

# **PreK-12 Professional Development**

*Friday, December 7, 2018*

**AM General Session:  
Sustaining and Deepening our Collective Work**

# Today's Agenda

**Outcomes:** PreK-12 staff will:

- continue to develop purposeful collaboration and trust;
- engage in dialogue about purposeful collaboration with racial consciousness and racial vulnerability;
- reflect on the Racial Equity Purpose (REP) statements;
- discuss implementation of Culturally Relevant Pedagogy (CRP);
- develop a collective commitment;
- apply student voice to a vision of equity; and
- contribute to an electronic database of CRP lessons and REP statements, and collective commitments.

Time	Topic
8:00 - 9:30	General Session: Deepening our Work
9:30 - 9:45	Transition/Coffee/Walk and Talk
9:45 - 11:30	Horizontal and Vertical Team Collaboration: The Why, How, and What of our Collective Work - Purpose, Practice, and Commitment
11:30 - 12:30	Lunch (on your own)
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1:00 - 1:15	Transition
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“Today I choose to live with gratitude for the love that fills my heart, the peace that rests within my spirit, and the voice of hope that says all things are possible.” – Anonymous

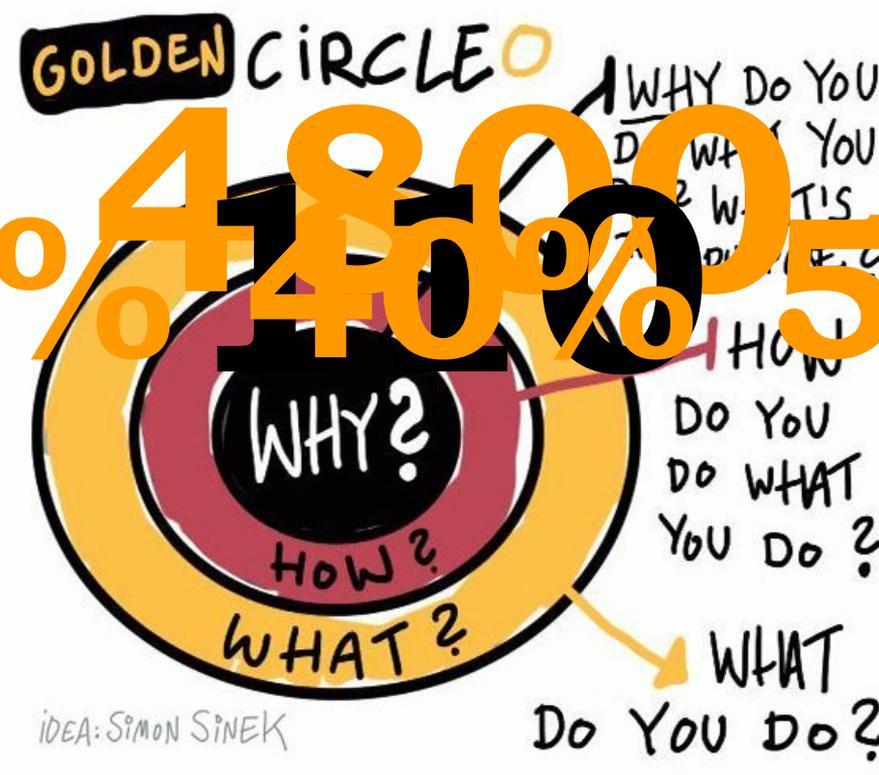


**Engage**  
**Sustain**  
**Deepen**

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# 2015-2020 Strategic Plan

St. Louis Park Public Schools



## *Our Mission*

As a caring, diverse community with a tradition of putting its children first, we will ensure all students attain their highest level of achievement; prepare all students to contribute to society; offer high quality opportunities for lifelong learning; provide multiple pathways to excellence; challenge all learners to meet high standards; and provide a safe and nurturing environment that energizes and enhances the spirit.

