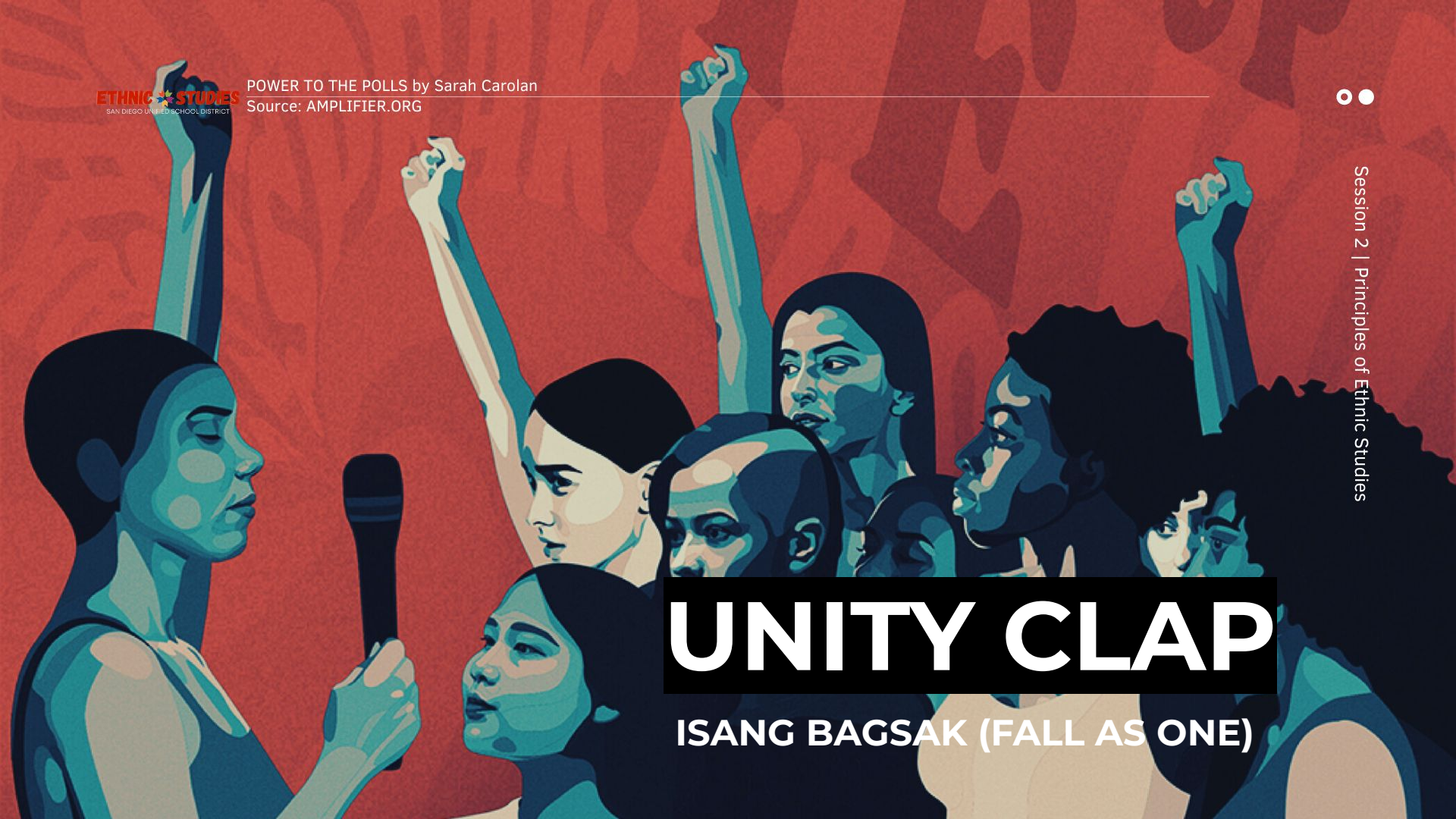
REFLECTION MUSIC

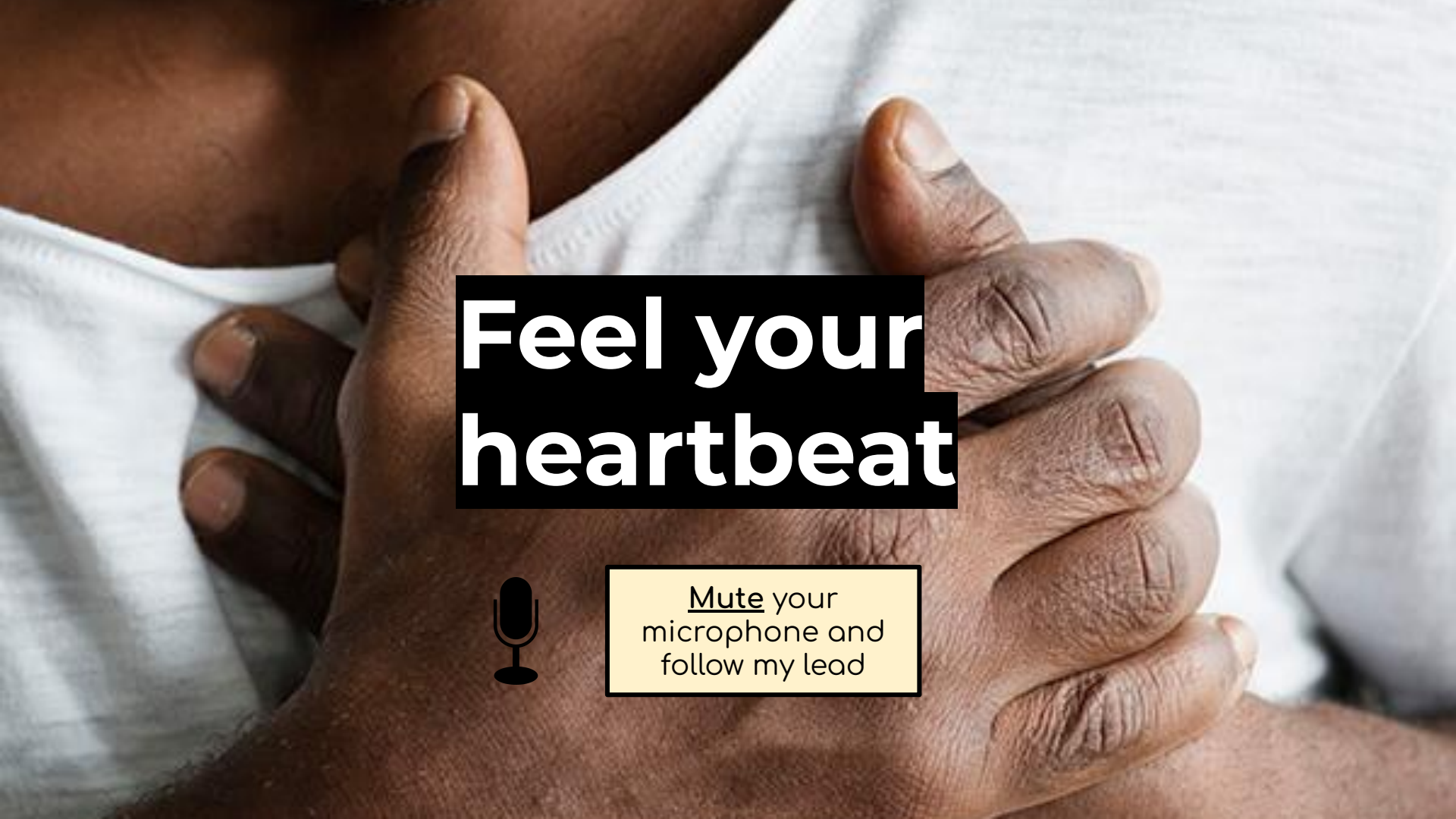
Please MUTE audio if you prefer to reflect in silence. (5 minutes)



UNITY CLAP

ISANG BAGSAK (FALL AS ONE)





Feel your heartbeat



Mute your
microphone and
follow my lead

The Presenters

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