

Summary of EAG Recommendations to the BSD Superintendent

1. Background of subgroup

The membership of this groups includes Myra Arnone, Brooke Garcia, Betty Nhan, Johanna Wong, and Paul Sutton. Our work focused on a review of commitments A (Curriculum and Instruction), D (MTSS/Universal instructional supports), and F (Implicit bias/anti-racist training). The majority of our work this year focused on Commitment A and the associated BSD Policy 2020 and 2020P, specifically how a formalized instructional approach is needed to support the newly adopted equity-focused curriculum adoption process.

We arrived at this decision through various discussions in EAG meetings starting in October. Throughout late Fall, Winter, and early Spring, we had informal and formal conversations with various district and school staff, we participated in student focus groups at Sammamish High School and Bellevue High School in December, 2019, and we collaboratively drafted and revised both our formal recommendations and the supporting materials (see Appendices).

2. Formal recommendations

Our specific recommendations for revisions to BSD Policy 2020 and 2020P include:

- Formalize and establish CRP and CSP as the pedagogical standard across the district. This includes:
 - Adoption of a specific procedure attached to Policy 2020 that defines, describes, and provides rationale for culturally responsive pedagogy (CRP) and culturally sustaining pedagogy (CSP) as the standard for teaching and learning across the district.
- Invest in professional learning around CRP and CSP teaching. This includes:
 - Provide sustained, systemic, and localized professional development at the secondary, middle, and elementary level, for educators and school leaders, to establish a common vocabulary and understanding around what CRP and CSP are and what they look like in practice.
 - Development of focused and sustained professional development provided to the building leadership teams (BLTs), building-level professional learning communities (PLCs), staff, and school leaders on how to implement and enact learnings from BD1 trainings that align with CRP and CSP and practice.
- Establish a rigorous and predictable system of accountability. This includes:
 - Creation of a committee, comprised of district staff, union representatives, classroom teachers, and community members to discuss revision and transformation the district's teacher evaluation system, process, and Daniels Framework to ensure teachers' ongoing adoption and implementation of practices consistent with CRP and CSP.

3. Rationale

While the district has existing policies and procedures in place that help schools and educators align what they teach with more culturally responsive, relevant, anti-racist, or de-colonized texts and curriculum (see BSD Policy 2020 and 2020P), there remains no clear over-arching pedagogical framework that guides how more culturally relevant and sustaining curriculum should or could be taught across the district. We believe the district's embrace of culturally relevant and sustaining pedagogy will have myriad broad and specific impacts on how the district enacts its instructional vision over time. Most importantly, culturally relevant and sustaining practices can broaden the opportunities students of color have to experience the same level of belonging, respect, and success as their White peers.

This recommendation draws from widely accepted educational and sociological research that demonstrates the efficacy of culturally relevant, responsive, and sustaining pedagogy in schools and classrooms. Culturally responsive (Moje, 2015), relevant (Gay, 2010; Ladson-Billings, 1995) and sustaining (Paris, 2012; Paris, 2014) pedagogy and instruction draws from decades of research from critical race theory (Bell, 1980; Guinier, 2004), learning theory (National Academy of Sciences, 2018), and multicultural curriculum design and implementation (Banks, 1993; Banks, 2007). Furthermore, it is situated in a deeply ethical and moral stance that claims, at its core, that teaching is deeply rooted in a pedagogy of care (Noddings, 2012) for all students that positions them as engaged participants, not merely recipients, in their own learning.

The purpose of this recommendation is not to make instruction more uniform across the district but to make instruction more consistently anchored in these substantiated, research-backed pedagogical approaches that are

more closely aligned with the district's current focus on more culturally relevant and responsive curricula and system-wide equity.

4. Supporting materials and/or Appendices

Our supporting materials for our recommendations are as follows:

- Research brief (Appendix A): In this document we provide 1) a review of the relevant research from the learning science and education fields, 2) a generalized list of what the theory looks like in practice, and 3) a list of references, to support our formal recommendations.
- Daniels Framework and CRP/CSP practices (Appendix B): In this document we illustrate the ways culturally relevant, responsive, and sustaining practices align with the Daniels Framework currently used in the district for teacher evaluation purposes.
- Pre- and Post-Observation Questions (Appendix C): In this document, we provide questions school leaders can use to frame pre- and post-observation conversations with teachers. These questions are drawn directly from the practices informed by the educational research.

5. Next steps for implementation of recommendations

On Friday, May 15th, we met with members of the district's Teaching and Learning Team to discuss our recommendations and possible next steps. The following potential next steps emerged from that meeting:

- Connect with the district's team leading the effort to design Professional Development that serves as an extension of the BD1 implicit bias training provided to teachers and staff. The purpose of a potential meeting would be for us to share our materials and thinking with them to help guide their PD design process.

Because our work seems to overlap with myriad initiatives and efforts currently underway across the district, it is our hope that the district will consider formalizing CRP and CSP as the pedagogical standard moving forward in the form of either a procedure attached to Policy 2020 or as a stand alone policy.