



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

***Working to Overcome Racism through
Applying an Equity Instruction and
Curriculum Compass***

*Meshe Ford, Kitty Gogins, Mary Hannula, Chris Hester,
Talia McWright & Carly Miller*

Speakers

Meshe Ford and Talia McWright are juniors at Roseville Area High School. They are taking the 'American History through an African American Lens' course and are also involved in the RAHS Leadership in Training (LIT) program.

Christina Hester has been an educator in both K-12 and postsecondary education for 28 years, with the last 19 in K-12. She has been in her current role as Principal of RAHS for 2 years. She has been steeped in equity work since entering K-12.

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Mary Hannula has worked in education as a Social Studies & AVID teacher for 28 years. Twenty-one of those years at RAHS. She has been trained and facilitated RAS equity work for the past 16 years. She also is a SEED facilitator with Equity Alliance.

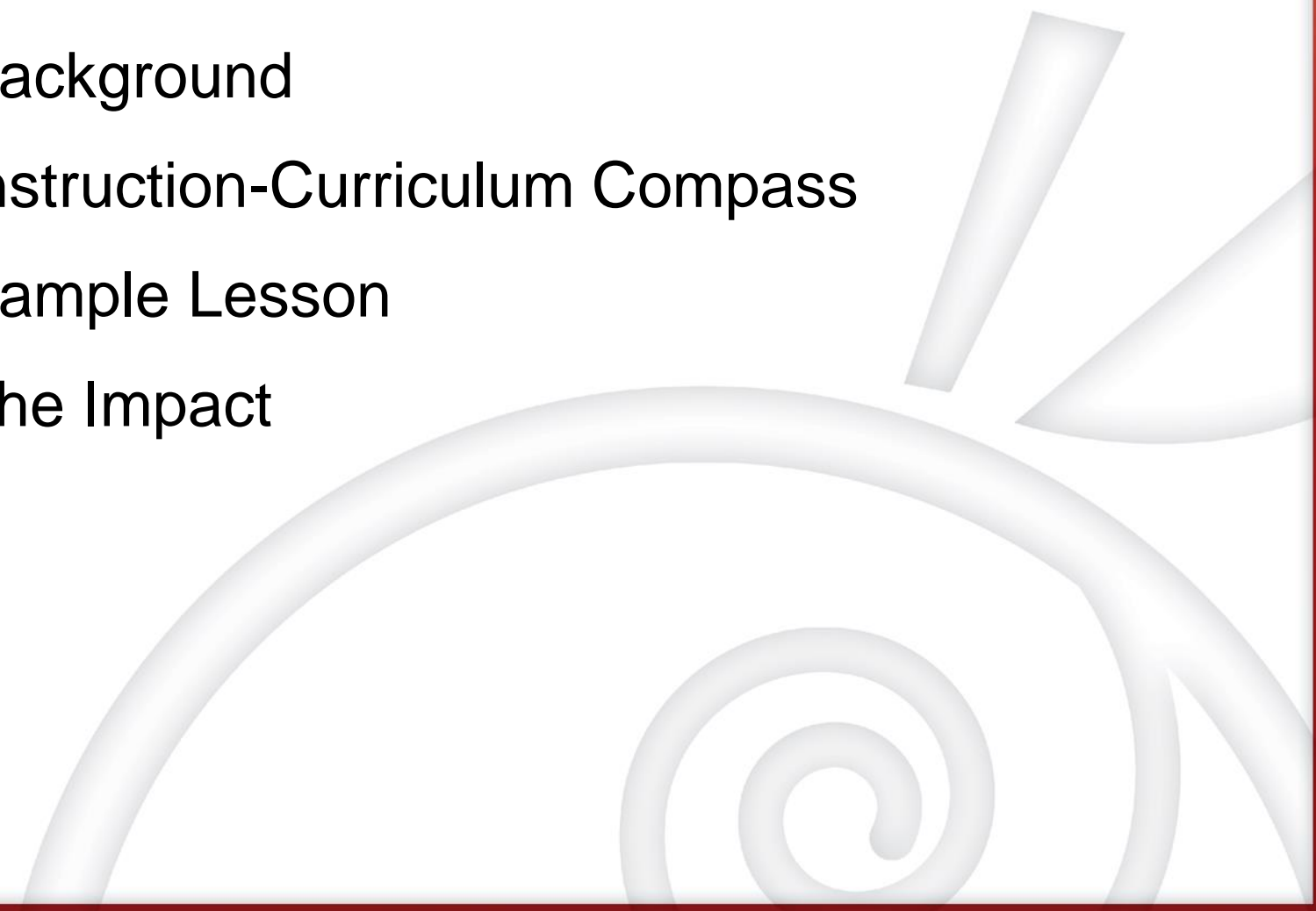
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Carly Miller has worked in education as an AVID and Social Studies teacher for 5 years at RAHS. She has been active in equity work throughout her tenure.

