

## Amherst-Pelham Regional School District – BAMSS Goals

The Becoming a Multicultural School System goals provide a structure for school-based plans to accomplish the BAMSS mission. The goals incorporate the legal requirements of Chapter 622 and Title IX. They also set a direction for evolution of the educational program in each school. With support from the Assistant to the Superintendent for Affirmative Action, staffs will assess annually the status of the BAMSS goals in their schools and identify activities that will further their accomplishment.

### **GOAL AREA I: INSTITUTIONAL PRACTICES**

School practices will treat all individuals equitably and promote respect for the diversity of the school community.

The entire staff will act on their responsibility to address racism and other forms of discrimination in the schools.

### **GOAL AREA II: CURRICULUM AND INSTRUCTION**

Teachers will infuse content, experiences and perspectives from various groups throughout the curriculum to promote students' understanding of the nature and complexity of our multicultural society.

All students will learn the history, purposes and dynamics of racism and its relationship to prejudice and discrimination in our world.

Classroom instruction will promote in students value for their individual and cultural identities and respect for those of others.

### **GOAL AREA III: STUDENT ACHIEVEMENT**

The schools will have high expectations for achievement for each student, regardless of his or her racial or cultural background.

All students will have equal access to extracurricular and athletic activities.

### **GOAL AREA IV: AFFIRMATIVE ACTION**

The school system will obtain, retain, and promote a qualified staff whose racial and cultural diversity is reflective of that of the community.

### **GOAL AREA V: INSERVICE TRAINING**

The school system will provide ongoing opportunities for all staff to increase their knowledge of cultural groups, to understand better the effects of racism and other forms of discrimination, and to integrate multicultural education into the school program.



“Handprints in Cement”  
Photo via Dynamic Graphics



# Social Justice Commitment

*Amherst Public Schools*  
*Pelham Elementary School*  
*Amherst-Pelham Regional School District*

**Social Justice Commitment**

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December, 2008

Dear Faculty,

We met with Interim Co-Superintendents Sprague and Vivien to update our commitment to BAMSS, guiding Multicultural Standards and the Social Justice Commitment in November, 2008. We thank Helen Vivien and Al Sprague for their direction and update to the School Committee on the district's work for excellence with equity based in BAMSS and the SJC in this interim year.

Superintendents Helen Vivien and Al Sprague affirmed our professional assertions that BAMSS and the SJC are "side by side" documents that together speak actively to our solid and long term district vision (BAMSS) and the developmentally determined, instructional transfer "work in progress" (The SJC.) The district's commitment will continue in the elementary schools, Amherst Regional Middle School and at Amherst-Pelham Regional High School as was envisioned across the past 5 years.

There is some excellent work going on across the district! One illustration is the continuation of the MSAN Sociology Seminar designed by Marta Guevara and Nunia Mafi (see appendix). Our work is intended to promote dialogue and be inclusive of many sources of difference. It is anti-bias and anti-racist in its scope. We are a "work in progress" and actively expanding the glossary and the significant contributions of the ARMS Team from 2008.

This year the work is centralized at SSO and the district's Professional Development Center. Thanks to Marta Guevara (District Interventions and ELE at SSO) and Fran Ziperstein (Director of Professional Development and Evaluations) and Mike Hayes (Curriculum Coordinator) for their essential coordination.

Access with equity focuses the commitments and positive, day to day instructional and pedagogical impact of our district's multicultural educators!

Roger Wallace and Susan Kennedy Marx  
Fort River School

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**Social Justice Commitment**

**Social Justice Commitment: Overview for the Amherst-Pelham Curriculum**

*Roger Wallace, Chair José Cantillo, Susan Kennedy Marx, Mary McCarthy, Lianne Suárez-Werlein*

*July 2006*

**Philosophy and Rationale**

The philosophy and rationale for a social commitment is articulated in the opening pages of “Standards of A Multicultural School System.”

Page 1 is titled “Our Vision of Multicultural Education: ABC: Achievement, Belonging and Commitment to Transformation.” Page 1 is foundational, current and comprehensive. (See attached reference) It continues to serve as the introductory context for the development of a social justice commitment for the Amherst-Pelham Schools. The contents bridge past work of the BAMSS Committee and the district’s current call for equitable instructional action “in every classroom, every day.” It is recommended that the title be amended to read ~

***Our Vision of Multicultural Education and a Social Justice Commitment:  
ABC: Achievement, Belonging and Commitment to Transformation***

The “Standards of a Multicultural School System” are listed on page 2 of the same document. Institutional Practices, Curriculum, Instruction, Assessment, Affirmative Action and Professional Development are the six indicators presented. Each focus area is defined and criterion referenced. (See attached reference) Efforts to actively link social justice education across the standards have engaged the district’s educators and many community members, as well, since the BAMSS Initiative was adopted in 1993. We can and should point to markers of meaningful multicultural progress within the system and broader community since 1993. At the same time, we must assume responsibility for the collective efforts that have “stalled out” or more directly, failed to promote opportunities and equitable change in the school lives of our students. It is our knowledge of those lost opportunities that inform and propel our next steps

A cultural shift in our school system is indicated. The shift proposed targets the collective and visible implementation of “*a curriculum for social responsibility in which the balance shifts away from the individual and towards the social whole*” (Pitt 1998). Teaching and learning that is built on attention to both the cognitive and affective domains is essential.

Transformation will require us to infuse content curriculum with uniform and practiced socially just behaviors. Students and the adults in their school days will be asked to reflect, analyze, instruct and assess equity routinely from an agreed- upon reference point. For example, questions included in ongoing dialogues will systematically include: “*Who am I? How am I connected to others and what are my responsibilities? What is my place in the world? Where am I headed? Who benefits? Who is marginalized? Whose interests are being served? How could things be done differently?*”

Pitt clarifies the difference between dominant language discussions of social justice and marginal language usage in reference to social justice. It is her contention that we need to focus more on the marginal language. “*Social cohesion, social capital, community, reciprocity, trust and cooperation,*” is conceptual language that acknowledges and respects individual autonomy while simultaneously connecting each of us to personal and collective responsibility. The emphasis is on the whole. The language in italics (termed marginal) is preferred as it moves us forward and away from historical and educationally discriminatory assumptions so well documented in public education previously.

No social justice commitment exists without social responsibility at its core. The implementation of this commitment connects “me” to the “other”, “us” to “them”, “educator” to “student & family” and integration of our expressed vision into discernable actions and outcomes. The district’s implementation of a social justice commitment for students and staff must (cited in Pitts, originated with Giddens 1994 and edited for use here):

- repair damaged solidarities and reconcile autonomy and interdependence
- recognize the importance of the discussion of ethics, “life politics”
- encourage individuals and groups to make things happen, “generative politics”
- create a participatory democracy where issues are discussed respectfully and transparently
- develop conditions that empower participants as opposed to merely dispensing
- confront the role violence plays at all levels of human interactions

**Larger blocks of time for professional development on all levels (Elementary, Middle and High School) are needed in order for staff to acquire an understanding of the Social Justice Commitment and to make changes in the expectations for students and associated questioning techniques for analytical inquiry. This is an ongoing process and should be part of the curriculum/instruction plans across the district for the foreseeable future.**

In conclusion, the Gallup Organization Education Mission Statement, brought to the district’s attention by the Superintendent in 2002, speaks succinctly to the desired outcomes of our social justice commitment. It states, “Our greatest contribution is to be sure there is a teacher in every classroom who cares that every student, every day, learns and grows and feels like a real human being.” The significance of teaching to and learning from the cognitive and affective domains continues to increase our hopefulness for change that respects and benefits all learners.

The priority has been articulated broadly as we conclude the 2005-2006 school year. Will it be more talk as we move into the new school year? Will we continue to look at full student access to curriculum and instruction, maintaining a privileged distance or will we act together making our social justice commitment routinely visible and broadly impacting?

### **Suggested Addendum**

We would suggest this addition to the “II. Curriculum: A Rigorous Multicultural Curriculum” section from the Standards of a Multicultural School System. It’s from an excerpt by Dr. James Banks and found in the Amherst-Pelham Social Studies Curriculum under “Citizen Action” (*Social Education, 43, April 1979*).

*G. The curriculum encourages students of all ages to engage in activities within the community. The involvement may take the form of observation or information-seeking, attending meetings or interviews. It may take the form of political campaigning, community service or improvement. The school should not only provide channels for such activities but build them into the K-12 design.*

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**Social Justice Commitment**

**Glossary**

**SOCIAL JUSTICE**

- ◆ The concept of a society in which justice is achieved in every aspect of society, rather than merely the administration of law. It is generally thought of as a society which affords individuals and groups fair treatment and a just share of the benefits of society. (Different proponents of social justice have developed different interpretations of what constitutes *fair treatment* and a *just share*.) It can also refer to the distribution of advantages and disadvantages within a society.

**ABLEISM**

- ◆ A system of advantage based on physical or mental characteristics

**AGEISM**

- ◆ A system of advantage on age

**ALANA**

- ◆ African, Latina/o, Asian, Native American

**ANTI-SEMITISM**

- ◆ A system of advantage which targets people of Jewish decent and based on the fear, dislike or hatred of Jews, people of Jewish descent or Judaism.

**ACCULTURATION**

- ◆ A process through which a cultural group takes on parts of a different culture, but does not give up its own way of life.



## **ASSIMILATION**

- ◆ The process through which one cultural group adapts to the attitudes, belief systems and ways of life of another culture. Degrees of assimilation range widely. In some cases a group will, over time, lose its cultural distinctiveness and adopt the attitudes, belief systems and ways of life of a dominant culture. In other cases a cultural group will become part of a new culture, while maintaining important aspects of its tradition and cultural distinctiveness.

## **BIAS**

- ◆ A conscious or unconscious preference that inhibits a person's capacity for impartial judgment. An unfair act or policy which results from a prejudicial mindset.

## **BIGOTRY**

- ◆ Intolerant prejudice which glorifies one's own group but denigrates members of other groups.

## **CLASSISM**

- ◆ A system of advantage based on socioeconomic class.

## **COMMUNITY**

- ◆ A group of people whose members are connected to one another through a common identity, set of experiences or shared purpose.

## **COLLUSION**

- ◆ When people act, consciously or unconsciously, to perpetuate oppression or to prevent others from working to eliminate oppression.

## **CULTURE**

- ◆ A description given to a group of people who share a common experience or history. They may also share common language, religion, tradition, values, etc. The learned behaviors, customs and way of life of a group of people.

## **DECULTURALIZATION**

- ◆ A tool of oppression; deculturalization is the process of stripping away the culture of a conquered and/or dominated people. It is done through
  1. Segregation and isolation
  2. Forced change of language
  3. Imposition of a dominant culture through the curriculum
  4. Imposition of dominant culture through textbooks
  5. Denial of expression of dominated group's culture
  6. Use of teachers from dominating group

## **DISCRIMINATION**

- ◆ Differential treatment that favors one individual, group, or object over another. The source of discrimination is prejudice.

## **DIVERSITY**

- ◆ The numerous variants of identity, skill, appearance, abilities, characteristics and other characteristics of any group. The level of difference represented within any group.

## **DOMINANT GROUP**

- ◆ Set the parameters within which subordinates operate.
- ◆ Hold the power and authority in society...(to determine) the structure of society.
- ◆ Seen as the norm for society

## **ETHNIC GROUP**

- ◆ A group of people who share a common culture, language, history and geographic origin.

## **HETEROSEXISM**

- ◆ A system of advantage based on sexual orientation.

## **HOMOPHOBIA**

- ◆ The fear, dislike or hatred of gay men, lesbians and bisexuals. Also, the fear of being labeled by association with gay men, lesbians, bisexuals or transgendered people

## **INTERNALIZED OPPRESSION**

- ◆ The thoughts and feelings created in a targeted person who starts to believe and then internalize the prevailing negative stereotypes about his or her own group. Internalized oppression involves confusion, self-doubt, and feelings of low-esteem.

## **MULTICULTURAL EDUCATION**

- ◆ A reform movement designed to change the total educational environment so that students from diverse racial and ethnic groups, both gender groups, exceptional students, and student from each social-class groups will experience equal educational opportunities in schools, colleges, and universities. A major assumption of multicultural education is that some students, because of their particular racial, ethnic, gender, and cultural characteristics, have a better chance to succeed in educational institutions as they are currently structured than do students who belong to other groups or who have different cultural and gender characteristics

## **OPPRESSION**

- ◆ The systematic subjugation of a social group by another social group with access to social power. **OPPRESSION = POWER + PREJUDICE.**

## **PEOPLE OF COLOR (ALSO TARGET GROUP)**

- ◆ Those groups in the U.S. that are and have been historically targeted by racism. Non-white is inappropriate because it defines people by what they are not. Minorities is inappropriate because it refers to groups that represent the majority of the world's population.

## **POWER**

- ◆ By power, we mean social power which provides access to resources and access to decision makers to get what you want done as well as the ability to influence others and to set standards for appropriate behavior which reflect the norms and values of the group in power. Oppression operates at three levels: individual, institutional, and cultural. Often all three levels are functioning at the same time.

## **PREJUDICE**

- ◆ An attitude, opinion or feeling which is based on limited information, often stereotypes. Prejudice is usually, but not always, negative; positive and negative prejudices alike are damaging because they deny the individuality of the person. No one is free of prejudice.

## **PRIVILEGES**

- ◆ Advantages, rewards or benefits given to those in the dominant group (whites, males, Christians, heterosexuals, etc.) without their asking for them. Privileges are bestowed unintentionally, unconsciously and automatically. Often these privileges are invisible to the receiver.

## **RACE**

- ◆ A social construction

## **RACIAL IDENTITY DEVELOPMENT**

- ◆ The process of defining for oneself the personal significance and social meaning of belonging to a particular group.

## **RACISM**

- ◆ A system of advantage based on race.
- ◆ Involves cultural messages and institutional policies and practices as well as beliefs and actions of individuals
- ◆ In the U.S. there is clear advantage to whites and disadvantage to People of Color as noted in social indicators.

## **STEREOTYPE**

- ◆ An untruth, oversimplification, or generalization about the traits and behaviors of an entire people. Stereotypes, either positive or negative, are applied to each member of the group, without regard to each individual's personal characteristics.

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**Social Justice Commitment**

**Introduction to PreK – 12 Social Justice Strands**

The following tables represent a starting point for the ARPS District’s implementation of its social justice commitment. Entries are recommendations, and not meant to be all-inclusive. Feedback from each school on how social justice goals are already being addressed, and input from the broader school community on omissions, suggestions, and available resources, will enrich each targeted area and make this a truly working document. Key components include the following:

**Column 1: *Values and Attitudes/ Students’ Readiness for Commitment to Social Justice and Equity***

The theme for this column was taken from Oxfam’s Curriculum for Global Citizenship, as were some of the goals for social justice values at different ages. Information on the age-appropriate readiness levels drew from a number of sources:

- **Lawrence Kohlberg:** His work on the stages of moral development. One progresses from one stage to the next, in sequence, learning from the reasoning of those at the level just above their current level
  - Premoral / Preconventional Stages: Behavior motivated by anticipation of pleasure or pain – (under ages 10 / 11)
    - Stage 1: Punishment and obedience
    - Stage 2: Instrumental exchange
  - Conventional Morality: (begins c. ages 10-12)
    - Stage 3: Interpersonal conformity
    - Stage 4: Law and order – (dominant by age 16)
    - Transitional stage
  - Post-Conventional / Principled Morality:
    - Stage 5: Prior rights and social contract – (appears in mid-20s)
    - Stage 6: Universal ethical principles

- **Carol Gilligan**: Her work critiquing Kohlberg for studying only males; she examines moral development in females
  - 3 stages: selfish → conventional → post-conventional
    - Males have a ‘justice orientation,’ a moral imperative to respect the rights of others; Kohlberg values this as a higher level than the female stage
    - Females have a ‘responsibility orientation,’ a moral imperative to care for others; this should be valued equally with the male imperative
- **Phyllis Labanowski**: Her paper on identity development and “diversity.”
- **Jean Piaget**: His work on the stages of cognitive development. Persons move from one stage to the next, in sequence.
  - Sensory-motor: Infancy & early childhood
  - Preoperational: 2 – 7 years
    - Follows dos and don’ts given by authority figures
    - Egocentric
  - Concrete operations: 7 – 11 years
    - Thinking is less egocentric
    - Can order logically
    - Can perform concrete problem-solving
  - Formal operations: 11 – 15 years
    - Capable of abstract thought
    - Can generate propositions and possible outcomes
- **Abraham Maslow**: His work on the hierarchy of needs. These needs include: physiological, safety, belonging, and esteem needs. When one level of need is taken care of, an individual can progress to the next stage, ending with the achievement of self-actualization.
- **Michael Schulman & Eva Meckler**: Their work on moral development. The belief that moral development occurs through the *ages* of childhood, as opposed to the *stage* theorists Kohlberg and Piaget. Moral training should align with development of child, including the following:
  - Birth through 5 years:
    - Teaching prosocial behavior
    - Teaching fairness
  - Ages 5 – 12:
    - Teaching children how to resolve conflicts
    - Helping children meet responsibilities
    - Recognizing group identity
    - Explaining evil to children
  - Adolescence and beyond
    - Relationships and ethical behavior
    - Rules
    - Making positive choices
    - Dealing with moral dilemmas

- **Lev Vygotsky:** His work on social development as a *process*, not definable by *stages*.
  - Development and learning depend upon social interaction
  - A child's 'zone of proximal development' includes:
    - their actual developmental level, reflecting work they can do independently
    - their level of potential development, achievable with help from another person, adult or peer

### **Column 2: *Teacher Actions***

This column suggests pedagogical strategies that can be used to meet the District's social justice goals and the developmental readiness level of the students. Suggested teacher actions include the incorporation of appropriate curricular content, the modeling and teaching of necessary skills, the posing of key ontological questions, the presentation of activities designed to deepen student consciousness about justice and injustice, and the provision of opportunities for students to create and participate in actions that can make a difference in the world. The list is not meant to be all-inclusive. The development of this cohort of strategies was informed by the following:

- Amherst-Pelham Schools, "*Standards of a Multicultural School System:*"
  - "*Instruction: Research-based Pedagogy*"
  - Amherst Regional Middle School 7<sup>th</sup> & 8<sup>th</sup> *Grade Social Studies Curriculum Maps*
  - Amherst Regional High School *Program of Studies*
- Banks, James, et al. "*Essential Principles for Teaching and Learning in a Multicultural Society.*" Seattle: Center for Multicultural Education, 2001.
- Carnegie Council on Adolescent Development. *Turning Points: Preparing Youth for the 21<sup>st</sup> Century: The Report of the Taskforce on Education of Young Adolescents.* 1989
- Cotton, Kathleen. "*Developing Empathy in Children and Youth.*" NW Regional Educational Laboratory, School Improvement Research Series. <http://www.nwrel.org/scpd/sirs/7/cul3.html>
- Duffy, Carolyn. "*Developing Empathy,*" in *Peace Education.* U.S. Department of State English Language Programs: <http://exchnages.state.gov/forum/journal/pea8background.htm>
- The Earth Charter. [www.earthcharter.org](http://www.earthcharter.org)
- Pitt, Jane. "*Social Justice in Education in 'New Times.'*" Australian Association for Research in Education. 1998.

### **Column 3: *Examples of School Community Action***

A key component of our proposal is that our schools ensure that students move beyond an understanding of social justice and equity issues to a point of empowerment as active participants in changing their world for the better. The goal is for students to understand that they can make a difference, and to gain experience in learning how to act, both individually and collectively, to address issues of injustice, either locally or globally. The examples given are meant to be illustrative, not prescriptive. Actions should arise from a convergence of student and teacher interest/need and curricular objectives.

**Column 4: Resources / Materials**

Some initial resources have been noted in this column, as examples of readings, visual materials, curricular programs, and educational groups that can serve as supports and references for teachers and administrators in implementing the District's social justice commitment. We welcome suggestions from members of the broader school community for this section; and expect that the wealth of knowledge and experience available in the District will result in a rich and accessible resource list.

**Column 5: Administrative Actions**

This column outlines a variety of administrative actions necessary and / or important in the implementation of the District's social justice commitment. Such actions include provision of applicable professional development training for staff; attention to class issues when apportioning resources; support for and expectation of curricular incorporation of social justice themes, consciousness and issues; and the fostering of a school climate that invites thoughtful, respectful dialogue about race and other social justice issues. This list is not meant to be all-inclusive. The development of this cohort of actions was informed by:

- Amherst-Pelham Schools, "*Standards of a Multicultural School System:*"
  - "*Curriculum: A Rigorous Multicultural Curriculum*"
  - "*Institutional Practices: Institutionalized Multiculturalism*"
  - "*Instruction: Research-based Pedagogy*"
  - "*Professional Development: Comprehensive Staff Development*"
- Banks, James, et al. "*Essential Principles for Teaching and Learning in a Multicultural Society.*" Seattle: Center for Multicultural Education, 2001.

**Column 6: Parents'/Guardians/ Role**

In this column will be added suggestions generated by the parents and guardians in our school community, as to the ways in which these groups can support the District's social justice commitment. To paraphrase Lisa Delpit in Other People's Children, it is incumbent upon teachers not in a represented group to look to parents and guardians for insight regarding their children's experience and educational needs.

**Column 7: Correlating ARPS "*Standards of a Multicultural School System*"**

This column references the appropriate District standard matching the student goal for social justice values and attitudes, teacher action, and/or administrative action. (*document attached*)

## **Position Statement**

*The Social Justice Commitment overview is the manifestation of modeled cognitive and affective behavior in teaching by the teacher and learning by students. It is, by its very nature, a goal to create a healthier and more socially aware venue for all in the school community. When these expectations are enacted the culture of a school will change because the focus of the members of that community must shift between a focus on the individual and the community of which they are a part.*

*Modeling this behavior in a school setting is the responsibility of each staff member. How do we view each other? How do we treat one another, regardless of position? What are the benefits of taking on a more socially just system? When we take on these questions, we must reexamine old notions and decide on the validity of each.*

*Accepting the responsibilities of the social justice commitment means teachers and students will expand their perceptions to include dominant and marginal language as it pertains to how we perceive one another in school. Terms like: global competitiveness, individual access, measured competencies, market driven, development plans and accountability are dominant language terms. Marginal language terms such as: social cohesion, social capital, community, trust, reciprocity and cooperation must become a part of the socially just curriculum. Staff and students should be encouraged to analyze both the formal and informal curriculum, as to issues of equity that are embedded in each area.*

*To simply conclude that all of this will happen with presentations and discussions is frivolous thinking. While each of us does our best to be just and fair, it is essential that we examine methods that make our efforts uniform and repetitive as each class of students matriculates through our school system. To create this network a great deal of discussions in large and small groups is necessary!*

*Roger Wallace, Chair Social Justice Commitment Group*



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**Social Justice Commitment Group: Resources Utilized**

Amherst-Pelham Schools.

- [Standards of a Multicultural School System](#). May 12, 2004.
- Amherst Regional Middle School 7<sup>th</sup> & 8<sup>th</sup> Grade Social Studies Curriculum Maps
- Amherst Regional High School Program of Studies

Banks, James, et al. *Essential Principles for Teaching and Learning in a Multicultural Society.* Seattle: Center for Multicultural Education, 2001

Carnegie Council on Adolescent Development. Turning Points: Preparing Youth for the 21<sup>st</sup> Century: The Report of the Taskforce on Education of Young Adolescents. 1989.

Cotton, Kathleen. *Developing Empathy in Children and Youth.* NW Regional Educational Laboratory, School Improvement Research Series. <http://www.nwrel.org/scpd/sirs/7/cul3.html>

Duffy, Carolyn. *Developing Empathy,* in Peace Education. U.S. Department of State English Language Programs: <http://exchanges.state.gov/forum/journal/pea8background.htm>

The Earth Charter. [www.earthcharter.org](http://www.earthcharter.org)

Gilligan, Carol. In a Different Voice Psychological Theory and Women's Development. Cambridge: Harvard University Press, 1993.

Kohlberg, Lawrence. Essays on Moral Development. New York: Harper, 1984.

Labanowski, Phyllis. *“Identity Development and “Diversity.”* Unpublished paper.

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Piaget, Jean. The Psychology of the Child. Basic Books, 2000.

Pitt, Jane. *“Social Justice in Education in ‘New Times.’”* Australian Association for Research in Education. 1998.

Schulman , Michael & Mekler, Eva. Bringing Up a Moral Child. New York: Doubleday. 1994.

Vygotsky, Lev. “Social Development Theory.” <http://tip.psychology.org/vygotsky.html>

WORK IN PROGRESS

*Amherst Public Schools  
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# **Curriculum Construct**

# Social Justice Curriculum – What’s in it?

## Who Holds the Knowledge?

### Definition of Terms

- Anti-Bias?
- Social Justice
- Inclusive
- Privilege and the Exercise thereof
- Shared Reading?
- Ensure understanding with agreed upon language

Merge

### Context

Goal: To bring / keep on board as many “allies” as possible  
 History → Informs the present

### Socio / Political / Paradigm

- BAMMS document – “current”?
- Mission Statement ...”generated” / on file
- Level 1 & 2 Mandatory Course Work
- MBO Reflective of Multicultural Teaching / Action

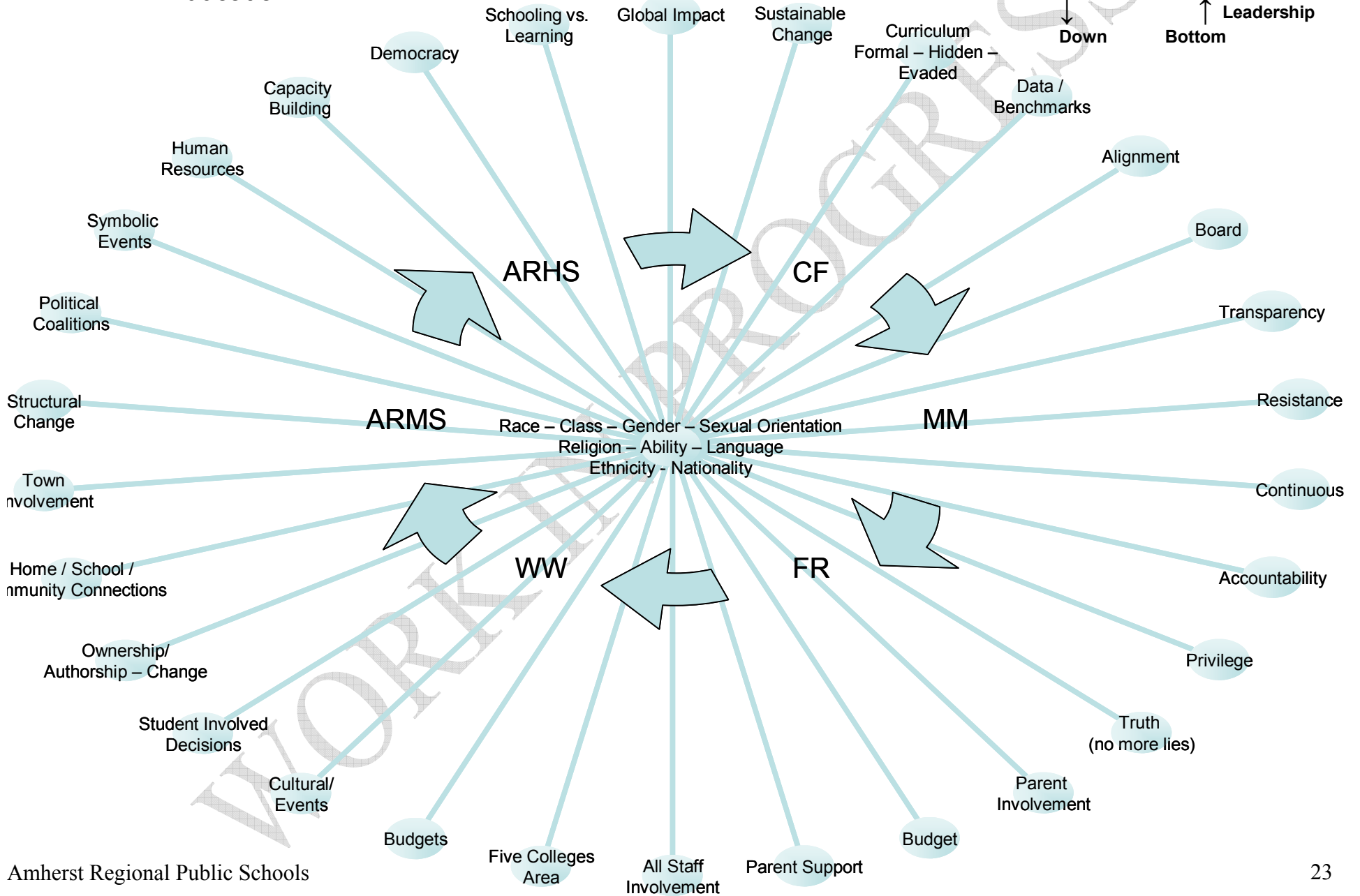
Where do we want...”Us”... to end up?



Infusing Social Justice into our shared work – kids / teachers/ all

Foreground: Achievement, Belonging  
 Background – Cycle of Oppression – Interrupt it or maintain it?

# E3 = Equity & Excellence in Education



# Public Schooling as an Expression of Democratic Principles

## Historical

## Social / Political

## Context

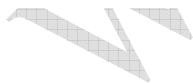
1. Cycle of Oppression
2. Mechanism for Sorting – who gets educated?
3. How Amherst has tried to impact # 2
  - Smart, thinking teachers
  - BAMSS – 1991?
  - Level One & Two Courses
  - MBO – Evaluation
  - Current Mission Statements / Communication to staff from Superintendent

### History

“informs the present”

Foreground / Background

Kids / Teachers HOLD BOTH



# Social Justice Curriculum... [ Is Alive ]

It is who we are, not just stuff we teach!

