

DEIJ Subcommittee - January 8, 2025

Claire Galloway-Jones and Cristina Hernandez

Tonight's Goals

- **DESE's Vision and Strategic Objectives, and Alignment with PSB Strategic Plan and Office of Educational Equity Goals**
- **Educator Diversity Act and its Alignment with PSB Policy**
- **Equity Cycles and Module Demo**

Educational Equity

Educational equity means that all children receive what they need to develop to their full academic and social potential. All students have access to the resources and supports they need.

- Ensuring equally high expectations and outcomes for all students in our educational system; removing the predictability of success or failures
- Interrupting inequitable practices, examining biases, and creating inclusive school environments for adults and children
- Differentiating instruction, services, and resource distribution to meet the needs of students

Educational Equity and Advancement Strategy

- The educational strategy distributes resources equitably based on student data, identifying areas of greatest need within PSB.
- This allows for targeted interventions and support for specific student populations and schools; this can be achieved through data-driven analysis, targeted professional development for educators, and ongoing monitoring to ensure resources are effectively allocated where they are most needed.

Educational Equity Goals

Examination of Data, Processes/Operations, and Resources

- Equity Audit
- School Residencies
- Policies and procedures

Building Capacity

- Equity Lead Pilot
- Equity Cycle Pilot (three schools)
- Professional Development

Educator Diversification

- Maintaining Existing Partnerships (MPDE and Teachers Lounge)
- Expanding Pipeline Partnerships (UMass Boston and Building Bridges Organization)

DESE VISION

Department of Elementary and Secondary Education (DESE)

Educational Vision

DESE Vision...the goal of this work is to "support students to thrive by creating affirming environments where students feel seen, engage in deeper learning, and are held to high expectations with targeted support"; to realize this vision, educators must have the mindset, knowledge, and capacity to serve all students well, particularly students from historically underserved groups and communities.

- All Students are known and valued
- Learning experiences are relevant, real-world & interactive
- Individualized supports enable students to excel at grade level (or beyond)

DESE Strategic Objectives

DESE partners with districts, schools, and programs to:

1

Cultivate systems to support the **whole student** and foster **joyful, healthy, and supportive** learning environments so that all students feel **valued, connected, nourished, and ready to learn**. Districts, schools, and programs feel empowered and prepared to:

- 1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces
- 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development
- 1.3 Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities



2

Promote **deeper learning** so that **all** students engage in **grade-level work** that is **real-world, relevant, and interactive**. Districts, schools, and programs feel empowered and prepared to:

- 2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning
- 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and English learners, equitable access to deeper learning
- 2.3 Reimagine the high school experience so that all students are engaged and prepared for post-secondary success
- 2.4 Develop a coherent and holistic range of programming that is responsive to the needs and interests of diverse learners



3

Develop and sustain a workforce that is **diverse, culturally responsive, well-prepared**, and committed to **continuous improvement**, so that all students have equitable access to **effective educators**. Districts, schools, and programs feel empowered and prepared to:

- 3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders
- 3.2 Create the conditions to sustain and retain diverse and effective staff, particularly those who entered the field through alternative pathways
- 3.3 Implement opportunities for all staff to engage in a cycle of continuous improvement, utilizing effective teaming structures



DESE Strategic Objectives Aligned to PSB Strategic Goals

02

2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning

- **Goal 1 - Teaching and Learning**
Selecting Fishtank ELA Curriculum - Centering diverse, relevant, and rigorous texts

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3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders
3.2 Create the conditions to sustain and retain diverse and effective staff, particularly those who entered the field through alternative pathways

- **Goal 5 - Governance**
Asses and modify existing systems, policies and procedures related to recruiting, hiring, and onboarding of diverse staff.
 - Umass Partnership
 - MPDE and BEED

02

2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning

- **Goal 1 - Teaching and Learning**
Selected Fishtank ELA Curriculum
- Centering diverse, relevant, and rigorous texts



Centering diverse, relevant, and rigorous texts

Every student, regardless of background and reading level, should read complex, engaging texts written in a variety of genres and by diverse voices, to highlight the diversity and richness of the human experience.

