

VAPA/Music Equity Work

Presentation to the BUSD School Board Feb. 16, 2022

Pete Gidlund | Supervisor of the Visual and Performing Arts | VAPA/Music



STUDENT PERFORMANCE

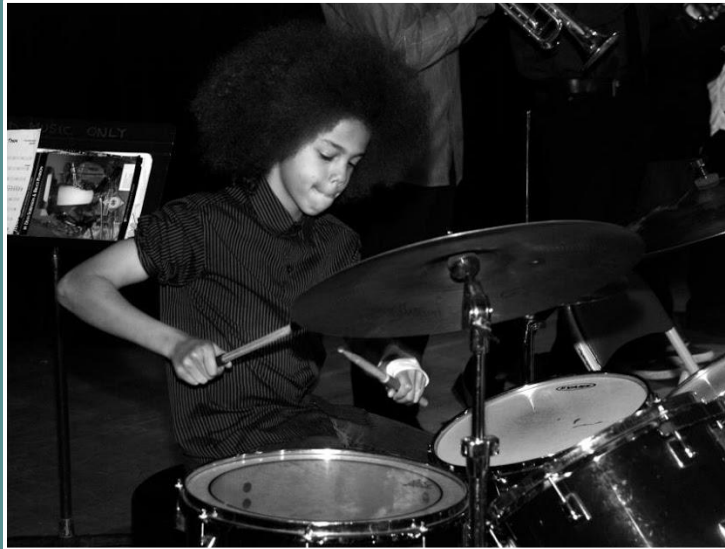
Thank you to _____ and _____
from the Longfellow Middle School Orchestra who
played _____ by _____.



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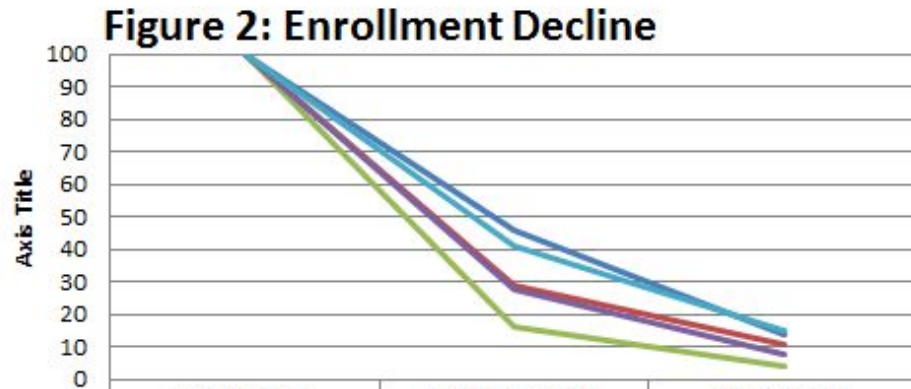
4th and 5th grade Music

- All 4th and 5th graders participate.
- 100% of every demographic served.
- Instruments are provided by the district.
- Classes are small inst.-alike groups.

Thank you Berkeley voters,
tax-payers, and BSEP!