## *Mission Outcomes*

(formerly Strategic Objectives)

- All students will achieve the knowledge, skills, passion and attitudes to meet or exceed rigorous academic standards, without demographically predictable results, in order to succeed in their future.
- All students will voluntarily and continually contribute to society.
- All community members will be involved in learning opportunities of interest to them that are: intellectually engaging, community enriching, physically energizing and enhance the spirit.



St. Louis Park  
Public Schools

*Achieving success, one student at a time!*

## Promises...

- **We will** ensure all students attain their highest level of achievement;
- **We will** prepare all students to contribute to society;
- **We will** offer high quality opportunities for lifelong learning;
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every one of us  
has the right to  
an education

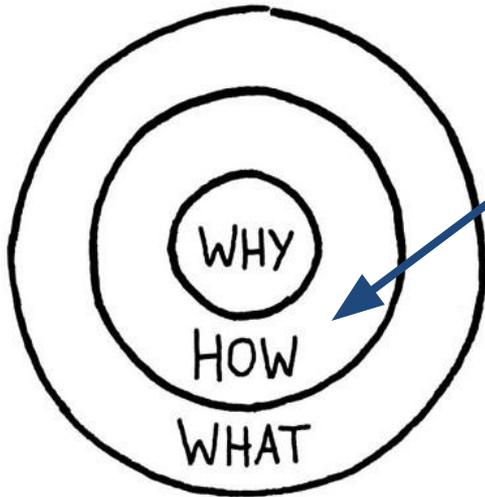


Democracy has to be born  
anew every generation, and  
education is its midwife.

-John Dewey

# How do we keep our promise?

## What is OUR How?



- Courageous Conversations about Race
- Purposeful Collaboration
- Culturally Relevant Pedagogy
- IB/Immersion/Technology Enriched



# A Vision of Equity

If your school is truly equitable, all children arrive each day to a clean and inviting environment in which the educators are sure of their capabilities, excited about teaching and learning, and steadfast in their resolve to dismantle the barriers, such as harmful stereotypes and labels, that block children's freedom to learn. As students enter through the front doors, the principal and other members of the administration, faculty, and staff greet them by name and inquire about the well-being of a supportive family member or a recent personal challenge. Children feel safe and secure in this school, not due to locks, metal detectors, and security guards, but due to their understanding that school has their physical, emotional, and spiritual safety at heart

As they continue into their classrooms, students again are warmly and enthusiastically greeted by the teacher. In class, students are exposed to a rigorous and demanding curriculum that challenges them fully. Students need not worry whether this or any other class is advanced or remedial because all students are placed in classes that push them to excel, regardless of their skin color, cultural background, or previous learning challenges. Any class is not disproportionately White or discernibly Black, Brown, or Asian; it includes an equal representation of all the students in the school so that no student is isolated racially.

In facilitating learning, teachers are well aware of the individual talents of the students and provide the support that every child needs. The curriculum is respectful and reflective of the diversity of students' experiences, backgrounds, and cultures, both those that are represented in the classroom and perhaps some others as well. Furthermore, students see themselves in the curriculum and are encouraged to relate to it personally. Students can rest assured that every teacher will teach to standard and instruct from a common curriculum that is used throughout the school. Because learning goals and objectives are clear, students know that the teachers' aim is to promote their mastery of the subject matter. Students never worry that they will be shortchanged in terms of expectations, support, or opportunity to try, fail, try, fail, and try again until they achieve mastery.

Teachers have the freedom to use whatever teaching method, activities, or materials they may desire, but they also welcome being held accountable for each student achieving the standards on a regular and timely basis. In our equitable anti-racist school system, teachers know that the institution exists to support them in improving their teaching. There is no retribution or condescension directed toward teachers who attempt to take advantage of coaching and the support system and who suggest changes and ways of improving it. The teachers work closely as a professional learning community using disaggregated data and action research to determine how best to reach every child. When one teacher succeeds, methods that led to success are shared with the other teachers in an atmosphere of mutual support, void of turf protection and characterized by a desire to achieve excellence school-wide.