Every Fishtank unit is centered around diverse, relevant and rigorous texts that provide students with windows, mirrors, and sliding glass doors to reflect students' own lives and experiences back to them, and highlight the ways in which they are part of the larger human experience ([Bishop, 1990](#)). To ensure every student sees themselves reflected in the classroom, the authors and characters across units represent a diverse set of voices, experiences, and perspectives.

Bring Fishtank
to Your School

PUBLIC SCHOOLS OF BROOKLINE POLICY MANUAL

SECTION G – PERSONNEL

2. Recruitment, Selection, and Staffing

n. Equity Policy – Staff Recruitment and Retention (Voted 4/27/23; #23-41) The Public Schools of Brookline recognize that for the sake of student achievement, community, and belonging, the demographic makeup of the educator workforce should broadly reflect that of the student body. Accordingly, PSB seeks to recruit and retain educators from groups that are currently underrepresented relative to the local community served by PSB. ***Recruitment will be led collaboratively by the Office of Human Resources and the Office of Educational Equity.**

1. Recruitment

2. Retention (mentoring, community building, supervision and evaluation, and outcome measurement)

3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders 3.2 Create the conditions to sustain and retain diverse and effective staff, particularly those who entered the field through alternative pathways

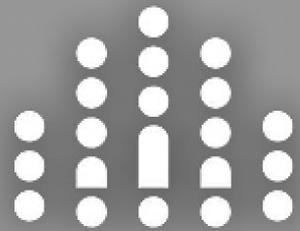
Goal 5 - Governance

- Asses and modify existing systems, policies and procedures related to recruiting, hiring, and onboarding of diverse staff.
 - UMass Boston Partnership
 - MPDE, Building Bridges, and BEED

Human Resources in collaboration with OEE, OTL, and OSS are in the beginning stages of developing a partnership with the University of Massachusetts Boston [Teach Next Year program](#) (a 13-month teacher preparation program where students can obtain a master's degree and teacher certification). This will be an "in-house" candidate pipeline program explicitly designed for PSB.



Educator Diversity Act



LATINOS
for **EDUCATION**

MASSACHUSETTS
EDUCATOR
DIVERSITY ACT
COALITION

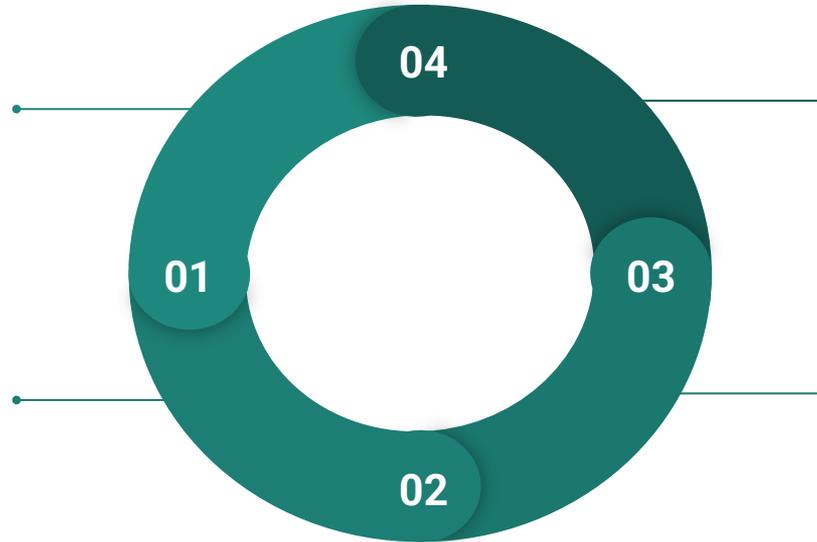


AFT Massachusetts

The bill requires the Department of Elementary and Secondary Education to establish guidelines to increase racial and ethnic diversity among teaching, administration, and staff positions in public schools and districts. These policies must help school districts:

Identify and eliminate discriminatory barriers to employment and education within the district

