

---

# Ethnic Studies Task Force

## Davis Joint Unified School District

December 8, 2020



# Agenda

- Welcome and Connection
- 2020 Developments: Local/State Updates
- Community Agreements/Norms
- Student Perspectives on Ethnic Studies
- Teacher Perspectives on Ethnic Studies
- Professional Development Plan
- Task Force Collaboration and Piloting
- Interest and Resource Survey
- Task Force Meeting Dates



DJUSD  
**ETHNIC**  
STUDIES

# Who's in the room?

## Breakout

Introduce yourselves and discuss:

- Who comes to mind when you think about what brings you to this work?
- What brings you to this work?



# Ethnic Studies Task Force

**Driving Question: *How can Ethnic Studies best meet the needs of our students?***

1. What challenges can Ethnic Studies solve? How do those challenges exist in Davis?
1. What does research say about the impact of Ethnic Studies?
1. What can we learn from case studies of Ethnic Studies implementation in other school districts?



February 19, 2020



# Local and National Social Justice Movement



# Distance Learning

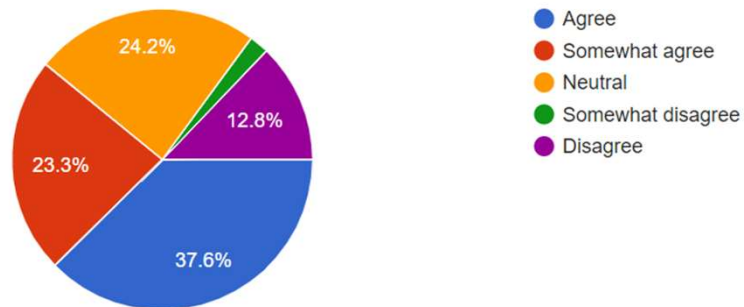


# DJUSD Summer/Fall Developments

- Culturally Responsive Teaching (CRT) professional development
- CRT Book Group
- Equity & Access Modules
- National Equity Project
- Native American Student Support Program (Title VI)

I am interested in professional learning for Culturally Responsive Teaching practices.

335 responses





# Seal of Civic Engagement





Kids react when the curriculum isn't speaking to their experiences or to the things that really matter to them.

---

Christine Sleeter, Professor Emerita at  
California State University

# Dr. Sleeter Speaking Event

## 1. What challenges can Ethnic Studies solve?

- Disengagement and lower achievement of many students of color
- Lack of racial awareness for all students, particularly white students

## 2. What does research say about the impact of Ethnic Studies?

- Positive academic and personal impact
- Positive impact on racial attitudes of diverse student populations

## 3. What can we learn from case studies of Ethnic Studies implementation in other school districts?

- Teacher professional development (self, content, pedagogy)
- Include marginalized voices in the community
- Start small and take time to build capacity
- Track data over time