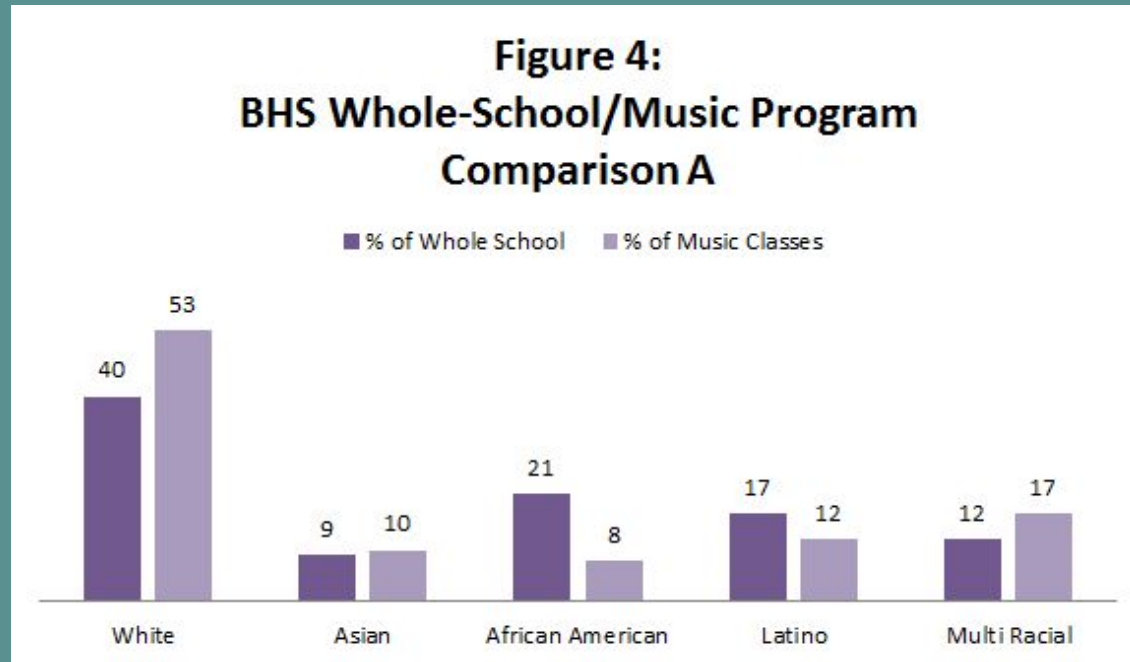


Equity Challenge: Why do middle and high school music classes contain under-representative numbers of BIPOC students?



White	100	46	14
Asian	100	29	11
African American	100	16	4
Latino	100	28	8
Multi	100	41	15

Equity Challenge: Why do middle and high school music classes contain under-representative numbers of BIPOC students?





Equity Challenge: Why do middle and high school music classes contain under-representative numbers of BIPOC students?

- 1. A Non-Diverse Teaching Team**
- 2. Need for Culturally Relevant Teaching Strategies**
- 3. Need for Parent Input / Parent Groups**
- 4. Lack of visibility / communication / representation**
- 5. Prohibitive School Structures**



1. A Non-Diverse Teaching Team

Extensive recruiting:

- Visiting Univ, Colleges, HBCUs Music Credential programs
- Networking at conferences
- Staying in touch / building relationships

Has resulted in:

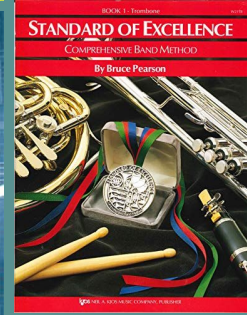
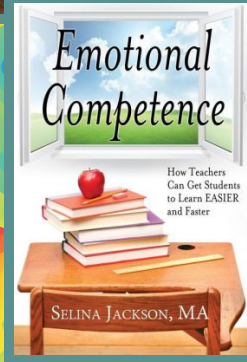
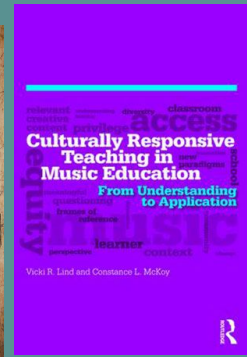
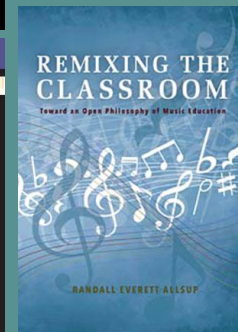
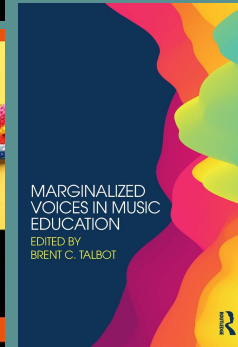
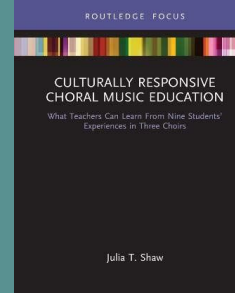
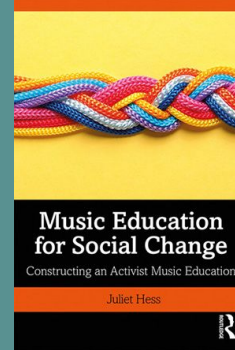
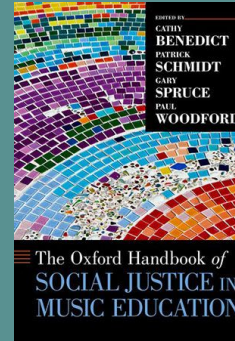
- K-8 Music staff has gone from 5% to 40% BIPOC

MUSIC STAFF



2. Need for Culturally Responsive Teaching Strategies

- Our PD has included book groups and readings from antiracist sources.
- Our Mills Teacher Scholars inquiry project have focused on equity themes.



(SIDE NOTE)

For more on our inquiry work,
check out this podcast where
music teacher JJ Hansen gives a
fantastic interview!



Steve Barkley
**PONDERS
OUT LOUD**

Teacher Edition

*Teacher as Professional
Learner*



3. Need for Parent Input & Parent Groups

Parent/Student Advisory Group B.M.I.E. ran
2018-2021

- Gave input
- Students ran PD sessions for Music Staff
- Group put on BIPOC-focused Events

VAPA is currently starting a large BUSD-wide BIPOC
parent group just for music!

4. Lack of visibility / communication / representation

Created a position for a MUSIC Family Engagement and Equity Specialist !

- Hired Jay Whittington
- Jay implements programs within our Equity Plan
- Jay works with underserved/underrepresented students and families within the Music Dept.