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Kitty Gogins has served on the Roseville Area School board for 13 years and is the current chair. kitty.gogins@isd623.org. Professionally, she does strategic planning, helping organizations envision and plan their future with an equity lens. <https://kittygogins.com>

Agenda

- Background
 - Instruction-Curriculum Compass
 - Sample Lesson
 - The Impact
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- A decorative graphic in the bottom right corner of the slide. It features a large, light gray, semi-transparent spiral that starts from the bottom center and curves upwards and to the right. To the right of the spiral, there are two overlapping, light gray, semi-transparent shapes that resemble stylized rays or segments of a larger design.

Roseville Area Schools Background

- Medium-sized inner ring suburban school district
- Continually grows more diverse
- Equity Journey began in 2005 with establishing an equity vision



<http://www.roseville.k12.mn.us/schools/>

Equity Vision Guides Our Work

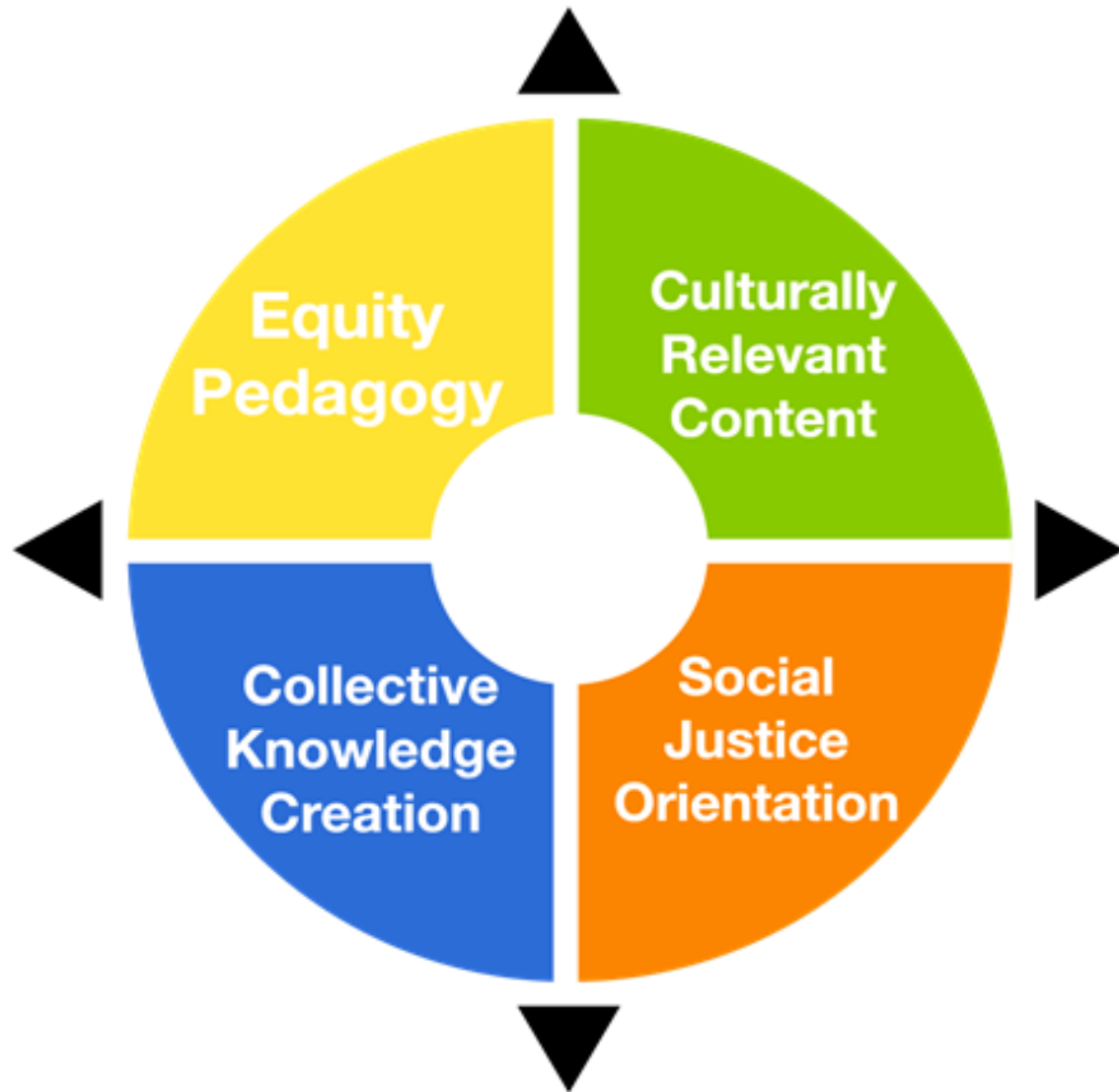
Roseville Area Schools is committed to ensuring an equitable and respectful educational experience for every student, family and staff member regardless of:

- Race
- Gender
- Gender Identity
- Sexual Orientation
- Socioeconomic Status
- Age
- Ability
- Home or First Language
- Religion
- National Origin
- Physical Appearance

History of Equity/CRCT

Prior to 2005	Chadwick & Howard (Equity Vision)
2005-2008	Decentering White Privilege & Start IDI Use
2008-2010	Courageous Conversations w/ PEG Develop Equity Lens → Begin Systemic Review
2010-2013	Developmental Mindset PD and Equity PDP Began Restorative Justice Work
2013-2017	CRCT- Add Equity Domain to Framework Start Instructional Coaching w/ Equity Mindset Affinity Groups: Humanity Center Absent Narratives
2017-Present	Absent Narratives/Inclusive Curriculum and Implicit Bias

Instruction-Curriculum Equity Compass



PD and PLCs Develop New Curriculum

Elementary

- Each Grade-Building team redesigns 1 Social Studies unit (2017-2018)
- Saved work became district's curriculum resource (2018-2019)

Secondary

- Work in departments and PLCs on their content area

**Impact at the student level – honoring our
commitment to respond to student concerns**

Step #1: Building Beyond Enslavement/Racism

- Individual equity lens
- Expanding equity work
- Knowledge co-construction

How does race impact us still today?

Step #2: Check Your Implicit Bias

- Enter your work with humility
- Be ready to share your story
- Vulnerability
- Words can empower or victimize
- Race as a social construct creates dominant/master narratives
- Keep changing the lesson through your support, compass & equity mindset

Step #3: Leadership Support

- Equity Mindset
- CRCT Compass empowers teachers
- Administration participates in the classroom
- Supports lessons
- Includes PLC's work on absent narratives using the compass
- Provide resources to support work (SEED, books, training, etc.)

Roseville Area High School

Sample Lesson

World Studies Unit: 9th Grade Lesson:
The Impact of Trans-Atlantic Enslavement of
African Peoples and the Creation of Race

Lesson: 13th Amendment and Modern Day
Enslavement

Prior Knowledge Quickwrite and Elbow Partner Discussion: Citizenship and Voting

Who can and cannot vote in this country?

Was your family included or excluded from citizenship/voting in the United States of America?

Can you trace back who and how many generations (in your family) have had the right to vote and the right to citizenship?

Apply CRCT Compass to this Activity



Voting Rights

Who Was Included and Excluded?