The teachers in this anti-racist/equitable school know that they have a voice that matters in its governance. The administration is driven by the needs of the teachers, not by hierarchical positional power of “us versus them” or by mandates that overwhelm rather than support. The administration and faculty together set the standards that the teachers work to achieve. Through their collaboration, they experience the freedom, ownership, and accountability they need to accomplish the job. Administrators are not found in the office or behind a desk somewhere but are seen throughout the campus encouraging students, supporting teachers in classrooms, and addressing school-related problems quickly, efficiently, and completely.

Furthermore, the administration leads the effort to reach out to all parents and members of the community. The school sees the community as an asset, and the community sees the school as a part of the neighborhood. As family members enter the building, they know without a doubt that the school welcomes their presence. Parents and other community members do not feel disenfranchised, nor do they feel intimidated due to their own personal educational attainment, English language skills, racial description, economic status, dress, or perceptions of school derived from their own personal experiences. Families know that their voice matters in school affairs. They are invited, encouraged, and expected to participate in parent-teacher councils, teacher assistance, leadership teams, fundraising efforts, vision creation, school-improvement projects, and after-school activities. The families and community members feel ownership of the school and know that they are a vital part of their student's success.

As children excel in each and every classroom, they discover for themselves that education does indeed serve them. They begin to believe that they will receive every tool they need to succeed beyond the classroom. As they engage in activities after school, they are treated with respect and dignity. Above all else, they are expected to reach high and succeed often. When students graduate, they exit secure in their knowledge and their abilities. They have not been sheltered, coddled, and limited; they have been pushed to excel beyond their own expectations. Education has fulfilled its mandate with these students, and they are prepared to attain all their heart desires.

We believe that all children deserve nothing less when they go to school each day.

(Singleton & Linton, 2006)

## THE COMPASS



- How is your school like the school described in a Vision of Equity? What can we celebrate?
- How can purposeful, racially conscious, collaborative time help us get closer to a Vision of Equity?
- How does Culturally Relevant Pedagogy help us get closer to a Vision of Equity?
  - Academic Success?
  - Cultural Competence?
  - Critical Consciousness?



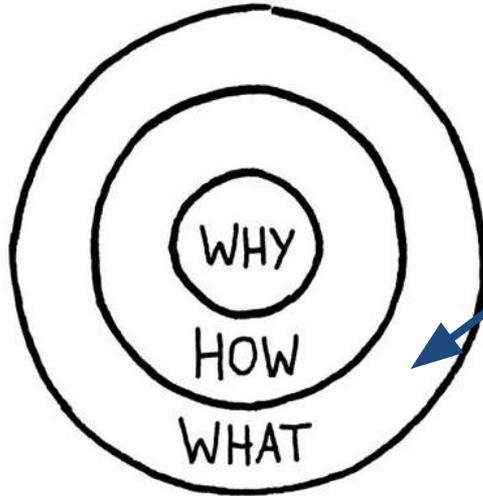
## THE COMPASS



- **After hearing these students, where do you come in on the Compass? Are you centered?**
- **How do these students' voices reflect a Vision of Equity?**
- **Where do you see examples of us teaching proficiency around the three criteria for Culturally Relevant Pedagogy?**
  - Academic Success?**
  - Cultural Competence?**
  - Critical Consciousness?**
- **What did you hear them say is important to them?**