5. Prohibitive School Structures

- Working to expand to digital music at secondary
- More course offerings like guitar, ukulele, choruses, etc.
- Checking students' schedules for overlap, etc.



What are we working on now?

Leveled Equity plans

Multiple programs initiated by the Equity Specialist

Major shifts in funding for equity measures

Continued Recruitment



3-Tiered Equity

EQUITY PLAN 1

Equity Plan Phase 1

1. **Recruit to Produce a Diverse Applicant Pool**
 - Supervisor visits colleges to make contact with future applicants
 - Develop and maintain relationships with possible candidates
 - Who does this: Supervisor
2. **Cultural Competency Professional Development**
 - Guest speakers, book groups, Mini Teacher Scholars, etc.
 - Who does this: Supervisor and Equity Specialist with Teachers
3. **Form a Music Parent Equity Group**
 - Who does this: Equity Specialist and Supervisor
4. **Increase Visibility and Communication**
 - Website, events, communication, etc.
 - Who does this: Equity Specialist and Supervisor
5. **Create Alternatives to Institutional Structures that Promote Racially Predictable Access in Music**
 - More classes with more choices, fix DHS small school limitations, create choruses at IHS and all 3 middle schools, etc.
 - Who does this: Supervisor

Phase 1 Progress Report on next page.

SUPERVISOR FOCUSED

EQUITY PLAN 2

Equity Plan Phase 2

1. **Develop a culturally diverse curriculum that addresses the racial, cultural, and historical context of the music they are learning.**
 - District adopted music textbooks that are culturally relevant
 - Differentiated or adapted supplemental curriculum that tells historic/cultural story
 - Who does this: Teachers and Equity Specialist
2. **Support teachers to create "canon" of culturally relevant repertoire that represents diverse composers and performers (BIPOC, women, LGBTQ+, etc)**
 - Who does this: Teachers and Equity Specialist
3. **Develop student leadership within the BIPOC student musician community.**
 - Music Immersion Day camp
 - Student council using of parent group
 - Who does this: Equity Specialist and Supervisor
4. **Create events for students (to both perform and to observe) that promote the historical influence of BIPOC musicians and that represent and empower students of color.**
 - Students will perform at BHSO festival festivals and events that focus on diversity
 - Students will attend BHSO-hosted seminars and guest performances from diverse speakers and performers
 - Who does this: Equity Specialist, Teachers, and Supervisor
5. **Shift Funding to accommodate major equity initiatives**
 - Who does this: Supervisor
 - WAPA Budget to include:
 - LPTM Equity Grants at:
 - BHSO Music Immersion Day Camp
 - Student Teacher Scholarship
 - District/Hosted events and guest artist appearances
 - BIPOC Musician Mentorship Program
 - Specialized after school music and arts programs for BIPOC students
 - Funding for Black Music Museum, BHSO
 - Building and/or digital resources, and more
6. **Support Current Music Teachers of color**
 - Hire and hire support BHSO/HSO network by:
 - Provide Mentoring Space
 - Organize regular meetings with speakers, snacks, social networking
7. **Listen between specialist staff and Music Teachers to support students with BIPOC**
 - Create gallery of BIPOC music throughout school campus
 - Support teachers in assessing student REP materials

EQUITY SPECIALIST FOCUSED

EQUITY PLAN 3

Equity Plan Phase 3 (UNDER CONSTRUCTION) Below: Teachers are currently in the process creating a classroom-centered Equity Plan

1. **Deliver a diverse background of musical repertoire that is composed of authentic voices.**
 - Create "canon" of culturally relevant repertoire that represents diverse composers and performers (BIPOC, women, LGBTQ+, etc.)
 -
 -
2. **Create classroom atmosphere that is culturally responsive in both pedagogy and management.**
 -
3. **Commitment to collegial support**
4. **Implement consistent and respectful communication with families and community**
 - Develops shared system of home communication



TEACHER FOCUSED

Link to these documents in chat





BIPOC-Focused Programs

- **Symposiums: seminars and guest performances from diverse speakers and performers.**
- **Music Immersion Day camp**
- **Form large parent groups**
- **District-adopted music textbooks that are culturally relevant**
- **Staff-created or adopted supplemental curriculum that tells historical/cultural story**
- **BUSD-hosted festivals and events that focus on diversity**
- **4th grade CA history/music curriculum development**
- **Mentorship programs**



Major Shifts in Funding to Equity Measures

- **1.0 FTE Equity Specialist**
- **Outfitting of BHS digital music lab (\$40k saved per year)**
- **Funding for BHS African American Studies**
- **Diversity-focused events and guest artists/speakers**
- **BIPOC music mentorship program**
- **expanded after school music and arts opportunities**
- **BIPOC Music Immersion Day Camp**
- **Multiple Parent Equity groups**

THANK YOU!