It Must Be **'Intentional'**

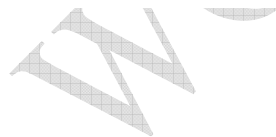
## Formal Curriculum

- Allows for **Students** to **act** on issues- where appropriate
- Organized
- Developmentally Appropriate! (Grade level – clustered)
- All Subjects Involved
- Multicultural Approach
- Multiples Versions
- Visions of Oppressed
- Visions of Oppressors
- Inclusive
- Deal with issues of class, race, gender, world events
- Academically **Rigorous**

## Informal Curriculum

- Allows for **Staff** to **act** on issues – where appropriate
- (In Practice) with life of school
- All School Activities
  - sports, plays, clubs
- Availability to All
- How are people treated - Kids – Staff
- ↓
- A measure is possible - staff in particular

**Staff Reflective of  
Student Population  
(Training – Review of  
BAMMS)**



- **Faculty** - Inclusive, not exclusive (of 'isms) (of all members of the community) – identify who's voice is not at the table
- **Student / Teacher** – Understand and address privilege – including one's own
- **Student / Teacher** – Develop empathy
- **Student / Teacher** – Recognize connectedness
- **Student** – Recognize effects of individual actions on others, local and global
- **Student / Teacher** – Recognize stereotypes / confront them
- **Student / Teacher** – Deconstruct works with stereotypes / bias
- **Student / Teacher** - Value all positive work
- **All** – Develop a community of respect - Nurture altruism – Teach positive listening, communication skills & social behaviors
- **Students & Teachers** – Identify bias of authors & self
- **Teachers & All** - Time for reflection on these issues
- **Students & Teachers** – Produce effective, conscious change agents who have practiced activism and are willing to step up
- **Students / Teachers** – Presented with and seek out multiple viewpoints – music, arts, writings, historical perspectives
- **ALL** - School-wide effect – from what's on walls, to acceptable humor, to books available, to who receives honors and awards
- **Students / Teachers** – Practice in non violent conflict resolution
- **Administration** – A systemic approach PreK-12 – No exceptions – (not random) – when children are psychologically, intellectually, and emotionally at readiness for next step.
- **Administration** – A system of oversight, evaluation, & accountability is in place
- **Administration** - Teachers challenged and supported

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Race	ELL	Cultural & linguistic differences
Gender	Different Viewpoints	Able-ism
Class	Skill Level	Adoption
Sex	Cognitive Readiness	Effects on Earth
Religion	Special Needs	Bullying
Sexual Orientation	Look-ism	Age-ism
Privilege	Learning Styles	



<b>Students’ Commitment to Social Justice and Equity: Development of Values and Attitudes</b>	<b>Teacher Actions</b>	<b>Examples of School Community Actions</b>	<b>Resources</b>	<b>Administrative Actions</b>	<b>Parent / Guardian’s Role</b>	<b>Correlating ARPS Standards of a Multicultural School System</b>
<p><b>Aware of Self and Curious About Others</b></p> <ul style="list-style-type: none"> <li>▪ Develops sense of self including capacity to describe physical features of themselves, their cultural identity, and their individual and group identities.</li> <li>▪ Develops awareness of and curiosity about the similarities and differences of all humans.</li> <li>▪ Develops understanding of friends and friendship.</li> <li>▪ Develops emotional awareness of personal associations with different groups.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increases own awareness of personal assumptions and attitudes towards diversity.</li> <li>▪ Encourages children’s questions and builds a “common language”</li> <li>▪ Builds on understanding and knowledge of authentic, meaningful and accurate information and shares it with students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Partnerships: AEF, 5 Colleges</li> <li>▪ Community Potluck</li> <li>▪ Community Projects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Classroom libraries, literature, and materials need to represent the diversity of all children: linguistic cultural and physical differences.</li> <li>▪ Second Step: A Violence Prevention Program for Children</li> <li>▪ ARPS Social Studies Units K-2: K – Friends – what is a friend, how can I be a friend, how can I make friends. 1<sup>st</sup> – Families – Needs, wants, shelter for families; compare own families, cultures, and traditions to those of families in Puerto Rico and Japan. <a href="http://www.taino-tribe.org/jatiboni.html">www.taino-tribe.org/jatiboni.html</a> <a href="http://web-japan.org/kidsweb/">http://web-japan.org/kidsweb/</a></li> <li>▪ Literature for K-2 social studies curriculum in Elementary Folder of Kurzweil on district network.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Organizational structure of schools ensures that decision-making is widely shared so all stakeholders have an opportunity and a voice regarding school decisions and that ALL members of the school community learn collaborative skills in order to create a safe, caring environment that is focused on students’ strengths and capacities.</li> <li>▪ Demonstrates, supports, and explains commitment to social justice to school, parents, &amp;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fosters and seeks support for fostering friendships of child(ren).</li> <li>▪ Participates in learning/discussions about the social contexts of learning in our schools, community service action, social justice concepts and initiatives.</li> <li>▪ Participates in school-wide events to share heritage through storytelling and other Family Night programs.</li> <li>▪ “Star of the Week”</li> <li>▪ Understands that the greatest cognitive growth for their children</li> </ul>	<p>I. Institutional Practices: A1, A2, A3, C, F3, F6</p> <p>II. Curriculum: D, F</p> <p>III. Instruction: A, I</p> <p>VI. Professional Development: A</p>

<b>Students’ Commitment to Social Justice and Equity: Development of Values and Attitudes</b>	<b>Teacher Actions</b>	<b>Examples of School Community Actions</b>	<b>Resources</b>	<b>Administrative Actions</b>	<b>Parent / Guardian’s Role</b>	<b>Correlating ARPS Standards of a Multicultural School System</b>
	<ul style="list-style-type: none"> <li>▪ Understands that informed teacher perceptions result in consistent high expectations and visible, “culturally relevant” instruction with all students. Increases awareness of prevailing social values and how they are transmitted in education.</li> <li>▪ Interacts with students’ families in authentic, respectful ways. i.e.: honors pluralism</li> <li>▪ Affirms identity of each child and family and helps students explore themselves and their families.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Literature told through multiple perspectives ie. theme of working together – The Giant Pumpkin, The Giant Turnip, The Farmer and The Watermelon; Chinese New Year derivations – The Cat and The Rat, The Emperor’s Tale, etc.</li> <li>▪ Educators for Social Responsibility (ESR) Cambridge, Ma. <a href="mailto:educators@esrnational.org">educators@esrnational.org</a> for curriculum and professional development on diversity, peace education, and mediation.</li> <li>▪ Cowhey, Mary. <i>Black Ants and Buddhists: Thinking Critically and Teaching Differently in the Primary Grades</i>. Maine: Stenhouse, 2006.</li> <li>▪ <i>Other People’s Children – Cultural Conflict in the Classroom</i>; Lisa Delpit</li> </ul>	<p>community.</p> <ul style="list-style-type: none"> <li>▪ Leadership facilitates coordinated communication linkages (preK-12) between school buildings/ levels and central office.</li> <li>▪ Include SJC position statement in the School Improvement Plan and in additional work with School Councils.</li> <li>▪ Supports teachers’ time and effort to think critically about teaching for socially just outcomes.</li> </ul>	<p>occurs through social interaction.</p> <ul style="list-style-type: none"> <li>▪ Models for children collaborative problem-solving, curiosity, understanding of others, respect for differences.</li> </ul>	

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	<ul style="list-style-type: none"> <li>▪ Fills environment with sights, sounds, smells of people of different ethnicities, backgrounds &amp; cultures</li> <li>▪ Provides meaningful opportunities for students to explore other cultures (i.e. not as a “tourist” but as experiential, hands-on learning incorporated into existing curriculum).</li> <li>▪ Acknowledges the differences children bring to school and differentiates for strengths, needs, learning profiles, interests, talents, learning styles, etc.</li> </ul>		<ul style="list-style-type: none"> <li>▪ York, <i>Stacey Roots and Wings: Affirming Culture in Early Childhood Programs</i>. Mt. Rainier, 1991.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provides staff meetings and grade level meetings to review the SJC and add resources and materials for each grade level.</li> </ul>		

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	<ul style="list-style-type: none"> <li>▪ Understands how students’ identities influence how they learn and engage in learning.</li> <li>▪ Holds high expectations for all students and makes those expectations visible and valued.</li> <li>▪ Thinks critically about teaching in renewed ways.</li> </ul>					
<p><b>They Ask and Assess: What is Fair? What is Not?</b></p> <ul style="list-style-type: none"> <li>▪ Learns to be inclusive of others in work and play and develops awareness of how others can contribute to learning, thinking, and playing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Builds classroom community with students, guiding fair and consistent development and application of established rules.</li> <li>▪ Facilitates</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supports teachers and students in active roles to define needs and goals for classroom community.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Anti-Bias Curriculum (ABC Book &amp; Video)</li> <li>▪ PBS Teacher Source ( link for PreK-2 resources)</li> <li>▪ <i>Mufaro’s Beautiful Daughters</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Offers professional development programs that help teachers develop the knowledge &amp; skills needed to modify their instruction so that ALL students (groups/ cultures)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Receives copies of classroom rules or contracts and reviews them with child(ren).</li> </ul>	<p>I. Institutional Practices: A3, B, C, F3, F6, F7</p> <p>II. Curriculum: F</p> <p>III. Instruction: A, B</p>

<b>Students’ Commitment to Social Justice and Equity: Development of Values and Attitudes</b>	<b>Teacher Actions</b>	<b>Examples of School Community Actions</b>	<b>Resources</b>	<b>Administrative Actions</b>	<b>Parent / Guardian’s Role</b>	<b>Correlating ARPS Standards of a Multicultural School System</b>
<ul style="list-style-type: none"> <li>▪ Learns to take active roles to define needs and goals for classroom community and to collaborate on creation of classroom rules or plan to meet goals.</li> <li>▪ Develops sense of personal and moral indignation and learns socially responsible ways to express feelings, needs, compassion, and injustices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ morning meeting and class meetings to foster classroom community building and to practice active listening, use common language and respect for others’ ideas.</li> <li>▪ Facilitates active roles of students to define needs and goals for classroom community and to share in creation of classroom rules or plan to meet goals.</li> <li>▪ Welcomes discussions on social justice.</li> <li>▪ Initiates and carries out developmentally appropriate activities that question and take action against injustice.</li> <li>▪ Creates flexible groupings of</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supports active roles of teachers and students to collaborate on creation of classroom rules or plan to meet goals.</li> <li>▪ Participates in class meetings and whole school events to problem solve and honor responsiveness to needs of one another.</li> <li>▪ Holds group meetings/discussions to practice active listening, respect for others’ ideas.</li> <li>▪ Explores ways in which our own community’s needs are not being met.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pro-Social developmental guidance ARPS</li> <li>▪ Social Studies Units K-2.</li> <li>▪ Teaching From the Heart</li> <li>▪ Responsive Classroom - <a href="http://www.responsiveclassroom.org">Northeast Foundation for Children, Inc. www.responsiveclassroom.org</a></li> <li>▪ Adams, M., Bell, L. A., &amp; Griffin, P. (Eds.). <i>Teaching for Diversity and Social Justice: A Sourcebook for Teachers and Trainers</i>. New York: Routledge. 1997.</li> <li>▪ Field trips designed to extend and engage multicultural experiences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ will have an equal/ equitable opportunity to learn in their classroom.</li> <li>▪ Explores ways in which our own community’s needs are not being met.</li> <li>▪ Supports design and creation of lunchroom environments with adequate staffing and facilities that foster safe and equitable environments for all students.</li> </ul>		<p>VI. Professional Development: B, C, D, F</p>

<b>Students’ Commitment to Social Justice and Equity: Development of Values and Attitudes</b>	<b>Teacher Actions</b>	<b>Examples of School Community Actions</b>	<b>Resources</b>	<b>Administrative Actions</b>	<b>Parent / Guardian’s Role</b>	<b>Correlating ARPS Standards of a Multicultural School System</b>
	<p>students for differentiation of interests, readiness, and learning profiles as well as for opportunities to work with a variety of peers in cooperative learning situations.</p>					
<p><b>Identify Feelings of Self and Others</b></p> <ul style="list-style-type: none"> <li>▪ Judges right from wrong and logical consequences.</li> <li>▪ Learns to acknowledge feelings, perspective taking, problem solving, empathy, impulse control, and anger management.</li> <li>▪ Learns pro-</li> </ul>	<ul style="list-style-type: none"> <li>▪ Models acceptable ways of expressing feelings and requests support of students from Guidance as beneficial.</li> <li>▪ Models justice and interrupts injustice.</li> <li>▪ Models using “I” statements to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Practices and upholds behavioral social skills school-wide.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Second Step: A Violence Prevention Program for Children</li> <li>▪ Pro-Social developmental Guidance</li> <li>▪ Bully Free Schools Initiative and zero tolerance policy upheld.</li> <li>▪ Glenn, H.S., <i>Raising Self-Reliant Children in a Self-</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Provides necessary funding for needed resources &amp; materials.</li> <li>▪ Hosts event to share information and video on Second Step Program.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Views Family Overview Video of Second Step Program.</li> <li>▪ Uses take home materials and activities provided in family letters from Second Step Program.</li> <li>▪ Understands that to be successful academically and</li> </ul>	<p>I. Institutional Practices: B, F3, F6, F7</p> <p>II. Curriculum: F</p> <p>III. Instruction: A, B, D</p>

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<p>social ways to express their feelings when they want something or are hurt.</p> <ul style="list-style-type: none"> <li>▪ Learns strategies to manage feelings.</li> <li>▪ Learns to listen to others and practice interactive listening skills.</li> <li>▪ Learns what makes us feel proud.</li> <li>▪ Learns that one’s actions can affect another person.</li> </ul>	<p>express feelings and perspectives.</p> <ul style="list-style-type: none"> <li>▪ Communicates using positive, nonverbal messages.</li> <li>▪ Identifies and practices using active listening skills.</li> <li>▪ Empowers students to problem-solve, address conflict, interrupt injustice.</li> <li>▪ Identifies positive responses for dealing with disappointment.</li> <li>▪ Provides opportunities to role play different</li> </ul>		<p><i>Indulgent World: Seven Building Blocks for Developing Capable Young People.</i> Cal: Prima Publishing.</p>		<p>socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.</p>	

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	<p>scenarios that address how we interact, how it feels to be excluded, and other relevant issues that come up in the classroom.</p> <ul style="list-style-type: none"> <li>▪ Engages in role-playing scenarios and authentic class situations to model effective strategies from Second Step.</li> <li>▪ Hosts event to share information and video on Second Step Program.</li> <li>▪ Includes and validates parent and family involvement in classroom routine activities and events.</li> </ul>					



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<ul style="list-style-type: none"> <li>▪ Develops understanding of family’s culture (language, traditions, values, social relationships, worldview, lifestyles)and begins to share and celebrate that as part of who they are.</li> <li>▪ Begins to be aware of the cultural aspects of gender and ethnic identity in themselves and others.</li> <li>▪ Engages in simple problem-solving techniques regarding teasing &amp; rejection of self &amp; others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Models respectful ways to ask about cultural differences.</li> <li>▪ Seeks information and includes students’ families in discussions of culture, heritage, and family.</li> <li>▪ Uses anti-bias vocabulary and language</li> <li>▪ Uses he/she interchangeably for animals and inanimate objects in stories and pictures.</li> <li>▪ Notices and encourages discussion around stereotypes and inaccurate information in literature.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hosts and attends cultural events for students, parents, and community at large.</li> <li>▪ Becomes aware of activities around the world and in our immediate community (as age appropriate) and explores roles in addressing social injustices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Video: <i>It’s Elementary – Talking About Gay Issues in Schools</i></li> <li>▪ <a href="http://www.teachingtolerance.org">www.teachingtolerance.org</a> from the Southern Poverty Law Center publishes free magazine and teacher resources.</li> <li>▪ <a href="http://www.tpwd.state.tx.us/learning/project_wild">http://www.tpwd.state.tx.us/learning/project_wild</a> links to curriculum, games, and projects related to understanding how human activities impact conservation, the environment, habitats, native species of plants and animals and natural history.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Take steps to incorporate ALL staff (i.e.: custodians, paraprofessionals, etc.) and families into a vital/inclusive community.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supports multicultural education by sharing family heritage/culture in child’s classroom.</li> <li>▪ Demonstrates awareness of “-isms” and increases awareness and use of anti-bias language.</li> <li>▪ Newsletter updates from counselor</li> </ul> <p>“Games Day” declared by families</p>	<p>I. Institutional Practices: A2, E1, F3, F4, F6, F7</p> <p>II. Curriculum: F</p> <p>III. Instruction: A, B, D</p> <p>VI. Professional Development: D</p>

<b>Students’ Commitment to Social Justice and Equity: Development of Values and Attitudes</b>	<b>Teacher Actions</b>	<b>Examples of School Community Actions</b>	<b>Resources</b>	<b>Administrative Actions</b>	<b>Parent / Guardian’s Role</b>	<b>Correlating ARPS Standards of a Multicultural School System</b>
	<ul style="list-style-type: none"> <li>▪ Models and facilitates problem-solving as members of a learning community.</li> <li>▪ Engages in role-playing scenarios and authentic class situations to model effective problem solving strategies from Second Step and with guidance support.</li> <li>▪ Demonstrates interconnectedness of individual actions on the group by: storytelling, games, role-playing.</li> <li>▪ Demonstrates that inaction can support a negative feeling or negative action.</li> </ul>					

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	<ul style="list-style-type: none"> <li>▪ Identifies and celebrates the intellectual legacies of various groups.</li> </ul>					
<p><b>All Beings are Interdependent and the World’s Resources are Limited.</b></p> <ul style="list-style-type: none"> <li>▪ Recognizes the Earth is our home and develops understanding of why we need to protect it and then how to protect it.</li> <li>▪ Develop ways to think critically about causes and learns through developmentally appropriate activism.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Nurtures child’s appreciation of Nature.</li> <li>▪ Promotes and upholds a classroom environment of nonviolence and peace.</li> <li>▪ Educates and models that resources are limited.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engages in practices of reducing, re-using &amp; recycling.</li> <li>▪ Recognizes environmental issues and renewable resources for effective use.</li> <li>▪ Celebrates Earth Day as a school wide or community event.</li> </ul>	<ul style="list-style-type: none"> <li>▪ ARPS Social Studies Units K-2: Environmental and climatic features of world.</li> <li>▪ K – Wood</li> <li>▪ 1<sup>st</sup> – Weather, Rainforest</li> <li>▪ 2<sup>nd</sup> – Desert</li> <li>▪ <i>50 Simple Things Kids Can Do to Save the Earth</i> by Earth Works Group - Explains how specific things in a child's environment are connected to the rest of the world, how using them affects the planet, and how the individual can develop habits and projects that are environmentally sound.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Takes planning initiatives to visit green schools and adapt green school practices.</li> <li>▪ Establishes and models protocols for recycling, composting and energy efficiency within our schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shares responsiveness to issues that impact on environment and begins to make responsible decisions (e.g. packing trash-free lunches, bringing own bags to the store, etc.).</li> </ul>	<p>I. Institutional Practices: 6</p> <p>II. Curriculum: D, F</p>

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<ul style="list-style-type: none"> <li>▪ Begins to recognize impact on environment and begin to make responsible decisions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Establishes and models ways to reduce environmental impact – recycle in classroom, bring environmentally responsible lunches, look at packaging and learn to make responsible purchasing decisions.</li> <li>▪ Fosters ways to think critically about causes and support learning through activism with strategies of reading, writing speaking, singing, listening, researching, asking questions, noting observations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Makes posters or banners, raises money, and exercises critical thinking to engage in personal and community experiences that extend globally.</li> <li>▪ Supports creation and use of community gardens for sustainable produce.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Kids Take Action: Community Service Learning Projects K-8</i> by Pamela Roberts: ideas for community service learning projects.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supports professional development in environmental studies.</li> <li>▪ Encourages best practices in terms of the environment throughout the district (using locally grown produce, creation of school gardens, reducing consumption, providing recycling containers at school community events, educating families).</li> </ul>		

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	<ul style="list-style-type: none"> <li>▪ Uses project based learning and community service learning initiatives to foster inquiry based learning and social action.</li> <li>▪ Teaches strategies to write <i>How To</i> books, <i>All About</i> books, and poetry on topics that reflect an angle of personal, community or global meaning and significance.</li> </ul>					

WORK IN PROGRESS

<b>Students’ Commitment to Social Justice and Equity: Development of Values and Attitudes</b>	<b>Teacher Actions</b>	<b>Examples of School Community Actions</b>	<b>Resources</b>	<b>Administrative Actions</b>	<b>Parent / Guardian’s Role</b>	<b>Correlating ARPS Standards of a Multicultural School System</b>
<p><b>Interdependent deepened by sense of social justice and world consciousness</b></p> <ul style="list-style-type: none"> <li>▪ Growing interest in world events</li> <li>▪ Growing sense of justice</li> <li>▪ Willingness to speak up for others</li> <li>▪ Deepening their own cultural and political value</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers provide students opportunities to experience empathy (ie: reading, simulations..) and understand oppression and privilege</li> <li>▪ Teachers use teaching strategies (cooperative groups) to promote... egalitarianism</li> </ul>		<ul style="list-style-type: none"> <li>▪ ARPS Social Studies Units (develop questions relevant to social justice themes for read-alouds and independent texts)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administrators continually examine the personal, social, cognitive consequences of policies, institutional practices in order to promote equity n schools... structural changes are made accordingly</li> <li>▪ Devote staff meetings &amp; grade level meetings to becoming familiar with this document &amp; reading related articles / books, etc.</li> <li>▪ Raise such topics in developmentally appropriate ways at all school assemblies</li> </ul>	<ul style="list-style-type: none"> <li>▪ All parents are involved in meaningful ways in school policy &amp; decision making</li> <li>▪ Provide opportunities and access for active involvement in the life of the school/classroom of ALL parents/ guardians “whose racial and cultural diversity is reflective of that of the community” (Standards of a Multicultural School System)</li> <li>▪ Invite parents/ guardians to participate in simulations and discussions related to</li> </ul>	

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				<ul style="list-style-type: none"> <li>▪ Help support teachers in accessing materials that represent</li> <li>▪ Administration support with attending workshops /implementing Responsive Classroom Approach</li> </ul>	<p>identifying emotional responses to conflict in books and real life.</p>	
<p><b>Who Am I - Where Do I Fit?</b></p> <ul style="list-style-type: none"> <li>▪ Aware of personal prejudices that others hold; begin to confront their own</li> <li>▪ Developing capacity for deeper understanding of injustice (historical, social institutional)</li> <li>▪ Willing to engage in social action projects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher interrupts derogatory comments</li> <li>▪ Teacher discourages exclusive cliques</li> <li>▪ Teacher counteracts negative messages about particular group identities</li> <li>▪ Teacher helps students develop strategies &amp; skill for dealing with</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students interrupt derogatory comments</li> <li>▪ Students counteract stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Existing ARPS Curriculum (devise intentional methods of questioning that enhance connections to students’ values &amp; attitudes)</li> <li>▪ Second Step: A Violence Prevention Program for Children</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to closely monitor students’ performance and behavior for equitable administrative response and equitable outcomes.</li> <li>▪ Support with school visits to the Greenfield Center</li> </ul>		

<b>Students’ Commitment to Social Justice and Equity: Development of Values and Attitudes</b>	<b>Teacher Actions</b>	<b>Examples of School Community Actions</b>	<b>Resources</b>	<b>Administrative Actions</b>	<b>Parent / Guardian’s Role</b>	<b>Correlating ARPS Standards of a Multicultural School System</b>
	<p>prejudice &amp; injustice</p> <ul style="list-style-type: none"> <li>▪ Teacher uses and supports students use of anti-bias vocabulary</li> <li>▪ Provide and facilitate the use of templates, graphic organizers, and/or other visual organizational tools that assist students in identifying the expressed emotional responses to conflict of characters in narrative/fiction</li> <li>▪ Facilitating morning meeting/class meeting</li> <li>▪ Teacher allows students opportunities to share/present on a regular basis on topics such as their heritage, family, etc.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Anti-bullying initiatives</li> <li>▪ Writing stories through various perspectives</li> <li>▪ Sharing literature samples with children that offer similar stories told through multiple perspectives <i>(ex: The True Story of the Three Little Pigs)</i></li> <li>▪ Expose children to a wide variety of literature from all genres that relate to social justice issues through reading groups, read alouds with discussion, and having these text available in class</li> </ul>	<p>School and Friend’s School (Quaker) where Social Justice is built into daily learning</p> <ul style="list-style-type: none"> <li>▪ Support community outreach programs especially with ELL parents, low income parents and parents of color</li> <li>▪ Support multicultural event nights at schools</li> <li>▪ Ensure equitable distribution of funding for academic support for each school based on academic and socioeconomic need of students and families. (What is equitable is that</li> </ul>		



<b>Students’ Commitment to Social Justice and Equity: Development of Values and Attitudes</b>	<b>Teacher Actions</b>	<b>Examples of School Community Actions</b>	<b>Resources</b>	<b>Administrative Actions</b>	<b>Parent / Guardian’s Role</b>	<b>Correlating ARPS Standards of a Multicultural School System</b>
			<p>library for student use.</p> <ul style="list-style-type: none"> <li>▪ Modern Cities: Boston/Nairobi Social Studies Unit (Interdependence is a key term for that unit and is listed in the Values &amp; Attitude column for these grade levels.</li> <li>▪ Investigations math curriculum helps students learn to respect each others ideas, share with one another, be an important individual within an important community.</li> <li>▪ Use of the Story Grammar Marker as an effective tool to solving problems through communication</li> </ul>	<p>everyone gets their needs met)</p> <ul style="list-style-type: none"> <li>▪ Build connections with local higher education departments that support Social Justice practices like the Social Justice Education department at U-Mass</li> </ul>		

<b>Students’ Commitment to Social Justice and Equity: Development of Values and Attitudes</b>	<b>Teacher Actions</b>	<b>Examples of School Community Actions</b>	<b>Resources</b>	<b>Administrative Actions</b>	<b>Parent / Guardian’s Role</b>	<b>Correlating ARPS Standards of a Multicultural School System</b>
<ul style="list-style-type: none"> <li>▪ Recognizes that all beings are interdependent</li> </ul>						I. Institutional Practices: C, F6 II. Curriculum: A, D, F
<ul style="list-style-type: none"> <li>▪ Recognizes consequences of over using the environment</li> <li>▪ Recognizes the impact of poverty &amp; the need to protect the vulnerable</li> <li>▪ Conformity to social group becomes very important to begin to understand what is expected by the parent &amp; teacher, who they want to please</li> <li>▪ Values move from ego-centric to ethnocentric</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher helps students construct a positive &amp; knowledgeable identity as a cultural being (historically, politically, ancestrally and socially)</li> <li>▪ Teacher helps students understand poverty &amp; effect (ethical, social, environment)</li> <li>▪ Teacher provides opportunities to practice democratic processes</li> <li>▪ Teacher offers examples &amp; models of people who have fought against injustice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students practice democratic processes</li> <li>▪ Students practice non-violent resolution</li> <li>▪ Community Service Learning Projects (<i>needs to be researched further</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Nieto, S. <i>The Light In Their Eyes</i></li> <li>▪ Paley, Vivian <i>You Can’t Say, You Can’t Play</i></li> </ul>			I. Institutional Practices: A2, C, F1, F3, F4, F6, F7  II. Curriculum: A, B, D, C, E, F  III. Instruction: A, B, C, D, E, G

<b>Students’ Commitment to Social Justice and Equity: Development of Values and Attitudes</b>	<b>Teacher Actions</b>	<b>Examples of School Community Actions</b>	<b>Resources</b>	<b>Administrative Actions</b>	<b>Parent / Guardian’s Role</b>	<b>Correlating ARPS Standards of a Multicultural School System</b>
	<ul style="list-style-type: none"> <li>▪ Teacher models recognition of social/cultural privilege</li> <li>▪ Teacher notes and empowers students whose voices are silenced.</li> </ul>					

\* These examples are meant to be illustrative, *not* prescriptive. Actions should arise from a convergence of student & teacher interest / need and curricular objectives.

WORK IN PROGRESS

<b>Students' Commitment to Social Justice and Equity: Development of Values and Attitudes</b>	<b>Teacher Actions</b>	<b>Examples of School Community Actions</b>	<b>Resources</b>	<b>Administrative Actions</b>	<b>Parent / Guardian's Role</b>	<b>Correlating ARPS Standards of a Multicultural School System</b>
<ul style="list-style-type: none"> <li>▪ <b>Deepen their understanding of various factors defining their identity (along lines of race, ethnicity, class, culture, gender, physical size and ability, religion, academic ability, language, sexual orientation and/or special need)</b></li> <li>▪ <b>Feels empathy for others.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates respect for students and foster respect between students.</li> <li>▪ Demonstrates understanding of both middle school developmental issues and middle school cultures.</li> <li>▪ Provides opportunity to address ontological questions: Who am I? What is my place in the world? Who are they? Where do I fit in?</li> <li>▪ “Teachers provide all students the opportunity to discuss the differential costs and benefits to all groups of the current sociopolitical reality.”</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students experiencing oppression are provided avenues for deepening understanding of oppressive social structures and for expressing their resistance productively (non-violently, with focus on their developing &amp; proposing alternatives).</li> <li>▪ Students are offered ways to express solidarity with people experiencing prejudice or other oppression: ex. marches, poster campaigns, essay contests, wearing of solidarity buttons.</li> <li>▪ Students have access to Peer-Mediation Program as both mediators and recipients.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hochman, Jere. <i>Thinking Middle School</i> Nat'l Middle School Assn: June 1997.</li> <li>▪ Tatum, Beverly Daniel. <i>“Why Are All the Black Kids Sitting Together in the Cafeteria?” and Other Conversations About Race</i>. New York: Basic Books, 1997.</li> <li>▪ Tatum, Beverly, D. “Talking about Race, Learning about Racism: The Application of Racial Identity Development Theory in the Classroom”, <i>Harvard Educational Review</i>, Vol.62. No.1, Spring 1992.</li> <li>▪ Kohl, H. <i>I won't learn from you and other creative forms of social maladjustment</i>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide time for ongoing staff development (including peer mentoring) in social justice content on curriculum days and at staff meetings</li> <li>▪ Encourage teachers to incorporate social justice themes that are relevant to their curricula</li> <li>▪ Support teachers in the implementation of social justice curricula through super-vision and evaluation process</li> <li>▪ Create respectful and productive mechanisms for airing discussions re the staff's learning and analyzing the staff's group dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participate in school-wide events to share heritage: Diversity Assembly, Latinos Unidos Celebration, Black History Month Assembly</li> <li>▪ Participate in Latino Achievement Night</li> <li>▪ Participate in Family School Partnership</li> </ul>	<ul style="list-style-type: none"> <li>I. Institutional Practices: A2, A3, B, E1, E2, F1, F2, F3, F4, F5, F6, F7, G3</li> <li>II. Curriculum: A, C, D, E, F</li> <li>III. Instruction: A, B, D, E, G</li> <li>IV. Assessment: E</li> <li>V. Affirmative Action: E</li> <li>VI. Professional Development: A, B, C, D, F</li> </ul>

<b>Students’ Commitment to Social Justice and Equity: Development of Values and Attitudes</b>	<b>Teacher Actions</b>	<b>Examples of School Community Actions</b>	<b>Resources</b>	<b>Administrative Actions</b>	<b>Parent / Guardian’s Role</b>	<b>Correlating ARPS Standards of a Multicultural School System</b>
	<ul style="list-style-type: none"> <li>▪ Holds high expectations for all students.</li> <li>▪ Utilizes Backwards Design templates and Differentiated Instructional Methods.</li> <li>▪ Models and expects students to use age-appropriate anti-bias vocabulary.</li> <li>▪ Deconstructs stereotypes; provides information about individuals within specific groups who refute these stereotypes.</li> <li>▪ Offers students strategies and skills to deal with prejudicial comments and actions directed against them.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students participate in the organization and presentation of the Diversity Assembly, the Latinos Unidos Celebration, the Black History Month Assembly, the Women’s History Assembly, and Cultural Calendars.</li> <li>▪ Provide students with opportunities to learn about historical roots of stereotypes, types of oppression and methods of resistance in 8<sup>th</sup> grade Social Studies Units, such as “Cultural Interaction and Change.”</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rothman, R. ed. <i>Small Schools and Race</i> Voices In Urban Education, Volume 2, Fall 2003.</li> <li>▪ Anti-Bullying initiatives</li> <li>▪ Tomlinson, Carol Ann. <i>The Differentiated Classroom : Responding to the Needs of All Learners</i> ASCD, 2004.</li> <li>▪ Schools training (from Gay, Lesbian &amp; Straight Education Network)</li> <li>▪ Levine, Mel. <i>A Mind at a Time</i>. New York: Simon and Schuster, 2002.</li> <li>▪ Howard Gardner <i>Multiple Intelligences and Education</i>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Arrange for additional academic support for students with special needs, English language-learners</li> <li>▪ Foster an environment for open and constructive dialogue about race and other social justice issues.</li> <li>▪ Support Peer-Mediation Program.</li> <li>▪ Support the integration of Support Staff with both the faculty and community.</li> <li>▪ Participate in Study Circle Dialogues.</li> </ul>		

<b>Students’ Commitment to Social Justice and Equity: Development of Values and Attitudes</b>	<b>Teacher Actions</b>	<b>Examples of School Community Actions</b>	<b>Resources</b>	<b>Administrative Actions</b>	<b>Parent / Guardian’s Role</b>	<b>Correlating ARPS Standards of a Multicultural School System</b>
	<ul style="list-style-type: none"> <li>▪ Guides a constructive implementation of strategies that empowers students with a sense of autonomy in their own choices and decisions.</li> </ul>					
<b>Feel concern about injustice and inequality</b>	<ul style="list-style-type: none"> <li>▪ Provides opportunities for students to recognize and examine social inequality, answering the questions: Who benefits? Who is marginalized? How could things be done differently?</li> <li>▪ Incorporates community service projects within lessons.</li> <li>▪ Teaches students how to express their opinion and discuss sensitive issues respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students have opportunities to participate in simulations, role-playing, and other activities that enable them to experience what it is to be a victim of discrimination.</li> <li>▪ Students in 8<sup>th</sup> grade ELA and SS classes conduct historical research, identify social issues of past and present, evaluate causes and consequences and formulate a course of action on the issue.</li> </ul>	<ul style="list-style-type: none"> <li>▪ PBS online. Keyword: Teacher Source (<a href="http://www.pbs.org/search">http://www.pbs.org/search</a>)</li> <li>▪ Social Studies Curriculum: World Regions &amp; Contemporary Issues Unit, Gr. 6</li> <li>▪ Jacqueline, N. Glasgow, (2001), “ Teaching Social Justice through Young Adult Literature.” <i>English Journal</i>. Pp.51-61</li> </ul>			<p>I. Institutional Practices: C, F3, F4, F6, F7</p> <p>II. Curriculum: A, C, D, E, F</p> <p>III. Instruction: A, B, D, E, G</p>

<b>Students’ Commitment to Social Justice and Equity: Development of Values and Attitudes</b>	<b>Teacher Actions</b>	<b>Examples of School Community Actions</b>	<b>Resources</b>	<b>Administrative Actions</b>	<b>Parent / Guardian’s Role</b>	<b>Correlating ARPS Standards of a Multicultural School System</b>
		<ul style="list-style-type: none"> <li>▪ Students have opportunities to engage in work that furthers their ability to understand and challenge injustice in the school , local, and world communities through participation in the Katrina Project, the Darfur Club, GSA, Best Buddies and Latinos Unidos.</li> </ul>				
<p><b>Understanding the interaction between individuality and group membership</b></p>	<ul style="list-style-type: none"> <li>▪ Utilizes teaching strategies, such as cooperative groups, to promote and teach egalitarianism, providing students the opportunity to address the questions: How can I contribute to the group? Is work shared fairly?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students are offered opportunities to answer the question: What can I give? How can I help my neighbor in the local community or the world? Ex. participation in group walkathons or other fundraising events for Hurricane Katrina relief, volunteer at the Food Bank or with Cookies for Hunger.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Language Arts curriculum – ex. devise intentional methods of questioning that enhance connections to students’ values &amp; attitudes.</li> <li>▪ Expository writing assignments in all curricular areas that speak to social justice issues.</li> </ul>			<p>I. Institutional Practices: A2, C, D2, F1, F4, F6, F7</p> <p>II. Curriculum: A, B, C, D, E, F</p> <p>III. Instruction: A, B, D, G</p>

<b>Students’ Commitment to Social Justice and Equity: Development of Values and Attitudes</b>	<b>Teacher Actions</b>	<b>Examples of School Community Actions</b>	<b>Resources</b>	<b>Administrative Actions</b>	<b>Parent / Guardian’s Role</b>	<b>Correlating ARPS Standards of a Multicultural School System</b>
	<ul style="list-style-type: none"> <li>▪ Require students to act in ways consistent with democratic values, for example, respecting minority voices.</li> <li>▪ Offer students strategies for handling conflicts nonviolently, including guided meditation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Peer mediation training</li> </ul>				
<b>Willingness to take action against inequity</b>	<ul style="list-style-type: none"> <li>▪ Interrupts derogatory speech and/or actions; provides students opportunities to practice such interruption.</li> <li>▪ Provides students with examples of role models who have acted against injustice, including the resistance of oppressed peoples, and non-cooperating members of the</li> </ul>					<p>I. Institutional Practices: A2, C, F1, F3, F4, F6, F7</p> <p>II. Curriculum: A, B, C, D, E, F</p> <p>III. Instruction: A, B, D,G</p>



<b>Students’ Commitment to Social Justice and Equity: Development of Values and Attitudes</b>	<b>Teacher Actions</b>	<b>Examples of School Community Actions</b>	<b>Resources</b>	<b>Administrative Actions</b>	<b>Parent / Guardian’s Role</b>	<b>Correlating ARPS Standards of a Multicultural School System</b>
	<p>oppressing groups (ex. Jewish people resisting Hitler, and white allies fighting against racial discrimination).</p> <ul style="list-style-type: none"> <li>▪ Encourage students to be empowered to know that they can make a difference.</li> <li>▪ Facilitates student creation and implementation of a community action plan to address issues of inequity.</li> <li>▪ Facilitates student leadership in community inquiry, ex. Middle School Exhibitions.</li> </ul>					
<b>Recognizes that all beings are interdependent</b>	<ul style="list-style-type: none"> <li>▪ Provides students opportunities to address the questions: How am I connected to others? What are my responsibilities?</li> </ul>					I. Institutional Practices: C, F6 II. Curriculum: A,D,F

<b>Students’ Commitment to Social Justice and Equity: Development of Values and Attitudes</b>	<b>Teacher Actions</b>	<b>Examples of School Community Actions</b>	<b>Resources</b>	<b>Administrative Actions</b>	<b>Parent / Guardian’s Role</b>	<b>Correlating ARPS Standards of a Multicultural School System</b>
	<ul style="list-style-type: none"> <li>▪ Offer students opportunities to demonstrate solidarity with others: Ex. participate in the ‘Day of Silence’ with members of the school’s GSA.</li> <li>▪ Facilitate presentations of community members of subgroups about their life experiences, hopes, dreams and accomplishments.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Recognize consequences of over using the environment</b></li> <li>▪ <b>Recognizes the impact of poverty &amp; the need to protect the vulnerable</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Encourage students to develop their own responses to ecological issues.</li> <li>▪ Helps students construct a positive and knowledgeable identity as a cultural being (historically, politically, ancestrally and socially).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participate in neighborhood clean-up days.</li> </ul>				<p>I. Institutional Practices: C, F1, F6</p> <p>II. Curriculum: A, B, C, D, E, F</p> <p>III. Instruction: A, D</p>

