

Graduation Equity Webinar

MENTORING EDUCATORS FOR DIVERSITY & INCLUSION



KATIE TAYLOR

Director of Educator Effectiveness, OSPI



BAWAAJIGEKWE BOULLEY

BEST Program Supervisor, OSPI



BROOKE BROWN

Teacher of the Year 2020-2021



KIM BOND

Eighth Grade English Language Arts Teacher, Keithley Middle School Parkland



LAVINEA "LOVI" HARVEY

Elementary School Teacher, Franklin Pierce School District

Register:
bit.ly/GradEq2023-24



January 10, 2023



10:00-11:30am



Washington Office of Superintendent of
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Introduce Yourself in the Chat



Name
Role
District
What you're curious
about today

Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

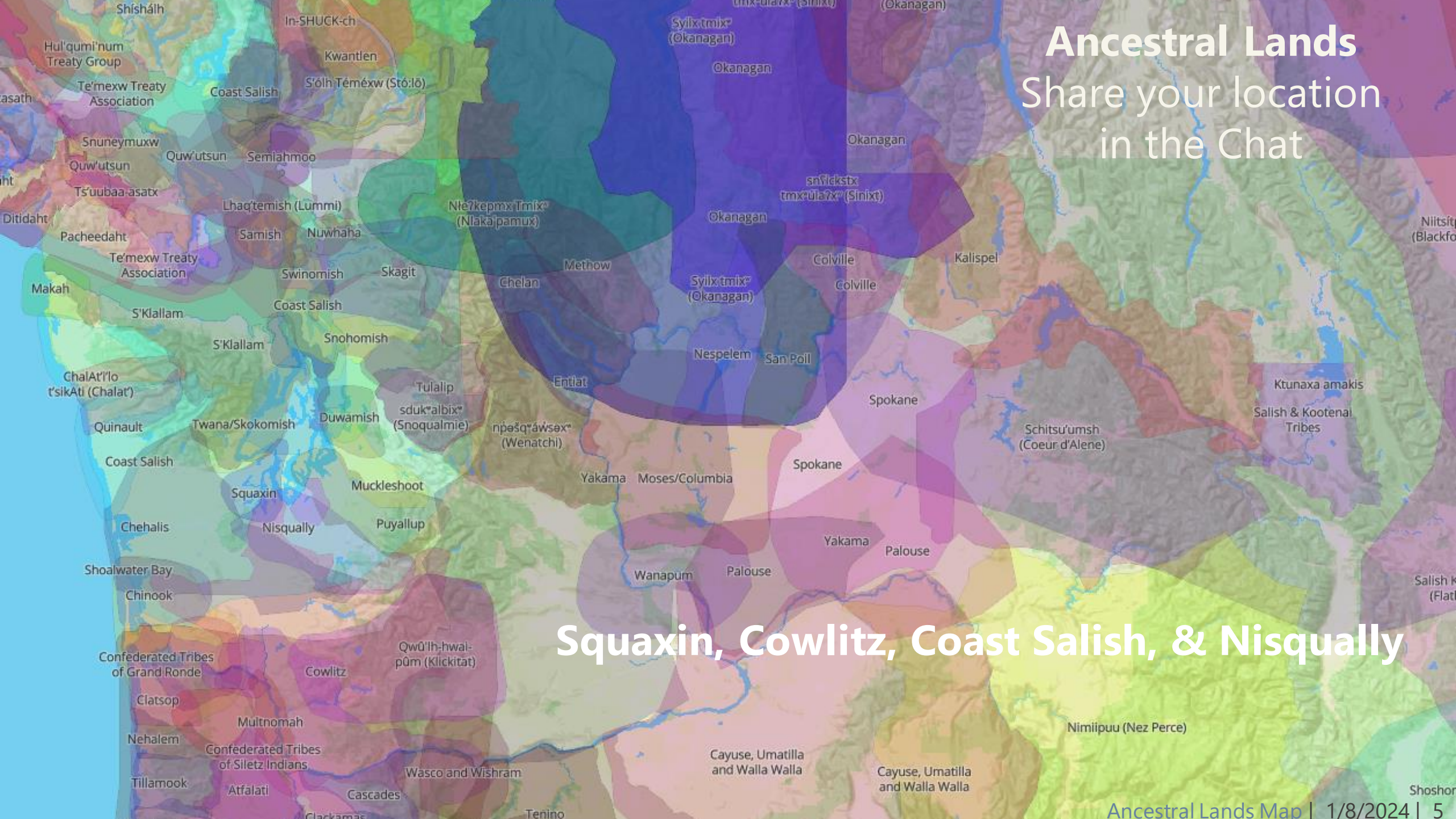
Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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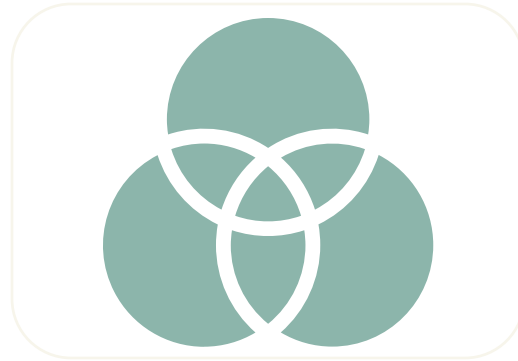
Ancestral Lands
Share your location
in the Chat