Recruit and hire members of under-represented groups



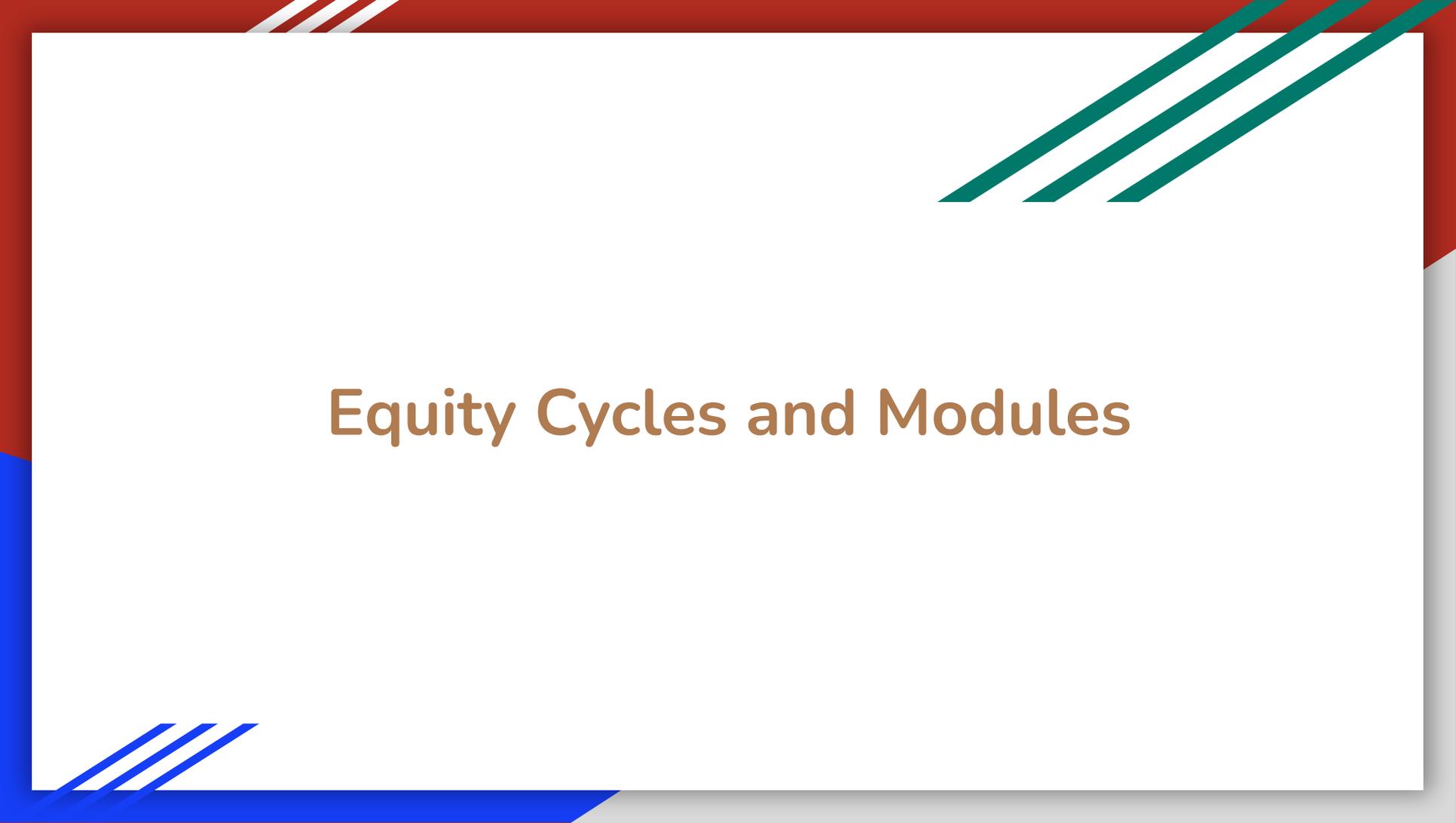
Ensure equal opportunity in employment for educators

Develop, promote, and retain underrepresented members of the educator workforce.