<b>Students’ Commitment to Social Justice and Equity: Development of Values and Attitudes</b>	<b>Teacher Actions</b>	<b>Examples of School Community Actions</b>	<b>Resources</b>	<b>Administrative Actions</b>	<b>Parent / Guardian’s Role</b>	<b>Correlating ARPS Standards of a Multicultural School System</b>
<ul style="list-style-type: none"> <li>▪ <b>Conformity to social group becomes very important to begin to understand what is expected by the parent &amp; the teacher, who they want to please</b></li>   <li>▪ <b>Values move from egocentric to ethnocentric</b></li>   <li>▪ <b>Adopt patterns of production, consumption, and reproduction that safeguard Earth’s regenerative capacities, human rights, and community well-being</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Helps students understand poverty and its effects (ethical, social &amp; environmental).</b></li>   <li>▪ <b>Provides opportunities to practice democratic practices.</b></li>   <li>▪ <b>Notes and empowers students whose voices are silenced.</b></li> </ul>					

<b>Students’ Commitment to Social Justice and Equity: Development of Values and Attitudes</b>	<b>Teacher Actions</b>	<b>Examples of School Community Actions</b>	<b>Resources</b>	<b>Administrative Actions</b>	<b>Parent / Guardian’s Role</b>	<b>Correlating ARPS Standards of a Multicultural School System</b>
<ul style="list-style-type: none"> <li>▪ <b>Develop a commitment to social justice and equity.</b></li> <li>▪ <b>Embrace the realities of inequities currently in existence and deepen empathy towards others.</b></li> <li>▪ <b>Deepen their understanding of various factors defining their racial, ethnic, class, cultural, gender, physical size and ability, religious, academic, linguistic, and sexual orientation identity, as well as areas of special need.</b></li> <li>▪ <b>Express concern about injustice and inequality.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide students with                             <ul style="list-style-type: none"> <li>- opportunities to learn about:</li> <li>- the mechanisms (legal, institutional, economic, social, cultural) used by societies to privilege some groups over others</li> <li>- the role of media in shaping perspective and bias about the privileged and the marginalized.</li> <li>- how the points of views &amp; cultural practices of dominant groups are normalized and the points of view of marginalized groups are silenced</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>▪ ARHS Program of Studies. Course selections in all subject areas</li> <li>▪ PPS online Teacher resource</li> <li>▪ Renee White-Clark, (2005), “Training Teachers to Succeed in a Multicultural Climate.” <i>Principal</i>, March/April, pp.40-44.</li> <li>▪ Rothstein, Richard. <i>Class and Schools: Using Social, Economic, and Educational Reform to Close the Black-White Achievement Gap</i>, Washington: Teachers College, 2005.</li> <li>▪ Adams, Marianne, ed. Et al. <i>Readings for Diversity and Social Justice</i>. New York: Routledge, 2000.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide time for ongoing staff development, including peer mentoring, in social justice content, including issues of privilege, and in managing heterogeneity in the classroom, on curriculum days and at staff meetings.</li> <li>▪ Provide time for staff to further reflect upon work done in anti-racist training workshops.</li> <li>▪ Encourage teachers to incorporate social justice themes that are relevant to their curricula.</li> <li>▪ Support teachers in the implementation of social justice curricula through supervision and evaluation process.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participate in school-wide events to share heritage: Diversity Assembly, Latinos Unidos Celebration, Black History Month Assembly.</li> <li>▪ Participate in Latino Achievement Night.</li> <li>▪ Participate in Community Thanksgiving Potluck.</li> <li>▪ Participate in Parent Center.</li> <li>▪ Participate in student-initiated community action plans.</li> <li>▪ Contribute resources and expertise on community-based actions.</li> <li>▪ Participate in potlucks, BBQs and attend student performances.</li> </ul>	<p>I. Institutional Practices: A1, A3, B, C, D2, E2, F3, F4, F6</p> <p>II. Curriculum: A, B, C, D, E, F</p> <p>III. Instruction: A, B, D, E, G</p> <p>V. Affirmative Action: E</p> <p>VI. Professional Development: A, B, C, D, F, G</p>

<b>Students’ Commitment to Social Justice and Equity: Development of Values and Attitudes</b>	<b>Teacher Actions</b>	<b>Examples of School Community Actions</b>	<b>Resources</b>	<b>Administrative Actions</b>	<b>Parent / Guardian’s Role</b>	<b>Correlating ARPS Standards of a Multicultural School System</b>
<ul style="list-style-type: none"> <li>▪ <b>Promote a culture of tolerance, nonviolence, and peace.</b></li> </ul>	<ul style="list-style-type: none"> <li>- how privileged groups use the government to advance their agendas and protect their interests</li> <li>- how oppressed groups have resisted.</li> <li>▪ Addresses and challenges institutional injustices.</li> <li>▪ Models and expects students to use age-appropriate anti-bias vocabulary.</li> <li>▪ Models interruption of derogatory speech and/or actions; establishes expectation for students to act similarly.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Jost, Muktha, Whitfield, Edward L., Jost, Mark. “When the Rules are Fair but the Game Isn’t” <i>Multicultural Education</i>, Fall 2005</li> <li>▪ Ayers, Hunt and Quinn, eds. <i>Teaching for Social Justice</i>. New York: The New Press. 1998.</li> <li>▪ Tatum, Beverly Daniel. “Why Are All the Black Kids Sitting Together in the Cafeteria?” and <i>Other Conversations About Race</i>. New York: Basic Books, 1997.</li> <li>▪ Fleming, Maria, ed. <i>A Place at the Table: Struggles for Equality in America</i>. Southern Poverty Law Center: 2002.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create respectful and productive mechanisms for airing discussions re the staff’s learning and group interactions.</li> <li>▪ Demonstrate understanding of economic disparities in apportioning budget and access to resources.</li> <li>▪ Ensure participation on major committees is representative of the diversity of the school.</li> <li>▪ Provide and publicize a means for students and staff to bring concerns about inequitable treatment or discrimination for resolution.</li> </ul>		

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	<ul style="list-style-type: none"> <li>▪ Deconstructs stereotypes; provides information about individuals within specific groups who refute these stereotypes.</li> <li>▪ Establishes classroom expectations of respect for student differences in background and learning style</li> <li>▪ Develops curriculum that ensures student physical and emotional safety when sharing their thoughts and feelings.</li> <li>▪ Develops curriculum and classroom practice grounded in the life of student experiences.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Carnes, Jim. <i>Us and Them: A History of Intolerance in America</i>. New York: Oxford University Press, 1999</li> <li>▪ -Giecek, Tamara Sober. <i>Teaching Economics as if People Mattered</i>. United for a Fair Economy, 2000.</li> <li>▪ Wexler, Sanford. <i>An Eyewitness History of the Civil Rights Movement</i>. Checkmark Books, 1993.</li> <li>▪ Zinn, Howard. <i>... The 20th Century: A People's History</i>. Harper Collins, 1998.</li> <li>▪ Current Coursework</li> <li>▪ Cambodian Studies</li> <li>▪ Native American Studies</li> <li>▪ Puerto Rico Studies</li> </ul>			

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	<ul style="list-style-type: none"> <li>▪ Helps students understand the correlation between years of schooling and job and housing opportunities, access to health care and other community resources.</li> <li>▪ Provides opportunities for students to recognize and examine social inequality, answering the questions: Who benefits? Who is marginalized? How could things be done differently?</li> <li>▪ Uses Socratic discussion method.</li> <li>▪ Utilizes journaling and other reflective activities.</li> <li>▪ Demonstrate and facilitate conflict resolution practices.</li> </ul>					

<b>Students’ Commitment to Social Justice and Equity: Development of Values and Attitudes</b>	<b>Teacher Actions</b>	<b>Examples of School Community Actions</b>	<b>Resources</b>	<b>Administrative Actions</b>	<b>Parent / Guardian’s Role</b>	<b>Correlating ARPS Standards of a Multicultural School System</b>
<ul style="list-style-type: none"> <li>▪ Develop and demonstrate a commitment to the eradication of poverty as an ethical, social and environmental imperative.</li> <li>▪ Build democratic societies that are just, participatory, sustainable, and peaceful.</li> <li>▪ Recognize inequities of opportunity resulting from class differences; and work to rectify these.</li> <li>▪ Understand the interaction between individuality and group membership.</li> <li>▪ Willingness to take action against inequity.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coordinates student-driven collaboration with community, ex. A cultural calendar, mural painting, video projects, cultural Thanksgiving celebration.</li> <li>▪ Uses project based learning and inquiry based learning to foster social action plans.</li> <li>▪ Invites community-based equity activists to dialogue and collaborate with students</li> <li>▪ Encourages collaborative work with parents of all socio-economic backgrounds using community resources.</li> <li>▪ Provides opportunities for students to assess and address community needs,</li> </ul>		<ul style="list-style-type: none"> <li>▪ Anti-Bullying initiatives.</li> <li>▪ SIOP training (Sheltered Immersion)</li> <li>▪ GLSEN Safe Schools training (from Gay, Lesbian &amp; Straight Education Network)</li> <li>▪ GLBT Youth Literature: Peters, Julie Anne. <i>Luna</i></li> <li>▪ <i>Keeping You a Secret.</i></li> <li>▪ <i>Far from Xanadu</i></li> <li>▪ Garden, Nancy. <i>Annie on My Mind.</i></li> <li>▪ Levithan, David. <i>Boy Meets Boy.</i></li> <li>▪ Create sustainable school based leadership for research.</li> </ul>			<p>I. Institutional Practices: A2, C, D2, D3, F1, F2, F3, F4, F5, F6, F7, G1, G3</p> <p>II. Curriculum: A, B, C, D, E, F</p> <p>III. Instruction: A, B, C, D, E, F, G</p>

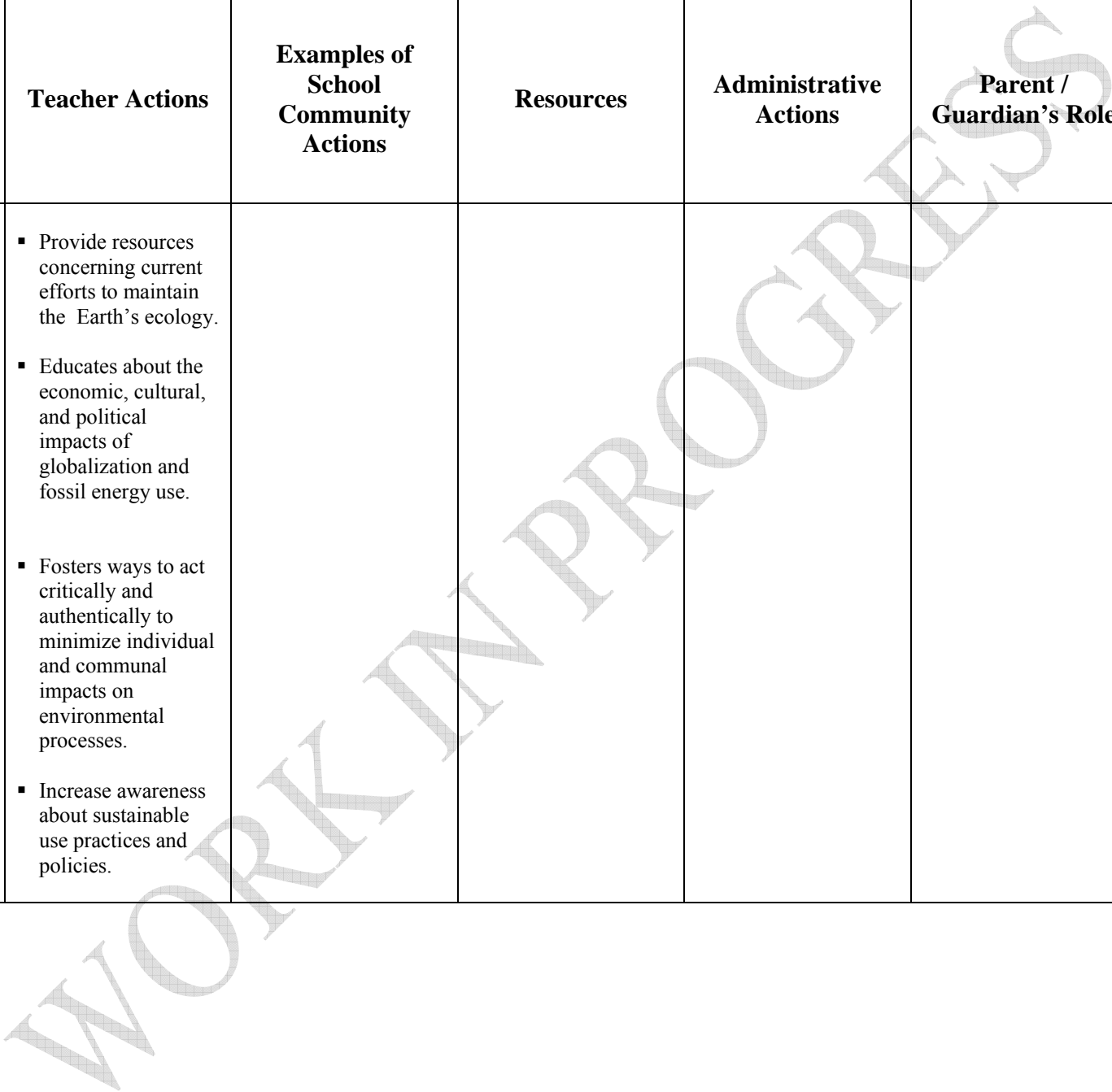


**Amherst Public Schools – Amherst Regional Schools – Pelham Elementary  
Social Justice Commitment**

**Grades 9-12**

<b>Commitment to Social Justice and Equity: Development of Values and Attitudes</b>	<b>Teacher Actions</b>	<b>Examples of School Community Actions</b>	<b>Resources</b>	<b>Administrative Actions</b>	<b>Parent / Guardian’s Role</b>	<b>Correlating ARPS Standards of a Multicultural School System</b>
<ul style="list-style-type: none"> <li>▪ Prevent harm as the best method of environmental protection, and when knowledge is limited, apply a precautionary approach.</li> <li>▪ Protect and restore the integrity of Earth’s ecological systems, with special concern for biological diversity and the natural processes that sustain life.</li> <li>▪ Adopt patterns of production, consumption, and reproduction that safeguard Earth’s regenerative capacities, human rights, and community well-being.</li> <li>▪ Advance the study of ecological sustainability.</li> </ul>	<p>ex. Holiday gift making for Grace House, video programs created and aired on ACTV, Esperanza Ecuadorian Shoe Project educational outreach.</p> <ul style="list-style-type: none"> <li>▪ Encourage students as co- learners in critical inquiry.</li> <li>▪ Creates opportunities for students to initiative, organize and implement social change on all levels, from the classroom to the school, community, and beyond.</li> <li>▪ Engages in practices of reducing, re-using and recycling.</li> <li>▪ Provide recycling &amp; composting opportunities throughout the building.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Greenfield Community College Outdoor Leadership Program</li> <li>▪ Ropes Course at the Notch</li> <li>▪ Annual Challenge Day</li> </ul>			<p>I. Institutional Practices: A3, B, C, F4, F6</p> <p>II. Curriculum: A, C, D, E, F</p> <p>III. Instruction: A, B, D, E</p>

<b>Students’ Commitment to Social Justice and Equity: Development of Values and Attitudes</b>	<b>Teacher Actions</b>	<b>Examples of School Community Actions</b>	<b>Resources</b>	<b>Administrative Actions</b>	<b>Parent / Guardian’s Role</b>	<b>Correlating ARPS Standards of a Multicultural School System</b>
	<ul style="list-style-type: none"> <li>▪ Provide resources concerning current efforts to maintain the Earth’s ecology.</li> <li>▪ Educates about the economic, cultural, and political impacts of globalization and fossil energy use.</li> <li>▪ Fosters ways to act critically and authentically to minimize individual and communal impacts on environmental processes.</li> <li>▪ Increase awareness about sustainable use practices and policies.</li> </ul>					<p>I. Institutional Practices: A2, C, F1, F3, F4, F6, F7, G1, G3, G4</p> <p>II. Curriculum: A, B, D, E, F</p> <p>III. Instruction: A, B, C, F, G</p>



# APPENDIX

WORK IN PROGRESS

# Amherst Public Schools, Pelham Public Schools, and Amherst Regional Public Schools

## Our Vision of Multicultural Education

### **ABC: Achievement, Belonging and Commitment to Transformation<sup>3</sup>**

The primary responsibility of public education is to prepare our youth for active and productive participation in our society and the world. Understanding that “schools are essential to laying the foundation for the transformation of society and the elimination of oppression and injustice,”<sup>4</sup> the Amherst Pelham Regional Schools affirm their commitment to becoming a multicultural school system, defined both as

- “a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity as acknowledged in various documents (such as the U.S. Declaration of Independence and the Universal Declaration of Human Rights)”<sup>5</sup>
- and
- “a process of comprehensive school reform and basic education for all students [which] challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic, and gender, among others) that students, their communities, and teachers reflect.”<sup>6</sup>

Our definition of multicultural education should permeate all we do at every level. It requires that

- we affirm the right of all students to have the opportunity to learn.
- we affirm the right of all families to participate in the school community.
- we hold high expectations of all students, regardless of ethnicity, race, native language, religion, social class, gender, sexual orientation and /or disability.
- we actively interrupt all manifestations of racism, classism, religious intolerance, heterosexism, ableism, sexism and all other forms of injustice.
- our curricula across all disciplines and the instructional strategies employed by teachers are actively anti-racist/anti-bias.
- we provide our staff with the education, materials and time to develop the required understandings.
- our staff be racially, ethnically and linguistically representative of our student body.
- we allocate resources (monetary and otherwise) to this transformational effort.
- we hold ourselves accountable for reaching these goals.

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<sup>3</sup> Inspired by Beverly Daniel Tatum’s ABC’s (Affirming Identity, Building Community and Cultivating Leadership.) Tatum, Beverly D. (2000). The ABC Approach to Creating Climates of Engagement and Diverse Campuses. In *Liberal Education*, Fall. pp 23-29.

<sup>4</sup> Gorski, Paul. (2000)

<sup>5</sup> National Association of Multicultural Education. Feb. 1, 2004

<sup>6</sup> Nieto, Sonia. (2000). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. 3<sup>rd</sup> ed. New York: Addison Wesley Longman

The Amherst, Pelham and Amherst-Pelham Regional Schools ensure that all members of our learning community – students, families and staff members – are learning, treated equitably, and share the responsibility for creating a caring environment in which we seek to lay the foundation for the transformation of society and the elimination of oppression and injustice through the following:

**I. Institutional Practices: *Institutionalized Multiculturalism***

Institutional practices and governance protocols are just and equitable; they encourage and model inclusion, respect, access to power and learning, and community-building between and amongst student, families and staff.

**II. Curriculum: *A Rigorous Multicultural Curriculum***

The curriculum is rigorous, relevant, broad and diverse; it consistently examines multiple perspectives, power, privilege, oppression and liberation; and it is conducive to the healthy social, emotional and academic development of students of *all* backgrounds.

**III. Instruction: *Research-based Pedagogy***

Instructional practices are creative, research based, differentiated, engage all students, and provide each student with the specific support she/he needs to meet high standards.

**IV. Assessment: *Purposeful Assessment***

Assessment tools are authentic and culturally-/socio-economically sensitive; they are used primarily for the purpose of adapting instructional strategies and curriculum content to meet each student's distinct learning needs, as well as for program evaluation.

**V. Affirmative Action: *A Staff Dedicated to BAMSS***

A qualified staff whose racial and cultural diversity is reflective of that of the community – and whose dedication to becoming a multicultural school system is exemplary – is hired, retained and promoted.

**VI. Professional Development: *Comprehensive Staff Development***

The districts' staff development program is comprehensive and articulated; it is designed to develop multicultural competence and to build teachers' capacities to teach students of diverse backgrounds successfully; and it support career growth in content, pedagogy and relationships for every student's membership and achievement.



**A Report to Amherst – Pelham Regional School District**

**Submitted by Rossi Ray-Taylor, PhD**

**Ray.Taylor and Associates, L.L.C.**

**July 2010**



## Amherst Schools Report

This report is offered as follow up to the site visit conducted by Ray.Taylor and Associates on June 3 and 4, 2010. This brief report will not attempt to rehash all that was said and learned during the visit, but will focus instead on major issues and next steps.

Thank you to the teachers, students, community members, school committee members and administrators who took time out to share their thoughts and experiences with me. As was said during the visit, Amherst has engaged in an important journey toward equity, excellence and social justice. It is my intent to help you along the way.

### Background

#### *Process of review*

Amherst administrators contacted Ray.Taylor and Associates about conducting a review of their schools. Our work was familiar to the administrators through our leadership of the Minority Student Achievement Network (MSAN), and most recently a presentation for the annual MSAN conference by Ray.Taylor and Associates about conducting equity audits. In keeping with our assessment of Amherst schools' needs, we proposed to use a facilitative coaching model for the review. The process used during this initial stage of review is to listen and seek to understand the voices of local stakeholders – their perceptions, experiences and aspirations. We also reviewed documents provided by the district. In this approach we seek to be respectful of the local knowledge, and to identify and build on local expertise. At this stage we did not review disaggregated student achievement data, nor student, staff or community survey perception data. This initial stage focused on stakeholder (staff, student and community) meetings and documents.

*In our review of the evolution of modern societies' pursuit of equity, we find that the definition of equity and its goals have evolved.*

#### **Equity has grown to be defined as student...**

- **access** to the system – desegregation
- **participation** in the system – integration (e.g., on the team, taking the same classes)
- **benefit** from the system – achievement outcomes and goal attainment

### What we saw, what you said

#### *Long journey toward equity and excellence*

Since adopting the equity and excellence initiative, Amherst, like many other districts, has undergone a marked turnover in central office and building leadership. This pattern of change in district and building leadership leads some of those with whom we met to ask if everyone “was on the same page.” This is evident in the evolution from equity and excellence to creation of the social justice curriculum. There appeared to be little “cross walk” to link interests, strategies and needs of the two models put before the school community. Some participants describe a false dichotomy posed creating competing interests between equity, excellence and social justice. Some community members have questioned if both equity and excellence can be achieved, as they are, in their view, mutually exclusive.

Recent reductions in program are seen by some to be driving the district backward and causing the district to lose ground in its efforts toward equity and social justice. Some participants lament that staff no longer have access to diversity training that was offered several years ago. The community has experienced push back, especially from parents who describe social justice as denied through efforts to de-track and through the lack of gifted programs.

During discussions participants described at least two examples of policies / practices that could disadvantage some students, working against district goals of equity and excellence. One practice was to limit summer school participation to students who achieved a minimum of “50 points” in class during the year. This practice could leave students without credit recovery options and limit access to an opportunity for on-time graduation or access to the next course in a sequence. The second example is the demonstrated differences in middle school preparedness of students from some elementary schools versus others. In this case an aligned curriculum could help ensure that all students have access to a curriculum that adequately prepares them for success at the next level in the academic sequence.

Both teachers and students described what they viewed as cultural and / or race-based negative activities. Students stated that they feared nothing would be done to improve the issue, and teachers stated that they feared negative repercussions in response to raising complaints. It is noted that teachers did not say from whom these repercussions would come (peers, community or leadership).

#### *Beyond process focus, toward student based learning outcomes*

Much of the discussion centered on process, strategies and tactics. Anecdotes from staff, community members and students told stories of communities feeling marginalized and “singled out” and of disparate treatment in access to courses and high quality instruction, and in discipline referrals and special education placement.

The current work of the system was described in terms of initiatives, projects, and programs. Following discussion around questions about how these linked together, there was acknowledgement that there is a need to build a systemic framework for equity, access and social justice. The participants described the value of and the continuing need for some of the legacy programs. But beyond their value as local culture, there was little description or data offered about why and how these programs and strategies link to contemporary needs and the currently held theory of change.

## **Needs**

The district can be described as adhering to a distributed and individual teacher based curriculum organization. By way of example, receiving middle school teachers describe variation in curriculum preparation of entering 7<sup>th</sup> graders dependent on the elementary school attended. Lack of a district adopted aligned curriculum may contribute to disparities in measurement, preparation, and outcomes for students by location, family income status, language and racial and ethnic background. An adopted, clearly stated and



measured aligned curriculum can be a framework for organizing, monitoring, assessing and supporting instruction and learning. In this way the curriculum is the promise that the school district makes to the community and a primary standard against which school success is measured. Models for articulated and aligned curriculum emphasize teacher involvement and reliance on teacher expertise in curriculum creation. To achieve the district mission of equity, excellence and social justice one needs an articulated curriculum to be able to determine access, depth, and continuity of instruction and instructional content. Thus, any distinction between espoused “stated” curriculum and “taught” curriculum is critical. Distinction may signal pockets of misalignment, disruption in instruction and learning, and lack of access.

#### **Key features for curriculum alignment**

- Designed and owned by teachers
- Aligned to instructional assessment, professional development and performance measures
- Part of a comprehensive accountability system
- Aligned vertically and horizontally
- Vocabulary and habits of mind across subject areas and levels are aligned, where possible
- Time, scope and sequence are aligned within and across subject areas
- Professional development, implementation roll out and coaching are aligned

Throughout the visit there was evidence of pent up concern for disparities and for insensitive and unfair treatment. Some of the examples given may have dated back for some time. However, two events seemed recent and were unwinding themselves during the course of the visit. Without re-statement of the specific context and events of the two cases, both seemed to be excellent opportunities for “teachable moments” for administrators and staff – and perhaps for the community and students, as well. Both called for transparent resolution that recognized the interests and concerns of the parties involved. And both were reflection of strongly held views with the potential for demonization of the parties involved.

Borrowing from a strategy used by the military, the district may consider adopting a policy of conducting ***After Action Review*** for events of this nature. Such a practice can allow the participants to apply what has been learned in previous professional development training about equity and culture. It can also help participants problem solve with actual cases to build shared learning. A detailed description of the After Action Review practice can be provided.

#### ***Relationships matter.***

One of the central features to reaching disenfranchised students is to effectively establish relationships. Discussion of relationships was a theme heard in the sessions with students. In the case of the middle school students in particular, they repeatedly described racially charged events as making them “So angry!” This strong feeling, of course, may well reflect the developmental stages that characterize adolescent youth. When I asked the students to whom they can talk as events occur, they were, in the main, unable to name anyone. An effort to connect all students to adults with whom they can discuss school events would be helpful. (I understand that this is part of the design of middle school teams, but for these students and likely others, the connection has not developed.) A

similar need seems to be exhibited for adults – parents and staff. An ombudsman-type system should be considered for students, parents and staff. When events happen an ombudsman can assist with fact checking, provide direction to the individuals toward resolution and can develop records of trends in incidents and their resolution and target areas for reform. An arrangement with the university or other strategic partner could result in ombudsman services for the schools in exchange for a research platform for the partner. I would suggest an annual review of ombudsman findings with a sunset clause to consider continuation of the position in 3-5 years.

## **The discussion centered on 7 critical areas of focus**

Seven areas of focus can summarize the discussion and comments from stakeholder groups. These 7 areas can be used to outline issues for planning activities.

- Need for overall framework for effort; systemic approach, led by data
- Issues related to curriculum, pedagogy and assessment (What do we teach, How do we teach and What is learned)
- Issues related to cultural understanding (Conversations about race – What is the cultural / social context for teaching and learning?)
- Issues related to accountability and responsibility (Who is responsible and for what are they responsible? What is the system for rewards and sanctions?)
- Issues related to engagement and relationships (How are marginalized communities engaged? How are they given access to the system? Who speaks for and advocates for communities of color, ELL communities and the low income?)
- Issues related to discipline (Are there patterns for discipline? Who receives out of school suspensions and expulsions, for what infractions?)
- Issues related to SE, ELL referral and service (Are there disproportionalities in referral, placement and service for special needs populations?)

The following focus areas are stated in action terms and are taken from the participants' comments.

### **Focused Improvement Areas Based on Initial Review**

- Reduce course failures (D's and F's)
- Improve attendance (focus on middle and high school)
- Increase rigorous course taking (STEM courses, honors and AP/IB courses)
- Decrease out of school discipline
- Infuse curriculum, materials and school artifacts with materials and concepts representative of the diversity of society and specifically the schools (people of color and under represented populations)

## **Recommended Plan**

Much of the work needed to advance the equity, excellence and social justice goals of Amherst Schools is underway. Professional Learning Communities, planned to begin in the fall of 2010, can be a valuable way of creating a shared district culture of learning and clarity of goals, best practices and processes. It is noted however, that much of the work

of the district is described and reported in process terms. While implementation of effective practices and a well designed plan are important, the critical measures of success are student success indicators. That is; are student learning goals being met? These six elements are critical for successful implementation of a plan.

- 1) Clearly state the measurable goals in student learning measures
- 2) Link strategies, actions and processes to measurable goal attainment (*This step is essential to avoid processes becoming the substitute for goal attainment*)
- 3) Similarly, PLCs and discussions about race and culture must be linked to a student centered reason for the discussion? How will teaching and learning be improved? (*This step is essential to avoid talk becoming the substitute for action and goal attainment*)
- 4) Establish a monitoring and reporting timeline and strategy that includes stakeholders (*This step provides accountability, transparency and engagement of stakeholders in progress to goal attainment*)
- 5) Provide methods of knowledge transfer and build for continuity. This can be achieved by shared leadership, engaged and transparent knowledge sharing, continuity of effort, and by linking the goals to system performance evaluations, advancement, resource allocation and award structures
- 6) Integrate all major functions, plans and initiatives of the system in aligned goals, strategies, timelines and accountability structures. Design for total system coherence.

The four actions steps and strategies in the table below are the beginning of a design of next steps. Here, Ray.Taylor and Associates proposes to use a facilitative coaching model to coach and support the district leadership team and stakeholders to design and implement a plan to effectively attain its goals for equity, excellence and social justice. During email exchanges with the superintendent in late June, and a meeting with the Superintendent on June 29, the process was begun to integrate these 4 action steps into the district improvement plan. Over the coming weeks through facilitated work sessions the participating stakeholder teams will design the action steps, timelines and success indicators and will align the action steps with the overall district plan. The outcome will be a well integrated, aligned and coherent direction for the schools.

*Because these four action steps are offered as a starting point for the stakeholder teams, their exact wording and the content of the cells in the table below are open for team development.*

Action 1: Provide coaching and facilitation support for the superintendent and district leadership team as they plan and implement strategies related to equity, excellence and social justice.				
Action 2: Develop and implement activities that review data related to equity, excellence and social justice goals.				
Activity	Persons Responsible	Timeline	Deliverable / Result	

Define and quantify expectations for goal attainment – how will the district and community know that the goals have been met?	District team with input from stakeholder groups			
Identify benchmark indicators of success – these are lead indicators of success – are we moving in the right direction?	District team with input from stakeholder groups			
Working with district staff and external sources identify and maintain data to address needs and to measure benchmarks	District data team			
Review and report baseline and benchmark data	District data and administrative team			
Develop and implement monitoring and reporting schedule	Administrative team			
<p>Action 3: Develop and implement a planning process that results in a comprehensive plan for the district that includes equity, excellence and social justice goals.</p> <p>Action 4: Review specific policies and practices that may serve as barriers to the district equity, excellence and social justice goals.</p>				
Activity	Persons Responsible	Timeline	Deliverable / Result	
Review indicators of disproportionality	District team with input from stakeholder			

in schools – use these to identify targeted policies and practices for review	groups			
<p><b>Indicator of Student Success</b>  Implementation of action strategies 1-4 will result in overall improvement in measured student academic performance, with reduction in student performance disparities between groups.</p>				

**Next Steps**

Working with a local district team, Ray.Taylor and Associates can implement an Equity Audit. The outline below shows major features of an Equity Audit process. A core belief in the design is that the process be “owned” by the participating district and its stakeholders, and that it be implemented in a manner that empowers and builds the capacity of the district. The four action steps in the table above are consistent with this model.

- The Ray.Taylor and Associates Equity Audit Process**
- With stakeholders identify questions about system equity
  - Distill the initial list into a set of 6-8 starter questions
  - Explore the relationships between quantitative and qualitative data and the initial audit questions
  - Understand the contextual relationships and how Amherst is uniquely suited to achieve equity, excellence and social justice; Identify barriers and constraints
  - Identify findings based on first stage review
  - Identify and address drill down questions
  - Synthesize findings and link to best practice
  - Develop and implement systemic plan – including benchmarks, monitoring, reporting, adjustments
  - Disseminate findings and reports
  - Continue improvement cycle

A concept introduced in this report and a possible outgrowth of an equity audit is the need for Amherst Schools to investigate systemic, policy and practice barriers to equity, excellence and social justice.

- Systemic Barriers**  
Unintended barriers and constraints that are embedded in many systems can serve as barriers to equity. By identifying and addressing these barriers system can be redesigned for equity and excellence.
- ❖ Location, location, location – ongoing racial and economic segregation
  - ❖ Unequal school resources
  - ❖ Unequal academic opportunities
  - ❖ Differential teacher quality
  - ❖ Differential discipline
- Adapted from Race Matters; by The Annie E. Casey Foundation

The process and recommendations offered in this report are meant to advance the work of the school community toward equity, excellence and social justice. The strategies and steps offered are designed to coach, facilitate and advocate for construction and

implementation of a systemic, coherent, results driven plan for Amherst Schools that results in attainment of student centered goals.

*Equity has grown to be defined as student **access** to the system (desegregation); **participation** in the system (integration) and **benefit** from the system (achievement outcomes and goal attainment).*

*--Dr. Rossi Ray-Taylor*

## **History of Equity Work in the Amherst, Pelham and Amherst-Pelham Regional School Districts**

**BAMSS**—The BAMSS (Becoming a Multicultural School System) Initiative was adopted in 1992 and it included a mission statement and goals that were divided into five major areas (Institutional Practices, Curriculum and Instruction, Student Achievement, Affirmative Action and In-service Training) that provided the framework for the work for the districts.

In 1998, the Regional School Committee approved the formation of a BAMSS Steering Committee and charged it with developing a long-range, strategic plan for the achievement of the district's BAMSS goals. The Steering Committee worked for a year and submitted a final report to Gus Sayer, the superintendent at the time, who created a report for the School Committee that included a summary of the work accomplished on BAMSS strategies and the work of the committee, as well as a list of recommendations to be followed in future years. This report charged the 2001 BAMSS Steering Committee with monitoring the accomplishment of the work. At this time, the district mandated that all teachers complete three levels of anti-racist workshops.

