

Excellence through Equity: Social Justice Framework

Board Presentation

February 15, 2018

Three-Pronged Approach



Social Justice Framework



Components of our Framework

SMMUSD Student Capacities

Principles

Student
Behaviors

Implementation
Plan



Capacities of SMMUSD Students

COLLEGE AND CAREER READY

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

SOCIALLY JUST

- Demonstrate self-awareness, confidence, family pride, and positive social identities
- Express comfort and joy with human diversity; possess accurate language for human differences; and deep, caring human connections
- Increasingly recognize unfairness, have language to describe unfairness, and understands that unfairness hurts
- Demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions



Principles and Student Behaviors

Close Reading

Improve reading comprehension

Make connections that help shape sense of self and the world

Community Inquiry

Develop listening and speaking skills

Engage in meaningful conversations that connect to text and SJ Standards

Write to the Source

Write everyday and respond to ideas and claims as part of their own reflection and analysis

Reflect on revisions based on self-assessment and peer feedback



Principles and Student Behaviors

Academic Language

Use general and discipline-specific academic language

Language is appropriate for task and anchored in text

Action Oriented

Demonstrate awareness and proficiency through every day choices and social action

Develop a strong sense of agency and are empowered to advocate for themselves or others

Our Action Plan

Implementation Plan: Actions

Instructional Design & Practice:

Strategies Supported:

- Align Social Justice Standards to the CCSS and NGSS standards.
- Provide support for teachers to promote implementation of Social Justice Standards across content areas.
- Provide professional development for all teachers on critical practices (strategies) for creating a learning environment where academic and socio-emotional goals are accomplished in tandem.

Stakeholder Group	Individuals Responsible	2017-18	2018-19	2019-20	2020-21	2021-22
Board	Assistant Superintendent of Ed. Services; Director of Curriculum and Instruction; Ethnic Studies TOSA	1. Board adopts SJ standard (12/14) 2. SJ standards are included in BP/AR as exhibit 3. Freshman Seminar Update (2/15) 4. SJ Action Plan (2/15) 5. SJ Action Plan Implementation Update (May)	1. SJ Action Plan Implementation Update	1. SJ Action Plan Implementation Update	1. SJ Action Plan Implementation Update	1. SJ Action Plan Implementation Update



Our Action Plan

Stakeholder Group	Individuals Responsible	2017-18	2018-19	2019-20	2020-21	2021-22
PD Leaders (Teacher Leadership)	<p>Assistant Superintendent of Ed. Services; Director of Curriculum and Instruction; Ethnic Studies TOSA</p> <p>Funding Needs: Initial two-day SJ Training at Museum of Tolerance substitute coverage</p>	<p>1. Intro SJ standards (11/21)</p> <p>2. Two-day SJ standards training at Museum of Tolerance (Feb/Mar)</p> <p>3. Develop PK-12 articulation (i.e. scope and sequence)</p> <p>4. Develop minimum criteria for HS courses to fulfill American Cultures and Ethnic studies requirement</p> <p>a. Minimum SJ standards</p> <p>b. Culminating project (capstone project, service learning, inquiry-based learning, etc.)</p> <p>5. Develop minimum criteria for SJ units for PK-8</p> <p>a. Minimum SJ standards</p>	<p>1. Develop one unit that integrates SJ standards as outlined in PK-12 articulation to implement in classroom practice</p> <p>2. Create platform within SMMUSD website to house units of study and share with colleagues (Link on C&I page)</p> <p>Resources:</p>	<p>1. Refine first unit that was developed in 2018-19 and continue with implementation</p> <p>2. Develop second unit and implement in classroom practice</p> <p>3. Upload units onto SMMUSD website to share with colleagues</p> <p>4. Develop walk-through tool to provide non-evaluative feedback</p> <p>5. Pilot walk-through tool with PD Leader volunteers</p> <p>Resources:</p>	<p>1. Refine second unit that was developed in 2019-20 and continue with implementation</p> <p>2. Develop third unit and implement in classroom practice</p> <p>3. Upload units onto SMMUSD website to share with colleagues</p> <p>4. Share walk-through tool with SLT teams and encourage learning walks at site level with PD Leader support</p> <p>5. Continue with learning walks with PD Leader volunteers</p> <p>Resources:</p>	<p>1. Refine third unit that was developed in 2020-21 and continue with implementation</p> <p>2. Develop fourth unit and implement in classroom practice</p> <p>3. Upload units onto SMMUSD website to share with colleagues</p> <p>4. Continue encouraging SJ focus learnings at the site level with PD leader support</p> <p>5. Continue with learning walks with PD Leader volunteers</p> <p>Resources:</p>





2017-18 Action Plan

■ PD Leaders

- Initial Social Justice Awareness session (11/21)
- Input on framework and action plan
- Selecting dates in February for 2-day training at Museum of Tolerance
- Begin developing scope and sequence in March

