

ESTF Meeting #1 Agenda
January 29, 2024

Present: Kristen Higgins, Al Vallecillo, Justin Young, Elaine Quit-Quit Palmer, Phoebe Girimonte, Delia Garcia, Humberto Jimenez, Shantillia Tidwell, Floyd Shimamura, Rob Coman, Valerie Whitworth, Heather Maggenti, Robert Maggenti, Marcella Heredia, Jessica Williams, Emily Kramer, Kristen Trott, Rody Boonchouy, Erika Ceja, Claudia Covarrubias, Veronica Alvarado

| Agenda Item (Ítem de agenda) | Time (Tiempo) | Details / Activity (Detalles / Actividad) | Minutes (Minutos) |
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| Intro (35 min) | 15 min | Welcome, Purpose, ESTF Overview Board Presentation slides (Rody) Driving Question, Land Acknowledgement <i>(Bienvenido, Propósito, Descripción general de ESTF Diapositivas de presentación en tablero (Rody) Pregunta de conducción, reconocimiento de tierras)</i> | Facilitator, Kristen Higgins, framed the purpose of the ESTF; to ensure the course development process is informed by community input. <i>(La facilitadora, Kristen Higgins, explicó el propósito del ESTF; para garantizar que el proceso de desarrollo del curso se base en los aportes de la comunidad.)</i> |
| | 10 min | Who's in the room? - Community Circle <i>(¿Quién está en la habitación? - Círculo comunitario)</i> | Members of the Task Force introduced themselves and shared their interest in the work (i.e. What do you hope to gain? What do you hope to contribute?) <i>(Los miembros del grupo de trabajo se presentaron y compartieron su interés en el trabajo (es decir, ¿qué espera obtener? ¿Qué espera contribuir?).</i> |
| | 10 min | Land Acknowledgement (Reconocimiento de Tierras) | ES is a people and place based discipline. The TF participated in a Land Acknowledgement, recognizing that this group gathers on indigenous land and honoring the Tribal stewards of the region. <i>(ES es una disciplina basada en personas y lugares. El TF participó en un Reconocimiento de Tierras, reconociendo que este grupo se reúne en tierras indígenas y honrando a los administradores tribales de la región.)</i> |

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| <p>What is ES? (75 min) ¿Qué es ES?</p> | <p>5 min</p> | <p>What is ES?</p> <ul style="list-style-type: none"> - Discuss with a partner - Whole-group share out <p>¿Qué es ES?</p> <ul style="list-style-type: none"> - <i>Discutir con un companero</i> - <i>Compartir con todo el grupo afuera</i> | <p>Dr. Boonchouy offered a review of the local, state, and national context that informs Ethnic Studies course planning. He also provided a historical overview of K-12 Ethnic Studies. <i>(El Dr. Boonchouy ofreció una revisión del contexto local, estatal y nacional que informa la planificación de cursos de Estudios Étnicos. También proporcionó una descripción histórica de los estudios étnicos K-12.)</i></p> <p>The course, which must be at least a semester in length, will become a graduation requirement in California, effective for the Class of 2030 (incoming Freshmen class of 2026). <i>(El curso, que debe durar al menos un semestre, se convertirá en un requisito de graduación en California, a partir de la generación de 2030 (clase de estudiantes de primer año entrantes de 2026).)</i></p> <p>Dr. Boonchouy provided an overview of the research related to Ethnic Studies and how it improves student experiences both academically and personally. <i>(El Dr. Boonchouy brindó una descripción general de la investigación relacionada con los estudios étnicos y cómo mejora las experiencias de los estudiantes tanto académica como personalmente.)</i></p> <p>Dr. Boonchouy discussed the Winters JUSD Graduate Profile and drew the connection between curriculum development and these desired outcomes. <i>(El Dr. Boonchouy analizó el perfil de graduado de Winters JUSD y trazó la conexión entre el desarrollo del plan de estudios y estos resultados deseados.)</i></p> <p>Finally, Dr. Boonchouy shared the lessons learned by other Districts in this work including the importance of teacher authorship, a student-centered focus, local design, quality professional learning, rigorous expectations and scaffolding, community involvement, and balancing the initiative so that the course can evolve over time.</p> |
| | <p>Bio Break (5 min)</p> | | |