The 2003-2004 BAMSS Steering Committee completed the BAMMS Standards of Practice Document. Highlights of this work include:

The Amherst Pelham Regional Schools ensure that all members of our learning community—students, families and staff members—are learning, treated equitably, and share the responsibility for creating a caring environment in which we seek to lay the foundation for the transformation of society and the elimination of oppression and injustice through the following:

### **Institutional Practices: *Institutionalized Multiculturalism***

Institutional practices and governance protocols are just and equitable; they encourage and model inclusion, respect, access to power and learning, and community-building between and amongst students, families and staff.

### **Curriculum: *A Rigorous Multicultural Curriculum***

The curriculum is rigorous, relevant, broad and diverse; it consistently examines multiple perspectives, power, privilege, oppression and liberation; and it is conducive to the healthy social, emotional and academic development of students of *all* backgrounds.

### **Instruction: *Research-based Pedagogy***

Instructional practices are creative, research based, differentiated, engage all students, and provide each student with the specific support s/he needs to meet high standards.

**Assessment: *Purposeful Assessment***

Assessment tools are authentic and culturally-/socio-economically sensitive; they are used primarily for the purpose of adapting instructional strategies and curriculum content to meet each student's distinct learning needs, as well as for program evaluation.

**Affirmative Action: *A Staff Dedicated to BAMSS***

A qualified staff whose racial and cultural diversity is reflective of that of the community—and whose dedication to becoming a multicultural school system is exemplary—is hired, retained and promoted.

**Professional Development: *Comprehensive Staff Development***

The district's staff development program is comprehensive and articulated; it is designed to develop multicultural competence and to build teachers' capacities to teach students of diverse backgrounds successfully; and it supports career growth in content, pedagogy and relationships for every student's membership and achievement.

**Social Justice** - During the 2005-2006 school year, a group of district teachers worked together to create the Social Justice Commitment document. The philosophy and rationale for this commitment come from the Curriculum and Instruction goals of the BAMSS Standards of Practice and the district's call for equitable instructional action "in every classroom, every day."

A cultural shift for our school system was proposed to target the collective and visible implementation of "a curriculum for social responsibility in which the balance shifts away from the individual and towards the social whole" (Pitt 1998). The Social Justice Commitment called for Teaching and Learning that is built on attention to both the cognitive and affective domains and to infuse content curriculum with uniform and practiced socially just behaviors.

**MSAN**—The Minority Student Achievement Network (MSAN) is a national coalition of multiracial, suburban-urban school districts that have come together to study achievement gaps that exist in their districts. The Amherst, Pelham and Amherst-Pelham Regional School Districts are members of MSAN. With strikingly similar and disturbing disaggregated achievement data, racial disparities on an array of achievement outcomes demonstrate wide gaps in performance between students of color and their white peers. Since its inception in 1999 MSAN has worked fervently to discover and propose strategies to change school practices and structures that keep these achievement gaps in place. To this end, districts work collaboratively to conduct and publish research, analyze policies, and examine practices that affect the academic performance of students of color, specifically African American and Latino/a students.

**RaDAR**—RaDAR (Race and Discipline, Action, Rights) is a joint project of the ARHS Parent Center and Study Circles. It was organized in the spring, 2005 to address concerns raised by ALANA (African, African-American, Latino, Asian and Asian-American and Native American) parents/guardians regarding issues of discipline, social justice and equity in education at ARHS. The Mission of RaDAR is to identify and eliminate racism, prejudice and discrimination from the activities, attitudes, policies and procedures. RaDAR has made recommendations for policies in the ARHS Student Handbook to better ensure respectful, fair and equitable treatment regarding discipline and related matters.



## Current Equity Work in the Amherst, Pelham and Amherst-Pelham Regional School Districts

### Extended Day Opportunities for Academic Intervention

**Amherst Regional High School**—The 21<sup>st</sup> Century Grant is a federally funded after-school program grant administered through the Massachusetts Department of Elementary and Secondary Education. It funds PRISM, a free after-school program open to all ARHS students that offers academic support and high quality enrichment programs. PRISM operates Monday through Thursday from 2:30-4:30 p.m. Students are provided snacks and academic support from 2:30-3:15, followed by enrichment programs from 3:15-4:30. PRISM provides free transportation home for students at 4:30. Although this program is open to the entire student population at ARHS, the program's target population is ELL and Academic Achievement Center (AAC) students.

**Amherst Regional Middle School**—The Vela Scholars program is a tier-two after-school intervention initiative that provides individualized academic support to students through targeted instruction and homework support. Students work with volunteer instructors and school staff from 2:30 to 4:00 p.m., up to three days per week, to improve academic achievement, conceptual foundations, and positive school connections. The program is run in collaboration with the Center for Community Engagement at Amherst College and the TEAMS tutors program at UMass Amherst.

**Elementary Schools**—There are several programs providing after-school academic intervention and support in the elementary schools. These include:

***Achievement Academy***—The Achievement Academy program is designed for low income students in grades four through six who have scored Warning/Fail on the regular MCAS tests. This is a Supplemental Educational Service funded by Title I and, as such, it is managed by a state approved vendor. For the 2011-2012 school year, the program in November, which is much earlier than last year.

***Affinity Groups***—For years, the district has supported an after-school cultural affinity program for Cambodian-American students. During the 2010-2011 school year, the district began to offer a program that support all students of Cambodian descent by providing opportunities for them to attend a weekly cultural class, and that model is continuing this year. Income-eligible students may also attend one or two additional days in a school-based after-school program for additional affinity group enrichment. Plans are currently in development for a Latino affinity group.

**Homework Support Program**—The Homework Support Program serves Title I students in grades four through six who are not yet proficient on the MCAS ELA and/or Math tests. The program is an extension of the school day, supervised by the school principal, assistant principal or designee. All students who meet the participation criteria will be invited to participate. The program, which will meet immediately after-school until 4:15 on Mondays and Thursday, is scheduled to begin on January 2<sup>nd</sup> and run for eight weeks until March 2<sup>nd</sup>.

**After-school Programs**—The district is continuing efforts to attain the vision of providing quality after-school programs for all, regardless of income. The working group, which includes district administrators and after-school providers, has created profiles of each current program, surveyed the families currently accessing services as well as families who are not accessing the programs, and are working to finalize the plan for evaluating the programs. The Superintendent’s vision for the after-school programming in the Amherst elementary schools includes:

- To have community support for high quality after-school programming for all of our students, regardless of income. The schools and the Town of Amherst share the responsibility for the education, health and safety of our children and families.
- To include a variety of services such as academic intervention, homework help, enrichment (art/music/theater), and cultural affinity groups, which are essential for high-quality after-school programs.
- To work collaboratively with the schools and institutions of higher education regarding the interventions to use and the use of college students as tutors.
- To work collaboratively with the community at large to recruit, train and support volunteers to serve as tutors.
- To acquire the funds necessary to ensure participation of any child who needs to and/or would like to attend the after-school program in their school, regardless of family income level.
- To create a level of consistency and excellence across the programs. We would like to provide a common experience for all students, regardless of the school they attend. Parents/guardians should not have to consider that they will have a different program based on where they live in Amherst.
- To offer the same pay structure and staffing ratio at each program.
- To create vacation and summer options for all students, regardless of family income level.
- To provide a space for family resources to be available during after school such as parent education/outreach.

### **District-wide Efforts for All Families**

The districts have implemented numerous initiatives to support our Parent/Guardian Community at large and are working on a thoughtful and state-aligned vision for the districts’ outreach program. These initiatives include:

**Parent/Guardian Café**—Amherst and Amherst Regional Schools invited all parents and guardians to a new monthly event called the Parent/Guardian Cafe, which is a safe and welcoming place to interact, network with one another, share information, discuss topics relevant to families, and provide encouragement. This monthly event takes place each second Monday from 7:00-8:15 p.m. in the Professional Development Center at Amherst Regional Middle School. Light refreshments (donated), homework support, and child care are provided.

**ELL Lessons**—Free English lessons with an educational focus for Parents/Guardians have been taking place on Mondays from 6:00-7:00 p.m. since early November of this year. There has been a great

turnout and the group continues to grow. Light refreshments, homework support, and childcare are provided, and many children attend with their parents/guardians. Volunteers, including some district staff members, assist in coordinating this effort.

**Using Technology**—Informational websites valuable to families have been identified and some excellent links are being placed on our new parent/guardian website that will be launched by the end of December. The vision is to have a website that is inviting to parents/guardians from all backgrounds and will provide information that is clear, informative and inspirational.

**Parent/Guardian Center**—Scheduled to be launched in January 2012, the Parent/Guardian Center will be located inside the Professional Development Center at Amherst Regional Middle School. Parents and guardian and their children will be welcome to utilize the center on a drop in basis and/or by appointment. Educational toys, books and collected informational brochures on topics such as citizenship, health, and safety will be available to families along with other resources. The idea behind the Parent/Guardian Center is that reaching out to parents is not only about special events, but should be an on-going effort to value and nurture this relationship that is so crucial to students' success and well-being. The district is prepared to open our doors in both English and Spanish, and will strive to include other languages over time.

**Parent/Guardian Outreach**—Until the Parent/Guardian Center is open, the districts' parent/guardian liaison has office hours four days a week to help families with all matters related to school and is available either by phone or in person. Many phone calls and in-school inquiries have been answered, with the majority seeking assistance in to navigating the schools better or in connecting to outside resources. An advertising campaign to inform families about this initiative began in November and is still in progress through printed brochures, school newsletters, and school messenger calls to all families.

**Let's Talk Series**—The Amherst, Pelham and Amherst-Pelham Regional Schools have partnered with the Northwestern District Attorney's Office and their outreach unit to offer a series of talks about current topics of interest to families. The first in the series was held in October and focused on the new anti-bullying legislation. Plans are underway for the next talk in the series, which will focus on cyberbullying.

**Ombudsperson**—In October 2010, Superintendent Geryk hired Barry Brooks, retired Amherst Regional Middle School Counselor, to serve the district in the position of Ombudsperson. This position, which was recommended by RaDAR and the districts' equity consultant Dr. Rossi Ray-Taylor, was quite successful during its implementation year and continues this year. The primary function of the District Ombudsperson is to ensure that all members of the Amherst-Pelham Regional School District community receive fair and equitable treatment in matters of concern or complaint.

When established, formal procedures have failed to result in resolution, the Ombudsperson serves as an independent, impartial, confidential resource to assist parents and community members in resolving complaints, conflicts and other school-related issues. The Ombudsperson is a designated neutral party

who listens, answers questions, receives and provides resources and information, suggests referrals, and helps individuals develop options to resolve concerns and conflicts.

An important function of the District Ombudsperson is to assist individuals seeking problem-solving information. The District Ombudsperson helps individuals become familiar with policies and procedures that may solve particular problems and specific concerns. The Ombudsperson may be consulted when a problem arises in order to define the correct procedure for initial conflict resolution. The Ombudsperson should be consulted only after students, parents and community members have sought resolution to school-related issues at the building level, following proper procedures, and when mutually agreed resolution remains dissatisfactory and believe the formal process has failed.

### Next Steps

While work to achieve equity for all students is ongoing, a number of specific “next steps” have been identified to guide the work of the Amherst, Pelham and Amherst-Pelham Regional School Districts. These include:

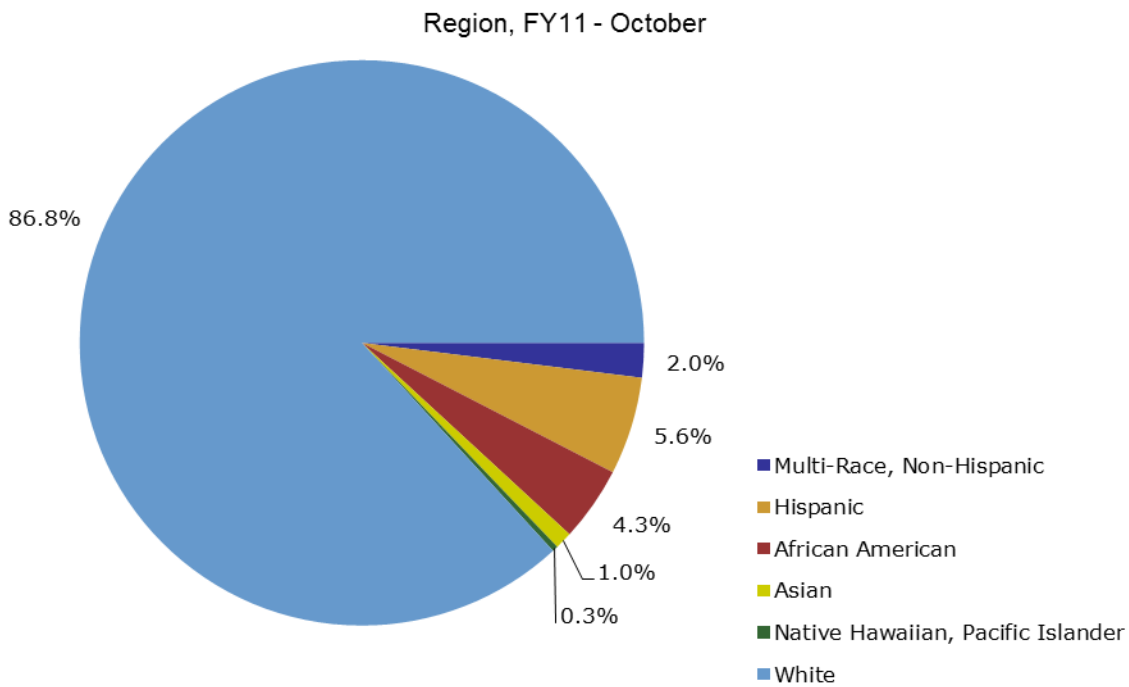
- Address academic issues of grouping/tracking, unclear pathways to higher level course work, and need for co-teaching.
- Continue to find ways to mitigate, or eliminate completely, barriers to equal access such as unfunded field trips, exchanges, fund raising, homework requirements and district policies.
- Increase parent/guardian engagement across the district by completing a self-study using the DESE tool and continuing to implement initiatives designed to support all parents, such as the ombudsperson position and opening of a Parent/guardian Center.
- Continue to develop and implement student specific supports such as PBIS, mentorship opportunities, Strive, Enhancement Block, MSAN participation and anti-bullying initiatives.
- Fully audit and utilize available data—including the D/F list, discipline data, formative assessments results, course participation data, drop out figures, overrepresentation of students of color in Special Education, and post-secondary plans—to inform all work on issues of equity.
- Continue to develop and support partnerships that help identify and support community needs and enhance community connections.
- Continue to develop and implement opportunities for adult learning around issues of equity.

## Regional Equity and Demographic Data

### Region 2011

#### Employee Demographics

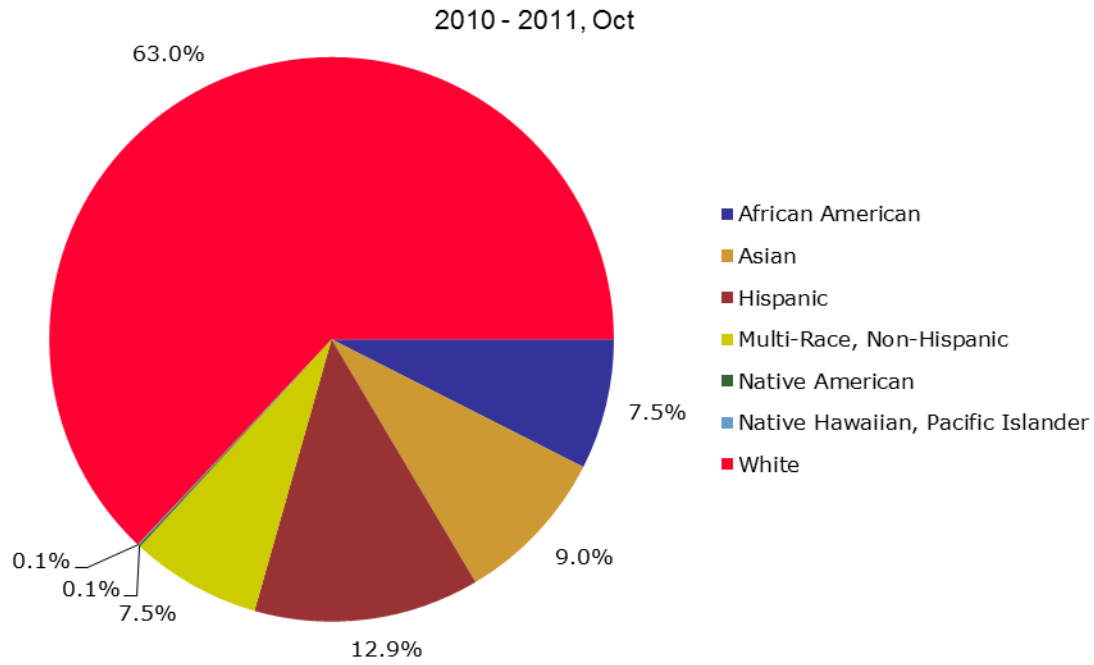
##### Race/Ethnicity



Included in this chart are the staff reported to EPIMS, namely, Admin, Clerical, Teachers & Professionals, and Paraprofessionals. Not included are the Maintenance and Custodial staff.

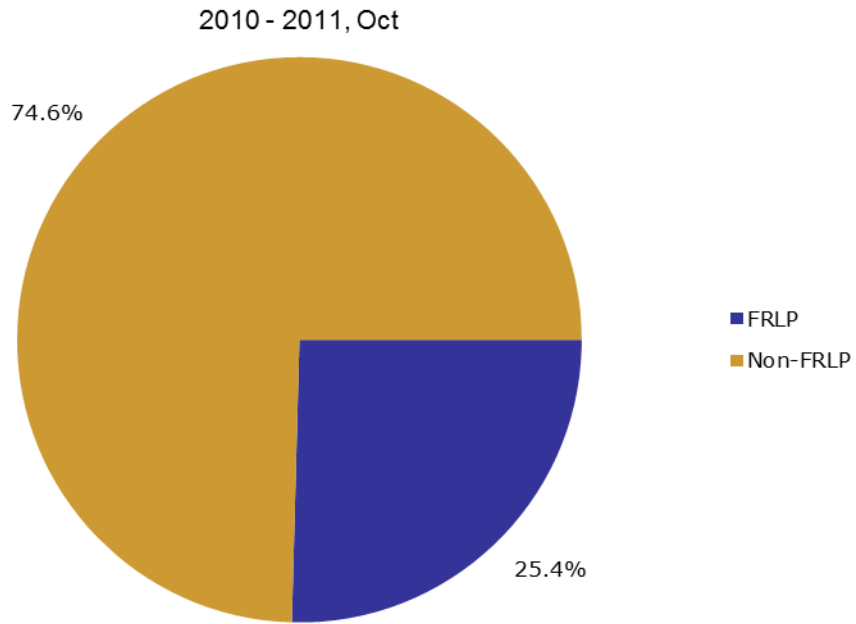
## Student Demographics

### Race/Ethnicity



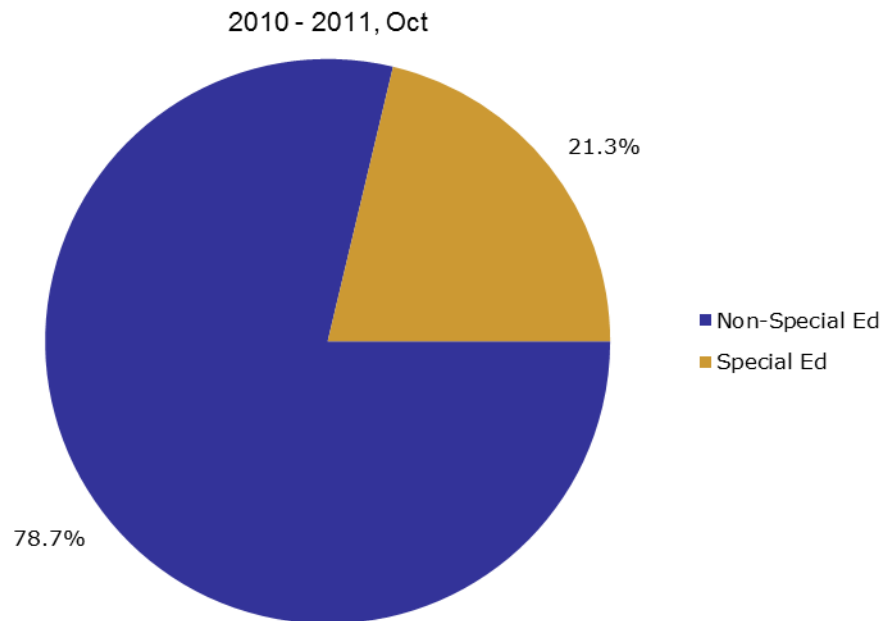
Data from the October SIMS submission for the 2010-2011 school year.

### Free/Reduced Lunch Program Status



Data from the October SIMS submission for the 2010-2011 school year. FRLP indicates eligible for the Free/Reduced Price Lunch Program.

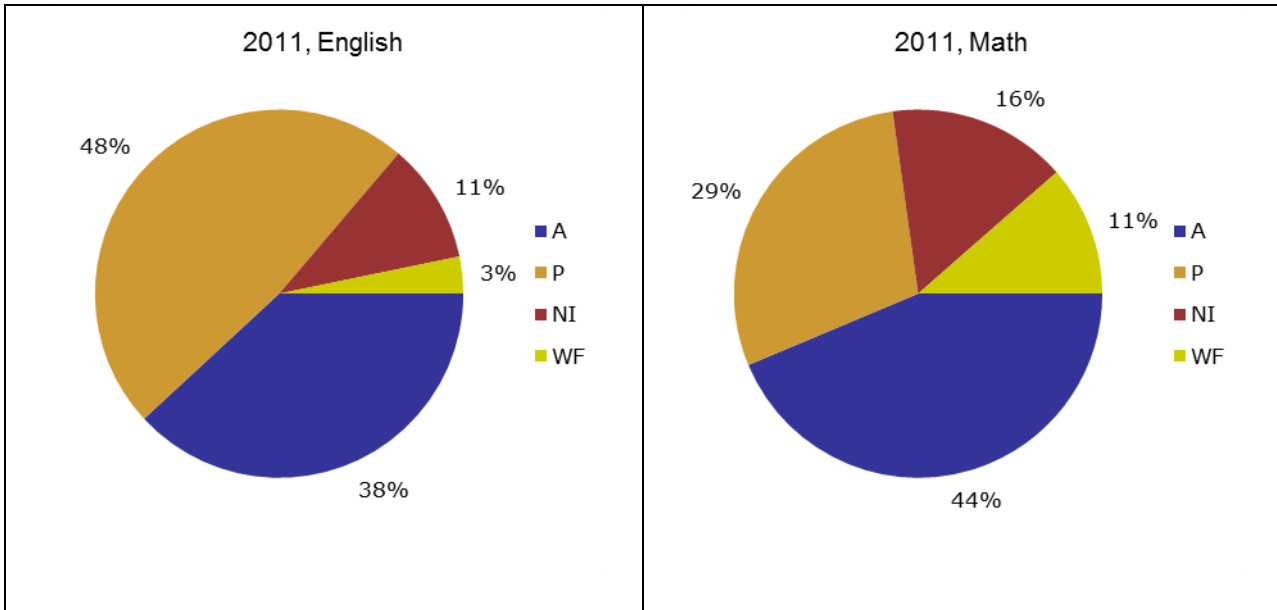
**Special Education Status**



Data from the October SIMS submission for the 2010-2011 school year.

**MCAS Results**

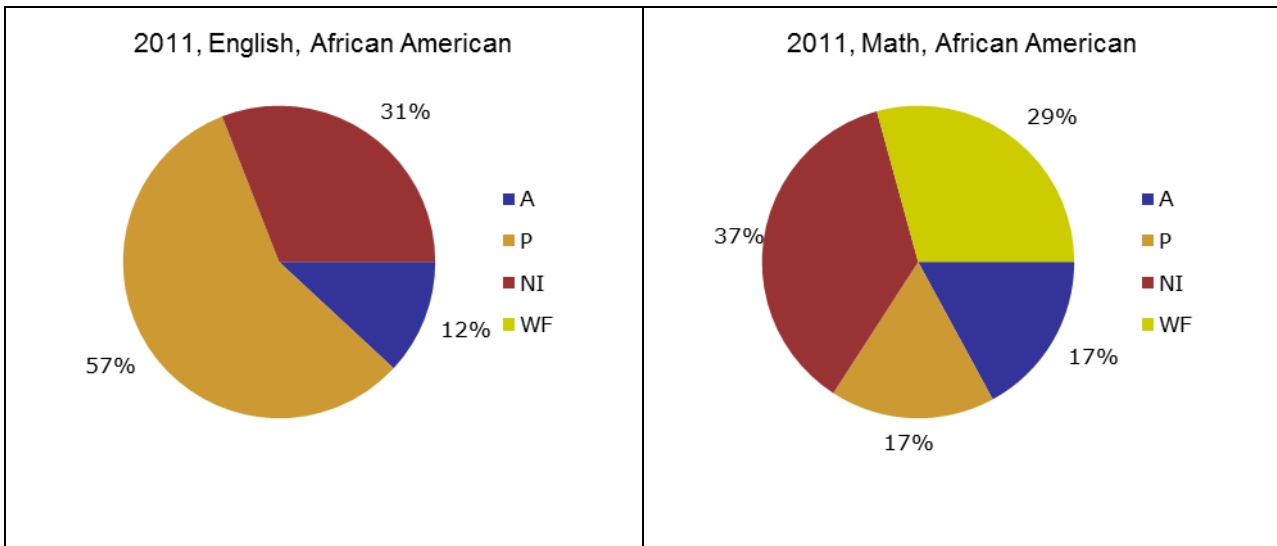
**Overall**



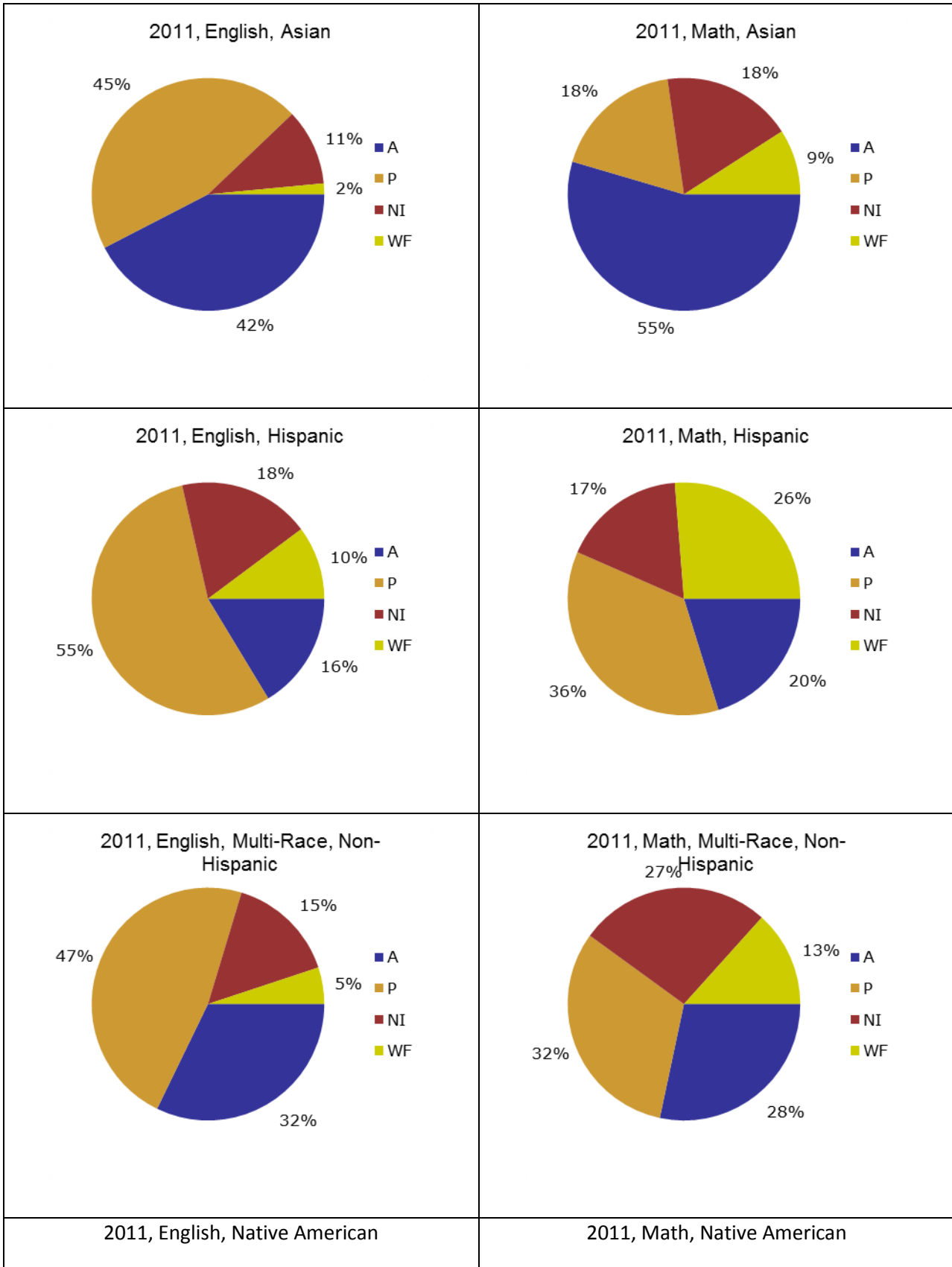
The charts show the percentage of students achieving each of the performance levels. The performance levels are:

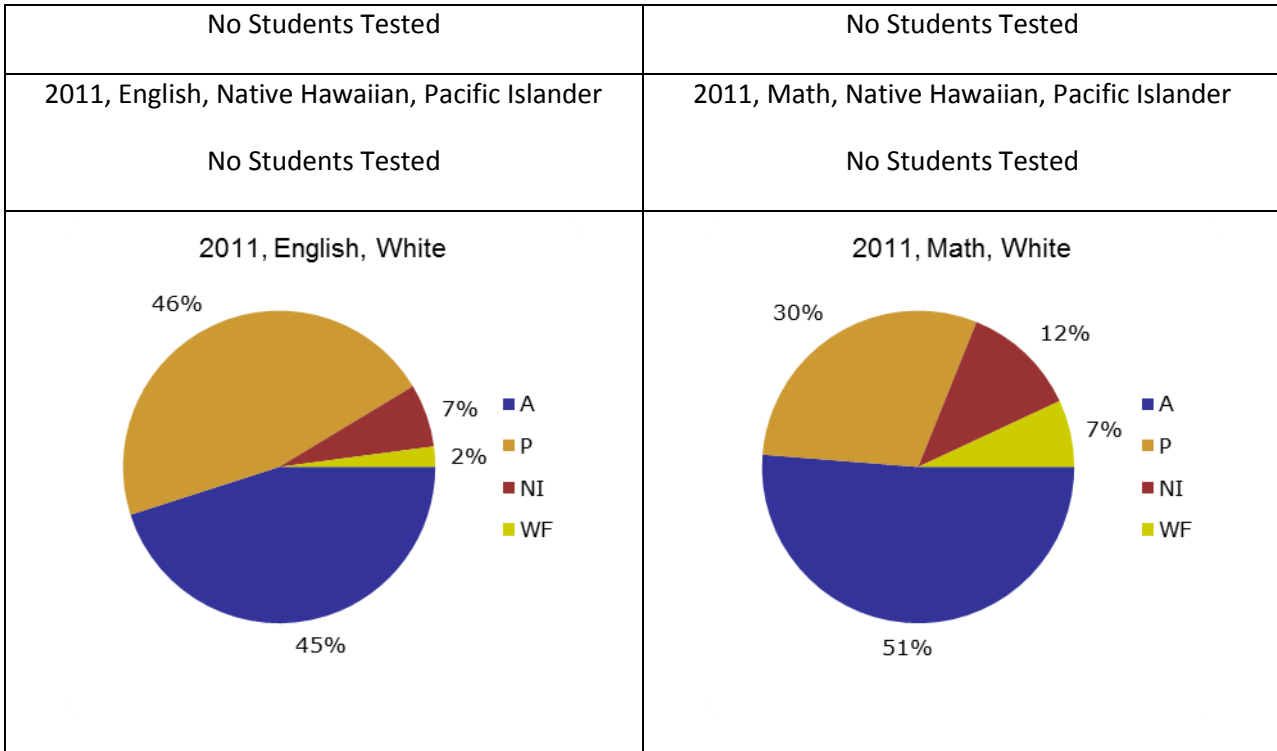
- A – Advanced
- P – Proficient
- NI – Need Improvement
- WF - Warning

**Race/Ethnicity**



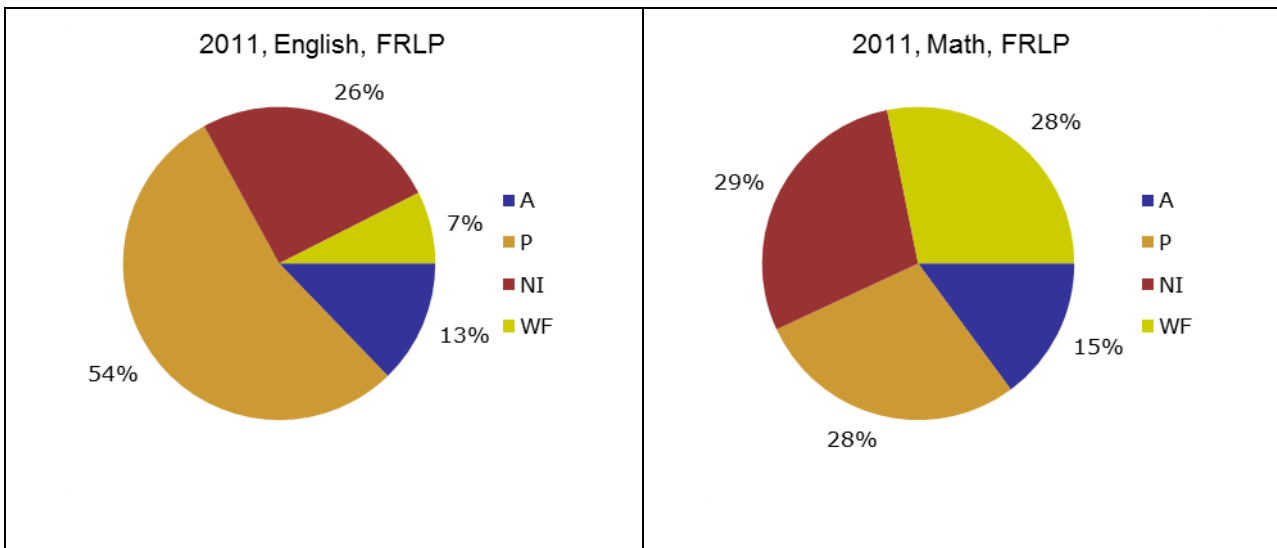


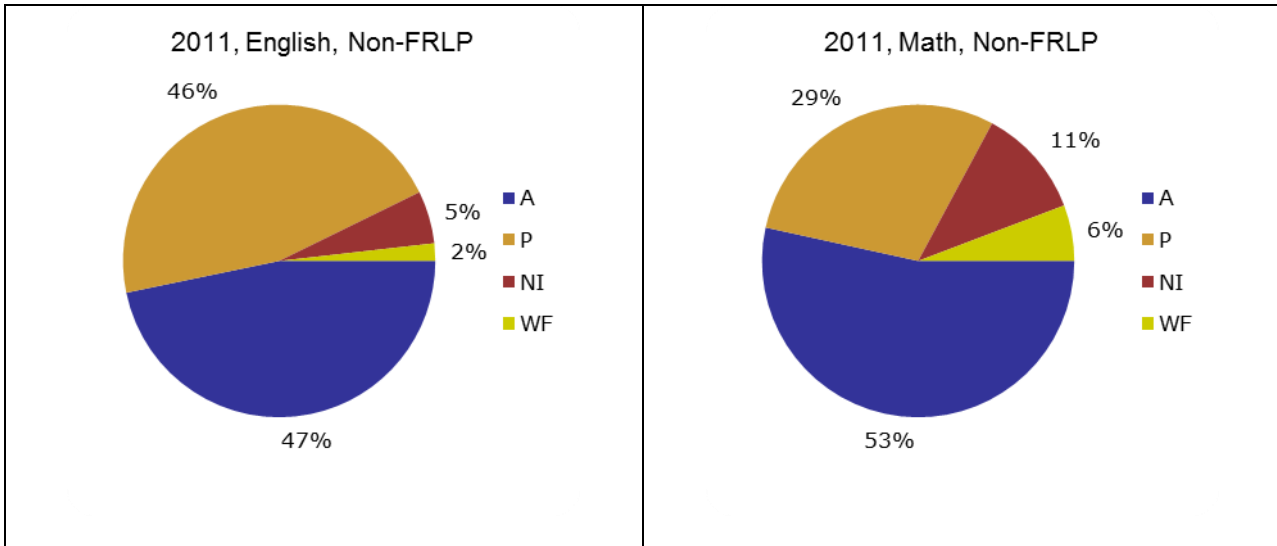




The charts show the percentage of students achieving each of the performance levels within the specified Race/Ethnicity category.