■ Freshman Seminar and Ethnic Studies

- Currently Working with Samohi staff

■ HS Content Area Teachers: Cohort 1

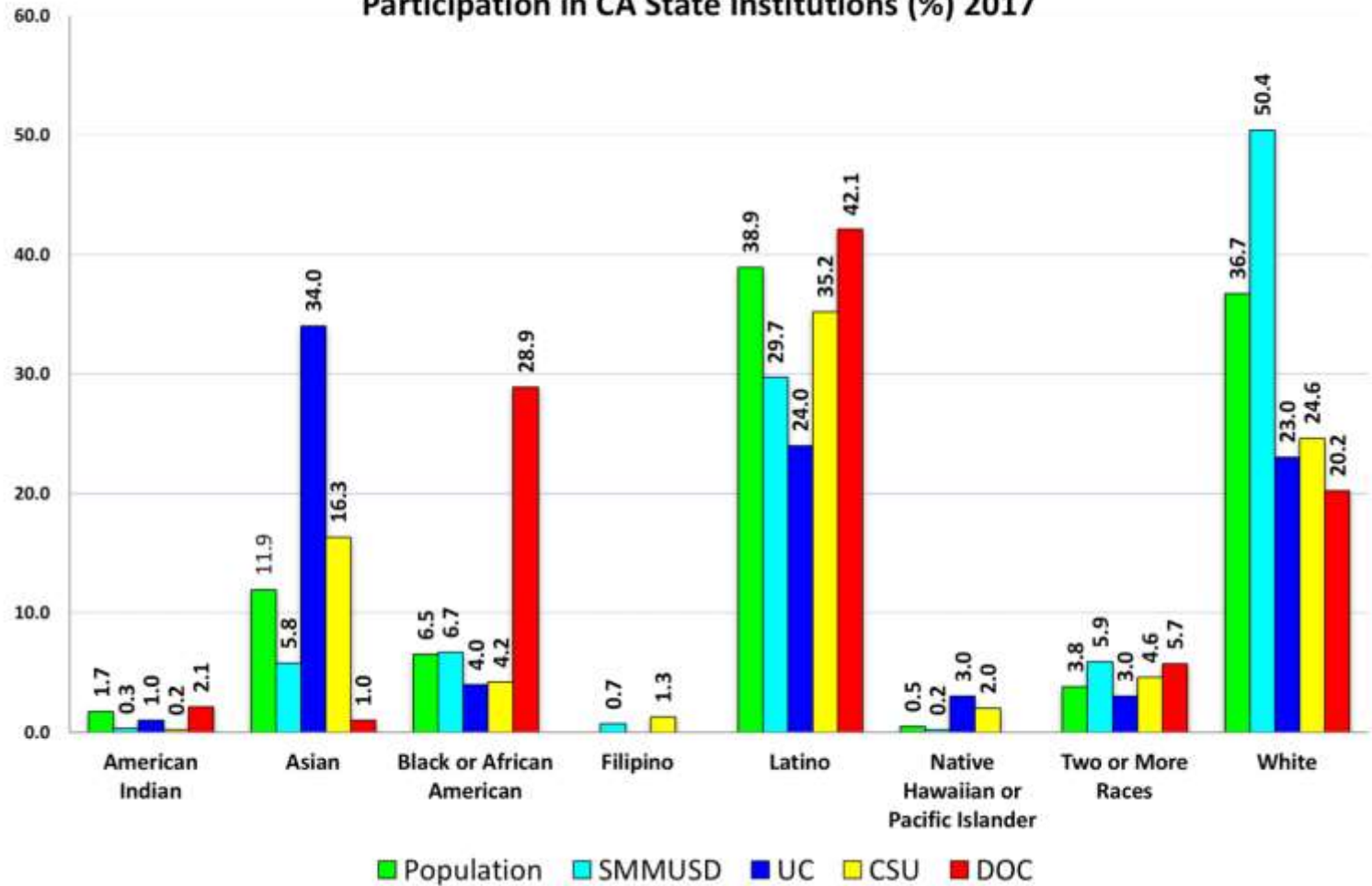
- Invitation sent out to all High School teachers
- Five 2-hour dates scheduled
- 10 additional hours available will schedule with teacher input

Freshman Seminar, Ethnic Studies, Chicana/o-Latina/o Literature, and Art at SAMOHI

Sean Arce, MEd, Ethnic Studies TOSA

Sarah Rodriguez, JD, Ethnic Studies Teacher

Demographic and Moral Imperative for the Social Justice Standards Participation in CA State Institutions (%) 2017





Articulation of the Social Justice Standards in Freshman Seminar – 1st Semester: Fall 2017

