



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Reimagine Minnesota

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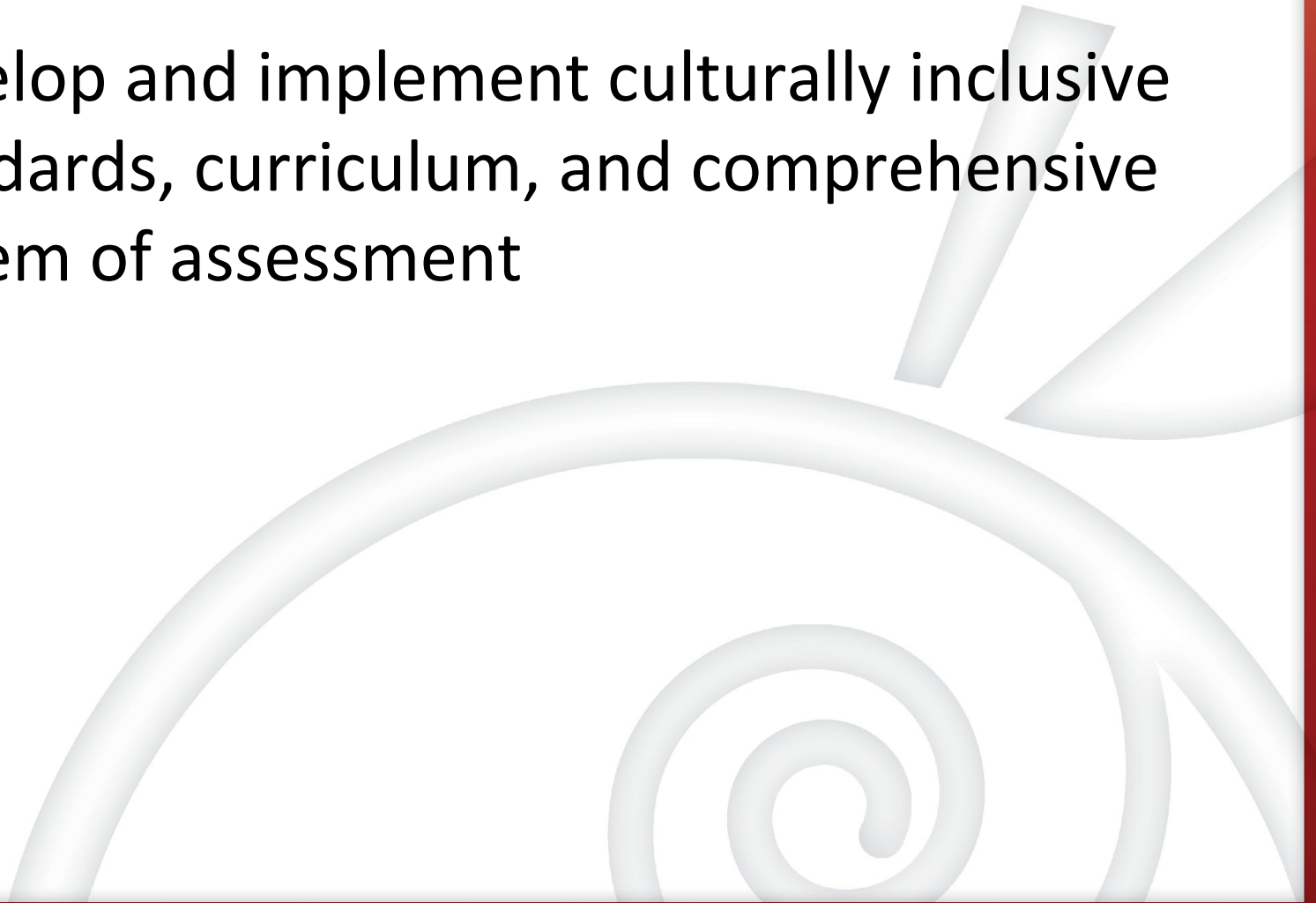
Introduction

Roseville Area Schools' Equity Vision guides our work.