1776-States decided voting, mostly white male property owners

1789- 3/5th Compromise made African Americans non-citizens according to the law

1790-Naturalization Law-Citizenship= White-free (born outside of USA, white immigrants)

1848- Mexicans can become citizens and vote (language requirement/intimidation stop people)

1868 -Right to Vote for all men who are citizens

1876 Indigenous Peoples are not Citizens so cannot vote

1882 Chinese Exclusion Act (cannot become naturalized citizens or vote)

1887 Indigenous People's can vote if they give up their tribal affiliation (Dawes Act)

1890 Indigenous People granted citizenship (if apply and approved) Indian Naturalization Act

1920 Women Right to Vote

1922 Japanese and Asian Indian Immigrants are not white and not citizens

1952 Walter McCarron Act allows all people of Asian Ancestry to become citizens

Ratified Dec 1865.

In your own words, rewrite the 13th Amendment.
Section 1 and 2.

What question do you have about the 13th Amendment?

13th Amendment

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

Making Connections to Today:

Read Excerpt from:

The New Jim Crow by Michelle Alexander

1. Number the Paragraphs
2. Underline author's main points
3. Circle key words
4. [new/unknown vocab]

Connect Alexander's Article to the 13th Amendment

- How has the right to vote been taken away in Jarvious' family?
- According Alexander, what other rights are impacted, who does this target?

Netflix Documentary 13th by Netflix

How does
this video
connect to
the EQ?

EQ: Does the
13th Amendment
allow for a
modern day form
of enslavement/
slavery?