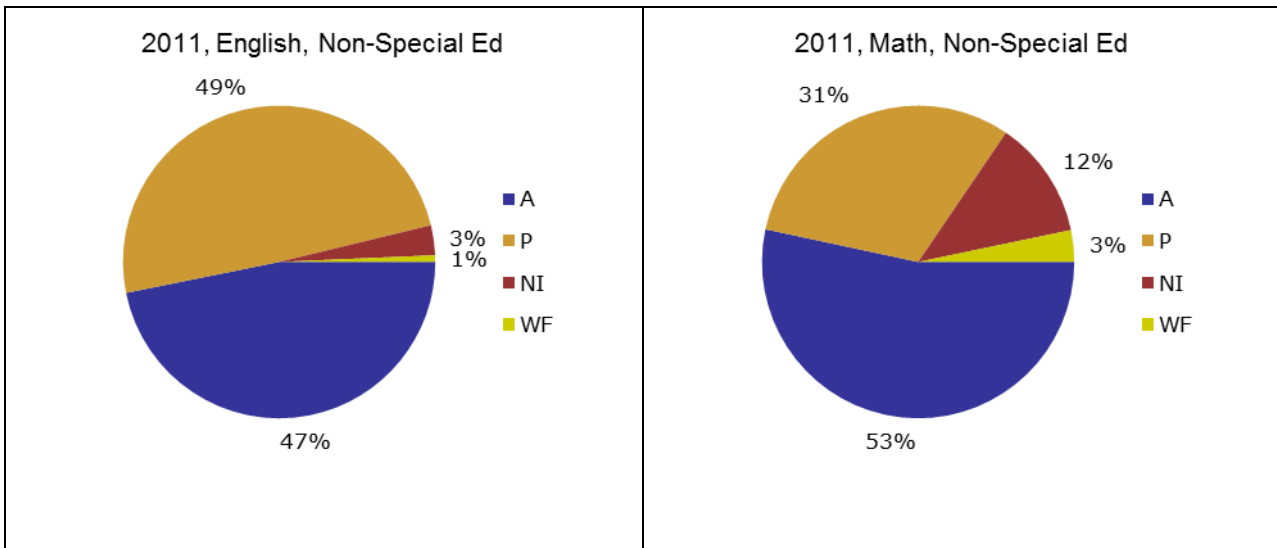
**Free/Reduced Lunch Program Status**

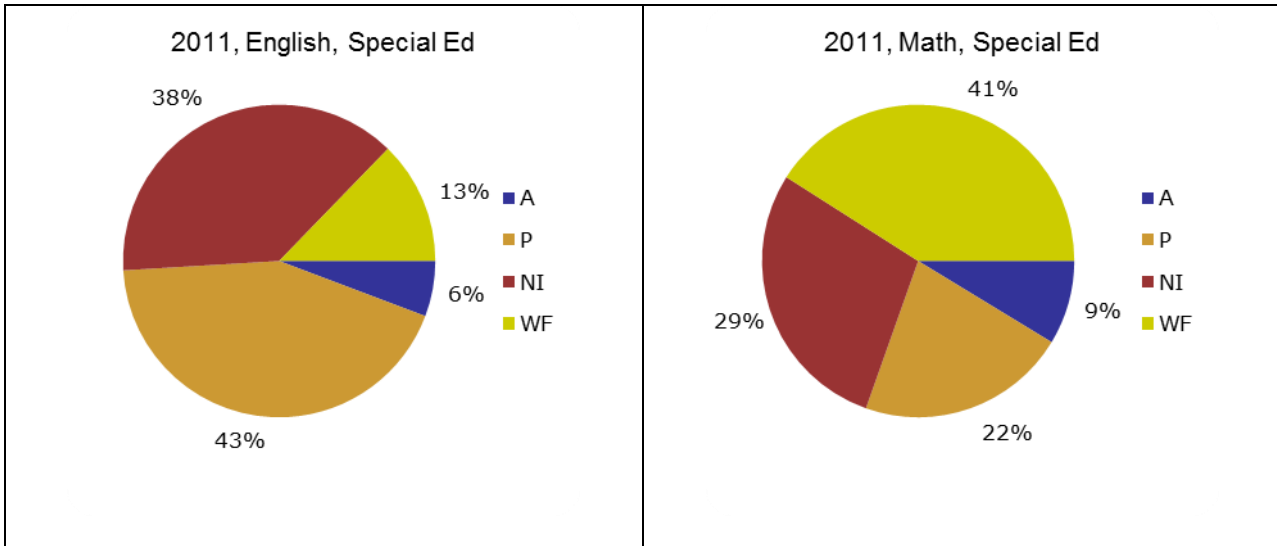




The charts show the percentage of students achieving each of the performance levels within the specified Free/Reduced Lunch Program status category.

**Special Education Status**

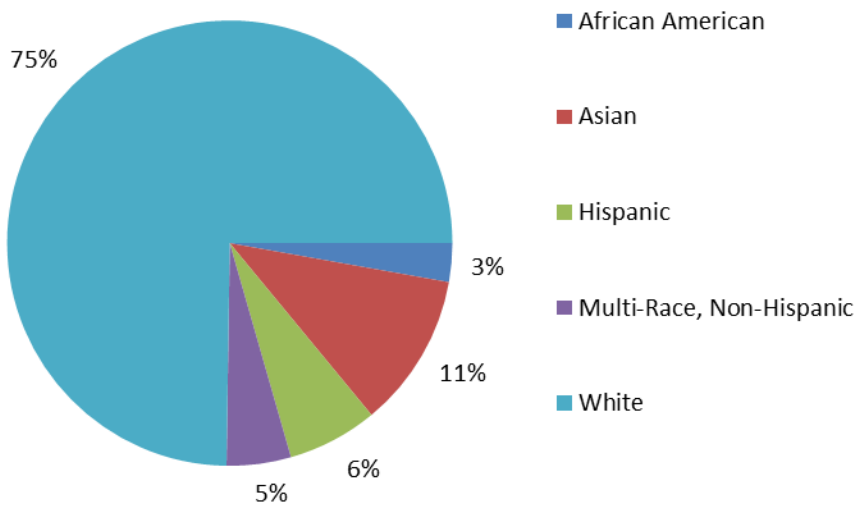




The charts show the percentage of students achieving each of the performance levels within the specified Special Education status category.

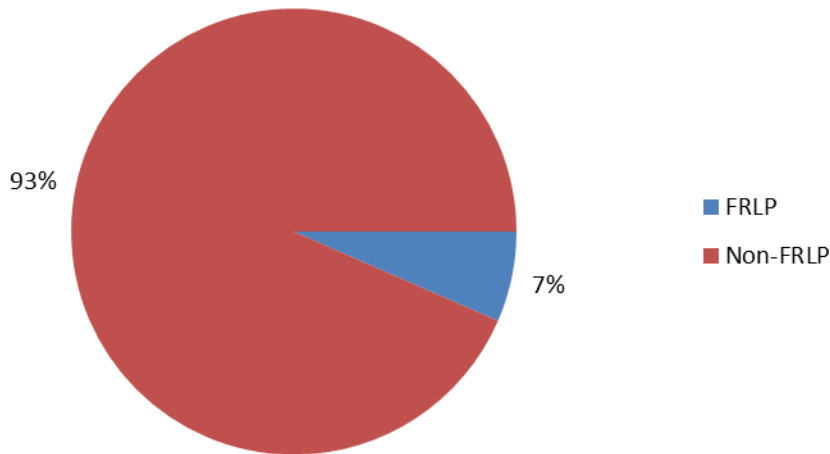
### Advanced 8<sup>th</sup> Grade Mathematics Participation

#### Race/Ethnicity



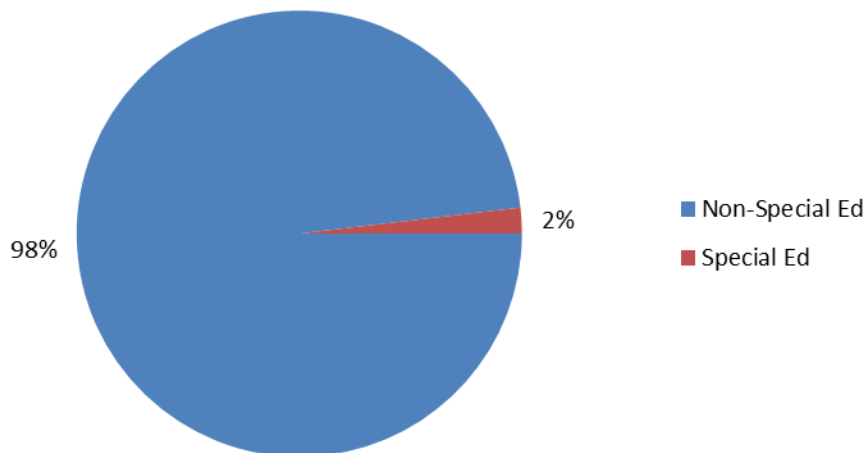
The chart shows the percentage of students participating in advanced 8<sup>th</sup> grade mathematics (Algebra or higher) for the specified Race/Ethnicity category in the 2010-2011 school year.

#### Free/Reduced Lunch Program Status



The chart shows the percentage of students participating in advanced 8<sup>th</sup> grade mathematics (Algebra or higher) for the specified Free/Reduced Lunch Program status category in the 2010-2011 school year.

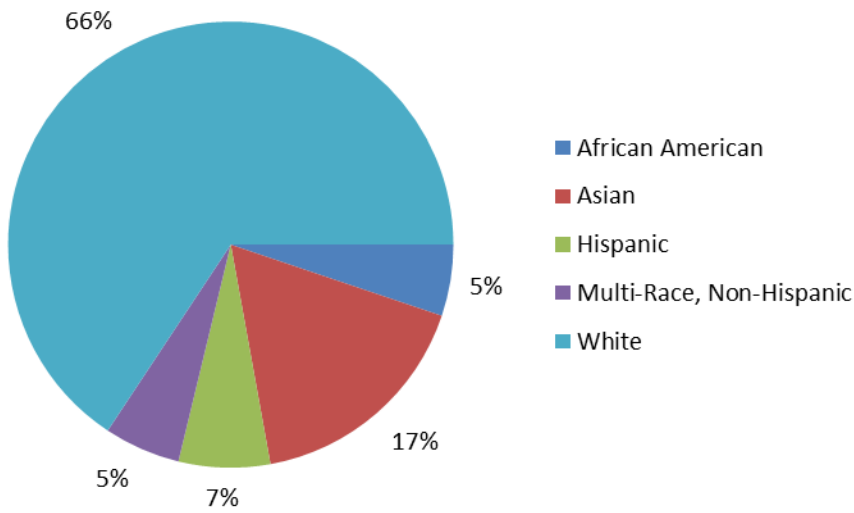
#### Special Education Status



The chart shows the percentage of students participating in advanced 8<sup>th</sup> grade mathematics (Algebra or higher) for the specified Special Education status category in the 2010-2011 school year.

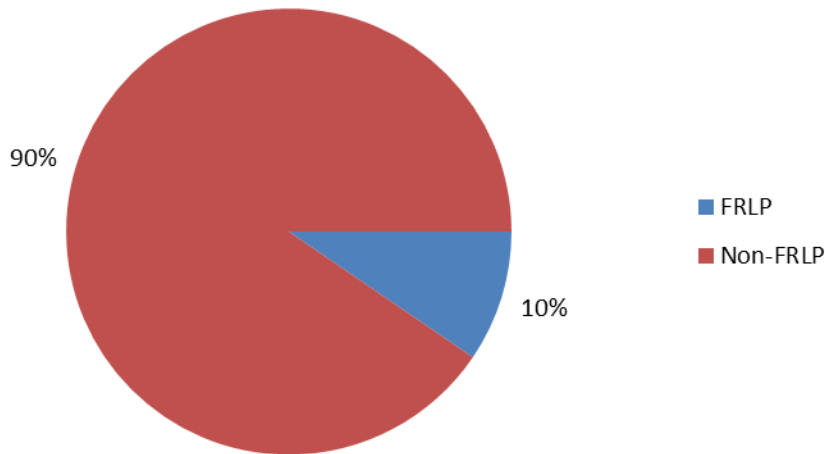
#### Instrumental Music Course Participation

##### Race/Ethnicity



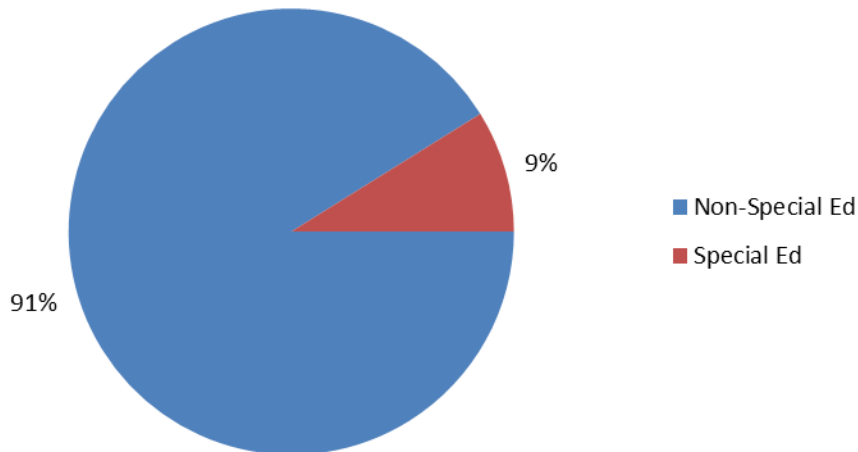
The chart shows the percentage of students participating in instrumental music courses for the specified Race/Ethnicity category in the 2010-2011 school year.

**Free/Reduced Lunch Program Status**



The chart shows the percentage of students participating in instrumental music courses for the specified Free/Reduced Lunch Program status category in the 2010-2011 school year.

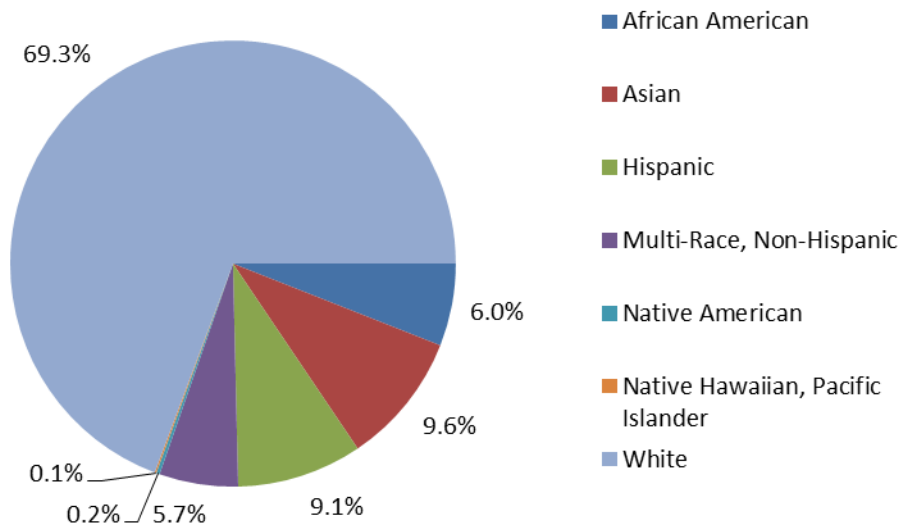
**Special Education Status**



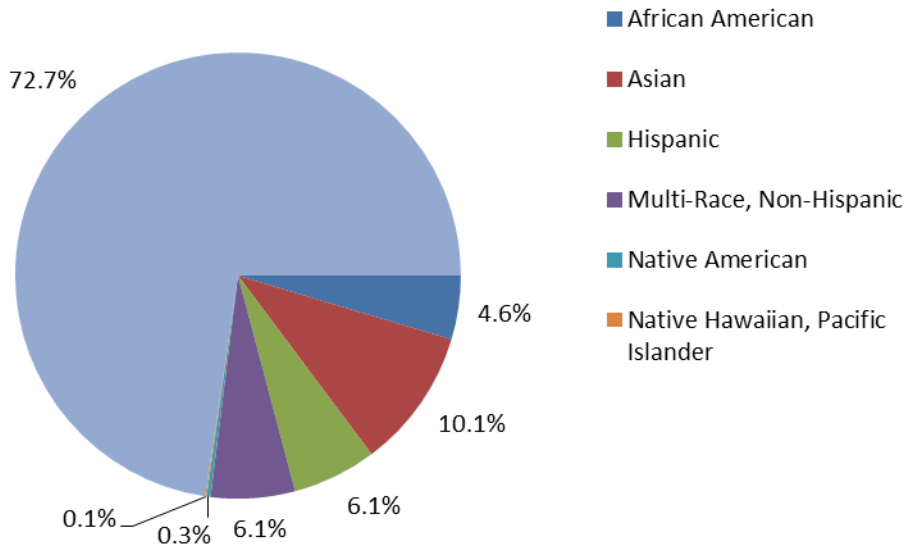
The chart shows the percentage of students participating in instrumental music courses for the specified Special Education status category in the 2010-2011 school year.

### Honors Course Participation

#### Race/Ethnicity

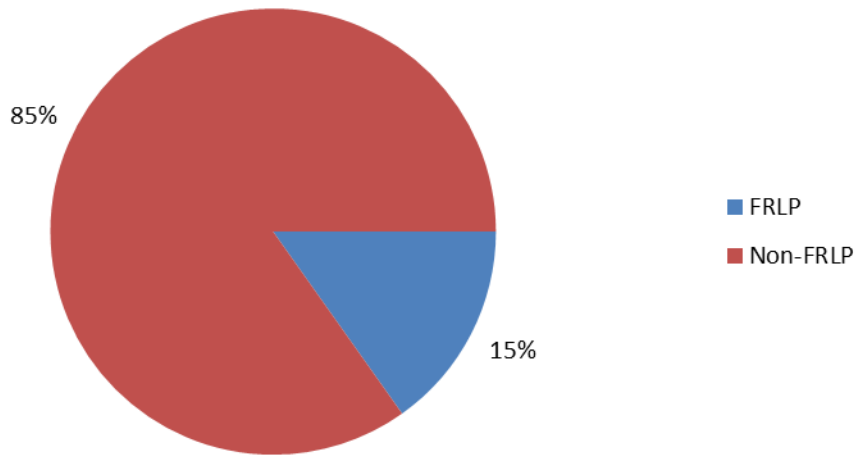


The chart shows the percentage of students participating in Honors courses for the specified Race/Ethnicity category in the 2010-2011 school year. These percentages are based on the number of students participating.



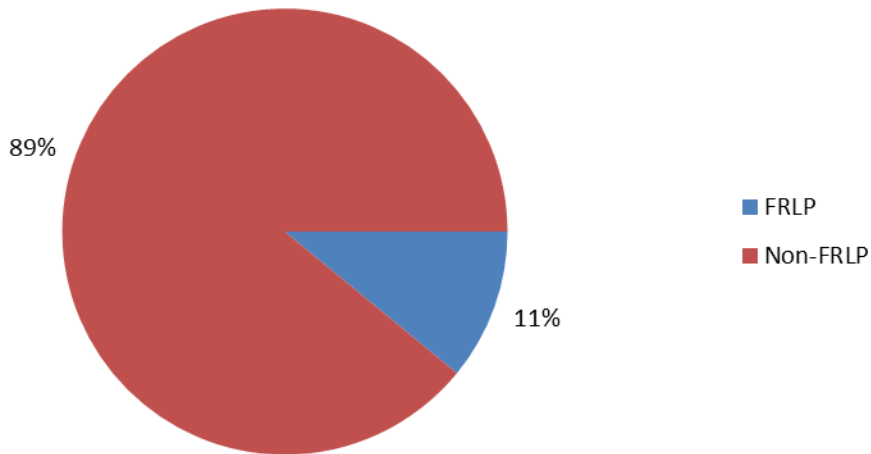
The chart shows the percentage of students participating in Honors courses for the specified Race/Ethnicity category in the 2010-2011 school year. These percentages are based on the number of courses taken by the students participating.

**Free/Reduced Lunch Program Status**



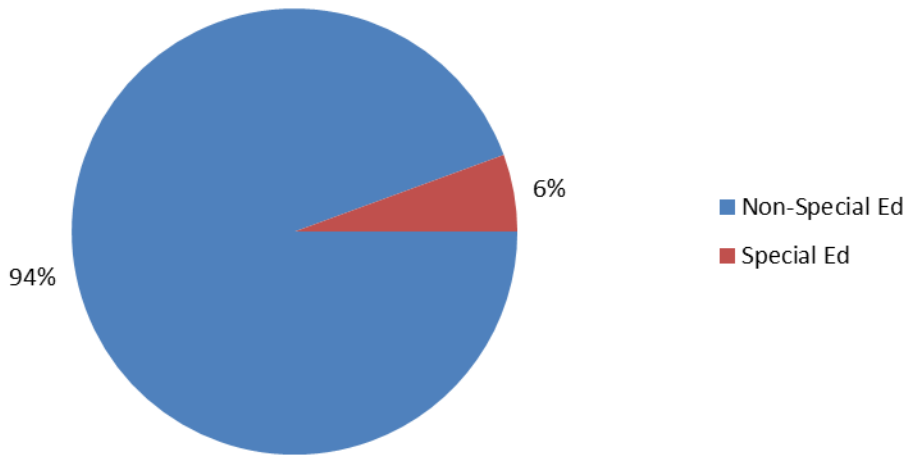
The chart shows the percentage of students participating in Honors courses for the specified Free/Reduced Lunch Program status category in the 2010-2011 school year. These percentages are based on the number of students participating.



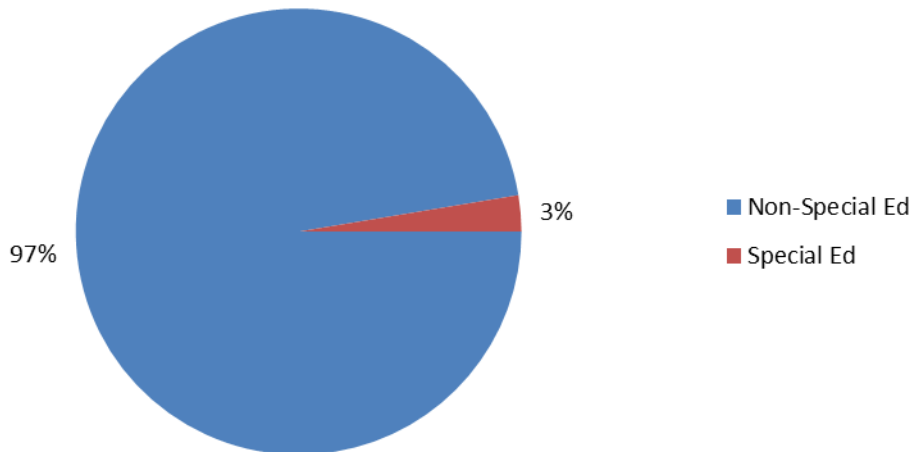


The chart shows the percentage of students participating in Honors courses for the specified Free/Reduced Lunch Program status category in the 2010-2011 school year. These percentages are based on the number of courses taken by the students participating.

**Special Education Status**



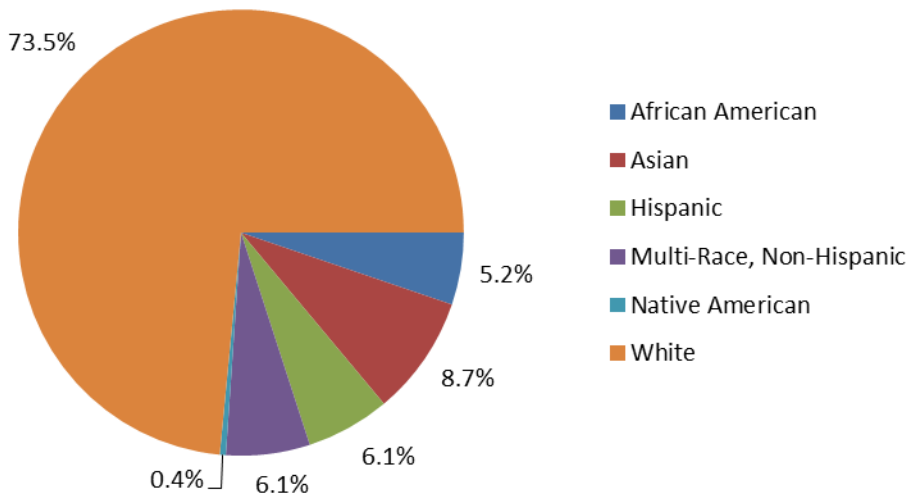
The chart shows the percentage of students participating in Honors courses for the specified Special Education status category in the 2010-2011 school year. These percentages are based on the number of students participating.



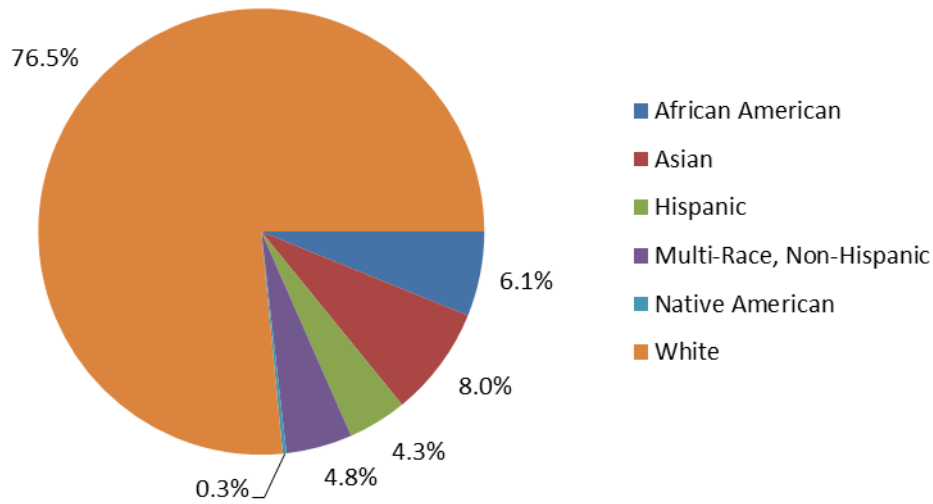
The chart shows the percentage of students participating in Honors courses for the specified Special Education status category in the 2010-2011 school year. These percentages are based on the number of courses taken by the students participating.

### Advanced Placement Course Participation

#### Race/Ethnicity

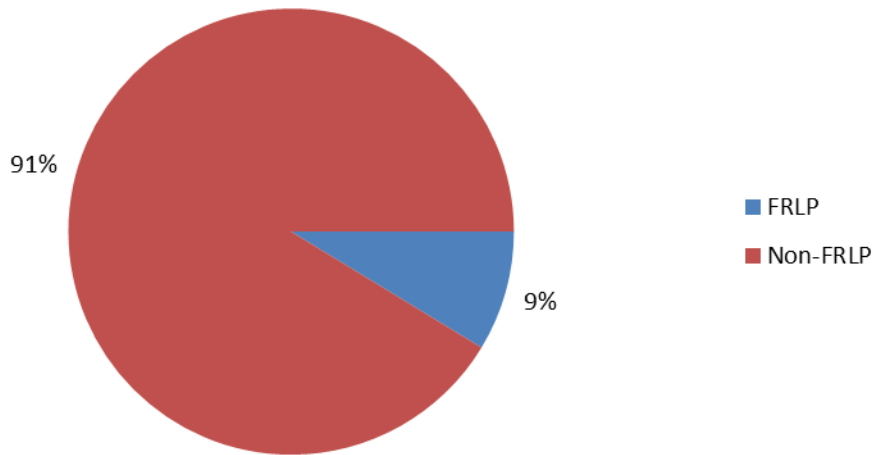


The chart shows the percentage of students participating in Advanced Placement courses for the specified Race/Ethnicity category in the 2010-2011 school year. These percentages are based on the number of students participating.

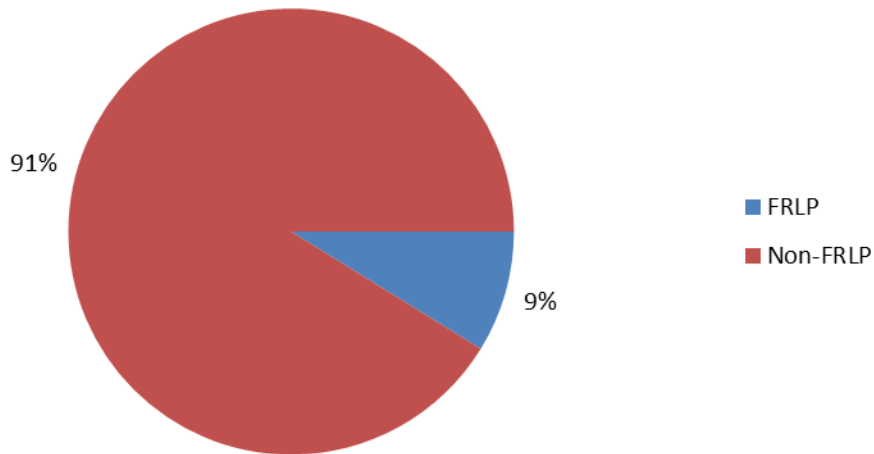


The chart shows the percentage of students participating in Advanced Placement courses for the specified Race/Ethnicity category in the 2010-2011 school year. These percentages are based on the number of courses taken by the students participating.

**Free/Reduced Lunch Program Status**

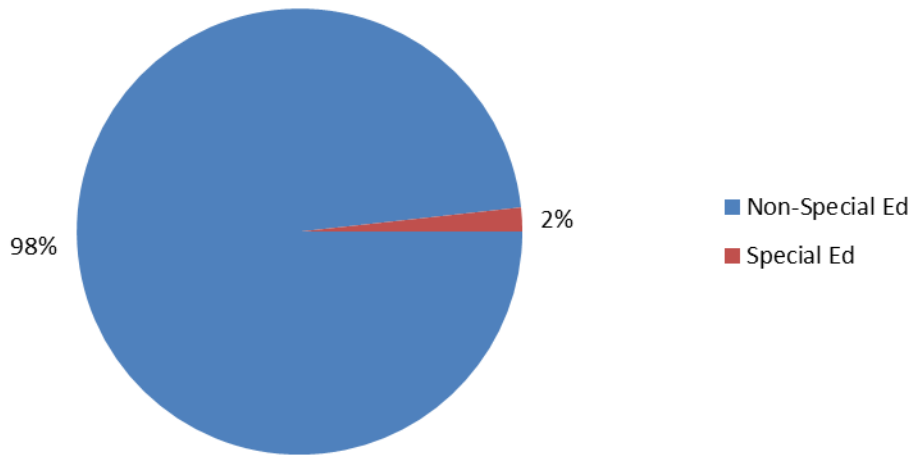


The chart shows the percentage of students participating in Advanced Placement courses for the specified Free/Reduced Lunch Program status category in the 2010-2011 school year. These percentages are based on the number of students participating.

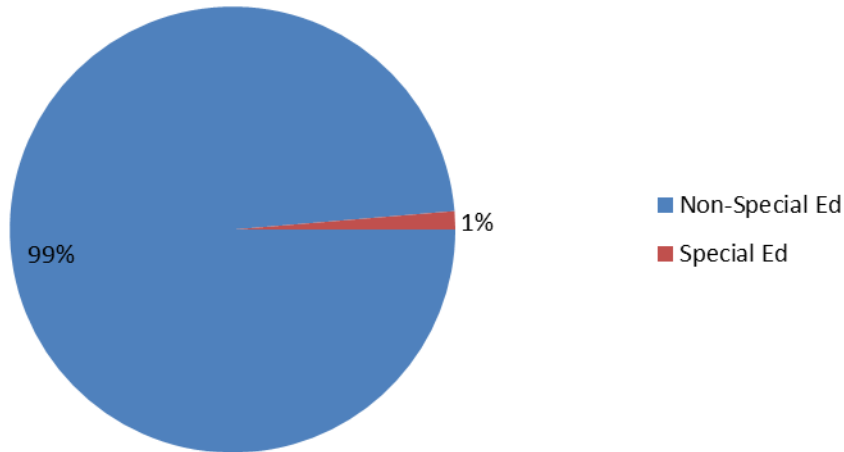


The chart shows the percentage of students participating in Advanced Placement courses for the specified Free/Reduced Lunch Program status category in the 2010-2011 school year. These percentages are based on the number of courses taken by the students participating.