- Student voice
- Development of more inclusive curricula
- Introductions

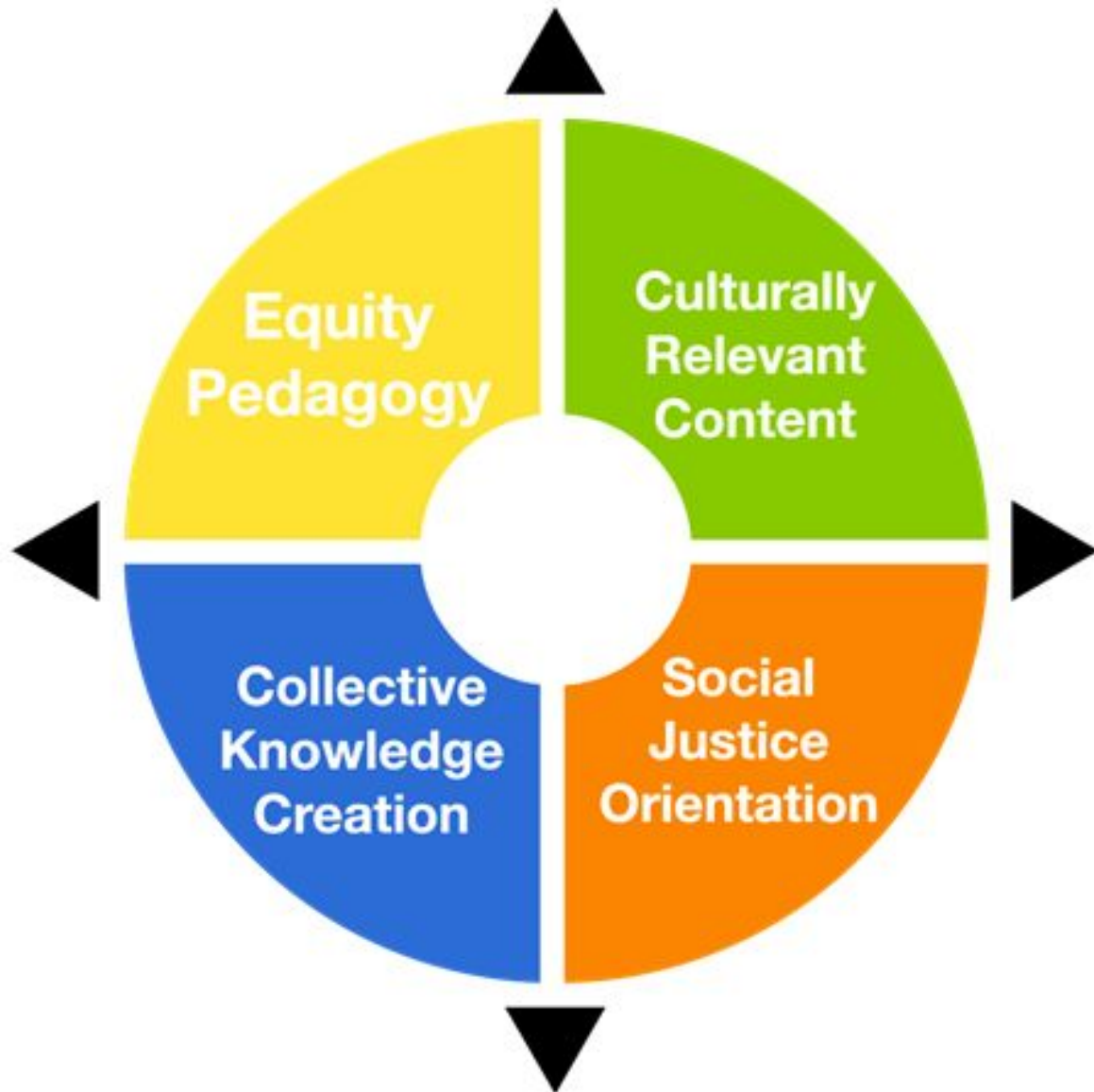
Reimagine MN Strategy C

Develop and implement culturally inclusive standards, curriculum, and comprehensive system of assessment

