



ESAC Small Group Frameworks and Resources Meeting, October 30, 2019

Attendees:

Brooke Brown	Social Studies Cadre Recommendation
Harpreet Parhar	Social Studies Cadre Recommendation
Jerry Price	Office of Superintendent of Public Instruction
Joanne Candelaria	Washington Education Association
Kari Tally	Office of Superintendent of Public Instruction
Kate Frazier	Social Studies Cadre Recommendation
Linda Clifton	Jewish Federation of Greater Seattle
Lynette Suliana Sikahema Finau	Commission on Asian Pacific American Affairs
Maria Isabel Carrera Zamanillo	Commission on Hispanic Affairs
Michael Pena	Washington Education Association
Nasue Nishida	Center for Strengthening the Teaching Profession
Nu'om Fariz	Council on American-Islamic Relations
Rodrigo Renteria-Valencia	Commission on Hispanic Affairs
Sharon Kriskovich	Social Studies Cadre Recommendation
Simone Boe	Washington Education Association
Taryn Coe	Social Studies Cadre Recommendation
Vicki Bates	Washington Association of School Administrators
William Jackson	Association of Washington School Principals

- I. 8:30-9:00 Sign in & connect
- II. 9:00-9:30 Introductions and outline the work
 - i. Jerry discusses backlash after the posting of Seattle SD resources, says Ed Week publication did a nice article
 - ii. Tasks of small group vs large group; will have conversation in Zoom meetings of doing work beyond just creating electives
 - iii. Group recites together the Spanish/English "In Lak'ech" (bringing hearts together (Mayan))
 - b. Broad structure with opportunities for deep dives
 - c. Provide platform for communities/districts/teachers to be brave and just
 - d. Provide supports for students and teachers
- III. 9:30-11:30 Whole group planning – Tenants of our work based on LAUSD
 - i. Indigeneity and Active Roots
 - ii. Coloniality, Dehumanization, and Genocide
 - iii. Hegemony and Normalization
 - iv. Decoloniality, Regeneration, and Transformational resistance

1. Dink & Sort the Four Categories ("Buckets" from *Rethinking Ethnic Studies* book)
 - a. Nasue identifies the four Buckets in the text and asks the group to read silently
 - b. Brainstorm areas of impact and place Post-it notes on each Bucket (poster)
 2. Separate groups so that each group contains persons 1-4; then rename each person: A, B, C, D
 - i. Person A presents a two-minute case
 - ii. Persons B, C, D ask clarifying questions of Person A
 - iii. Persons B, C, D discuss in silence without person A
 - iv. Three-minute free-for-all
 - b. Steps i-iv are repeated with person B, then C, and lastly, D
- IV. 11:30-12:30 Working lunch – group share out – Descriptions of the four sections
- a. What matches?
 - i. All four buckets are existing now, despite their differences
 1. High School students can become ambassadors to help facilitate and gather/give feedback
 2. Students who are already in Ethnic Studies (ES) can help connect students who are not
 - a. Student voice is powerful in ES
 - b. What's missing?
 - i. Include SBE to help establish the delivery process
 - ii. Reinvent ES, decentralize our bias, do self-reflection
 1. Identity, Power, Human nature (how we are alike)
 - iii. Framework questions:
 1. How do we present ES?
 2. Who are we as people?
 3. What does ES look like, feel like, sound like in the classroom?
 4. Question raised at conference: Can a white teacher teach ES?
 5. What resources do we access to bring it forward competently?
 6. How do we help teachers/communities to engage with Ethnic Studies? What can they do to get ready for it?
 7. Racialization, De-Racialization, or Culture?
 8. Do we create a framework with fundamentals that spawn criticism or write something that's safe?
 - a. Do we spend the money, time, effort on something that won't be used?
 - b. Can it be created robustly with the knowledge that the schools/communities may play it out in their own way, whether robust, or simplified, or not at all?

- c. Do we create one Framework or multiple throughout the state?
- V. 12:30-2:30 – Divide into 4 groups to explore resources, 7-8 “Must Haves,” 9-12 “Must Haves”
 - a. What resources are available for teachers K-12 to support ES, what should a framework look like?
 - i. Teacher Development
 - ii. Meet SS Requirements
 - iii. Review and Reflection
 - b. What does the group see as non-negotiable common theme/concepts?
 - i. Power
 - ii. Identity
 - iii. Agency
 - iv. Commonalities
 - v. Histories
 - vi. Critical Solidarities
 - vii. Positionality
 - viii. 7-8
 - ix. 9-12
- VI. 2:30-3:30 Regroup and share
 - a. How will we deliver content during ZOOM? Choose group leaders to report out Nov. 14
- VII. 3:30-4:00
 - a. Travel, clock hours, and sub paperwork
 - b. Closing remarks – reminders of meeting dates