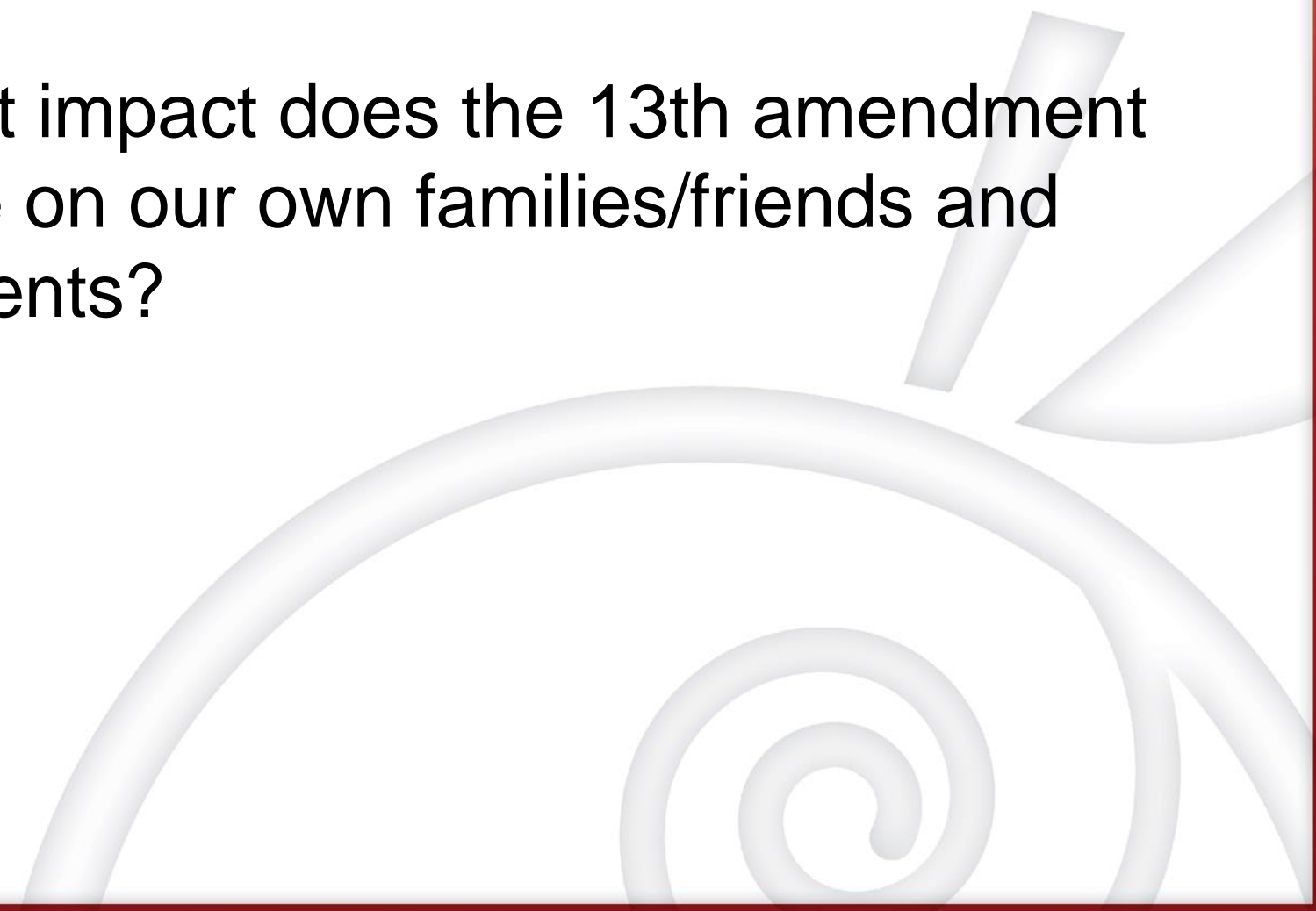
Step 4 - Music for Hope and Change

After listening to the lyrics, answer the two questions in your packet.



Reflection Question:

What impact does the 13th amendment have on our own families/friends and students?



Assignment: Knowledge Co-Construction

Find a song that speaks to this specific issue of inequality/racism in the United States

Ask/discuss the history of voting, citizenship with your family

The Impact of Equity Curriculum Work

– What Students Have to Say –

Meshe Ford

Talia McWright

The Impact of Equity Curriculum Work from Staff Perspective

- Engages students in seeing their narrative
- Students unafraid to talk about race
- Amplified student voice
- Compass
- Equity
- Culturally Relevant
- Knowledge Co-construction
- Social Justice

Questions & Discussion

The slide features a white background with a red border. In the center, the text "Questions & Discussion" is written in a bold, dark red font. To the right of the text, a white arrow points towards it. Below the text, a large white spiral graphic is visible, along with a white curved line that forms a semi-circle.



Educational Equity Curriculum and Instruction Compass

Equity Pedagogy

A pedagogy grounded in equity promotes the belief that all students can learn and demonstrate knowledge at high levels and that it is the educator's responsibility to facilitate high level learning for all students.

- Acknowledges the existence of inequity
- Acknowledges that there are underserved and underrepresented populations
- Remedies the social processes that create inequity
- Acknowledges that teaching and learning are impacted by the various identities of educators and students
- Focuses on educational outcomes for underserved populations
- Understands that all students benefit from equity focused pedagogy

Culturally Relevant Content

Culturally relevant content adjusts the curriculum, standards and materials to be reflective of and relevant to the dynamic identities of our students and our human diversity.

- Demonstrates cultural awareness and sensitivity
- Elevates the rich diversity that exists within our society
- Recognizes the impact of the hidden curriculum
- Recognizes the impact of the explicit curriculum
- Examines the biases present in academic standards and curricular materials
- Rejects deficit views regarding cultural difference
- Enables students to view concepts, issues, themes, problems and experiences from multiple perspectives

Curricular Focus and Educator Competencies

Collective Knowledge Creation

Collective knowledge creation demonstrates how new ideas and learning are created and shared as a social construction and affirms the students' essential role in the creation of knowledge.

- Encourages all members of the community to contribute valuable perspectives
- Distributes power and authority for knowledge creation and responsibility for teaching and learning among all members of the community
- Is rooted in student inquiry
- Enables students to be resources for learning
- Affirms families as authentic education partners

Social Justice Orientation

Curriculum with a social justice orientation confirms that society does not treat all people justly and develops students to be agents for change.

- Activates and amplifies student voice
- Allows students to practice questioning and critical thinking
- Encourages students to interrogate the hidden and explicit curriculum
- Promotes schools as a model for social justice
- Rejects dehumanization and oppression
- Teaches students to actively create a just community