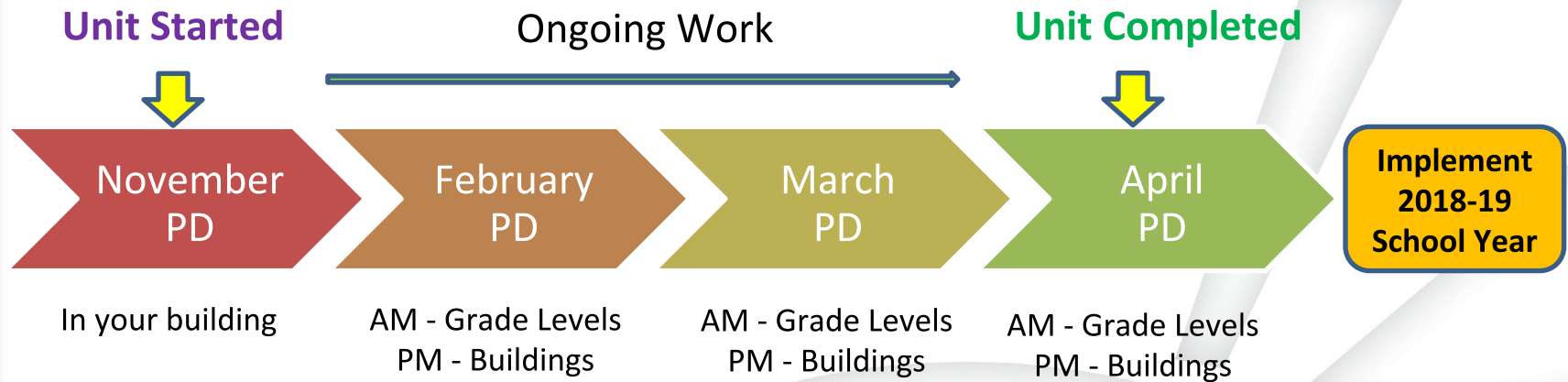


History of Equity/CRCT

Prior to 2005	Gary Howard (Equity Vision)
2005-2008	Decentering White Privilege
2008-2010	Courageous Conversations w/PEG
2010-2013	Developmental Mindset PD
2013-2017	CRCT- Additional to Charlotte Danielson- Domain 5 Focus
2017-Present	Absent Narratives/Inclusive Curriculum and Implicit Bias



Reviewing Our PD Timeline



- Elementary: Each team completes one Social Studies unit by the end of the year
- Saved work becomes a curriculum resource for the future
- Secondary: work in departments and PLCs on their content area
- Impact at the student level – honoring our commitment to respond to student concerns

Roseville Area High School Sample Lesson

World Studies Unit: 9th Grade Lesson:
The Impact of Trans-Atlantic Enslavement of
African Peoples and the Creation of Race

Lesson: 13th Amendment and Modern Day
Enslavement

Step #1: Building Beyond Enslavement/Racism

- Individual equity lens
- Expanding equity work
- Knowledge co-construction

How does race impact us still today?

13th Amendment: Ratified December 1865

Lesson: 13th Amendment and Modern Day Enslavement

Lesson Activities:

- Define the 13th amendment (include Jim Crow, today's prison system-- Intro to Michelle Alexander's "The New Jim Crow," Trailer 13th Documentary, Brother Ali lyrics)
- End with a circle/socratic

13th Amendment

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

Step #2: Check Your Implicit Bias

- Enter your work with humility
- Be ready to share your story
- Vulnerability
- Words can empower or victimize
- Race as a social construct creates dominant/master narratives
- Keep changing the lesson through your support, compass & equity mindset

Step #3: Leadership Support

- Equity Mindset
- CRCT Compass empowers teachers
- Administration participates in the classroom
- Supports lessons
- Includes PLC's work on absent narratives using the compass
- Provide resources to support work (SEED, books, training, etc.)

The Impact of Equity Curriculum Work

- Engages students in seeing their narrative
- Students unafraid to talk about race
- Amplified student voice
- Compass
- Equity
- Culturally Relevant
- Knowledge Co-construction
- Social Justice

Questions

The image features a solid red border surrounding a white central area. In the lower right portion of the white area, there is a large, light gray, three-dimensional-looking spiral. The spiral starts as a small circle and expands outwards, forming a large, open, semi-circular shape. The word "Questions" is written in a bold, dark red, sans-serif font, positioned in the upper left quadrant of the white area, to the left of the spiral.

Discussion

- What is your district currently doing to engage in this strategy?
- What are other districts doing that interest you?
- Based on what you heard/learned, what new or additional steps will you take to implement this strategy in your district?