



Leading for Equity Professional Learning Communities (PLCs) Opportunities for SY 19-20

**For site or department teams seeking to further their equity professional development*

Logistics for All Leading for Equity PLC Series

**Is your site or department interested in prioritizing equity work?
Consider joining a *Leading for Equity* PLC!**

Commitment:

- Create a “*Leading for Equity Leadership Team*” for your site or department
- Attend a monthly 2 hour paid PLC with other participating sites/depts (Oct-May)
- ***Note:** The “*Facilitating for Equity*” PLC will have different requirements than those listed above. This PLC also accepts individuals (not just teams).

Participants: Ideally a team of 4-5 (can be an all-educator team or an educator-admin team)

Date/Time: Eight “Leading for Equity” PLC meetings (Oct-May) of 2 hours each (4:30-6:30 pm)

Participating teams within PLCs will select their implementation plan from these options:

- **Implementation Model:** Team implements a similar monthly PLC (minimum of 1.5 hours, ideally 2 hours) at their site/dept. for a consistent group of some or all staff (Nov-Apr).
- **Learning Model:** Team attends as learners only for the first 5 sessions. After that, team is expected to design and facilitate a 3-part PD series to lead spring semester at their site/dept.

****Support** will be available to help your *Leading for Equity Leadership Team* design PDs. Participants are paid extended hours to attend the cross-site PLC.

Interest Form: Complete [Leading for Equity Interest Form](#) ASAP

We will accept teams on a rolling basis beginning **May 15, 2019** through **August 26, 2019**. Notification of acceptance will also be rolling, ending Aug. 30, 2019.

Questions: For more information contact Nora Houseman, HousemanN@sfusd.edu, 415-265-6960 or Don Frazier, FrazierD@sfusd.edu (Professional Learning & Leadership Team in C&I)

[Confirmed PLCs include \(click for more details\)](#)

- The Skin I’m In: Looking Inward on Racial Equity
- Culturally Responsive Practices: Impacting student outcomes and transforming student experience
- Facilitating for Equity

PLC Opportunities

Culturally Responsive Practices: Impacting student outcomes and transforming student experience

This PLC is designed for teams interested in building culturally responsive practices within their sites - including teaching practices, student support and intervention practices, behavioral and social-emotional practices, and leadership practices. Drawing heavily on the work of Zaretta Hammond, this PLC will explore current brain science, the impacts of trauma on learning, and culturally responsive practices within the classroom and the larger school. Participants will build competency in identifying, assessing, and addressing site equity gaps, with a heavy emphasis on culturally responsive teaching.

Facilitating for Equity

This PLC is designed for individuals or teams of teachers interested in learning how to design and facilitate meetings for their colleagues that are grounded in equity. Designing a successful adult learning experience requires facilitators to do much more than check off a series of agenda items and tasks. Through this PLC, participants will explore how to shift adult culture towards creating “brave space” and the conditions necessary for educators to examine their own identities and roles through the use of equity centered frameworks, protocols and routines. This PLC is designed to support teacher leaders who want to move beyond the talk, and embody and lead through and toward equity.

Humanizing Pedagogy: Fostering Equity-Centered Learning Spaces

This PLC is designed for individuals or teams interested in developing ways to nurture the evolving socio political sensibilities of students as they are the architects and active participants in their own becoming. Humanizing pedagogy is the process of *becoming* a whole person, for student and educator. *Becoming* a whole person occurs through the process of examination, action, and reflection on interactions, behaviors and structural forces that inhibit the liberation of distressed groups within a given context. In this PLC, attendees will learn ways to foster equity-centered learning spaces rooted in liberation discourse, and through the cyclical process of theory, action, discovery, and reflection.

Making Student Thinking Visible: CRT in Practice

Making Student Thinking Visible explores the work of CRT in unit and daily lesson planning and implementation. Participants will get to know the work of John Hattie and Ron Ritchhart, utilize the “Cultures of Thinking” framework to analyze their own schools and classrooms, explore the “Visible Thinking” and “Agency by Design” tools through Project Zero, experiment with the CRT unit/lesson framework, and engage in ongoing cycles of inquiry to make each student’s thinking visible and valued within the classroom setting.

Decolonizing The Classroom

Colonized learning environments perpetuate dehumanizing practices and beliefs that devalue the knowledge students of color acquire by way of their familial histories and personal lived experiences. Decolonizing The Classroom pertains to challenging dominant values of capitalist society, and explicitly recognizing how structural, political, and interpersonal events noticeably affirm Indigenous and Original peoples’ lived experiences within a given context. This PLC is designed to help educators challenge ahistorical narratives, highlight the perspectives of Indigenous and Original thinkers, and remove elements that perpetuate colonial mindsets, values, and beliefs within the immediate context of learning spaces (i.e. classrooms, offices, hallways, etc.).