

Keisha, Jonathan K., Sue, Lois, Zanna, Liz (education reporter from CrossCut), Cal, Marlon, Kim
4/15/19 ERAC Meeting Notes

Asset mapping tools/handouts from Keisha:

- Collective Bargaining Language 2018-2019
- 2019-2024 SPS Strategic plan
- May 17, 2018 Annual report re Policy 0030
- SPS ERAC Recommendations 2015-2017

Keisha suggests looking through these documents through the lens of Professional Development, etc..

We are writing an implementation plan for Policy 0030. Writing an implementation plan for Strategic Plan is not our role, but we will be “close in.” And what we are doing should drive the implementation plan for the strategic plan. Strategies and Measurements should be the same. We can get out in front of that through this work.

Jeanne and Keisha working on an email to other committees to review strategic plan through their lens. If people from other committees want to come to ERAC that’s okay. We need to solidify oversight role.

Of the 4 priorities in the Strategic Plan, the second priority is not very clear (predictable and consistent operational systems). Started out around navigation, then morphed into systems operations.

Marlon: in Priorities 1 and 3, “equitable access to services” like special education – aren’t we referring too many black/brown people? Parents and students should know how to navigate special education system (parents are getting a run-around) – work for ERAC?. Entry into special education is not a measure of success for kids of color. In fact, too many kids are funneled into special ed. Sue/Lois: Has to do with funding. Hierarchy in the system. What supports are lacking that need to be there?

Used matrix to try to map Policy 0030 commitments to the strategic plan. Difficult exercise - like apples and oranges. Some are specific.

Lois: Priority 1 needs to have more metrics related to social-emotional learning (e.g. survey – maybe climate survey already includes this but we need to know.).

Cal: DO students feel competent, confident, and connected? This should be one of the outcomes. Mission of Strategic Plan shouldn’t be to eliminate opportunity gaps. The Strategic Plan seems to be a “deficit model,” i.e. bringing people “up to speed.” This bothers him. We need to draw on students’ strengths. Keisha: this strategic plan is our sandbox. We could look at through asset-focused lens.

Marlon: There may be one or two teachers like Cal who “get this,” but he knows there are kids who are not experiencing that. They are ignored on a regular basis. I want to begin to address those kids and what their needs are, very early, so they are not injured and harmed and completely turned off.

Jonathan: This is the sandbox we are given. Cal’s ideas can show up in the strategies ideas.

Lois: Teachers don’t know they have permission to ask and use different strategies. Marlon disagrees- he is talking with teachers who are being told by their leadership that “this is what you do.”

Keisha: Dr. Django Paris – UW Center for Racial Justice. Eve Tuck – Suspending Damage. Illuminates damage. Damage-Focused vs. Desire-Based. How might we reimagine education system around desires. Culturally-sustaining pedagogies – how do we look at the stakeholders? How do we through ERAC reimagine a desire-focused theory of change? Chicago Public Schools strategic plan – set a metric that their children in 2nd grade can be advanced readers.

Cal: Disproportionality in discipline because kids don’t feel confident, connected, and competent.

Sue: I hope we can get to the point where we have metrics. I don’t think we need to get in the weeds. Could have two powerful focus areas. Need to make sure we have data and metrics.

Kim: ELL teachers are being cut next year. ELL teachers now are being turned into coaches.

Cal: Is PD tracked? Keisha: The only tool we have is climate survey that measures professional culture and organizational culture. Just launched foundational coursework – Culturally Responsive Teaching 101, 201, etc. More evolution that’s happened. Not documented in a systemic way. But would be very helpful to track who has attended what. Is this something ERAC would want to work on? i.e. what difference is this making? Marlon: no.

Sue: 2015-2017 ERAC recommendations – some are already in progress. Hiring data/equity interview question answers could be looked at and used. Kim has never seen the “100 questions.” Keisha: For SEA hiring, everything has to go through Equity hiring practice. Would be interesting to look at district system. Implicit bias in hiring video. There’s a confidentiality agreement, a great data piece that we don’t use. Can’t have all-white hiring teams. We can think about process but we also have to think about people. Sharing with HR leader. CBA talks about implicit bias training. Whose job is it to do that. Every equity thing can’t always go through DREA. Sue suggests someone needs to look at the HR/hiring data.

Keisha: webinar through government alliance for workforce equity. Proper grounding. – homework assignment. Julie Nelson. Teacher hiring is more scrutinized than Central Office hiring, because of SEA watchdog. Central Office is looser.

Jonathan: Apples and Oranges of #0030 vs strategic plan – in some cases, the alignment is pretty straightforward, like the workforce equity/ culturally responsive workforce. Might be something to be said for building out this one part, then doing the rest.

Sue: Implementation plan should have statement of the evidence that we are looking for (positive vision (success in that area will look like this – user friendly desire state)) with data indicating the need. i.e. clear statement with a data point. Keisha: like the 5/17/18 annual report – bullet point F (SHA partnership stats)? Yes.

Lois: If we could get access to the huge amounts of data from Dwayne on Tableau, it would be so helpful.