Squaxin, Cowlitz, Coast Salish, & Nisqually

Equity Pause



Who will my decision affect?



What is my locus of control?



Which actions will have the largest impact?



What's a step I can take right away?

Objectives

- Learn what practices influence educator **retention**
- Learn **strategies** to support diverse educators with inclusive practices that will impact the culture of your school
- Get **resources** to get started
- Learn about the **NAKIA Academy** structure and get inspired for ways your school or district might learn from their practices



Presenters



Kefi Andersen

System Improvement
Program Supervisor &
Team Lead

OSPI

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Katie Taylor

Director of Educator
Effectiveness

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Bawaajigekwe Boulley

BEST Program Supervisor

OSPI

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Brooke Brown

Teacher of the Year 2020-
2021

babrown23@gmail.com



Questions & Polling 1



Who's here?

- Administrator
- Counselor/
Counselor/Psych/Community
Liaison/Attendance Liaison / Grad
Specialist/ Social Worker
- Teacher
- Para-educator
- Parent/Community
Member/Community Based
Organization
- District Office/ESD Staff/OSPI
- Continuous Improvement Partner or
Teaching Coach
- Other

What grade band do you work with the most?

- Elementary
- Secondary
- Both
- None/NA
- Other

How familiar are you with our topic?

- Very
- Somewhat
- It's new!





Support from OSPI

Responsibility—The Why

Why are you showing up today?

“When we have a reason, we put our heart, mind, and soul into it.”

OSPI STRATEGIC GOALS

OSPI supports and empowers students, educators, families, and communities through equitable access to high-quality curriculum, instruction, and supports. Our shared focus is supporting **all** of our state's learners by providing coordinated, data-driven resources and supports to school districts. At the center of our work are our commitments to eliminating opportunity gaps and to supporting students furthest from educational justice. We are committed to undoing deficit narratives, policies, and practices; and building our knowledge and leadership for anti-racist policy and implementation. To make progress on these commitments, OSPI must conduct agency business differently.

GOAL
1

Equitable Access to Strong Foundations

Increase student access to and participation in high-quality early learning and elementary by amplifying and building on inclusive, asset-based policies and practices.

- Initial Objectives:
- Universal access to pre-K
 - New K-3 literacy focus
 - Universal access to dual language learning by elementary



GOAL
2

Rigorous Learner-Centered Options in Every Community

Provide all students with access to challenging coursework, culturally responsive and anti-racist curriculum, and pathways to graduation and beyond that meet their unique interests.

- Initial Objectives:
- Access to meaningful High School and Beyond Planning for all students beginning in 8th grade
 - Equitable access to dual credit courses
 - Flexibility in the 24-credit graduation requirement, providing for custom-tailored pathways and options



GOAL
3

A Diverse, Inclusive, and Highly Skilled Workforce

Prepare all students with educators who are reflective of our global society by increasing access to a workforce that is diverse, culturally responsive, and racially literate.

- Initial Objectives:
- Access to residency experience for all pre-service educators
 - Educators and school staff that reflect the diversity of the students they serve
 - Opportunities and access to high-quality professional learning for in-service educators



GOAL
4

A Committed, Unified, and Customer-Focused OSPI

Support school districts through consistent, timely, and meaningful funding and supports that center the needs of students. Agency operations are unified in facilitating services and resources in alignment with the commitments in our strategic goals.