Additional components included in the economic development bill include:

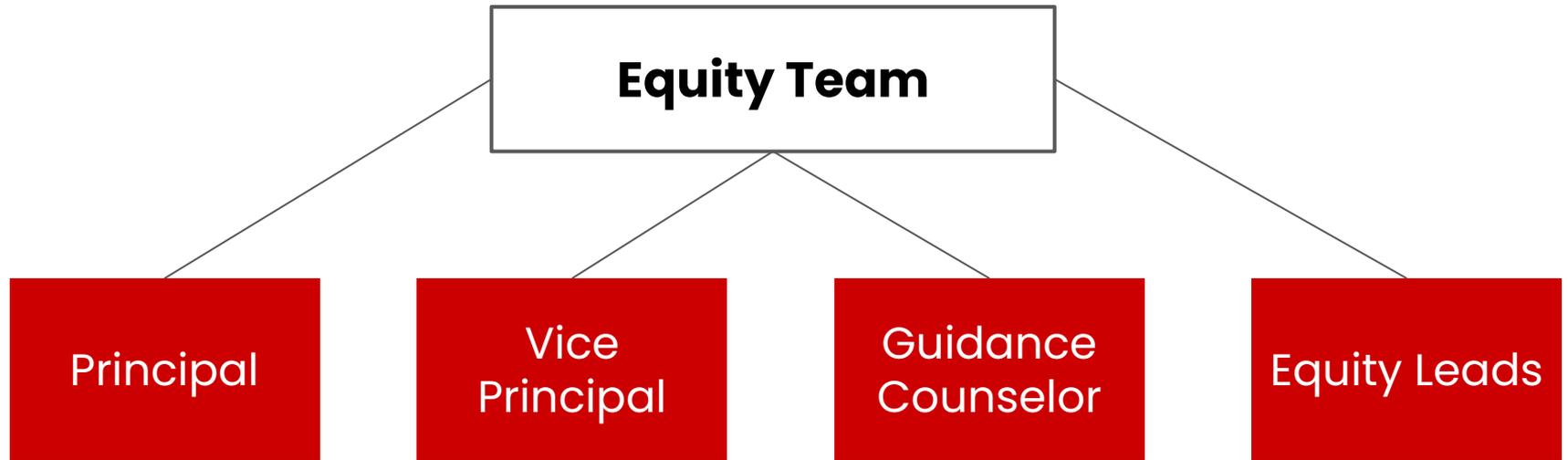
- Requiring all districts to create plans to recruit and retain diverse educators, consistent with state-established guidelines;
- Increasing transparency around the diversity of the education workforce by requiring the collection of educator diversity data at both the state and local levels, which will be made publicly available;
- Requiring each school district to appoint a diversity, equity and inclusion officer or team charged with overseeing the district's efforts around diversity, equity, and inclusion along with ensuring the district is acting in compliance with all state and federal laws;
- Calling for diversity and anti-bias training for all educators, school district employees, superintendents, school committee members, district leaders, and principals on a regular basis;
- Requiring educator preparation programs to implement plans to increase the diversity of program completers;
- Establishing a pilot program for a teacher apprenticeships; and
- Creating a pilot program for alternative pathways to teacher certification beyond the Massachusetts Tests for Educator Licensure (MTEL) exams.

Questions



Equity Cycles and Modules

Train the Trainer; Build Capacity



Toolkits; 5 +5 Competencies

- Restorative Justice 1.0 -
Community Building Circles
- Restorative Justice 2.0 -
Addressing Harm Circles
- High Expectations
- Courageous Conversations
- Story of Self

- High Impact Strategies for
Providing Access to All Students
- Internalized Biases
- Behavioral Support
- Peer Observations
- Partnering with Families

Implementation

Fall 2024	Winter 2025	Spring 2025
<p>Equity Teams trained in <i>Restorative Justice Circles 1.0</i></p>	<p>Equity Teams trained in 4 of the 5 toolkits</p> <p>Equity Teams have implemented 3 of 5 toolkits at their schools</p> <ul style="list-style-type: none">• <i>RJ Circles 1.0</i>• <i>RJ Circles 2.0</i>• <i>High Expectations</i>	<p>Equity Teams trained in all 5 toolkits, as well as “High Impact Strategies”</p> <p>Equity Teams have implemented all 5 toolkits at their schools</p> <ul style="list-style-type: none">• <i>RJ Circles 1.0</i>• <i>RJ Circles 2.0</i>• <i>High Expectations</i>• <i>Courageous Conversations</i>• <i>Story of Self</i>

Where Are We?