# Ethnic Studies in California

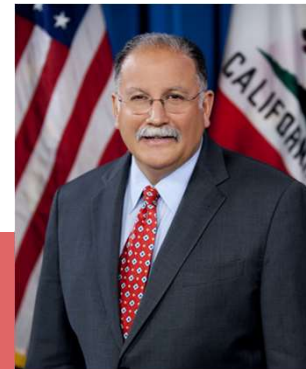
SUPPORT AB 2016  
Sign the Petition



AB 2016



AB 2772



AB 331



Ethnic Studies  
Model  
Curriculum

# Ethnic Studies Model Curriculum

**Public review of Draft 1 Curriculum**

**AB114 extends deadline to March 31, 2021**

**CDE conducts information gathering**

**Public review and revisions of Draft 2 Curriculum**

**Deadline for SBE action**

**August 2019**



**October 2019**



**October 2019 - July 2020**



**Fall 2020**



**March 31, 2021**

# AB 331

**Bill  
authored  
by Jose  
Medina for  
class of  
2025**

**AB331  
extended  
for model  
curriculum  
revisions**

**Amendments,  
including  
class of 2030**

**Governor  
vetoes  
AB331**

**January  
2019**



**August  
2019**



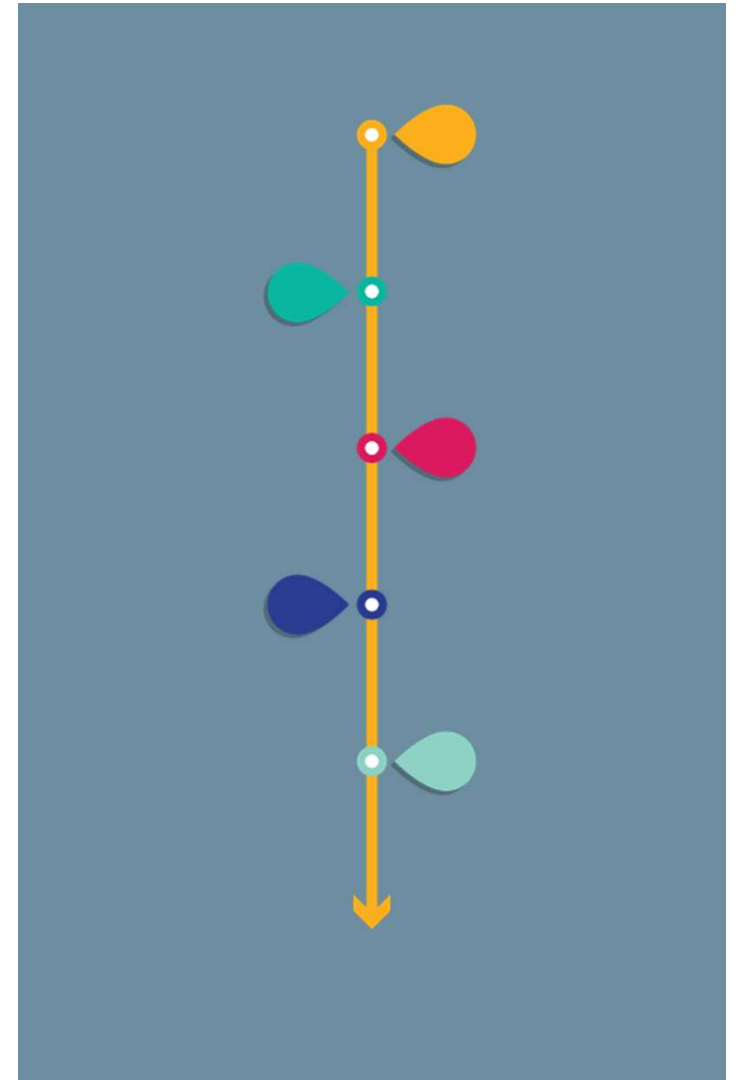
**August  
2020**



**September  
2020**

# Plan and Timeline

- Dr. Christine Sleeter (Fall, 2020)
- Ethnic Studies Staff Orientation (October, 2020)
- Ethnic Studies Student Orientation (October, 2020)
- Ethnic Studies Task Force (Fall & Spring, 2020-21)
- Scholar Webinars & Professional Learning (2020-21)
- Lesson, Activity, Unit Pilots (Fall & Spring, 2020-21)
- Reflection & Synthesis (Spring, 2021)
- Formal Recommendation (Fall, 2021)
- Program Planning (Fall & Spring, 2021-22)
- Program Implementation (Fall, 2022)



## Theory of Action

- **Student-centered, Teacher-guided, Community-supported**
- Research-based
- Build understanding & awareness
- Community Collaboration
- Innovation & collaboration
- Start small, reflect, & scale



# 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.





# DJUSD Student Perspectives

- What does, or could, Ethnic Studies mean for you?
- Would it make a difference in DJUSD? Why or how?



# Student Voices

## Breakout:

### Please discuss:

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



# DJUSD Teacher Perspectives

- Multiculturalism and Ethnic Studies
- Professional Development
- Collaboration
- In context



# Professional Development 2020 - 2021

## 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

# Piloting and Collaboration

- Participating teachers identify pilot topic
- Students and community identify area(s) to support
- Collaboration Groups identified
  - Friday, December 18
- Professional Development Events
- January 14 Task Force
  - Ideation/Tuning Protocol



# Moving Forward

In Breakout Dyads:

Teachers: What are you interested in piloting and what are your next steps?

Community and Students: What are you interested in exploring and how would you like to support or contribute?

**Constructivist Listening Protocol:**

**Equal Time and voice**  
**Listen for the benefit of the speaker**  
**Allow for silence/think time**  
**Maintain confidentiality**



# Interest and Resource Survey

- All Task Force Members complete the appropriate survey linked in chat for [students](#), [staff](#), or [community](#))
  - Identify piloting interests
  - Identify resource supports
  - Formation of collaborative working groups



# Task Force Meeting Dates

## December

- 12/8 Meeting 1

## January

- 1/14 Meeting 2

## February

- 2/11 Meeting 3

## March

- 3/11 Meeting 4

## May

- 5/13 Meeting 5  
(Reflection)