# How do we keep our Promise?

## Next Steps--Taking Action! Our WHAT



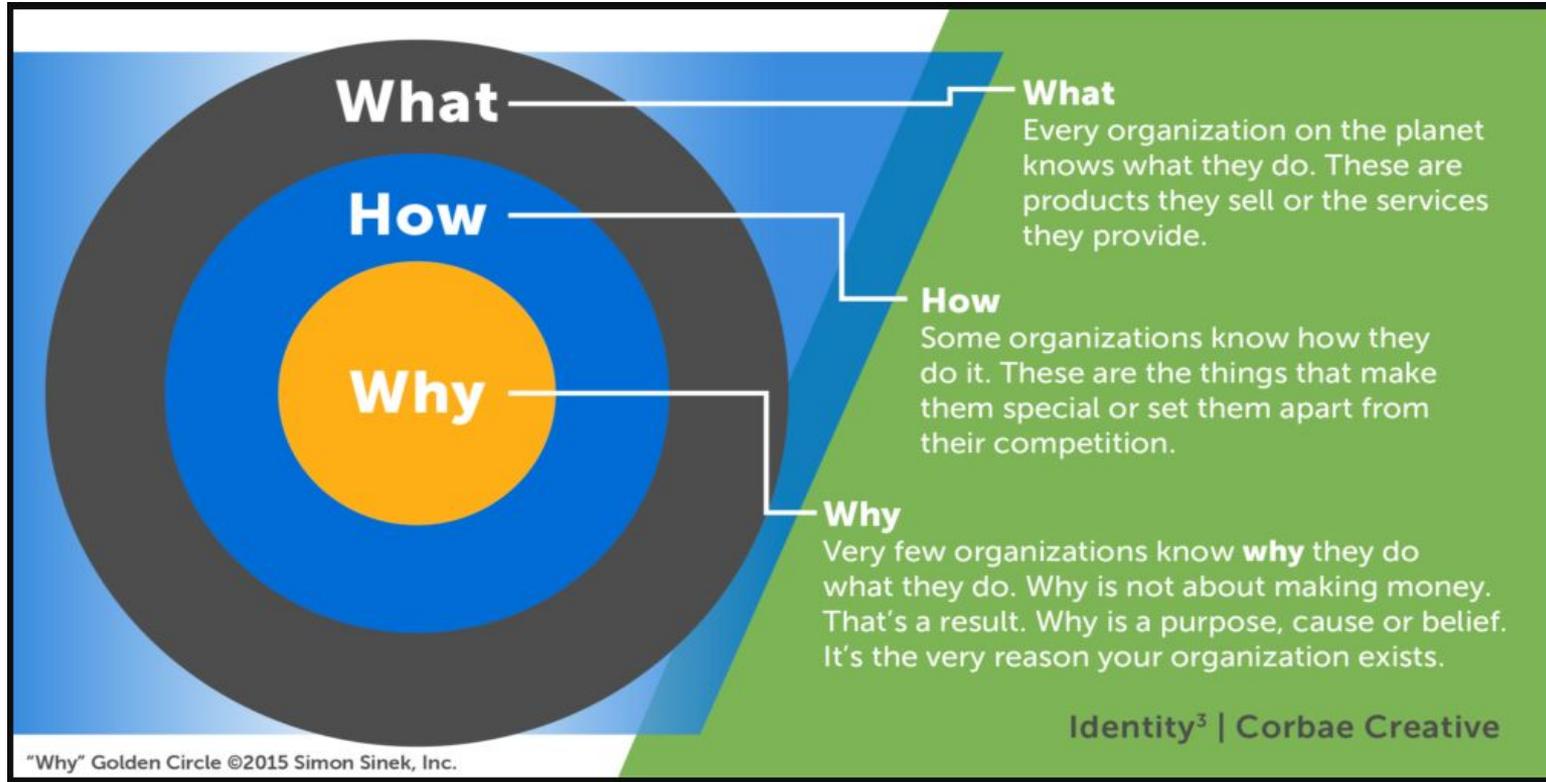
- Reflection
- Collaboration
- Collective Commitment
- Consistent Engagement

# ACTION: (WHAT)

In our highest aspiration of our work, **what is it we are committed to achieving** with regard to the impact of this work on ALL students, particularly our historically underserved groups of students of color?