- Freshman Seminar Professional Development #1 – Articulation of the SJ Standards, August 2017
- Freshman Seminar Professional Development #2 – Model Instruction – 11/17/2017
- Text: *Career Choices and Changes* (Bingham & Stryker, 2011)
- www.My10YearPlan.com – Development of Ten Year Plan
- Themes Examined: *Envisioning Your Future, Your Personal Profile, Lifestyles of the Satisfied and Happy, What Cost This Lifestyle, Your Ideal Career, Career Research, Decision Making, Setting Goals and Solving Problems, Attitude is Everything, Your Skills Inventory*



Articulation of the Social Justice Standards in Freshman Seminar – 2nd Semester: Fall 2018

- Freshman Seminar Professional Development #3 – Finalization of the SJ Standards and CCS Standards (Scope and Sequence) Articulation/ Civic Action Project through a Social Justice lens, Model Instruction – TBD
- Text: *Race and Membership in American History: The Eugenics Movement* (2002)
- Text: *Facing History and Ourselves: Holocaust and Human Behavior* (1994)
- Themes Examined: *"We Vs. They"; Obedience, Conformity, and Propaganda, Judgement and Memory, Individual Decision Making*
- Civic Action Project through a Social Justice lens

Freshman Seminar - 2nd Semester Common Assessment

January 19, 2018

Freshman Seminar, Period 6

Factors that shape our identities

Our identity is affected by a host of internal and external factors. For example, what others will think and what you see as your place in the group or setting. In a classroom setting when we are learning, I come up with hypothetical questions, and become very curious about them. I want to know the answer to my *What if?* But then I wonder what my peers will think. I picture them groaning under their breaths about how nerdy I am, and why I had to take their time to ask an irrelevant question. This fear about others is the external factors that makes me jot down my question to ask at a later time. My identity goes from an outgoing, curious student, to one that melts in with the crowd. One's identity can also be altered depending on how they see themselves with whomever or wherever they are. With my friends, I feel like we are living side by side. I am able to act my age and do all the things teenage girls do. I can laugh with my friends and talk about books we've read or shows we've watched. My place is beside them. But this changes when I am with people who are older, people like my own extended family. A family reunion with grandparents and some aunts and uncles I've never met in my life takes me to a different identity. With a group of this size and age, we no longer live side by side, but instead exist on different levels. I feel that no one there knows about the new book that came out



Articulation of the SJ Standards in Ethnic Studies & Literature

S.J. Standards	Ethnic Studies	Chicanx-Latinx Literature
Identity	Critical Family Histories	Personal Statements
Diversity	“What’s Up Wednesday’s”	Feminist Revisions
Justice	Gentrification in L.A.	Teatro Campesino & Zoot Suit
Action	Youth Participatory Action Research (YPAR)	Student Poetry Anthology

Student Work Samples

Ethnic Studies

Chicana/o & Latina/o Literature

I am second generation Korean-American... Despite my heritage, I tend to feel disconnected and lost in my mother and father's root culture... Recently, I am reconnecting myself with Korean history and slowly teaching myself the language. I am currently showing what I've learned of my family's traditions through my artwork as well... I want to be able to embrace my ancestor's culture as well as critically evaluate and challenge it.

College Personal Statement Pre-Writing

In the past two weeks I have started to see many connections between the long, ugly history of colonialism in Latin America and the amount of famous Chicanx wordsmiths who have achieved excellence in the world of poetry. Although for centuries the intent of the dominant culture was to stifle and even kill off indigenous culture and history, poets such as Corky Gonzales, Sandra Cisneros, and Aurora Levins Morales were fueled by this dark history to challenge society's power structures through their writing...

Reflective Writing

R*****

Living in a "hood" area myself, the lecture today made me think about my own prejudices that even I still hold within my own community. Although I've been living in Inglewood for a couple of years now, I have yet to explore the community.... It's important for even a person living in the city not to get too caught up in the one-sided narrative. It's interesting to see my own prejudices play out in my own experience of the community. I rarely look at the pros of living where I live but one of my biggest pros is indeed the small businesses...

2 replies

S***** Jan 26

I'm wondering what attracted you to living where you do. Also, a lot of those who end up being subjects of gentrification feel that they are being forced from their home. Even though you haven't explored much around your neighborhood, I'm wondering if you feel that this is your home and if so what makes it so. Idk just cuuuuurious :))

Online Discussion Post and Reply on Gentrification



Additional Work on Integration and Articulation of SJ Standards Across the Curriculum

- Develop Scope and Sequence for Ethnic Studies Course with SJ Standards Articulation and CCSS Articulation.
- Develop Scope and Sequence for Chicana/o-Latina/o Studies Course SJ Standards Articulation and CCSS Articulation.
- Development of Social Studies/Ethnic Studies/U.S.-History Model Curriculum Units (2) with SJ Standards and CCSS Articulation.
- Development of English Language Arts/Chicana/o Literature Model Curriculum Unit (1) with SJ Standards and CCSS Articulation

Next Steps

