

WPS RIDES Partnership

Reimagining Integration - Diverse and Equitable Schools

November 7, 2017

MORNING AGENDA

- | | |
|--------------------|-----------------------------------|
| 8:00 - 8:30 a.m. | Introduction & Icebreakers |
| 8:30 - 9:00 a.m. | What is RIDES and WHY |
| 9:00 - 10:00 a.m. | Storytelling (What is your why?) |
| 10:00 - 10:15 a.m. | <i>Break</i> |
| 10:15 - 11:30 a.m. | Data protocol |
| 11:30 - 12:00 p.m. | Share, Debrief, Moving Forward... |

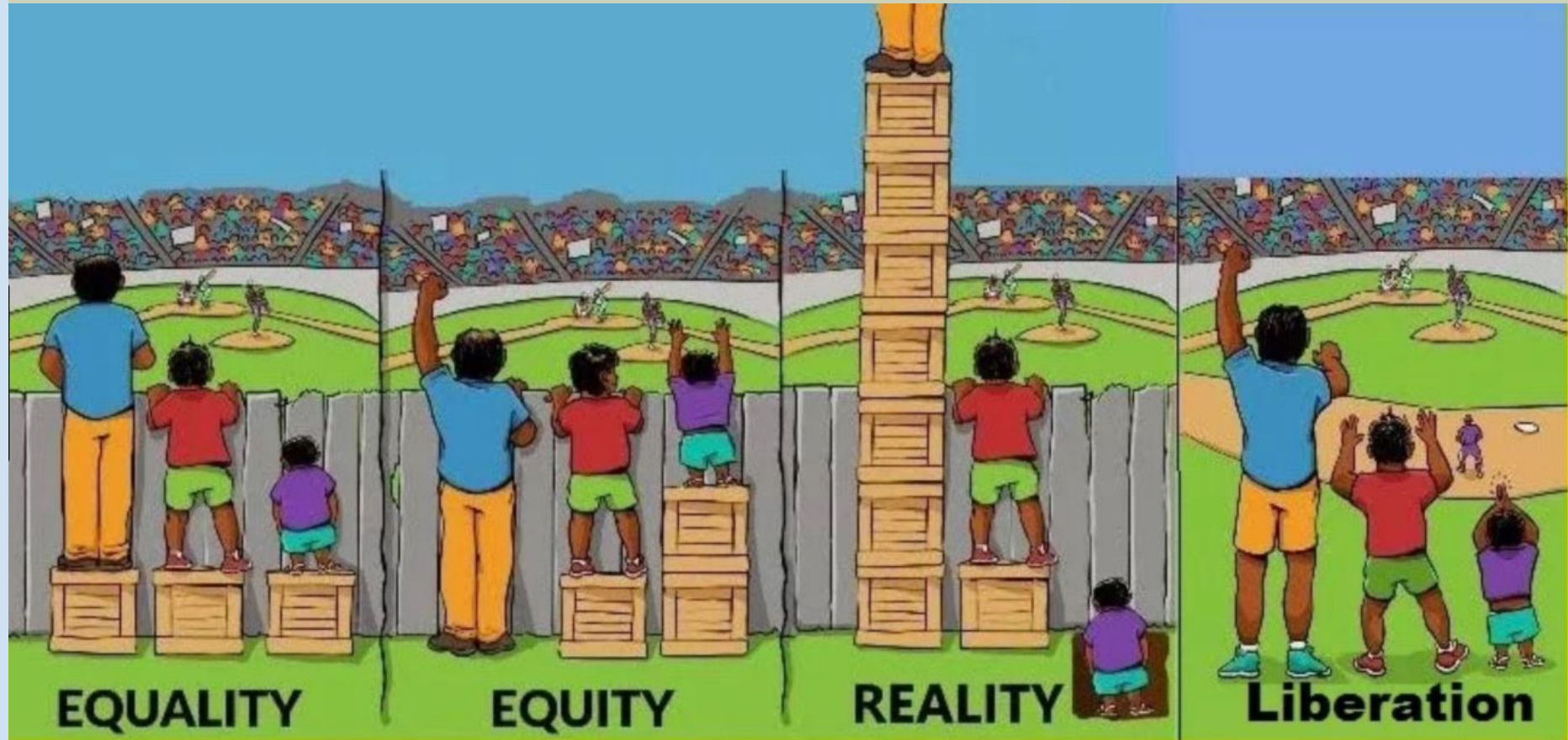


WHY ARE WE HERE?