***We will commit that every student will get this from our team or dept.***





# THE COMPASS

**Engage**

**WHY?**

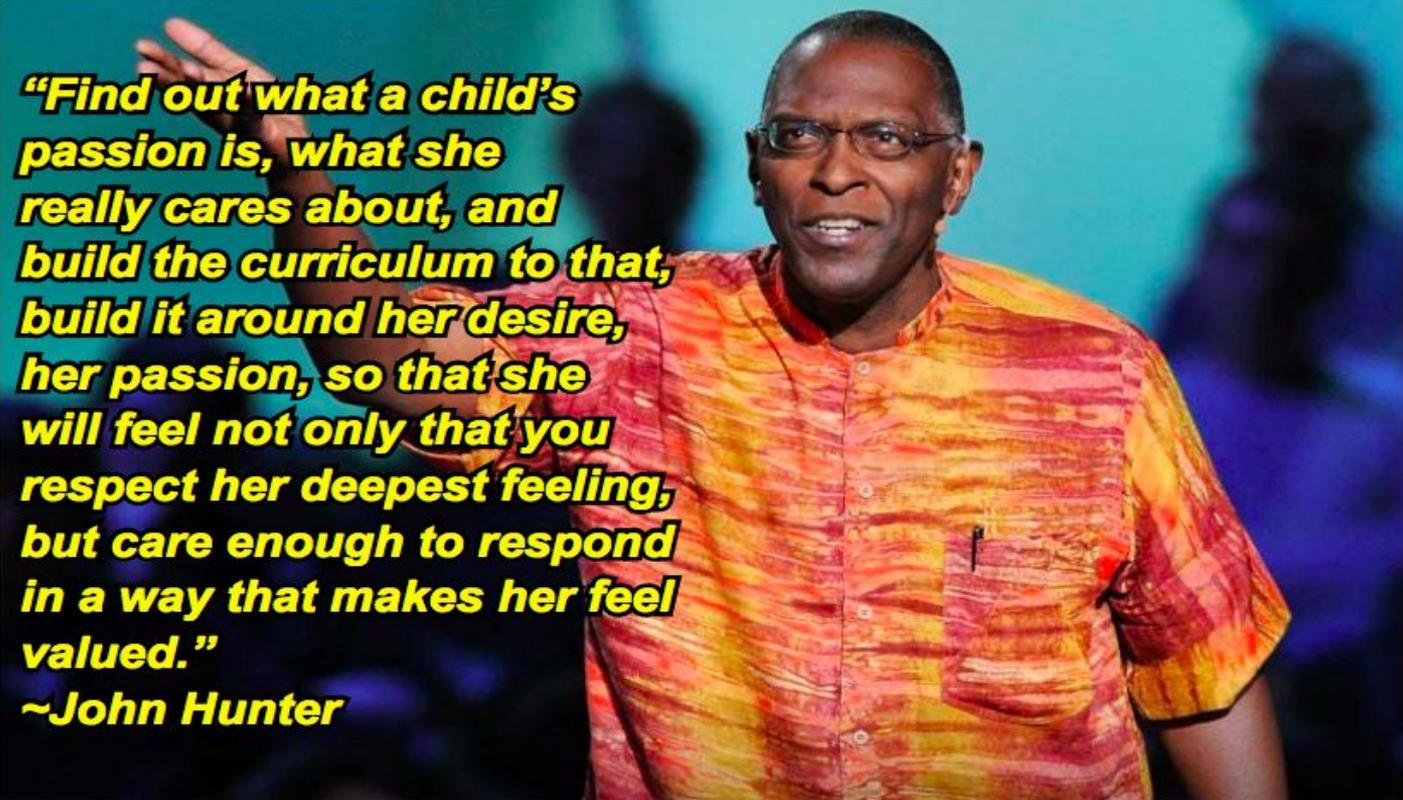
**Sustain**

**Deepen**



**HOW?**

**WHAT?**

A photograph of John Hunter, a Black man with glasses, wearing a vibrant, multi-colored patterned short-sleeved shirt. He is gesturing with his right hand raised, palm facing forward, as if speaking or presenting. The background is a blurred teal color.

***“Find out what a child’s passion is, what she really cares about, and build the curriculum to that, build it around her desire, her passion, so that she will feel not only that you respect her deepest feeling, but care enough to respond in a way that makes her feel valued.”***

***~John Hunter***



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## THE COMPASS

- **After hearing these students, where do you come in on the Compass? Are you centered?**
- **What did you hear them say is important to them?**
- **Where did you see evidence of our application of Culturally Relevant Pedagogy through:**

**Academic Success?**

**Cultural Competence?**

**Critical Consciousness?**



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