**Special Education Status**



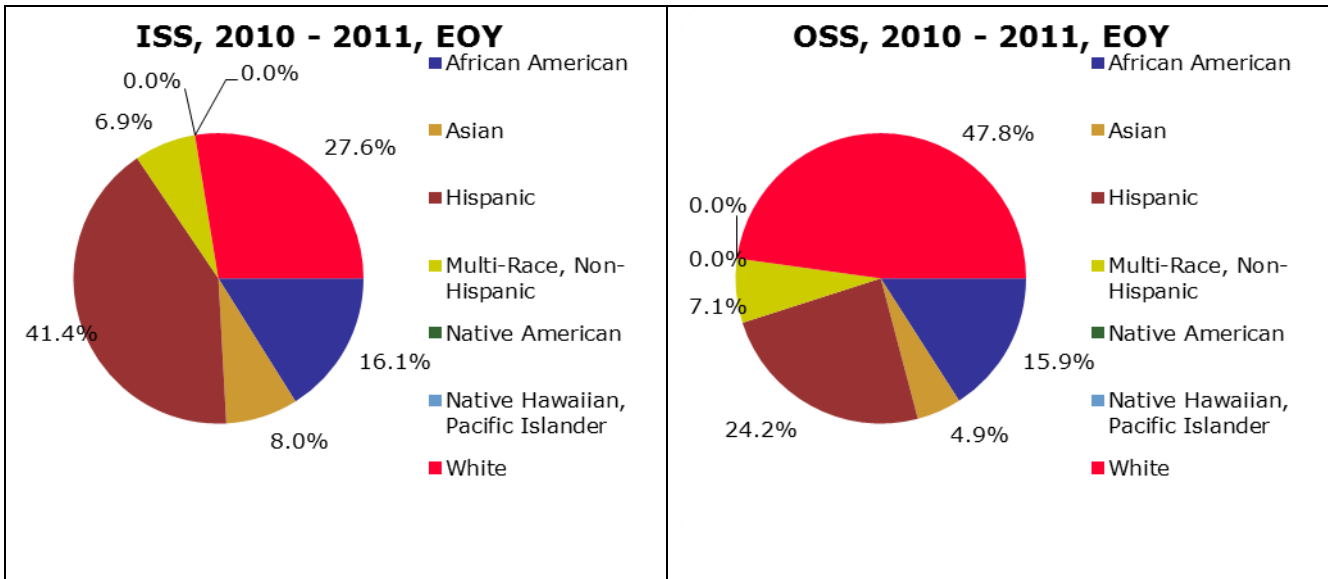
The chart shows the percentage of students participating in Advanced Placement courses for the specified Special Education status category in the 2010-2011 school year. These percentages are based on the number of students participating.



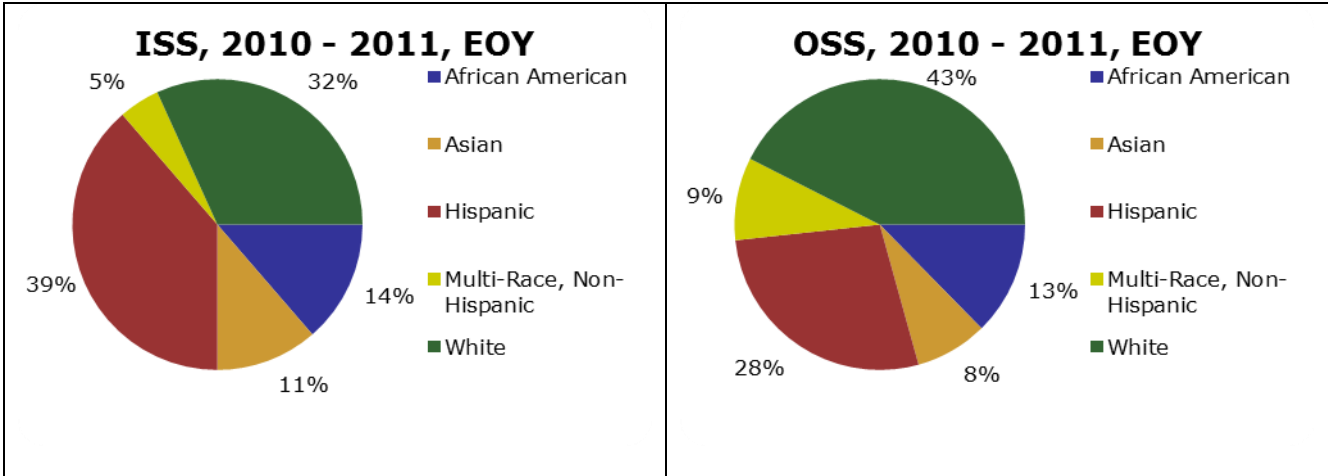
The chart shows the percentage of students participating in Advanced Placement courses for the specified Special Education status category in the 2010-2011 school year. These percentages are based on the number of courses taken by the students participating.

### Disciplinary Action

#### Race/Ethnicity

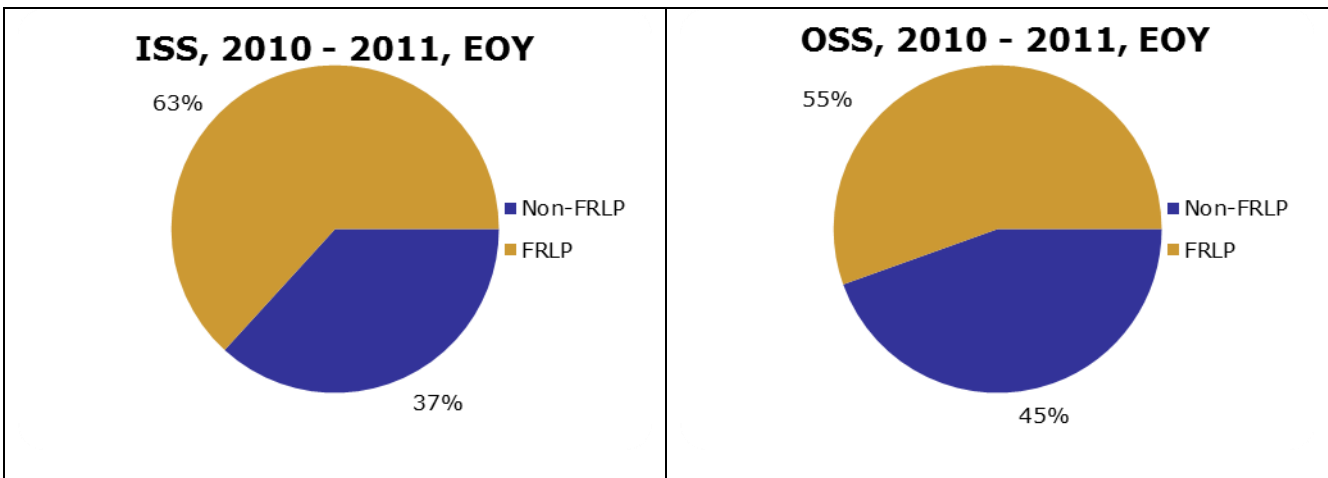


These charts show the percentage of students for the specified Race/Ethnicity categories who had In School Suspensions (ISS) or Out of School Suspensions (OSS) during the 2010-2011 school year. These percentages are based on the total number of suspensions reported in the end of year reports (June SIMS submission).

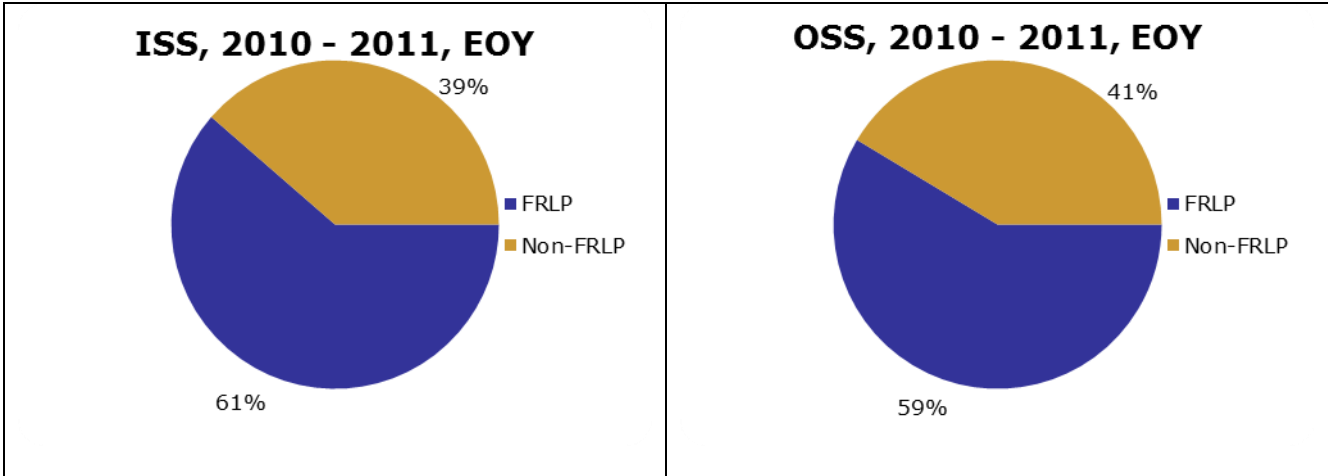


These charts show the percentage of students for the specified Race/Ethnicity categories who had ISS or OSS during the 2010-2011 school year. These percentages are based on the number of individual students who had suspensions reported in the end of year reports.

**Free/Reduced Lunch Program Status**

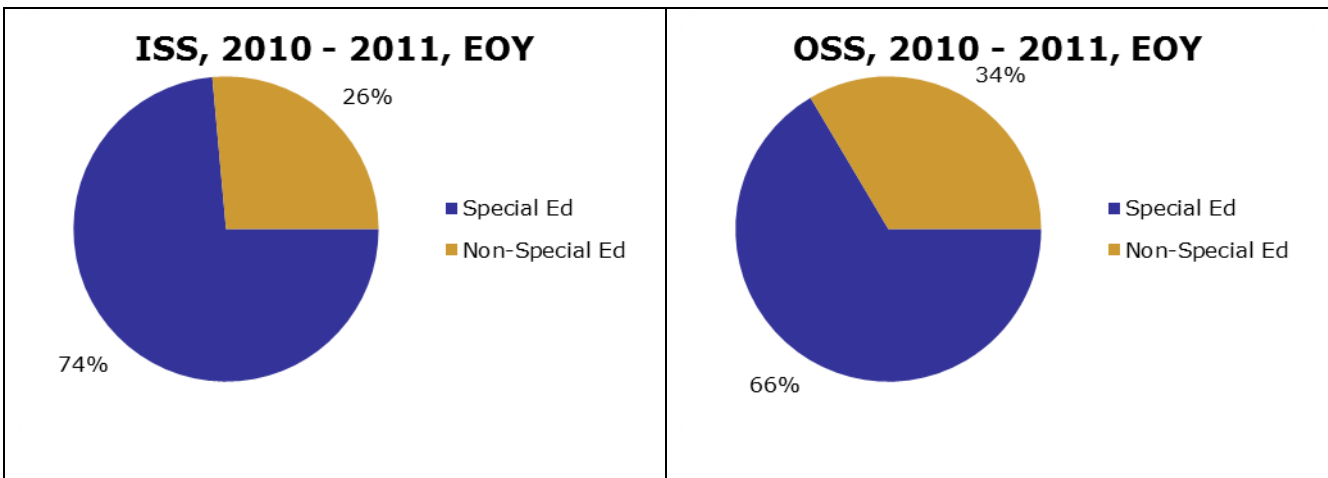


These charts show the percentage of students for the specified Free/Reduced Lunch Program status category who had ISS or OSS during the 2010-2011 school year. These percentages are based on the total number of suspensions reported in the end of year reports.

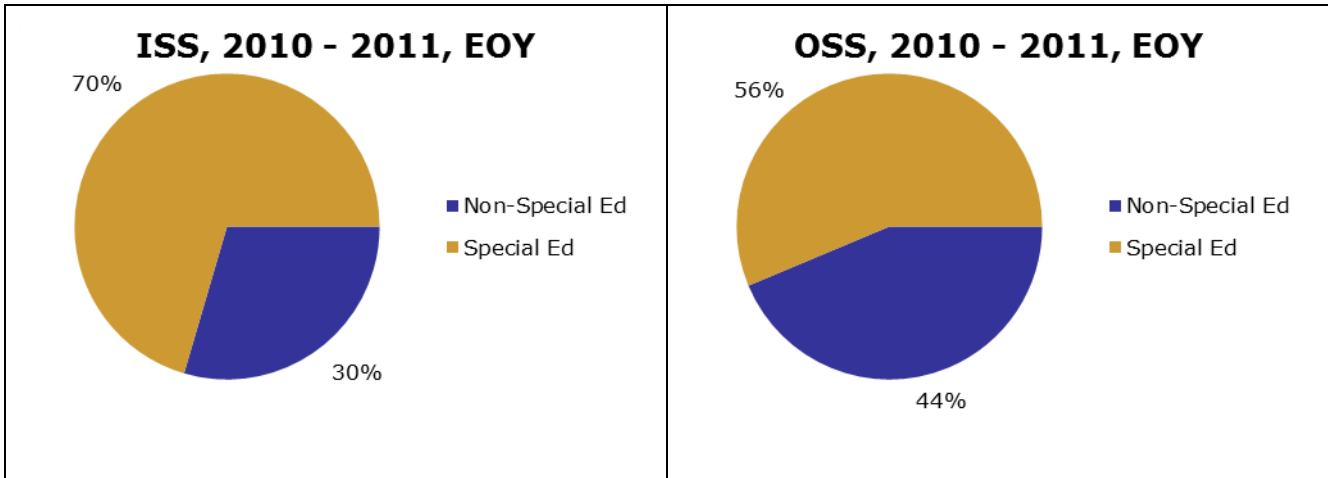


These charts show the percentage of students for the specified Free/Reduced Lunch Program status category who had ISS or OSS during the 2010-2011 school year. These percentages are based on the number of individual students who had suspensions reported in the end of year reports.

**Special Education Status**



These charts show the percentage of students for the specified Special Education status category who had ISS or OSS during the 2010-2011 school year. These percentages are based on the total number of suspensions reported in the end of year reports.



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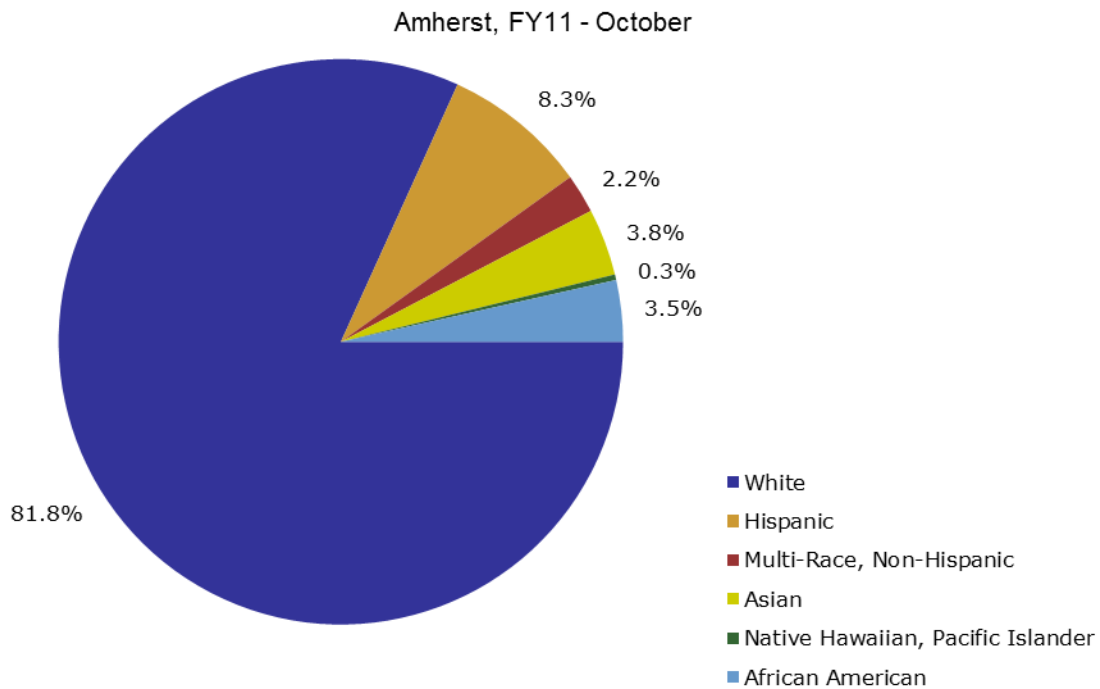


## Amherst Equity and Demographic Data

### Amherst 2011

#### Employee Demographics

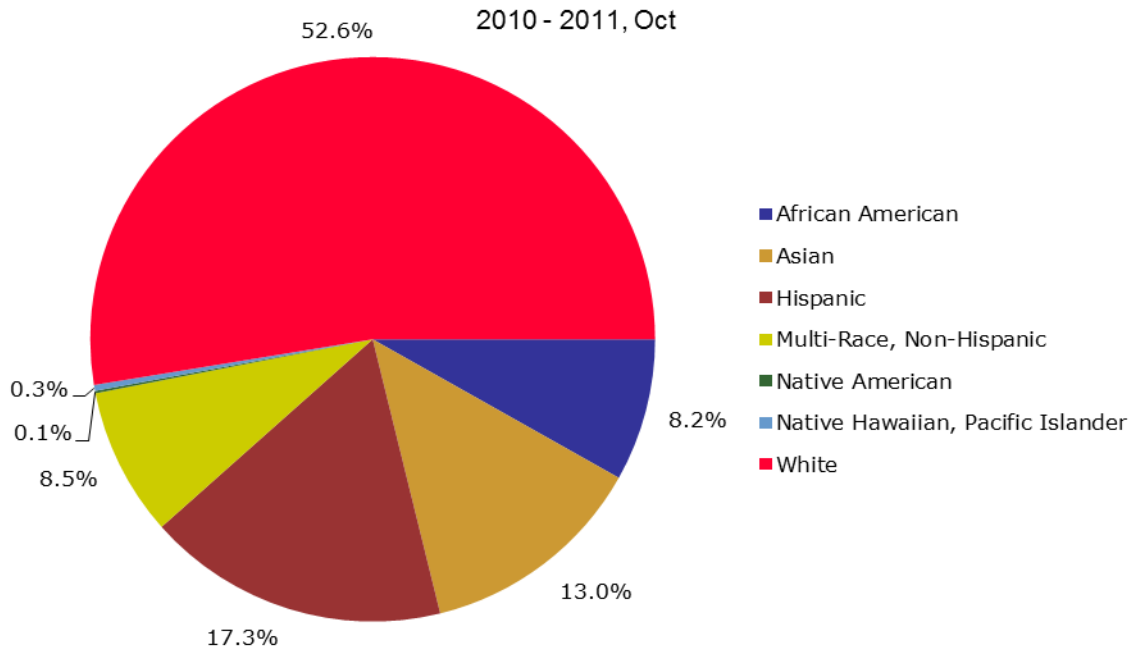
##### Race/Ethnicity



Included in this chart are the staff reported to EPIMS, namely, Admin, Clerical, Teachers & Professionals, and Paraprofessionals. Not included are the Maintenance and Custodial staff.

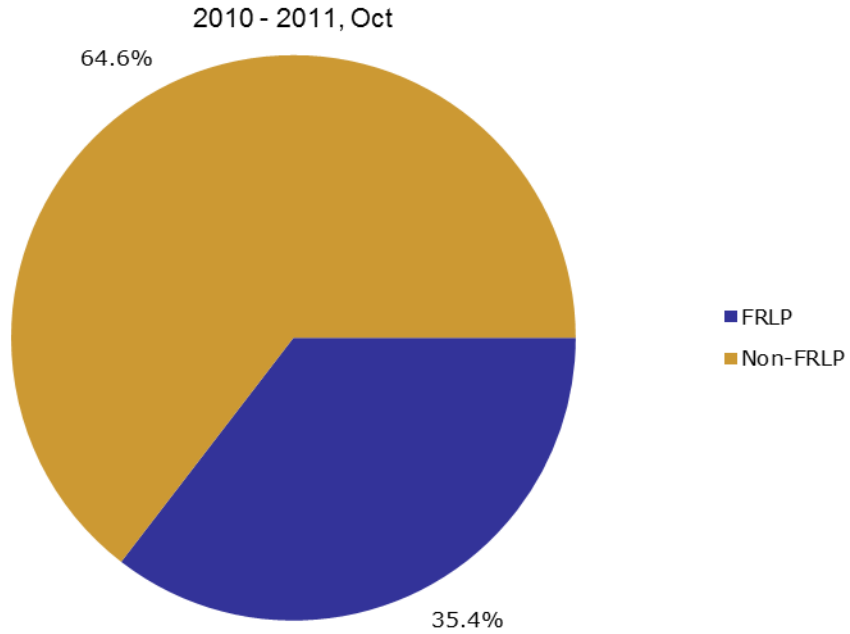
## K-6 Student Demographics

### Race/Ethnicity



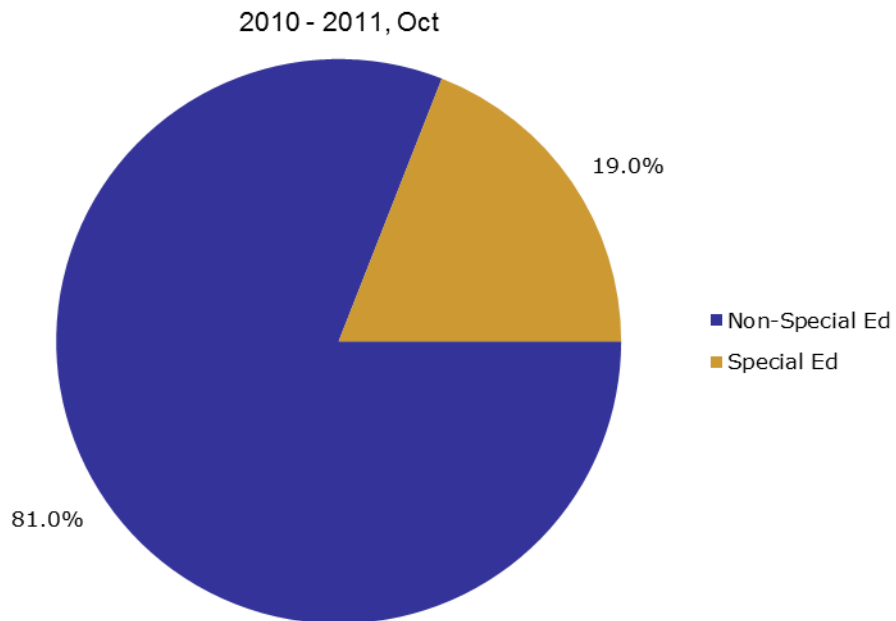
Data from the October SIMS submission for the 2010-2011 school year.

### Free/Reduced Lunch Program Status



Data from the October SIMS submission for the 2010-2011 school year. FRLP indicates eligible for the Free/Reduced Price Lunch Program.

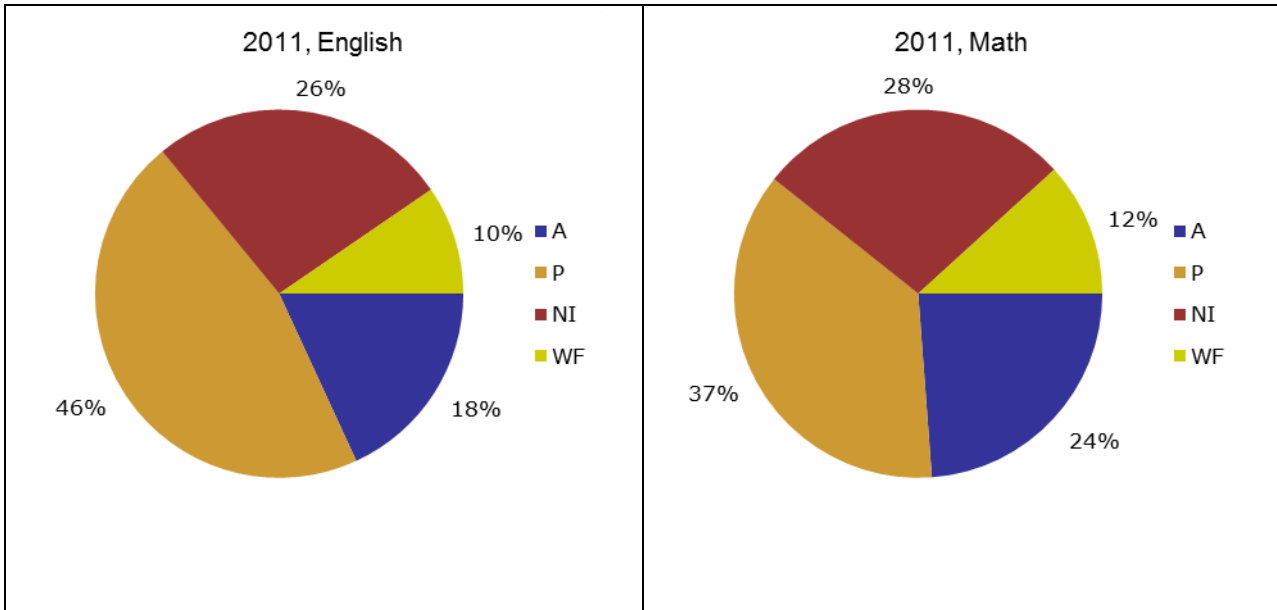
**Special Education Status**



Data from the October SIMS submission for the 2010-2011 school year.

## MCAS Results

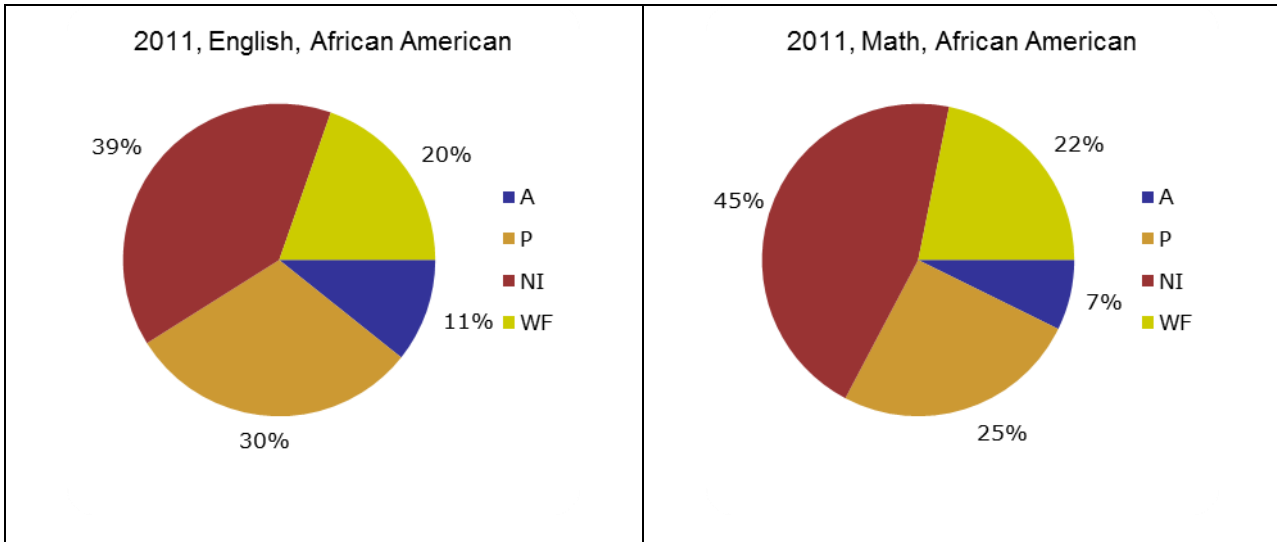
### Overall

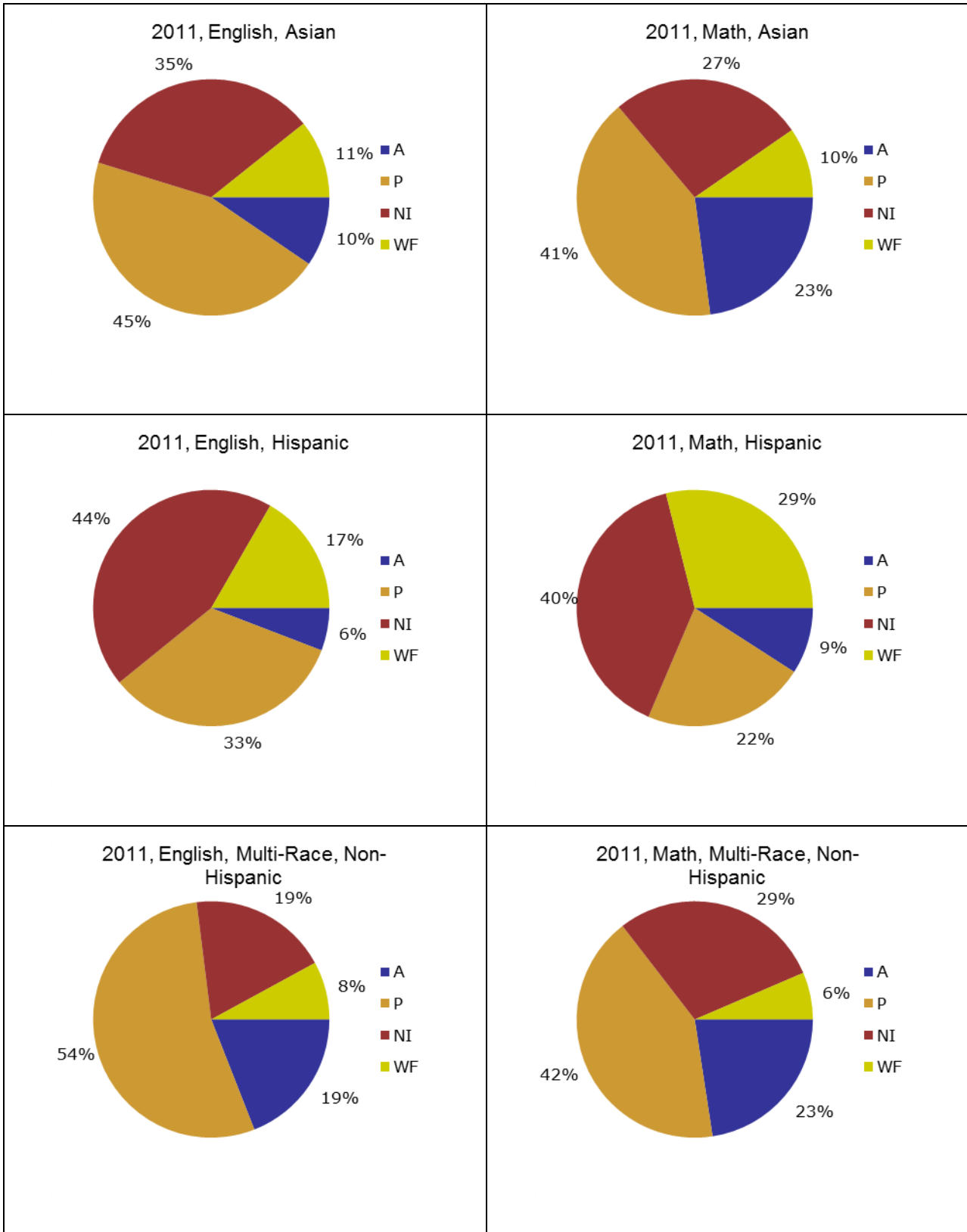


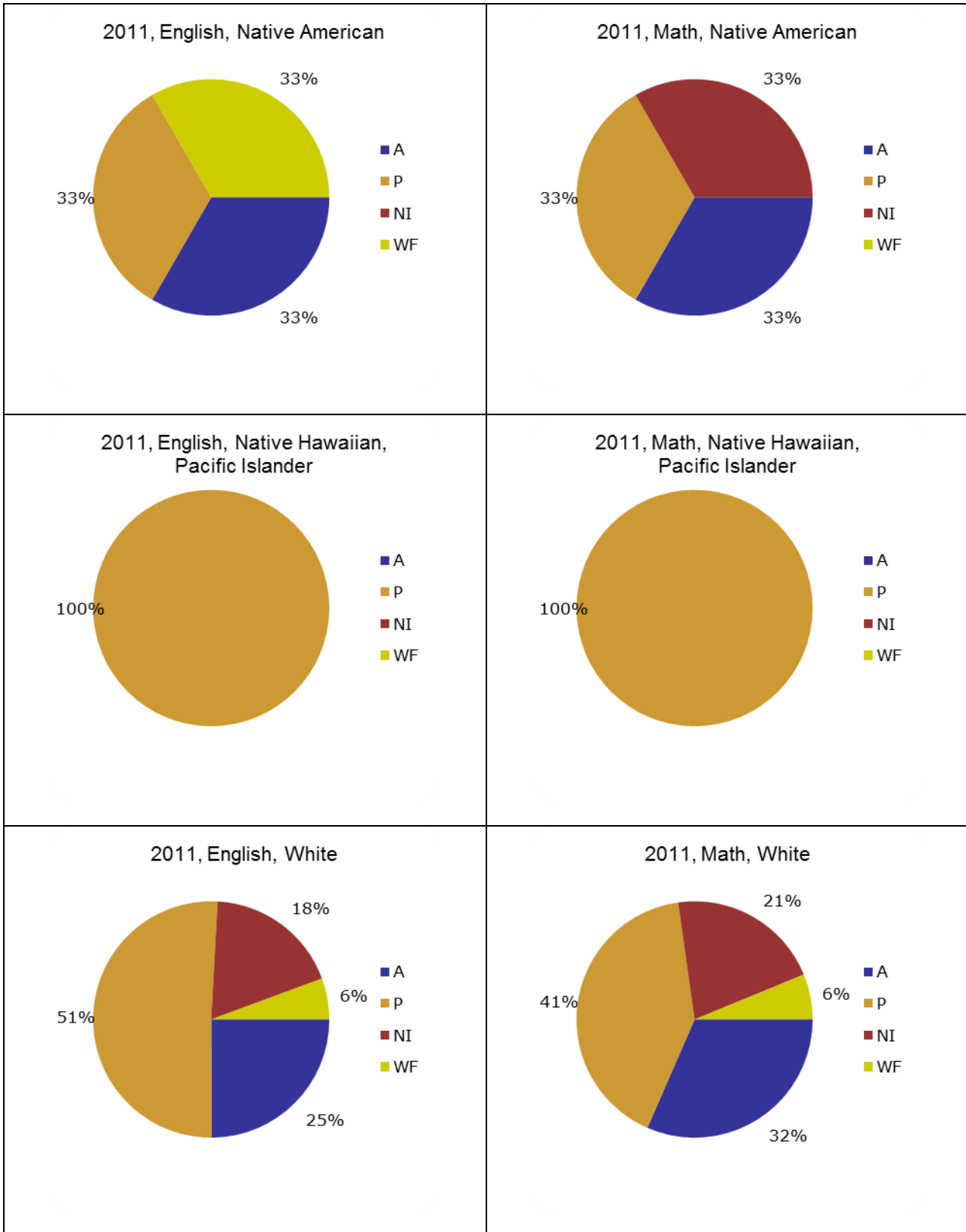
The charts show the percentage of students achieving each of the performance levels. The performance levels are:

- A – Advanced
- P – Proficient
- NI – Need Improvement
- WF - Warning

### Race/Ethnicity

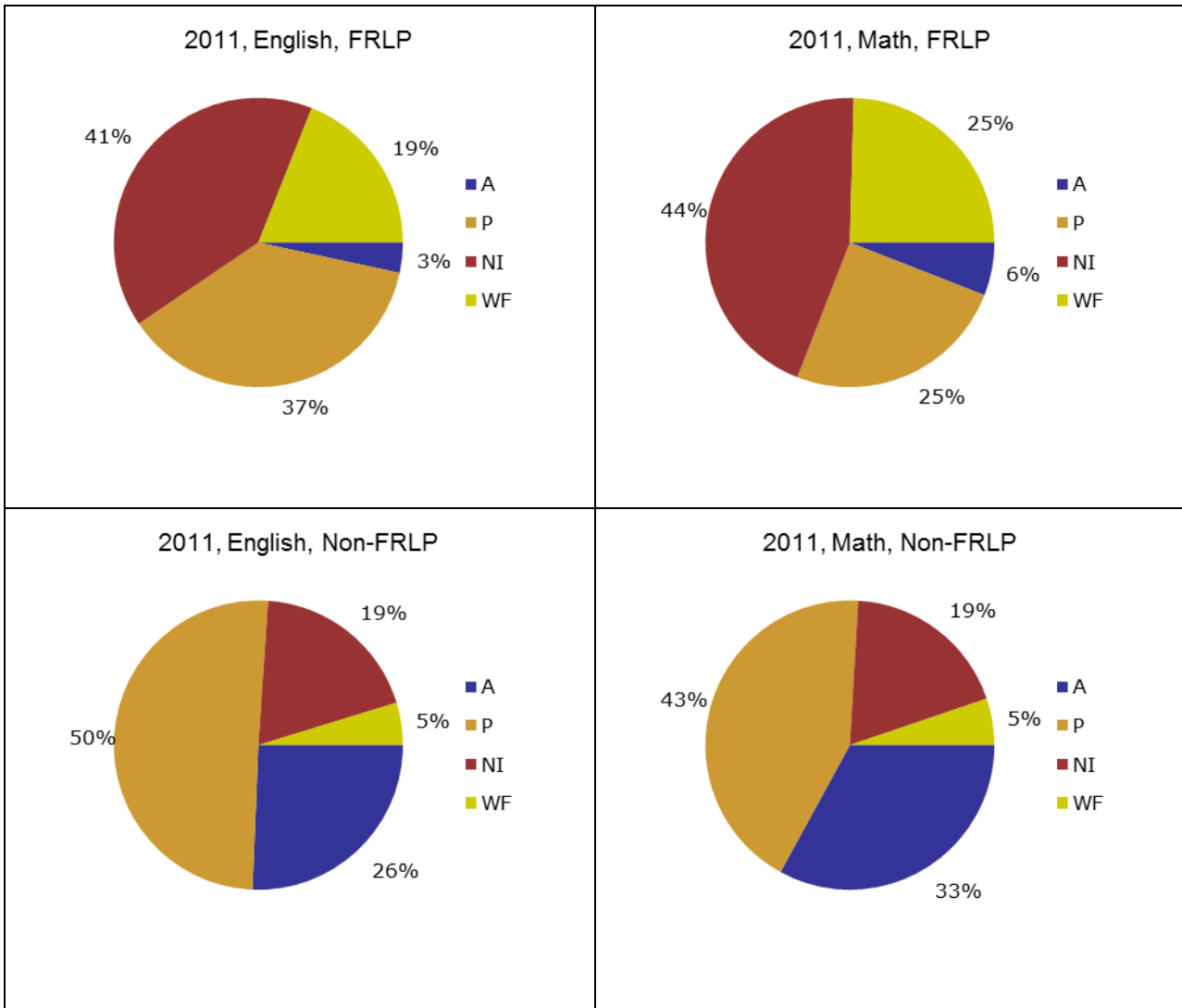






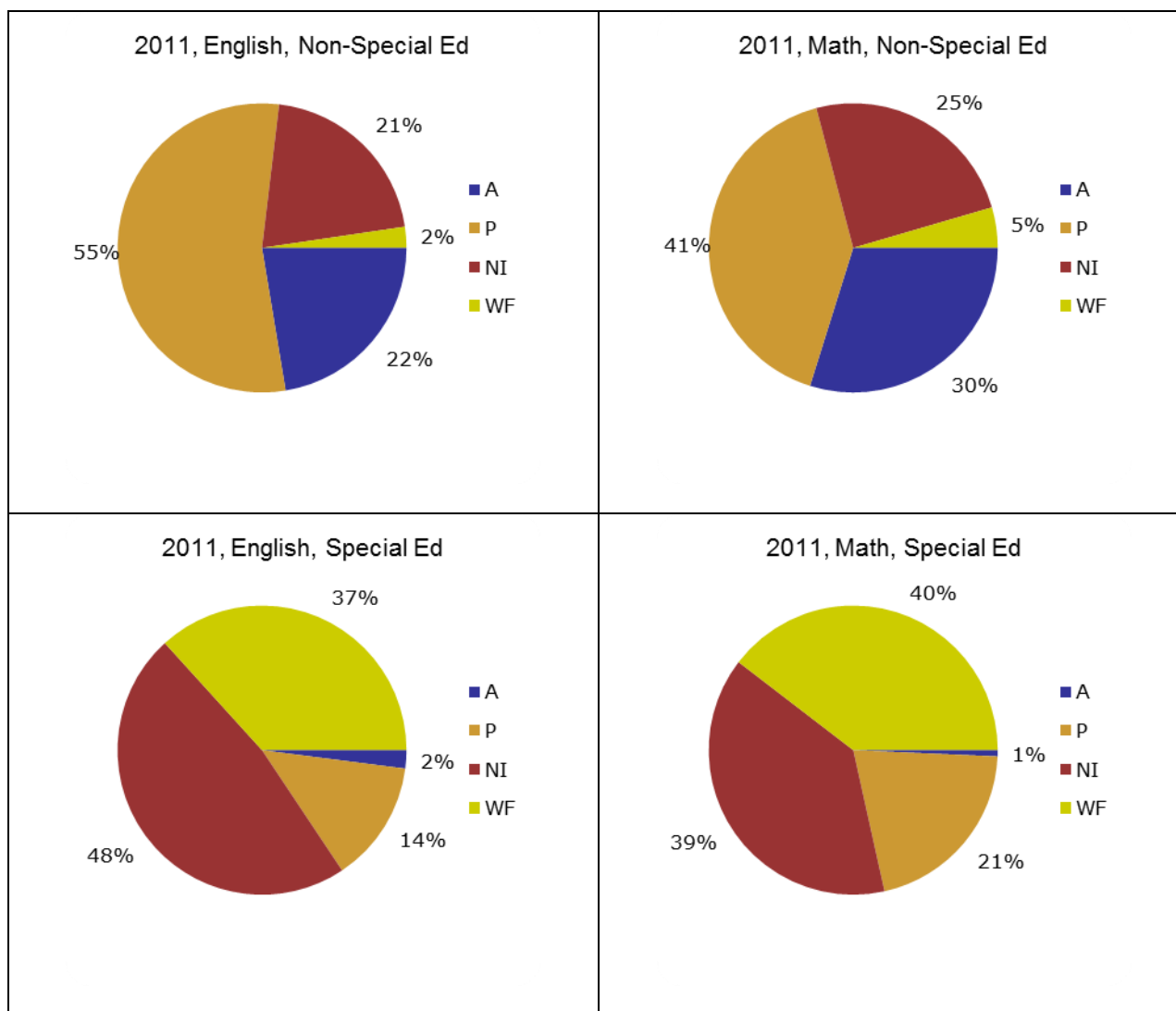
The charts show the percentage of students achieving each of the performance levels within the specified Race/Ethnicity category.

Free/Reduced Lunch Program Status



The charts show the percentage of students achieving each of the performance levels within the specified Free/Reduced Lunch Program status category.

Special Education Status



The charts show the percentage of students achieving each of the performance levels within the specified Special Education status category.

### Summary of the Equity Inquiry Group Findings and Recommendations 2011-2012

Beginning in April 2011, the Equity Inquiry Group began meeting to examine issues of equity in the Amherst, Pelham and Amherst-Pelham Regional School Districts. The group was led by Dr. Marta Guevara, Director of Achievement and Equity and included district faculty members Kelly Cortis, Tom Fanning, Danielle Groux, Paul Lipman and Jasmine Robinson. Superintendent Maria Geryk charged the Equity Inquiry Group to:

- Uncover, identify and understand inequities in our schools;
- Determine what barriers prevent our students from accessing, participating and, ultimately, benefitting from our educational programs;



- Make recommendations regarding professional development and programming to eliminate these barriers and ensure the success of all students; and
- Lead the work related to a process of community mapping of our school population.

Following is a summary of the group's finding and recommendations.

**Identified Barriers to Student Access, Participation and Benefit**

The Equity Inquiry Group identified a number of potential barriers to students' ability to access, participate in and benefit from the districts' educational programs, which they divided into the categories of school climate/structural barriers, teachers-related barriers, student-related barriers and family-related barriers. Often, these barriers cut across these categories so some are identified in more than one area.

**School Climate/Structural Barriers**

1. Surface commitment to diversity and equity in the district and community.
2. Budgetary decisions that are not always in the best interest of all students.
3. De-facto tracking that prevents some students from accessing enrichment/electives and other programming.
4. Lack of a consistent, universal approach to discipline and behavioral expectations across the district schools K-12.
5. Lack of on-going, effective communication with all families.
6. Transportation for families without cars, particularly when UMass is out of session.
7. Lack of opportunities for teachers to have cross-departmental/grade, discipline or cross-cultural conversations.
8. Field trips that are supported through fund-raising rather than the district budget.
9. Lack of affordable after-school activities for low SES students.
10. Continuing challenge of recruitment and "after-hiring support" of staff of color to develop a staff that is representative of our student population.
11. Community service requirement for induction into National Honor Society (an organization that is highlighted in the graduation program and provides an advantage in the college process) that prevents access to some SES students.

**Teacher-Related Barriers**

1. Unaligned private teaching practices.
2. Lack of relevant, student-centered professional development.
3. Lack of defined, district-mandated, research-based, instructional interventions to improve the academic performance of underachieving student.
4. Teacher assignments that do not always match the most experienced teachers with the neediest children.
5. Unconscious biases and assumptions about students' potential that impact teacher expectations and beliefs.
6. Traditional, lecture-type, teacher-centered teaching practices that provide little options for many students to learn and perform.

7. Teachers’ culturally-driven values that shape instruction in the classroom.
8. Assignments that point out inequities.
9. Lack of on-going, district guidance to support non-special education teachers in the process of supporting SE students.
10. Lack of on-going, district guidance to support teachers’ growth and development in best practices to support students from different ethnicities and backgrounds.
11. Lack of on-going, district guidance to raise teachers’ literacy in issues of poverty in the classroom and proven teaching support strategies.
12. Lack of the curricular connection to real life.

#### Student-Related Barriers

1. Homework assignments for non-school hours that require an adult intervention to teach a concept, clarify a concept or find resources not available in many households.
2. Teacher demands that are unrealistic for some students (i.e. requiring that papers are typed, computers/internet, etc.)
3. Buses arriving too late for kids to eat breakfast without being penalized as tardy.
4. High School requirement to attend a “hearing” if attendance policy is exceeded (due to connotation of the term “hearing”).
5. Lack of explicit teaching of life skills that help students become self-advocates.
6. Lack of district-defined student-teacher relationships.
7. Students being allowed to have two or more study halls.
8. Students allowed to “opt out”/“give up” a class without adequate support, encouragement and/or the explanation to the family about the long-term implications.
9. Lack of teacher access to information about major issues affecting their students’ academic performance.
10. The need to take private lessons to enter a high-performing ensemble.
11. No entry level band or orchestra for students who do not already play an instrument as they enter the Middle School and High School.
12. The impact of a students’ personality on his/her access to support and empathy from staff.
13. Inconsistent funding of programs that have a proven record of supporting struggling students.

#### Family-Related Barriers

1. Challenge of home-to-school communication for those with language, cultural, and other barriers.
2. Lack of a centralized “hub” for family information, enrollment, training, support, etc.
3. Lack of targeted, family support before needs rise to the crisis level.
4. Known (high fees) or hidden (food, souvenirs, etc.) costs associated with field trips, which require a declaration of poverty when students have to “talk with the teacher” if they can’t afford something.
5. Cost of school supplies, sports fees, sport equipment, etc.
6. Lack of transportation to access some activities and school meetings.

7. No requirement to wear uniforms to school.
8. Family beliefs, attitudes, and values towards learning.
9. Inadequate outreach to, and inclusion of, all families.
10. Negative judgment of families who opt not to return a permission slip or form because of their inability to afford an activity.
11. “Scholarship” information doesn’t always reach families who qualify and/or need them.
12. Not having time to volunteer in the schools makes some parents/guardians less visible and puts them at a disadvantage.
13. Lack of cultural knowledge about how other families are accustomed to dealing with schools and educators.
14. Lack of routine acknowledgement of students’ effort, progress, etc.
15. Activities organized for families are not always accessible to all families.
16. Lack of space to read/study at home due to families’ need to share housing in order to afford the high cost of rent and other living expenses in our towns.
17. Sixth grade Science Fair projects that are done at home, book fairs, and events such as Family Movie Nights that are impacted by availability of parental help, inability to afford them or inaccessibility due to work requirements.
18. Cultural nuances are not “taught” to families.
19. School-sponsored events such as “Read-a-thons” that require students to find sponsors.
20. Summer reading lists are a barrier to students who have no way to buy books or get to the library.
21. Education level of parents/guardians.

### **Recommendations for Professional Development**

As charged, the Equity Inquiry Group developed a set of recommendations for professional development opportunities that would promote greater equity for all students. Because all adults in an educational system contribute to the education of all students, these recommendations include professional development for administrators, teachers, non-teaching professional staff (i.e. school nurses, guidance counselors) and district support staff.

#### **Administrators and Principals:**

- How to establish a culture and school environment conducive to learning and high academic achievement for all students.
- Training on MSAN initiatives, research projects and the high school’s Sociology Seminar that address race, class and education.
- Revisit Ron Ferguson’s TRIPOD Project (Content, Pedagogy and Relationships) to improve academic outcomes for students of color and low SES backgrounds.
- Our Students and their Families: Strengths and Challenges and their implications for organizing our schools and our practice

#### **Teachers:**

- How to build caring, positive, trusting relationships with students that will contribute to their academic success.
- How to meet the developmental and environmental needs of our most vulnerable students.
- Doable Differentiation: How classroom teachers can face the challenge of having to meet all students' needs through their instruction.
- How to support students from low-income backgrounds face and succeed academic disadvantage.
- Leaving biases behind: Fostering positive attitudes towards all students.
- Student-centered instruction as a means to get students actively involved in the learning process.

### **Non-Teaching Professional Staff**

- Understanding your role in the academic achievement of students
- How to build caring, positive, trusting relationships with students that will contribute to their academic success.
- How to meet the developmental and environmental needs of our most vulnerable students.
- How to support students from low-income backgrounds face and succeed academic disadvantage.
- Leaving biases behind: Fostering positive attitudes towards all students.

### **Support Staff (including Paraprofessionals, Clerical, Bus Drivers, Maintenance and Custodians)**

- Understanding your role in the academic achievement of students
- How to build caring, positive, trusting relationships with students that will contribute to their academic success.

### **Recommendations for Programming**

The Equity Inquiry Group developed recommendations to increase the three areas of equity for all students: Access, Participation and Benefit.

#### **Access**

- Review the overall K-12 program structure in light of the twenty-first century realities, utilizing the guiding questions: 1) Are we preparing the next generations' workforce for the changing global economy? 2) Are the content offerings still relevant to current challenges? 3) What new content should we offer to better prepare our students for the workforce?
- Develop a student-centered technology plan for schools, teachers, and families.
- Phase out the practice of allowing students to drop a course at the Middle School (world language) and the practice of establishing course prerequisites for band/orchestra. Construct a program that makes all valuable content accessible to all students.

**Participation**

- Phase out tracking, ability grouping, and acceleration at all levels by improving the practice of classroom differentiation. Support strong students by broadening and deepening the already embedded “challenge content” rather than accelerating and separating students.
- Develop a practice of offering one course in each content area for each grade.

**Benefit**

- Establish a common assessment and reporting system in all disciplines at all grade levels.
  - a. Create professional learning communities where teachers organize standards, create the common assessments and evaluate the results.
  - b. Evaluation of results should center on individual student performance and effectiveness of teaching practices.
  - c. Professional development recommendations should emerge from these evaluations.
  - d. Increase the number of teacher workdays to provide the time to accomplish this work.

*Equity has grown to be defined as student **access** to the system (desegregation); **participation** in the system (integration) and **benefit** from the system (achievement outcomes and goal attainment).*

*--Dr. Rossi Ray-Taylor*

### **Equity Work in the Amherst, Pelham and Amherst-Pelham Regional School Districts**

#### **Next Steps (From December 7, 2011 Report)**

While work to achieve equity for all students is ongoing, a number of specific “next steps” have been identified to guide the work of the Amherst, Pelham and Amherst-Pelham Regional School Districts. These include:

- Address academic issues of grouping/tracking, unclear pathways to higher level course work, and need for co-teaching.
- Continue to find ways to mitigate, or eliminate completely, barriers to equal access such as unfunded field trips, exchanges, fund raising, homework requirements and district policies.
- Increase parent/guardian engagement across the district by completing a self-study using the DESE tool and continuing to implement initiatives designed to support all parents, such as the ombudsperson position and opening of a Parent/guardian Center.
- Continue to develop and implement student specific supports such as PBIS, mentorship opportunities, Strive, Enhancement Block, MSAN participation and anti-bullying initiatives.
- Fully audit and utilize available data—including the D/F list, discipline data, formative assessments results, course participation data, drop out figures, overrepresentation of students of color in Special Education, and post-secondary plans—to inform all work on issues of equity.
- Continue to develop and support partnerships that help identify and support community needs and enhance community connections.
- Continue to develop and implement opportunities for adult learning around issues of equity.

#### **Presenters (in order of appearance):**

Dr. Marta Guevara, Director of Student Achievement and Accountability

Mark Jackson, High School Principal

Lisa Desjarlais, Pelham Principal

Monica Colley, Fort River Principal

Barry Brooks, Ombudsperson

Jean Langevin, Data Specialist

Dr. Susan Kennedy-Marx, Social Justice Professional Development Advisor to the Superintendent

#### **Documents:**

1. Equity Action Plan
2. After-Action Review
3. Parent and Community Education and Involvement Advisory Council Family and Community Engagement Standards
4. Parent Center Activities
5. Ombudsperson job description
6. Educator’s Handbook document
7. Year 3 Class Syllabus

## **Equity Action Plan**

Based on the work of the Equity Inquiry Group, the attached Equity Action Plan template was developed to guide the districts' efforts to increase equity and access for all students, as well as to monitor the progress of those efforts. Also included is a sample of progress toward two of the goals in each of the four categories included in the Equity Action Plan: 1) School Climate/Structural, 2) Teacher-Related, 3) Student-Related, and 4) Family-Related.

**Equity Action Plan for the Amherst-Pelham and Amherst- Pelham Regional Public Schools**

**TOA:** If all students in our schools have *access* to our educational programs and can participate fully, then all of our students can benefit from them and we would have equity in our schools.

**School Climate/Structural:**

<b>Goals</b>	<b>Completed</b>	<b>Partially</b>	<b>In progress</b>	<b>Not yet</b>	<b>Primary responsibility</b>	<b>Action steps</b>	<b>Measures of progress</b>
<b>Budgetary decisions that reflect the best interest of all students.</b>							
<b>Tracking; accessing enrichment/electives and other programming.</b>							
<b>Consistent, universal approach to discipline and behavioral expectations across the district schools K-12.</b>							
<b>On-going, effective communication with all families.</b>							
<b>Opportunities for teachers to have cross-departmental/grade, discipline or cross-cultural conversations.</b>							
<b>Field trips that are supported through fund-raising rather than the district budget</b>							
<b>Affordable after-school activities for low SES students</b>							
<b>Recruitment and “after-hiring support” of staff of color to develop a staff that is representative of our student population.</b>							
<b>Requirements for Student Recognition Programs; providing access to all students.</b>							



**Teacher-Related:**

<b>Perceived Needs</b>	<b>Completed</b>	<b>Partially</b>	<b>In progress</b>	<b>Not yet</b>	<b>Primary responsibility</b>	<b>Action steps</b>	<b>Measures of progress</b>
<b>Aligning of instructional practices.</b>							
<b>Relevant, student-centered professional development.</b>							
<b>Defined, district-mandated, research-based, instructional interventions to improve the academic performance of underachieving students.</b>							
<b>Teacher assignments matching teacher expertise with the neediest children.</b>							
<b>Teacher beliefs, expectations, biases and assumptions about students' potential.</b>							
<b>Teaching practices that provide opportunities for all students to learn and achieve.</b>							
<b>Culturally-driven values that shape instruction in the classroom</b>							
<b>Assignments are accessible and relevant to all students' lives.</b>							
<b>On-going, district guidance to support non-special education teachers in the process of supporting SE students.</b>							
<b>On-going, district guidance to support teachers' growth and development in best practices to support students from different ethnicities and backgrounds.</b>							
<b>On-going, district guidance to raise teachers' literacy in issues of poverty in the classroom and proven teaching support strategies.</b>							
<b>Making curricular connections that are relevant and accessible to all students' lives.</b>							

**Student-Related:**

<b>Perceived Needs</b>	<b>Completed</b>	<b>Partially</b>	<b>In progress</b>	<b>Not yet</b>	<b>Primary responsibility</b>	<b>Action steps</b>	<b>Measures of progress</b>
Homework assignments for non-school hours that don't require an adult intervention to teach/clarify a concept or find resources not available in many households.							
Teacher demands that are realistic for all students.							
Providing opportunities for students on F/R lunch to eat breakfast at school without penalty.							
Attendance guidelines that are sensitive to the needs of all students.							
Explicit teaching of life skills to help students become self-advocates.							
District guidance on developing student-teacher relationships that are conducive to academic achievement.							
Limit the number of study halls students may elect.							
Add/drop policies; provide adequate support and explanation to the students and families about the long-term implications of decisions.							
Teacher access to information about major issues affecting their students' academic performance.							
Provide all students with access to instrumental music 7-12.							
The ability and success of all students to access support and empathy from staff.							
Funding of programs that have a proven record of supporting struggling students.							

**Family-Related:**

<b>Perceived Needs</b>	<b>Completed</b>	<b>Partially</b>	<b>In progress</b>	<b>Not yet</b>	<b>Primary responsibility</b>	<b>Action Steps</b>	<b>Measures of progress</b>
<b>Effective home-to-school communication system for those with language, cultural, and other needs.</b>							
<b>Centralized “hub” for family information, enrollment, training, support</b>							
<b>Targeted, family support before needs rise to the crisis level.</b>							
<b>Field trip policy that ensures access to all students.</b>							
<b>Make school supplies, sports fees, sport equipment, etc. accessible to all students and families.</b>							
<b>Transportation to school activities and meetings</b>							
<b>Explore uniform policy.</b>							
<b>Recognize the diversity in family beliefs, attitudes, and values towards learning.</b>							
<b>Outreach to, and inclusion of all families.</b>							
<b>Make “scholarship” information accessible to all students and families and provide targeted outreach to first generation and low SES families and students.</b>							

**SAMPLES of GOAL PROGRESS**

**Equity Action Plan for the Amherst-Pelham and Amherst- Pelham Regional Public Schools**

**TOA:** If all students in our schools have *access* to our educational programs and can participate fully, then all of our students can benefit from them and we would have equity in our schools.

**School Climate/Structural:**

Goals	Completed	Partially	In progress	Not yet	Primary responsibility	Action steps	Measures of progress
<b>Budgetary decisions that reflect the best interest of all students.</b>	✓				Maria Geryk, Superintendent	<ul style="list-style-type: none"> <li>Guidelines established by Districts</li> <li>Guidelines established by School Committee</li> <li>Identify student specific needs and needs based on demographics</li> <li>Build budget consistent with priorities and need</li> </ul>	<ul style="list-style-type: none"> <li>Funding for After-School and Summer Programming</li> <li>Intervention staff for all levels</li> <li>ELL additions</li> <li>Adjust models based on need</li> </ul>
<b>Consistent, universal approach to discipline and behavioral expectations across the district schools K-12.</b>			✓			<ul style="list-style-type: none"> <li>Create tiered model for positive behavioral intervention and support for each school based on student, staff, and family input</li> <li>Implement web-based system to gather discipline data.</li> <li>Implement monitoring plan</li> </ul>	

**Teacher-Related:**

Perceived Needs	Completed	Partially	In progress	Not yet	Primary responsibility	Action steps	Measures of progress
<b>Aligning of instructional practices.</b>		✓			District Directors and Principals	<ul style="list-style-type: none"> <li>Create District Instructional Leadership Team</li> <li>Create School Instructional Leadership Team</li> <li>Adopt Fundamental Instructional Practices &amp; implement FIP</li> </ul>	
<b>Defined, district-mandated, research-based, instructional interventions to improve the academic performance of underachieving students.</b>			✓			<ul style="list-style-type: none"> <li>Create Tiered Instructional model – academic &amp; behavioral</li> <li>Create teams to implement aspects of this work</li> <li>Identify &amp; implement universal screening</li> <li>Identify &amp; purchase evidence based interventions</li> </ul>	

**Student-Related:**

Perceived Needs	Completed	Partially	In progress	Not yet	Primary responsibility	Action steps	Measures of progress
Homework assignments for non-school hours that don't require an adult intervention to teach/clarify a concept or find resources not available in many households.						<ul style="list-style-type: none"> <li>Review homework practice</li> <li>Create a homework policy</li> </ul>	
Funding of programs that have a proven record of supporting struggling students.						<ul style="list-style-type: none"> <li>STRIVE</li> <li>After School Programming</li> <li>Summer Programming</li> <li>Greater academic intervention</li> </ul>	

**Family-Related:**

Perceived Needs	Completed	Partially	In progress	Not yet	Primary responsibility	Action Steps	Measures of progress
Centralized "hub" for family information, enrollment, training, support		✓				<ul style="list-style-type: none"> <li>Create Parent Center</li> <li>Explore Elementary Registrar</li> </ul>	
Targeted, family support before needs rise to the crisis level.			✓			<ul style="list-style-type: none"> <li>Partnering with area agencies and service providers</li> <li>Outreach van</li> </ul>	

# THE AMHERST-REGIONAL PUBLIC SCHOOLS

*Serving Amherst, Pelham and the Amherst-Pelham Region*

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## **After Action Review (AAR)**

An after action review (AAR) is a structured review or de-brief process for analyzing an event, what happened, why it happened, and how it can be done better, by the participants and those responsible. An AAR allows staff and leaders to discover (learn) what happened and why. It may be thought of as a professional discussion of an event that enables those involved to understand why things happened during the progression of the process and to learn from that experience.

The key to an AAR is openness and honesty, which allows all the participants to participate (Walden, 2009). This, in turn, allows the organization to capture what really happened so that lessons may be learned. It affords an opportunity to capture candid insights into specific strengths and weaknesses from various perspectives and get feedback and insight critical to improved performance.

The AAR is a professional discussion that includes the participants and focuses directly on the tasks and goals. It is not a critique. In fact, it has several advantages over a critique:

- It does not judge success or failure.
- It attempts to discover why things happened.
- It focuses directly on the tasks and goals that were to be accomplished.
- It encourages staff to surface important lessons in the discussion.
- All participants, not just leaders, participate so that more can be recalled and more lessons can be learned and shared.

## **Guidelines for conducting AARs**

- Gather all the players.
- Introduction and rules.
- Review events leading to the activity (what was supposed to happen).
- Give a brief statement of the specific activity.
- Summarize the key events. Encourage participation.
- Do not turn it into a critique or lecture. The following will help:
  - Ask why certain actions were taken.
  - Ask how they reacted to certain situations.
  - Ask when actions were initiated.
  - Ask leading and thought provoking questions.
- Ask employees what happened in their own point of view.
- Relate events to subsequent results.
- Explore alternative courses of actions that might have been more effective.
- Complaints are handled positively.
- When the discussion turns to errors made, emphasize the positive and point out the difficulties of making tough decisions.

- Summarize.
- Follow-up on needed actions.

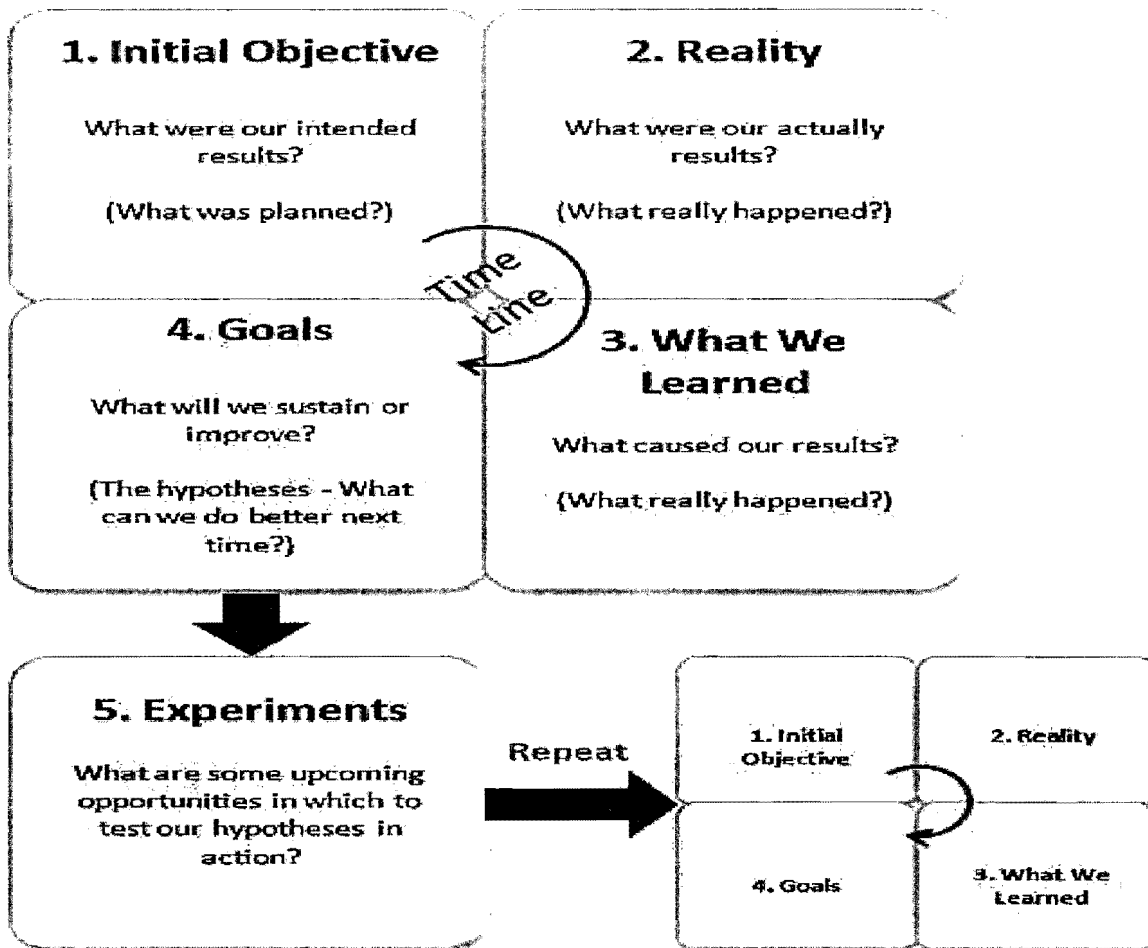
**AAR facilitators need to:**

- Remain unbiased throughout the review.
- Try to speak to draw out comments from all.
- Do NOT allow personal attacks.
- The focus should be on learning and continuous improvement.
- Strive to allow others to offer solutions, rather than you offering them.

A properly conducted AAR can have a powerful influence on the climate of your organization. It is part of the communication process that educates and motivates people on to greatness by sensitizing them to do the right thing. It can prevent future confusion on organizational priorities and philosophies and drive home the point that we learn from our mistakes.

**Steps:**

- Ask ‘what was supposed to happen?’ The facilitator should start by dividing the event into discrete activities, each of which had (or should have had) an identifiable objective and plan of action. The discussion begins with the first activity: ‘What was supposed to happen?’
- Ask ‘what actually happened?’ This means the team must understand and agree facts about what happened. Remember, though, that the aim is to identify a problem not a culprit.
- Now compare the plan with reality. The real learning begins as the team of teams compares the plan to what actually happened in reality and determines ‘Why were there differences?’ and ‘What did we learn?’ Identify and discuss successes and shortfalls. Put in place action plans to sustain the successes and to improve upon the shortfalls.
- Record the key points. Recording the key elements of an AAR clarifies what happened and compares it to what was supposed to happen. It facilitates sharing of learning experiences within the team and provides the basis for a broader learning program in the organization.



May 2012



# Parent and Community Education and Involvement Advisory Council Family and Community Engagement Standards

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*The PCEI Advisory Council based the following proposed standards on the Family-School Partnership Standards developed by the National PTA:*

## **Standard 1: Welcoming All Stakeholders**

Schools create and ensure a welcoming culture and environment for all families, children and youth, school staff, and community members. Stakeholders are valued and connected to each other in support of high academic expectations, achievement, and healthy development.