“Unless our children begin to learn together, then there is little hope that our people will ever learn to live together.”

Supreme Court Justice, Thurgood Marshall
(1974)

UNDERSTANDING THE
WORK OF RIDES



Every Child, Every Classroom, Every Day

Reimagining Integration:

Diverse & Equitable Schools = RIDES

Spring, 2017: Invited by HGSE to work in a strategic partnership with Harvard's Reimagining Integration: Diverse and Equitable Schools Project

Summer, 2017: The District formed a core team to plan for the partnership

September, 2017: RIDES core team attended RIDES Launch

October, 2017: A larger secondary school team was formed with faculty representatives from both WMS & WHS

November 7th: Invite the larger WMS & WHS staff to contribute their ideas about the partnership

RIDES is about Equity. What is Equity? Racial Equity?

“**Equity** in education means providing students with what they need (and I would add deserve) to succeed, regardless of their racial, ethnic, cultural, or socioeconomic background” – Milner (p.34, 2015)

Racial Equity is understanding that communities of color are disproportionately impacted by inequity, due to systemic racism, and thus, *need more*.

What RIDES is and isn't

What RIDES is:

- A way to systematically address issues of inequity and disproportionality
- A support system to help us as a district, identify levers to ensure that our system ensures equity across all schools and programs
- A way to clarify our core values around equity and to develop a plan that supports these values

What RIDES isn't:

- A new initiative!! :)
- A program that we adopt
- Something that we are telling you to do

WPS RIDES OBJECTIVES

For November 7

- To build a shared understanding of WPS's commitment to diverse *and* equitable schools
- To begin to build a community of practice around diverse *and* equitable schools
- To explore how individuals and teams can do personal work and team work to encourage reflective practice around the issues of equity.

Norms/ Session Expectations

- Be Present
- Expect and Accept Non Closure
- Be as vulnerable as you are comfortable
- Speak your truth
- Use the inquiry stance
- Step Up and Step Back
- Be an active listener
- Assume Positive Intent

Maitre'D Protocol

PROTOCOL

- Table for Three: What is something that you are excited about for today?
- Table for Two: Who is someone that has been a role model to you in equity and diversity related work?

RIDES Desired Outcomes: Going Beyond Desegregation

- **Academics** All students have strong academic preparation, capitalizing on and connecting to students of all backgrounds, with high levels of knowledge and skills.
- **Belongingness** All students have a strong sense and appreciation of their own culture and heritage, as well as of those of their diverse classmates.
- **Commitment to dismantling racism and oppression.** All students understand the role that institutional racism and other forms of oppression play in our society and have the skills, vision, and courage to dismantle them.
- **Diversity** All students appreciate and value different perspectives, thoughts, and people and have friendships and collaborative working relationships with students and adults from a variety of racial and economic backgrounds.

Desegregation and integration are NOT the same thing.

Integration IS school *diversity*.

Levels of Racism: (4 I's)

