

DEIJ Coordinator: New Semester Overview



Spring 2023

Part II

01

**Spring Semester
Goals**

Goals Overview

Fall Semester

- **Coordinate Superintendent's DEIJ Community Group** and Steering Committee
- **Meet with faculty** regularly
- **Identify needed professional development** for staff, develop plans for this PD, and begin implementing PD plan
- **Meet students** and support student led groups
- **Introduce herself** to the community
- Communicate, collaborate, learn, and **grow with the community around this work**

Spring Semester

- Coordinate and oversee the **spring 2023 visit with musician Tona Brown**
- Convene and **facilitate the Superintendent's DEIJ Community Group** and Steering Committee
- **Create a teacher DEIJ professional development plan**, design and implement relevant workshops, trainings, and resources outlined in plan
- **Develop working DEIJ competencies** that will continue to be refined throughout the 2023-24 school year
- Update the **transgender & gender expression policy procedure**

02

**Teacher DEI/
Professional
Development Plan**

Brief Overview

- 16 Sessions Total
- **Covering 6 different topics**
- Length-time of 45min-2hrs
- **Learning outcome-focused** (**some learning outcomes are subject to change dependent on workshop design & implementation*)
- Monthly basis starting in January until June 2023
- Primarily will be held after-school
- **First workshop will be Monday, Jan. 23rd****

January Workshop

Demystifying Diversity, Equity & Inclusion

Professional Development Hour(s): 1

January 23rd [RESCHEDULED]

(1) session per school

Learning Outcomes:

- Define the terms diversity, equity, inclusion, and justice
- Discuss the ways diversity, equity, inclusion, and justice operate together to create supportive environments for all students
- Summarize the current climate and the legal, political, and personal challenges associated with DEI work
- Justify how using an equity-based framework is beneficial for teaching practices

**Needs Assessment Themes:*

Curriculum & Instruction (support exploration; valuable conversations): Educator Leadership (understand district efforts): Learning Environment (student identity and ownership): General Themes: making learning environments more inclusive, connecting across grades and classrooms, diversifying curriculum & resources

Learning Outcomes:

- Recognize the impact of early socialization on racial bias development
- Explain the importance of being able to discuss topics of race and racism in the classroom
- Identify developmentally appropriate teaching practices for integrating topics of race and racism in the classroom
- Analyze and practice sample case scenarios relevant to our district

February Workshop

Let's Talk About Race (in the Classroom)!

Professional Development Hour(s): 1.5

February 13th & 16th

(1) session MW/MOH; (1) session MS/HS

**Needs Assessment Themes:*

Curriculum & Instruction (support exploration; valuable conversations, face conflict, confront prejudice): **Educator Leadership** (understand my identity, address bias, create community, build relationships): **Learning Environment** (student identity and ownership, racial/ethnic/cultural inclusivity, social-emotional safety): **Models of Professional Development** (case scenarios): **General Themes:** making learning environments more inclusive, connecting across grades and classrooms, diversifying curriculum & resources, age & classroom appropriate approaches/resources, actionable & tangible approaches

March Workshop

LGBTQ+ Cultural Competency Training 101

Professional Development Hour(s): 2

March 16th & 20th

(1) session MW/MOH; (1) session MS/HS

Learning Outcomes:

- Create shared language by increasing knowledge of general terms & concepts relevant to the LGBTQ+ community
- Understand the importance of pronouns and practice how to ask and explain why one would introduce themselves with chosen pronouns
- Recognize the role of bias on negative mental health outcomes and the importance of practicing allyship
- Acquire strategies to act as an ally to LGBTQ+ students, families, and coworkers both in the classroom and in the wider school community

**Needs Assessment Themes:*

Curriculum & Instruction (support exploration; valuable conversations, face conflict, confront prejudice): Educator Leadership (connect with families, understand my identity, address bias, create community, build relationships): Learning Environment (student identity and ownership, gender & sexuality inclusivity, social-emotional safety): General Themes: making learning environments more inclusive, connecting across grades and classrooms, age & classroom appropriate approaches/resources, actionable & tangible approaches

Learning Outcomes:

- Describe the function and main principles outlined in Universal Design for Learning (UDL)
- Recognize how ability bias can impact student learning opportunities in the classroom
- Illustrate how accessibility practices are beneficial for all students and not solely those with disabilities
- Perform a class lesson audit to practice incorporating UDL frameworks in their curriculum

April Workshop

The Power of Accessibility: Universal Design for Learning 101

Professional Development Hour(s): 1.5

April 11th & 12th

(2) uniform sessions offered for all teachers

**Needs Assessment Themes:*

Curriculum & Instruction (support exploration; valuable conversations, improve participation, confront prejudice): Educator Leadership (understand my identity, create community, building relationships): Learning Environment (student identity and ownership, social-emotional safety): Models of Professional Development (classroom lesson audit): General Themes: learning about topics of disability, building a stronger knowledge base for facilitation strategies, making learning environments more inclusive, connecting across grades and classrooms, diversifying curriculum & resources, age & classroom appropriate approaches/resources, actionable & tangible approaches

May Workshop

Putting the “Class” in Classroom: Income-based Inequities in Learning

Professional Development Hour(s): 1.5

May 8th, 10th & 11th

(1) session MW/MOH; (1) session MS; (1) session HS

Learning Outcomes:

- Reference current income gap statistics within statewide and local school districts
- Indicate how income, housing, and food security can influence student academic success and performance
- Examine the most common class-based classroom microaggressions
- Explore developmentally appropriate sample class lesson activity templates

*Needs Assessment Themes:

Curriculum & Instruction (support exploration, improve participation, valuable conversations, face conflict, confront prejudice): **Educator Leadership** (connect with families, understand my identity, address bias, create community, building relationships): **Learning Environment** (student identity and ownership, socioeconomic inclusivity, social-emotional safety): **Models of Professional Development** (sample class lesson activities): **General Themes:** making learning environments more inclusive, connecting across grades and classrooms, diversifying curriculum & resources, age & classroom appropriate approaches/resources, actionable & tangible approaches

Learning Outcomes:

- Describe the concepts of microaggressions and implicit bias
- Identify examples of implicit bias and microaggressions in teaching practices
- Understand the impact of implicit bias and microaggressive language and behavior
- Practice strategies to challenge implicit bias microaggressions in the classroom

June Workshop Series

Bias Bootcamp

Professional Development Hour(s): 6

June 20th-22nd

(3) subsequent sessions offered for all teachers

**subject to change due to snow days*

*Needs Assessment Themes:

Curriculum & Instruction (support exploration, valuable conversations, face conflict, confront prejudice): **Educator Leadership** (understand my identity, address bias, create community, building relationships): **Learning Environment** (student identity and ownership, gender inclusivity, racial/ethnic/cultural inclusivity, socioeconomic inclusivity, social-emotional safety): **Models of Professional Development** (role-play scenarios): **General Themes:** stronger knowledge base & facilitation strategies for classroom conversations, making learning environments more inclusive, how to address bias and microaggressions, connecting across grades and classrooms, age & classroom appropriate approaches/resources, actionable & tangible approaches

Future Presentation



An update from this presentation will be given and **take place in May 2023** (*date TBD*) and include:

- 2022-23 School Year DEIJ Coordinator Position Review
- Teacher DEIJ PD Plan data results
- Future goals & ideas