## **Standard 2: Communicating Effectively**

Families and school staff engage in regular, meaningful dialogue about learning, high academic expectations, achievement, and healthy development of students. Schools systematically share information and solicit input about school goals and initiatives with the broader community.

## **Standard 3: Supporting the Success of Children and Youth**

Families, schools, and community focus their collaboration on supporting student learning and healthy development in all settings (including home, school, and community) and provide regular, meaningful opportunities for children and youth to strengthen the knowledge and skills needed to be effective 21st century citizens.

## **Standard 4: Advocating for Each Child and Youth**

Families, schools, and community respect and value the uniqueness of each child and youth and are empowered to advocate for all students to ensure that they are treated equitably and have access to high quality learning opportunities.

## **Standard 5: Sharing Power and Responsibility**

Families, school staff, and community partners have equal access, voice and value in informing, influencing, and creating policies, practices, and programs affecting children, youth and families.

## **Standard 6: Partnering with Community**

Families and school staff collaborate with community partners to connect students and families to expanded learning opportunities and community services in order to support achievement and civic participation.

**Parent and Community Education and Involvement Advisory Council**  
**Rubrics for Family and Community Engagement Standard 1**

**Standard 1: Welcoming All Stakeholders** Schools create and ensure a welcoming culture and environment for all families, children and youth, school staff, and community members. Stakeholders are valued and connected to each other in support of high academic expectations, achievement, and healthy development.

<i>Indicators</i>	<i>Level 1: Initiating</i> <i>Basic level of development and implementation</i>	<i>Level 2: Progressing</i> <i>Functioning level of development and implementation</i>	<i>Level 3: Excelling</i> <i>Highly functioning level of development and implementation embedded throughout school practice</i>
<b>Developing personal relationships</b>	School offers opportunities for families to connect with school staff and visit classrooms.	Parent group members volunteer to work in the school office to provide information and support to families and students.	Family volunteers from different neighborhoods and backgrounds are trained to serve as mentors to help other families become more engaged in the school. Families are greeted in their home language by friendly front office staff.
<b>Creating a respectful atmosphere for stakeholders</b>	The school campus is well maintained with clear signage that is welcoming to parents and visitors in the main languages spoken.	The school is a welcoming place with a designated space like a family center where families can connect with each other and staff to address issues, share information and plan family engagement activities	The stakeholders from all neighborhoods and backgrounds assume collective responsibility to identify and break down barriers to family engagement related to race, ethnicity, class, family structure, religion, and physical and mental ability.
<b>Providing opportunities for volunteering</b>	The school invites families to volunteer in field trip and fundraising activities.	The school has a family engagement action team that organizes a formal volunteer program. Parent group members and other parents and community members are welcome to volunteer their services in the school or individual classrooms.	The school volunteer program reaches out to parents and community members of all neighborhoods and backgrounds, identifies unique experiences and skills, and offers varied volunteer opportunities both at home and at school.
<b>Ensuring accessible programming by removing economic obstacles to participation</b>	The school identifies the external resources and programs to refer parents who need afterschool/enrichment programs that are free or low cost.	Family and student activities and events are free. All stakeholders collaborate to cover the costs through the school budget, parent group fundraising, and contributions from community businesses and organizations.	Stakeholders work together to plan family programs to be held at the school and in community locations such as libraries, community centers, faith-based centers, homes in different neighborhoods, and work sites.

## Parent and Community Education and Involvement Advisory Council Rubrics for Family and Community Engagement Standard 2

**Standard 2: Communicating Effectively** Families and school staff engage in regular, meaningful dialogue about learning, high academic expectations, achievement, and healthy development of students. Schools systematically share information and solicit input about school goals and initiatives with the broader community.

<i>Indicators</i>	<i>Level 1: Initiating</i> <i>Basic level of development and implementation</i>	<i>Level 2: Progressing</i> <i>Functioning level of development and implementation</i>	<i>Level 3: Excelling</i> <i>Highly functioning level of development and implementation embedded throughout school practice</i>
<b>Using multiple communication paths</b>	School staff keeps students and families informed of upcoming events in a variety of ways, including regular print and electronic notices, in the languages spoken in families and the community. As issues arise, a team of administrators, teachers, families, community members and students, when appropriate, strategically look at developing issues affecting students to determine the need for a school-wide, community supported response/solution.	School staff collaborates with the school council, parent groups and family engagement staff/team to develop connections with families through multiple two-way communication tools in multiple languages. The school has a process for keeping all school families and students, when appropriate, informed of developing concerns and possible solutions in the school community.	Families, students, community, and school staff communicate in interactive ways, both formally and informally, in language that the families and students can understand, using a range of technology and media. The principal meets regularly with the school council, parent, and student government/ leadership groups and keeps them informed of current school issues, concerns and solutions.
<b>Surveying families, students and community members to identify issues and concerns</b>	The school conducts a family and student school climate survey that is translated into multiple languages. It has a high return rate and the survey results are shared and discussed with parents and students, posted at the school, and on the school and district website.	Survey data are collected annually and results are compared from year to year to assess progress. Results inform the development of family and student engagement programs and activities.	Survey results are reflected in the School Improvement Plan and are used to guide the development of the student engagement plan, family engagement programs and activities.
<b>Having access to school administration</b>	The principal and other school administrators are welcoming and available for brief conversations regarding issues and concerns and to meet with the school council or families by appointment at times that are convenient for families.	The principal and other school administrators have an open-door policy for families and share information about school-wide issues at school council meetings, with opportunities for individual follow-up discussion by appointment.	The principal and other school administrators' open-door policy extends equitably across the school community. They meet regularly with families in small groups or one-on-one as needed, in school, and in different neighborhoods.
<b>Facilitating connections among families and students and community</b>	The school and school council/parent groups take intentional steps to help parents build relationships with those beyond their own neighborhood and culture.	The school council/parent groups and school staff jointly develop programs honoring the diversity that families bring and encourage cross-cultural understanding.	School council/parent groups provide opportunities for parents to get to know each other, i.e. social events for families, including other community members.

## Parent and Community Education and Involvement Advisory Council Rubrics for Family and Community Engagement Standard 3

**Standard 3: Supporting the Success of Children and Youth** Families, schools, and community organizations focus their collaboration on supporting student learning and healthy development in all settings (including home, school, and community) and provide regular, meaningful opportunities for children and youth to strengthen the knowledge and skills needed to be effective 21<sup>st</sup> century citizens.

<i>Indicators</i>	<i>Level 1: Initiating</i> <i>Basic level of development and implementation</i>	<i>Level 2: Progressing</i> <i>Functioning level of development and implementation</i>	<i>Level 3: Excelling</i> <i>Highly functioning level of development and implementation embedded throughout school practice</i>
<b>Linking student work to learning standards which lead to college and career readiness for all students.</b>	Student work is displayed throughout the school in a way that shows how academic and vocational standards are being met.	The school explains to families what good work looks like under learning standards and what students are learning in the classroom throughout the year.	Families, school and community collaborate to align school events and community resources to learning standards and ensure that families and students understand and relate the standards to their learning.
<b>Using standardized test results to increase student achievement</b>	The school and district recognize the importance of analyzing student performance data and identify achievement gaps amongst and between groups of students. The school informs families, in a language they understand, about the results of standardized tests and how their children performed on the tests.	The school and district jointly analyze student performance data with constituent groups. The school, parent group and community collaborate to disseminate information through various media and multiple venues to all families about how to interpret test data, how to help their child based on the child's performance scores and what the test results indicate about the school.	The school and district jointly analyze student performance data with constituent groups and jointly develop strategies to identify and reduce achievement gaps amongst and between groups of students. Families, school personnel and community representatives participate in academic and curriculum committees to discuss how to raise expectations and achievement for every student in academic and vocational paths.
<b>Helping families support learning at home and at school</b>	Families understand the importance of supporting their children's learning at home and provide the resources for children to complete homework and other learning assignments.  The school has a clear homework policy and helps families to understand how they can follow this policy at home.	The school, parent group and community collaborate to offer opportunities through various media and multiple venues for families to learn about how they can support their children's learning at home and at school.	The school, parent group and community collaborate to develop and implement ongoing, systemic strategies based upon academic performance data and needs identified by families to assist families in supporting their children's learning both at home and in school.
<b>Promoting out of school time learning</b>	The school informs all families and students, in a language they understand, of the availability and value of out of school time activities to enhance student achievement.	The school, parent group and community collaborate to offer out of school time activities to enhance student achievement.	Schools partner with diverse community organizations, local businesses, and families to provide after school programs and vocational opportunities for children and families at workplaces and in the community.

## Parent and Community Education and Involvement Advisory Council

### Rubrics for Family and Community Engagement Standard 4

**Standard 4: Advocating for Each Child and Youth** Families, schools, and community respect and value the uniqueness of each child and youth and are empowered to advocate for all students to ensure that they are treated equitably and have access to high quality learning opportunities.

<i>Indicators</i>	<i>Level 1: Initiating</i> <i>Basic level of development and implementation</i>	<i>Level 2: Progressing</i> <i>Functioning level of development and implementation</i>	<i>Level 3: Excelling</i> <i>Highly functioning level of development and implementation embedded throughout school practice</i>
<b>Helping families understanding how the school and district operates and the rights and responsibilities of parents under federal and state laws</b>	The school distributes information to all families, in a language they understand, about their children’s educational rights and how the school and district operates, including its mission, goals and organizational structure.	The school, parent group and community jointly develop and disseminate information through various media and multiple venues, to all families about the school, its policies and procedures as well as children’s educational rights, parent involvement opportunities, and required mandates in state and federal programs.	The school, parent group and community work together to organize parents to help other parents understand how the school operates and how to exercise their rights under state and federal education laws.
<b>Developing families’ capacity to be effective advocates for their children and to engage in civic advocacy for student achievement</b>	The school distributes information to all families, in a language they understand, about procedures for how families can get questions answered and concerns addressed about their children’s education.	The school, parent group and community collaborate to collect and disseminate information through various media and multiple venues, to all families about advocacy strategies and techniques, political issues and local community concerns affecting education.	The school, parent group and community work together to establish school policies and procedures that support and promote parents as advocates and active partners in decision-making at the school.
<b>Learning about resources to support student achievement leading to college and career readiness</b>	The school distributes information to all families and students, in a language they understand, about academic and vocational programs available in the school, such as tutoring programs, after school enrichment classes, Advanced Placement courses, summer programs, etc.	The school, parent group and community collaborate to develop and disseminate information through various media and multiple venues, to all families about available programs and resources, both in the school and in the community, for academic and vocational support and enrichment.	The school, parent group and community collaborate to create a family resource center that is accessible to all families and provides information about services that support achievement, makes referrals to academic and vocational programs and helps plan family, school and community events and programs.
<b>Helping students and families make smooth transitions and ensure that</b>	The school offers information and resources to all families and students, in a language they understand, about	The school and parent group provide orientation programs to help students and families prepare for the next	A comprehensive program is developed jointly by the school and parent group to help families stay connected and remain

<p><b>Indicators</b></p>	<p><b>Level 1: Initiating</b> <i>Basic level of development and implementation</i></p>	<p><b>Level 2: Progressing</b> <i>Functioning level of development and implementation</i></p>	<p><b>Level 3: Excelling</b> <i>Highly functioning level of development and implementation embedded throughout school practice</i></p>
<p><b>students are college and career ready</b></p>	<p>transitions from one grade to the next and about the educational options and post-secondary opportunities available in the school and community.</p>	<p>grade level or school. The school and parent group provide programs to help students and families make informed decisions that connect career interests with academic programs.</p>	<p>involved as their children progress through school. Partnerships are created between the school, local colleges and universities, and community businesses to expand opportunities for career exploration and preparation.</p>

**Parent and Community Education and Involvement Advisory Council  
Rubrics for Family and Community Engagement Standard 5**

**Standard 5: Sharing Power and Responsibility** Families, school staff, and community partners have equal access, voice and value in informing, influencing, and creating policies, practices, and programs affecting children, youth and families.

<b>Indicators</b>	<b>Level 1: Initiating</b> <i>Basic level of development and Implementation</i>	<b>Level 2: Progressing</b> <i>Functioning level of development and implementation</i>	<b>Level 3: Excelling</b> <i>Highly functioning level of development and implementation embedded throughout school practice</i>
<b>Ensuring that all stakeholders have a voice in all decisions that affect children</b>	Schools and the school district develop a formal needs assessment and identify parent groups, local businesses, community agencies, and other community groups that have a vested interest in improved school performance and budgetary, curricular and policy decisions.	Using a formal needs assessment schools and the school district initiate meetings with families, parent groups, local businesses, community agencies, and other community groups to inform them of budgetary, curricular and policy decisions.	Using a formal needs assessment the individual schools and the school district plan meetings with families, parent groups, local businesses, community agencies, and other community groups to discuss, plan, and implement budgetary, curricular and policy decisions. Meetings are held in convenient locations and at convenient times.
<b>Developing effective parent engagement groups that represent all families</b>	Existing parent organizations identify the current status of parent engagement and identify under represented groups.	Under-represented groups are identified and encouraged to become partners in the improvement of school performance.	Under-represented groups are actively solicited and trained to be effective participants in the improvement of school performance.
<b>Developing parent leadership</b>	The school district recognizes the need for informed and skilled parent leaders. It begins to identify necessary skills and develop plans to implement training	The school district provides leadership training for parents.	Schools and the school district provide leadership training for parents. Members of under represented groups are actively solicited for training.
<b>Connecting families and schools to local officials</b>	Parent and community groups recognize the importance of developing close ties with local elected officials.	Officials are encouraged to respond to position papers generated by parent and community groups regarding improved school performance.	Elected and appointed officials are personally invited to share their views and respond to position papers generated by parent and community groups regarding improved school performance.

**Parent and Community Education and Involvement Advisory Council  
Rubrics for Family and Community Engagement Standard 6**

**Standard 6: Partnering with the Community** Families and school staff collaborate with community partners to connect students and families to expanded learning opportunities and community services in order to support achievement and civic participation.

<i>Indicators</i>	<b>Level 1: Initiating</b> <i>Basic level of development and implementation</i>	<b>Level 2: Progressing</b> <i>Functioning level of development and implementation</i>	<b>Level 3: Excelling</b> <i>Highly functioning level of development and implementation embedded throughout school practice</i>
<b>Linking to community resources</b>	School staff and the parent group and/or the school site council collect and make available information for families about community resources.	School staff determines families' needs and works to identify community resources to match those needs. The school staff shares information with families.	School staff and school volunteers (and a paid parent liaison, if one is in place) use the school's family resource center as a place to inform families about services, make referrals to programs, and help with follow-up.
<b>Partnering with community groups to strengthen families and support student success</b>	The identified organized parent group and/or school site council is aware of local community agencies and posts notices of their events and services in the school.	School staff and the parent group and/or the school site council reach out to community organizations to explore service provision to some of the school's children and families. School staff also reach out to businesses to solicit donations (of services or human resources) and/or sponsorship of events.	Community and business representatives work with school and parent leaders to assess the school community's needs. They then develop partnerships and programs to support student success and align with school (and district) priorities. Together, the school and its partners find creative solutions to funding and staffing needs. These relationships are formalized with memoranda of understanding.
<b>Turning the school into a hub of community life</b>	The school building is open for use by outside groups in the evenings and weekends.	School facilities such as the computer lab, library/media center, classrooms, and gym are open year-round for broad community use. School families and the surrounding neighbors (seniors, etc.) participate in the programming offered by outside agencies.	The school offers resources and activities for the whole community, drawing on community agencies, organizations, and other educational institutions. The school is open extended hours for use by outside groups to provide services and educational opportunities to the school's families and the community.





**June 2012**

**Parent Center Activities**

**PARENT/GUARDIAN CENTER:**

1. First opened in January of 2012.
2. It boasts books, materials, brochures for parents and guardians.
3. It has toys, books, and arts materials for children
4. We have been using the above during meetings with parents and their children.
5. We have been making phone calls (in both, English and Spanish) to hear parents' opinions and to invite them.
6. Support for parents/guardians is also visible on our website.
7. We have been posting key information for parents on our website, ex. number 211 and more.

**APPLE: AMHERST PARTNERSHIP FOR PARENTS LEARNING ENGLISH**

1. Started in the fall of 2011 and runs all year
2. Conducted weekly ELL lessons for parents/guardians on Monday evenings (7:00-8:30 p.m.)
3. Utilized the Parent Center, the PD Center, Cafeteria

4. Received donations from Whole Foods, Henion Bakery and Starbucks
5. Focus of the lessons was on the school support for children
6. Was run largely by bilingual volunteers
7. Built a community, an ELL library ( donated) and a set of lessons
8. Children played and did homework under the watchful eyes of trained volunteers.
9. Presented the project at MATSOL

**MONTHLY PARENT/GUARDIAN CAFÉ**

1. Monthly meetings (every second Monday; 7:00-8:15 p.m.) in the PD and Parent Centers
2. Conducted discussions, showed films and listened to parents/guardians' concerns
3. Many volunteers helped; Spanish language was always available
4. Parents borrowed films and books.
5. Healthy snacks for all were served from donated foods (see above).
6. Homework support and childcare was always available (see above).

**TITLE: OMBUDSPERSON****Primary Function:**

The primary function of the District Ombudsperson is to ensure that all members of the Amherst-Pelham Regional School District community receive fair and equitable treatment in matters of concern or complaint.

When established, formal procedures have failed to result in resolution, the Ombudsperson serves as an independent, impartial, confidential resource to assist parents and community members in resolving complaints, conflicts and other school-related issues. The Ombudsperson is a designated neutral party who listens, answers questions, receives and provides resources and information, suggests referrals, and helps individuals develop options to resolve concerns and conflicts.

An important function of the District Ombudsperson is to assist individuals seeking problem-solving information. The District Ombudsperson helps individuals become familiar with policies and procedures that may solve particular problems and specific concerns. The Ombudsperson may be consulted when a problem arises in order to define the correct procedure for initial conflict resolution. The Ombudsperson should be consulted only after students, parents and community members have sought resolution to school-related issues at the building level, following proper procedures, and when mutually agreed resolution remains dissatisfactory and believe the formal process has failed.

**Performance Responsibilities:**

The Ombudsperson performs the following:

- Endeavors to solve problems in a confidential matter within the context of negotiated contracts
- Serves as an impartial resource to families and individuals by providing guidance about how to solve problems at the initial stage
- Provides guidance to families and individuals when complaints have exhausted the complaint process and results are not satisfactory
- Assists families and individuals in clarifying issues and generating options for resolution
- Serves as a District resource by providing the tools for effective issue resolution
- Listens to requests for information and provides referrals
- Conducts informal interventions and mediations

The Ombudsperson does not:

- Address employee grievances or non-school related issues
- Participate in formal litigation or grievances
- Create or change District policy
- Breach confidentiality
- Act without permission from parents or individuals who seek assistance
- Conduct formal investigations
- Influence a decision or the implementation of recommendations made as a result of a formal investigation

**Reports to:** Superintendent of Schools

## **Educator's Handbook**

This year, the district implemented a software program called 'Educator's Handbook' to track discipline offenses in all of our schools. Teachers, deans and administrators are able to enter offense information and consequences using this very user-friendly program, and we are excited about the data we are able to track with it. Educator's Handbook gives us the ability to track progress over time and to develop understanding of discipline trends by locations, times, grade levels, and more. This information will allow us to enhance our prevention work in order to strengthen our practices.

### Most Frequently Referred

Student	Total	Last
	42	May 18
	34	May 17
	30	May 23
	29	Mar 7
	26	Jun 5
	25	Jun 6
	25	Jun 4
	23	May 29
	22	Jun 1
	21	May 18

### School Summary

40% of enrolled students have 1 or more referrals

18% of enrolled students have 3 or more referrals

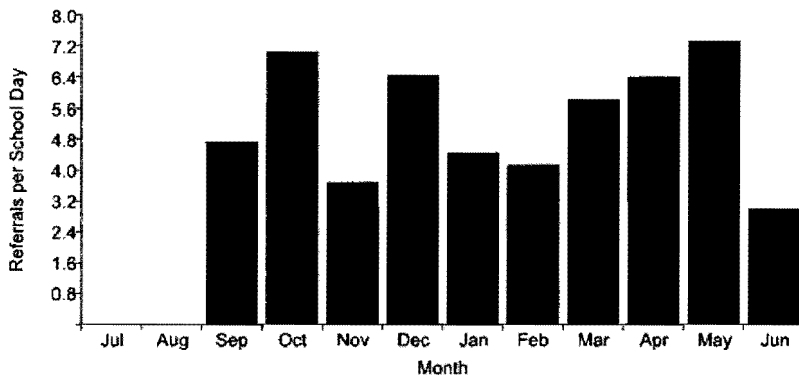
947 referrals

6 referrals per day

### Offense Distribution

- 21a. Insubordination o... 27% (220)
- 18g. Rude disrespectfu... 14% (110)
- 20a. Un excused absenc... 14% (110)
- 23d. Disruptive behavi... 13% (109)
- 21b-c. Leaving class w... 7% (53)
- More...

### Referral Trending



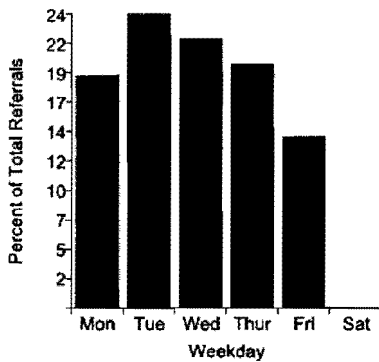
### Classroom

- 61% (554)
- Hallway 14% (126)
- Vela 7% (67)
- Physical Education 6% (51)
- Lunchroom 3% (27)
- More...

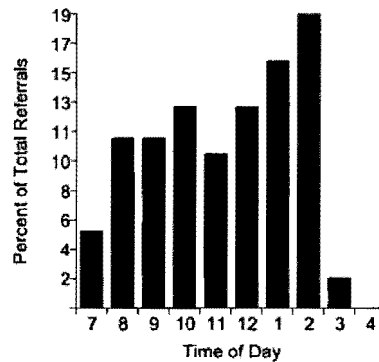
### Action Distribution

- Lunch Detention 35% (328)
- Detention 30% (285)
- Verbal Warning 10% (90)
- In-School Suspension 7% (67)
- Out-of-School Suspension 6% (54)
- More...

### Weekday Analysis



### Time Analysis



## Discipline report for this school's most frequent offenses.

### Most Frequently Referred

Student	Total	Last
	11	Mar 2
	10	May 16
	10	Apr 11
	7	May 29
	7	Apr 27
	6	May 14
	5	May 29
	5	May 7
	5	Dec 7
	5	Nov 15

### School Summary

19% of enrolled students have 1 or more referrals

6% of enrolled students have 3 or more referrals

220 referrals

1 referral per day

Instructional cost:  
23.8 days

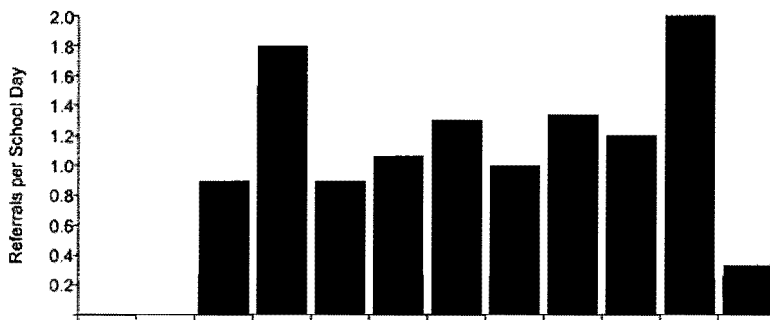
### Location Distribution

Classroom	72% (154)
Hallway	9% (20)
Physical Education	7% (15)
Music	3% (7)
Field Trip	2% (4)
More...	

### Action Distribution

Lunch Detention	39% (86)
Detention	36% (79)
Verbal Warning	6% (14)
In-School Suspension	6% (13)
Out-of-School Suspension	3% (7)
More...	

### Referral Trending



# THE AMHERST, PELHAM & AMHERST-PELHAM REGIONAL PUBLIC SCHOOLS

*Serving Amherst, Pelham and the Amherst-Pelham Region*

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Dr. Susan Kennedy Marx  
Social Justice Professional Development to the Superintendent

June 12, 2012

Superintendent Maria Geryk & Amherst-Pelham Regional School Committee  
c/c: Dr. Marta Guevara, Direct of Student Achievement and Accountability

Dear Superintendent Geryk & Amherst-Pelham Regional School Committee,

**Regarding Social Justice Professional Development for Year#3 Teachers:  
Update Attachments: Executive summary and overview graphic**

“Excellence with Equitable Outcomes for All” is the Professional Development sequence that I’ve prepared for the districts’ implementation in 2012-2013. Planned for Year #3 teachers, it is the focus of the detailed update that follows.

The content and anticipated outcomes of the Social Justice Professional Development sequence are overviewed in the executive summary, highlighted in the accompanying graphic and articulated in more detail in the letter that follows. The plan I developed is an 18 hour, 6 module sequence of targeted trainings that spans the third, non-professional teaching status year. Each module was developed so that another set of experienced multicultural facilitators and trainers can implement it and so continue to move the work along as you’ve envisioned. Modules One through Six are detailed along with relevant, shared reading. (The sequence is available electronically and in hard copy with the Superintendent.)

“Excellence with Equitable Outcomes for All” represents an up to date focus on teaching and learning for a globally representative, public school community. The essential importance of maintaining capacity and growth mind-sets (both as teachers and as students) along with the ongoing development of highly effective instruction (assessed normatively across time), sits at the cornerstone of this yearlong work. Dr. Rossi Ray-Taylor’s call for “Full Access, Participation and Benefit” (2010), Superintendent Geryk’s leadership work with the District Instructional Leadership Team (DILT) and with the University of Massachusetts School of Education and so Dr. Woodland on a model for collaboration and Fundamental Instructional Practices (2010-current) and Dr. Guevara’s Equity Report (2011) and community-wide work with Dr. Ferguson (2012) inform the content and prioritized implementation. With this plan, we explicitly acknowledge that professional, good intentions for equitable student outcomes are insufficient. Our student-centered intents must be transferred to systemic, positively

impacting instructional actions that reliably result in broad-based, equitable opportunities. Across the third year, each teacher then develops (and revises while interacting with new knowledge) an Action Plan tied to specified curriculum content, gaining feedback while collaborating with colleagues.

The Professional Development sequence builds on decades of contributions by multicultural educators and leaders whose unwavering commitment to equity and the celebration of diversity remains nonnegotiable. The Becoming a Multicultural School System Institutional Standards (BAMSS) set the bar high for anti-racist/anti-bias district policies and practices that made efforts purposeful and actions transparent. For over two decades (1992-2005), BAMSS was the system's benchmark for socially just school progress. In 2005, about 100 teacher leaders collaborated to build The Social Justice Commitment under the direction of veteran educator, Roger Wallace. Based in the work of James Banks, Lawrence Kohlberg, Beverly Daniel Tatum and Sonia Nieto, The Social Justice Commitment guided instruction at the intersection of child development, critical multicultural education and participatory leadership for change. That impacting template remains a "work in progress." The Rossi Ray-Taylor Report (2010), The Equity Report (2011) and Ron Ferguson's Social Movement: Towards Excellence with Equity have moved our collective work for social justice forward again.

We remain poised to make a real change for our global citizenry through excellent public schooling. It requires all the elements that are highlighted on the visual attached. It also requires a collective willingness to embrace and take responsibility for the gap that continues to be represented in our students' outcomes. Accountability to our students requires both "bottom up and top down" leadership.

It would be ill advised to think there are "broad brush answers" or that professional development delivered on its own results in fair and equitable growth mind-sets and highly effective, differentiated instruction. The answer lies in the collective attention of each one of us in the work that we do, individually and collectively. One professional development sequence, well taught and well placed in the lives of entering teachers can and often does make a difference. However, the achievement disparities are broad and deep, particularly notable in a community that really cares about fair and equitable student outcomes. The disparate outcomes and expressed caring make our efforts and actions especially urgent at this time.

Together, we will continue to learn, grow, reflect and correct our biases and collectively assume both the challenge and the opportunity to improve students' outcomes in our system. Collective professional analyses, learning and purposeful, collaborative action is not negotiable in a school system committed to all its learners and to its surrounding community.

Respectfully,

*Susan Kennedy Marx*

Susan Kennedy Marx, EdD  
Social Justice Professional Development for the Superintendent

## EXECUTIVE SUMMARY

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### EXCELLENCE with EQUITABLE OUTCOMES:

*A six module, 18 hour, professional development sequence developed for Year #3 (non PTS) teachers, in the Amherst Regional Public Schools*

The sequence merges pivotal critical multicultural theory and current district visioning for excellence in instruction. Highlighting “Mind-Sets” (C. Dweck) and “The Cycle of Inquiry” (R. Woodland), purposeful objectives are articulated. Each teacher who successfully completes the sequence has reliably attended each session, completed all associated readings, journal entries, small group collaboration and developed an Action Plan for application in the following year.

### Six Module Overview

#### **Introduction**

- What are our goals for the sequence and how will we know if we’ve met them?
- Our district’s Social Justice “history informs the present.”
- What makes “the I in relation to the Other” important to purposeful actions?

#### **Language and Action Plan**

- The Social Justice Commitment Glossary guides communication.
- How does Social Justice intersect with The Fundamental Instructional Practices?
- English Language Learners: A model for inquiry regarding instructional benefit.

#### **Mind-Sets (Part #1)**

- What are the linkages between excellent instruction and the mind-sets both teachers and students hold?
- *All Learners*: Research, video clips and practice for instructional applications for full “Access, Participation and Benefit.”

#### **Mind-Sets (Part #2)**

- We are moving from beliefs and good intentions to measurable actions.
- How are Understanding by Design, collaboration as defined by Professional Learning Communities at Work, The Skillful Teacher and Response to Intervention informing alignment towards socially just, educational goals?
- The Rossi-Ray Taylor Report: Recommendations and applications to practice

#### **Dialogue Across the Intersecting Terrain of Difference**

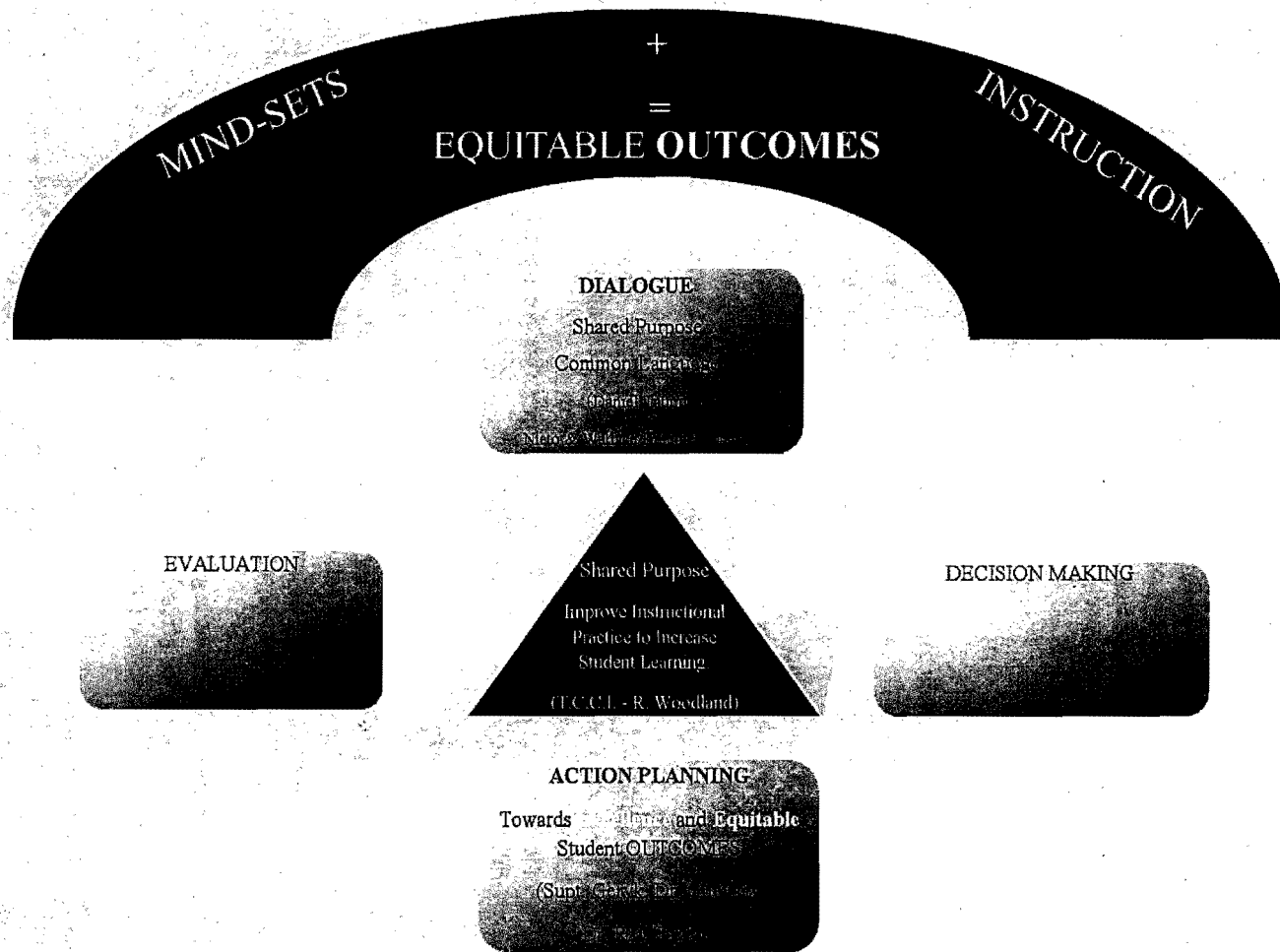
- What’s essential for effective dialogue towards shared, equitable actions?
- What is significant to each participant’s re-visioning of his/her Action Plan?

#### **Action Plans and Next Steps**

- Participants share Action Plans and describe how they’ll assess progress.
- Each participant identifies a colleague who is available for ongoing collaboration.
- An overview of the sequence is summarized by the presenter.
- Participants evaluate the facilitated training summatively as the course concludes.



# Social Justice Professional Development for Year #3 Teachers



*1992	*2005	*2010	*2011-2012
BAMSS	The Social Justice Commitment	Access, Participation, BENEFIT (Ray Taylor Report)	Equity Report & EXCELLENCE With Equity