Individual

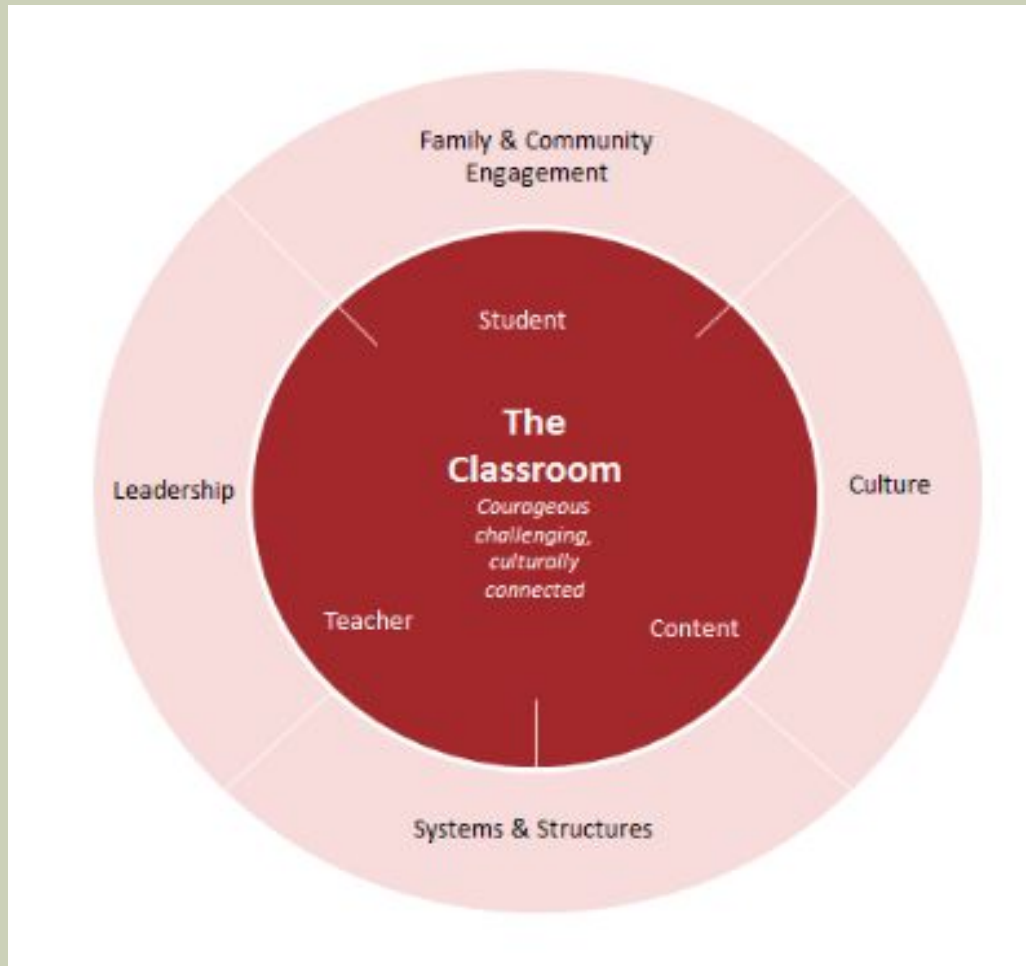
Interpersonal

Institutional

Ideological

Jay Smooth - Video www.youtube.com/watch?v=LjGQaz1u3V4

RIDES views improvement around equity and diversity systemically

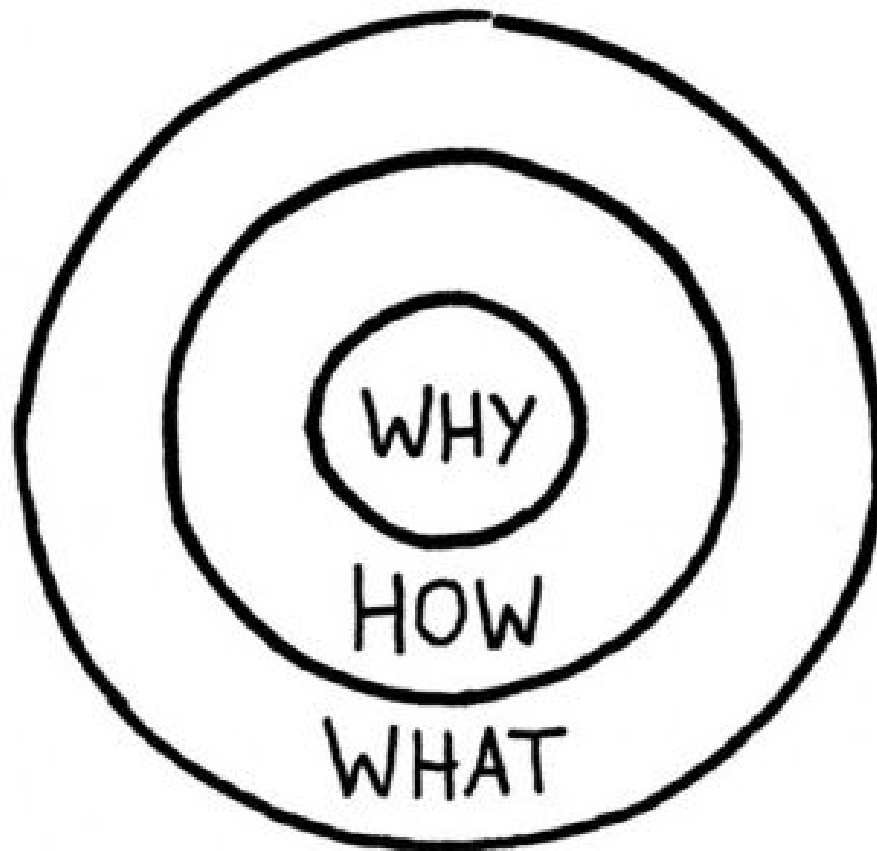


You cannot work on Diversity and Equity without consciously dismantling racism.

You cannot dismantle racism without working consciously at the individual, interpersonal, institutional, and ideological levels

WHY ARE YOU HERE?

The Golden Circle



What

Every organization on the planet knows WHAT they do. These are products they sell or the services they offer.

How

Some organizations know HOW they do it. These are the things that make them special or set them apart from their competition.

Why

Very few organizations know WHY they do what they do. WHY is not about making money. That's a result. It's a purpose, cause or belief. It's the very reason your organization exists.

“I came Here to Learn”

‘Storytelling’

COMMON Challenges in Storytelling

- What if my story is not good enough?
No such thing
- How do we use our stories to create a shared understanding?
By being cautiously vulnerable and collecting/sharing feedback
- How do I feel a sense of belongingness in someone else's story?
By listening with intent and empathy

DEVELOPING AN EQUITY NARRATIVE

Table for Four:

- Think of a moment/story where you have experienced inequity or when you have witnessed inequity.
- What was a challenge that you faced? What is the choice that you made?
- Consider: The connection between this story and your *why*.

Return at 10:15 a.m.

SUMI: Equity Storytelling



S

What surprised you about this protocol?



U

How would you use this in your own setting?



M

What are you still marinating on?



I

What is the impact of this protocol?

Looking at WPS Data