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| | 30 min | <p>Jigsaw</p> <ul style="list-style-type: none"> - Read independently - Stand at the poster that corresponds to your # (people will be grouped based on reading) - Discuss the prompt and rotate <ul style="list-style-type: none"> - Summarize your section in 1 sentence! - Potential benefits of ES for students - Potential benefits of ES for community - I hope... - I wonder... - 4 min per poster | <p>Kristen offered jigsaw articles in English and Spanish. She offered direction that each participant will read a two-page section from the ES Model Curriculum to build a shared understanding of what ES is and is not. Participants will take notes as they read and identify main ideas, benefits to students, benefits to our community, hopes, and questions.</p> <p>Participants annotated their articles and then authored “Ethnic Studies is...” post-its. They shared their sentences with other participants before posting them together.</p> |
| | 15 min | <p>Gallery walk and debrief</p> <ul style="list-style-type: none"> - Review the posters and consider what resonates/excited and questions you have - Thoughts, new ideas, questions <p>Group Share-out</p> <ul style="list-style-type: none"> - What stood out to you? Themes? Patterns? - Address the items marked for further discussion | <p>Participants engaged in a gallery walk and added to other groups’ posters. They then added green dots (themes/main ideas) and blue dots (questions/topics for further exploration)</p> <p>Themes:</p> <ul style="list-style-type: none"> Confronting systems of power Talking about hard topics Collaborative partners Empathy toward others Intergenerational relationships and learning Healthy community growth Student justice and equity Increasing inclusion/cultural knowledge Develop skills for critical convos/thinking Strong sense of student identity/place origin Student voice and engagement Culture of inclusion Changes the narrative and empowers students <p>Questions:</p> <ul style="list-style-type: none"> What does the research say? Double helix: holistic humanization and critical consciousness? How prepared are we to manage conversations re: systemic racism? |

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| | | | What teacher training will be needed? |
| Optimistic Close (10) | 10 min | <p>Closure:</p> <ul style="list-style-type: none"> - Consider your take-aways - Opportunity to share out (if time) <p>Next Steps</p> | <p>Whole Group Debrief (Themes, Phrases that surprised you or intrigued you, General feelings, Points for further discussion)</p> <ul style="list-style-type: none"> - Question - What will it look like to have a community-wide discussion? How can we prepare to ensure this is a positive and inclusive process? - Theme - Important for students to feel accepted and to have an inclusive narrative - Question - How do we create a safe and welcoming classroom community where students can have meaningful conversations? - Theme/Idea - This course will only be as effective as the person who is instructing it. What if it was a freshman requirement and a senior elective (i.e. peer facilitator/community-based)? What if it was taught by a team of teachers? - Theme - Intergenerational relationships and learning - Theme - Student community is broader than their home and where they live (i.e. California and other regions linked to their identity) - Theme - Community of educators. - Hope - That the course brings people a stronger understanding of their identity and culture - Question - How do we build the community involvement and encourage students to step out of their safe area (i.e. be vulnerable, challenge themselves)? - Theme - All people have an ethnic background and most, with the exception of Native Americans, descend from immigrants. - Theme - American History has focused on the immigration history of dominant European cultures and the accomplishments of men. - Question - What are we taught and what are we not taught? - Idea - What if American History were more inclusive and taught a broader |

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| | | | <p>array of stories (comprehensive and reflective of our experiences)?</p> <ul style="list-style-type: none"> - Question - What about all of the histories and stories that won't fit into this model? - Idea - Focus on inclusion - Question - Will there be more electives for students and more languages taught? - Idea - Teacher training will include all teachers and focus on open-mindedness. - Question - How can we ensure that student voices are heard and inform this course development? - Idea - Engage and empower students - Idea - Learn to lead and educate our fellow community members <p>Next Steps</p> <ul style="list-style-type: none"> - Recruit additional student participants - Next Task Force meeting (Who are we?) - February 26, 2024 - 5:00 - 6:30 pm - Reach out to Kristen if you have additional questions or ideas. She will share all materials from today's meeting. - We will share these materials on our website and work to involve our community in this undertaking. |
| | | Photos of ESTF Meeting #1 | Link to Photos |