
Ethnic Studies Task Force

Davis Joint Unified School District

January 14, 2021



Agenda

- Welcome and Connection
- Community Agreements/Norms
- Student Voices on Ethnic Studies
- Defining Roles and Scope
- Professional Development Update
- Task Force Collaboration Group Time
- Task Force Meeting Dates
- Survey



Community Agreements/Norms

- Always assuming positive intent.
- Recognize positionality & people's lived experiences.
- We acknowledge one another as equals.
- Listen, consider, respond respectfully
- We respectfully acknowledge differences, agree to disagree respectfully and not make it personal.
- We respect all opinions regardless of if we agree.
- Disagreement/sharing kept "in" group; Not be approached outside the group, outside these sessions
- Go hard on issues and easy on people
- Respectfully listen to listen, not listen to respond.
- Open to learning from others.
- Recognize bias- there will be "ouch/oops" moments; "ouch"= opportunity to say "I hurt you"
- We try to stay curious about each other.
- Balance of voices- gender; racial, age, honoring student voices, step up step back, honoring expertise, support systems
- Courage to be uncomfortable and grow
- Acknowledgement of privilege. Differences need to be recognized.



Process Check

- Default behavior is toward inclusive conversations
- Invest in and trust process
- Do the work with those that it most directly impacts: students and teachers
- Value collaboration and process over advocacy for one way
- Student Voices will be highlighted every meeting



DJUSD Student Perspectives

- What are the moments, lessons, processes that inspired you?
- When have you felt seen and empowered in your own education?



Student Voices

Breakout:

Please discuss:

- What did you hear?
- How might we continue to center students and stay in authentic partnerships with them?



Collaboration Groups and Pilots

- **Create** networks and partnerships in support of Ethnic Studies
- **Learn** together about both content and principles of Ethnic Studies
- **Pilot** practices and content to inform the recommendation for implementation of Ethnic Studies
- **Reflect** on impact of pilots



Hallmarks of Ethnic Studies

- 1. Curriculum as Counter-Narrative** Curriculum from the perspectives of people of color
- 2. Criticality** Structural analysis of racism & colonialism that works toward dismantling multiple forms of oppression
- 3. Reclaiming Cultural Identities** Deep knowledge of where students come from that challenges deculturalizing processes; learning about the historical contributions of their communities.
- 4. Intersectionality and Multiplicity** Attending to students' multiple social identities and their positions within intersecting relations of power.
- 5. Community Engagement** Community-based pedagogies and experiences that bridge classrooms to community and social movements.
- 6. Pedagogy that is Culturally Responsive and Mediated** Drawing upon students' lived experiences and socio-cultural environments; intentional design of learning spaces.
- 7. Students as Intellectuals** Respecting and fostering students' curiosity thinking and intellectualism.

Professional Development 2020 - 21

December

- 12/10 Acosta Education Group

January

- 1/20 Ethnic Studies Scholar Series: Introduction
- 1/27 Acosta Education Group

February

- 2/10 Ethnic Studies Scholar Series: Native American and Indigenous Studies
- 2/25 Acosta Education Group

March

- 3/10 Ethnic Studies Scholar Series: Chicana/o/x and Latina/o/x Studies
- 3/31 Acosta Education Group

April

- 4/7 Ethnic Studies Scholar Series: African American Studies
- 4/22 Acosta Education Group

May

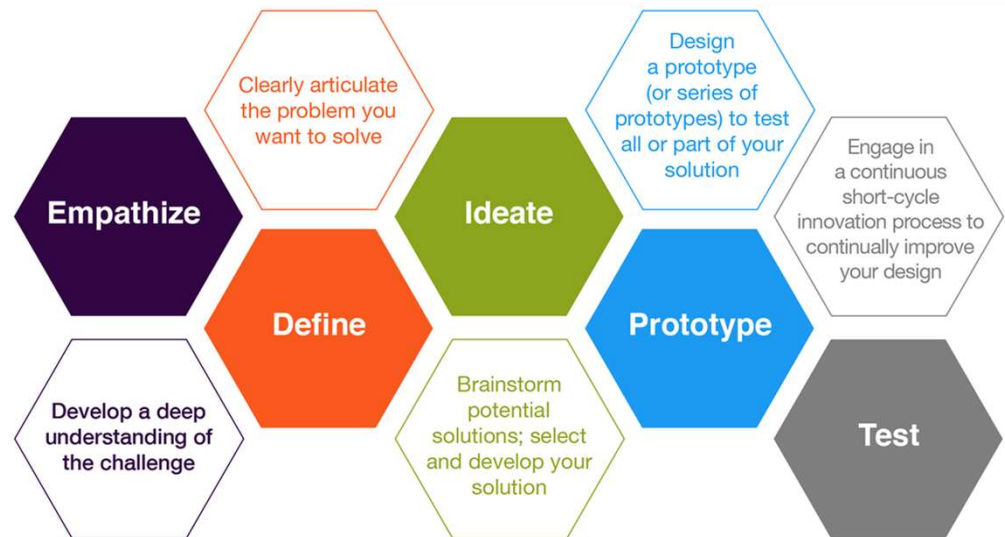
- 5/12 Ethnic Studies Scholar Series: Asian American Studies

Collaboration Groups: Roles and Commitments

- **Student-centered, Teacher-guided, Community-supported**
- **Uphold community norms and communication agreements**
- **Teacher responsibility and discretion over instruction**

Task Force Meeting Outcomes

- Meeting: January 11
 - empathize, define, ideate
- Meeting: February 11
 - prototype
- Meeting: March 11
 - test
- Meeting: May 13
 - reflect



Suggested Protocol

Time	Focus
5	Introductions and areas of interest
7	Teachers/Educators share focus, lesson, program, or project they want to design: <ul style="list-style-type: none"><li data-bbox="625 683 1556 727">● Have you planned anything yet, is so how much?<li data-bbox="625 732 1052 776">● What is the content?<li data-bbox="625 781 1545 824">● What Ethnic Studies hallmarks will this embody?
5-10	Students and Community feedback: <ul style="list-style-type: none"><li data-bbox="625 915 772 959">● I like<li data-bbox="625 964 842 1008">● I wonder<li data-bbox="625 1013 842 1057">● What if ?<li data-bbox="625 1062 974 1105">● I could help with
5-10	Discussion
5	Communication agreements and potential dates and times to connect



Next Meeting: February 11, 2021