- **RIDES** is grounded in the larger political and social context: Perceptions, policies, and practices
- 1st part of the morning: We identified what brought each of us as *individuals* to the work around equity
- Now we will look at WPS as an *institution* to begin to clarify our larger reason **WHY**
- **Q:** What are the barriers that prevent all WPS students from having equal access to a rigorous and relevant educational experience?
- It's our vocation to break down those barriers. First step, we have to figure out where those barriers might be and how they manifest in our student outcomes
- What are the identified gaps, issues, and trends that can help us?

Life of Privilege Explained in a \$100 Race

WPS Data

Table for Four:

Data-Driven Dialogue Protocol

This protocol builds awareness and understanding of the participant's viewpoints, beliefs, and assumptions about data while suspending judgments. All participants will have an equal voice. The phases of data-driven dialogue assist groups in making shared meaning of data.

1. State Assessment Data - MCAS Subgroups (blue)
2. WPS Secondary Attendance (green)
3. Post-Secondary Plans (pink)

Return at 11:30 a.m.

So...What Did We Learn?

Check out our collective responses with the shared Google Sheet....

What do you notice?

What do you find surprising?

What makes you wonder?

Moving Forward

Table for Three:

What is a seed that you want to continue to nourish after your experience today?

- Consider your experiences today
- Some insights that you might have made individually
- Team insights/learnings

How are we doing? (Plus/ Delta)

- ❑ What worked well today to support our individual and collective learning? (+)
- ❑ What could we have done better? (delta)

Thank you, for your active participation & essential vulnerability! It takes a village. :)