FRR	Lawrence	Runkle
<ul style="list-style-type: none">• Equity Team trained in first 4 modules• 6th-8th grade level teams trained in first 4 toolkits• Expansion of cycle: all educators K-8 trained in certain modules• Paras trained in certain modules	<ul style="list-style-type: none">• Equity Team trained in first 3 modules• All MS faculty trained in first 2 toolkits• Expansion of cycle: MS faculty received additional professional development in RJ circles• Currently being expanded to 5th grade faculty	<ul style="list-style-type: none">• Equity Team trained in first 3 modules• All MS faculty trained in first 3 toolkits• Expansion of cycle: MS faculty received additional professional development in RJ circles

Restorative Justice Circles 1.0

Community Building Circles

A crash course in the principles of community-building circles to enable staff to confidently facilitate these spaces.

Office of Educational Equity, Public Schools of Brookline

Prepared by Cristy Hernandez

In This Module:

- ❑ [General Protocol](#) for Facilitators
- ❑ [Video](#): Intro to Community Building Circles
- ❑ [Video](#): Full Community Building Circle
- ❑ [Video](#): Debrief of Community Building Circle
- ❑ [Tool](#): PSB Community Building Circles Checklist
- ❑ [Setting Norms with Students](#) and [Video Model](#)
- ❑ [Tool](#): Sample Questions for Circles
- ❑ [Tool](#): RJ Self-Assessment/Peer Observation Rubric

General Protocol for Facilitators:

1. Establish norms
 - a. *Joint process with students, facilitated by teacher*
2. Utilize a talking piece
3. Talking piece moves in one direction around entire circle
4. Participants have the option to “pass”
5. Actively listen and give micro-affirmations

Intro to Community Building Circles



6th Grade Community Building Circle:

[School Committee Members view video model of community circle]

Intro: 0:00–3:06

Norm Setting Process: 3:06– 9:18

Circle: 9:18–17:36

Closing: 17:36–18:09

Debrief of 6th Grade Circle



Prep for a Successful RJ Circle

- A successful RJ circle starts with prep.
- Utilize [PSB Community Building Circles Checklist](#) to guide your facilitation before, during, and after **every** circle.

Main Prep Points:

1. Project norms every time.
2. Project the question.
3. Use the checklist every time.

Setting Norms With Students

- Norms = school's values
- Project school's values on the board
- Ask students what the values mean here (*"what does it mean to work hard in this space?" "what does it mean to be kind to each other here?", etc*)
 - **PreK-5:** Facilitator captures students' ideas in writing, lists as subheadings/bullet points under each norm
 - **Grades 6-12:** Discuss with students. The [Exemplar Norms](#) will form the subheadings/bullet points under each school value.

Setting Norms With Students



Cristina Hernandez

Maintaining Norms

- Norms (school's values) need to be projected *every time*.
 - Project the question you are asking, then back to norms.
- Adult and all students need to verbally agree to honor the norms *every time*.
 - *Do we each agree to honor these norms in this space?*
- Norms need to be rigorously maintained warmly and firmly at all times.
 - We do not maintain norms by exhibiting anger with students. We maintain norms by calling to their conscience.

Exemplar Norms:

- *I see you. I am here to be seen.*
 - We honor each other's confidentiality.
 - We are courageous in speaking our truths.
 - We listen to deeply know each other.
 - We allow ourselves to learn, grow, and be transformed.
 - *The only way we do this is if we move past the fear of making mistakes and choose to engage, trusting that our team members will correct us when necessary, and will do it with love and because they believe in the best of us.*

Sample RJ Circle Questions

[Sample Questions for Community Building Circles](#)

Rubric

[RJ Circle Self-Assessment/Peer Observation Rubric](#)