NAKIA Academy

Professional Learning Community (PLC)

Created by and for educators of color

Functions in partnership

Statewide representation (mentor faculty and participants)

Paid opportunity (mentor faculty and participants)



Includes Foundational Mentor Academy 101 content plus:

- Community building
- Connection & healing
- Identity
- Imposter syndrome & increasing a sense of belonging





Brooke Brown

2021 Washington Teacher of the Year



Key Practices for Mentoring Educators for Diversity & Inclusion



“

We will not go back to normal. Normal never was. Our pre-corona existence was not normal other than we normalized greed, inequity, exhaustion, depletion, extraction, disconnection, confusion, rage, hoarding, hate and lack. We should not long to return, my friends. We are being given the opportunity to stitch a new garment. One that fits all of humanity and nature.

SONYA RENEE TAYLOR



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Brave New Schools



What dreams do you have for the places you serve and the people you serve and serve with?

Questions & Polling 2



Please respond in the chat

Reflecting on what she had to say in the video, what dreams do you have for the places you serve and the people you serve and serve with?



Who do you learn from?





Questions & Polling 3



Please write your answers in the chat...

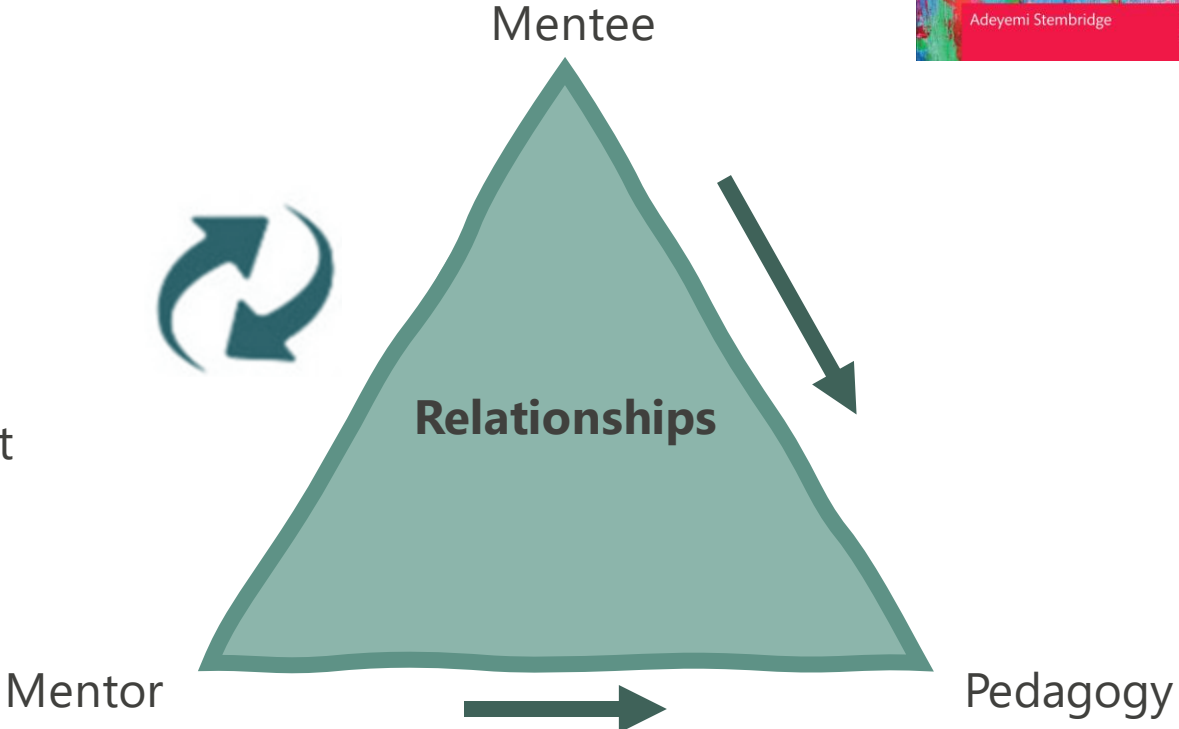
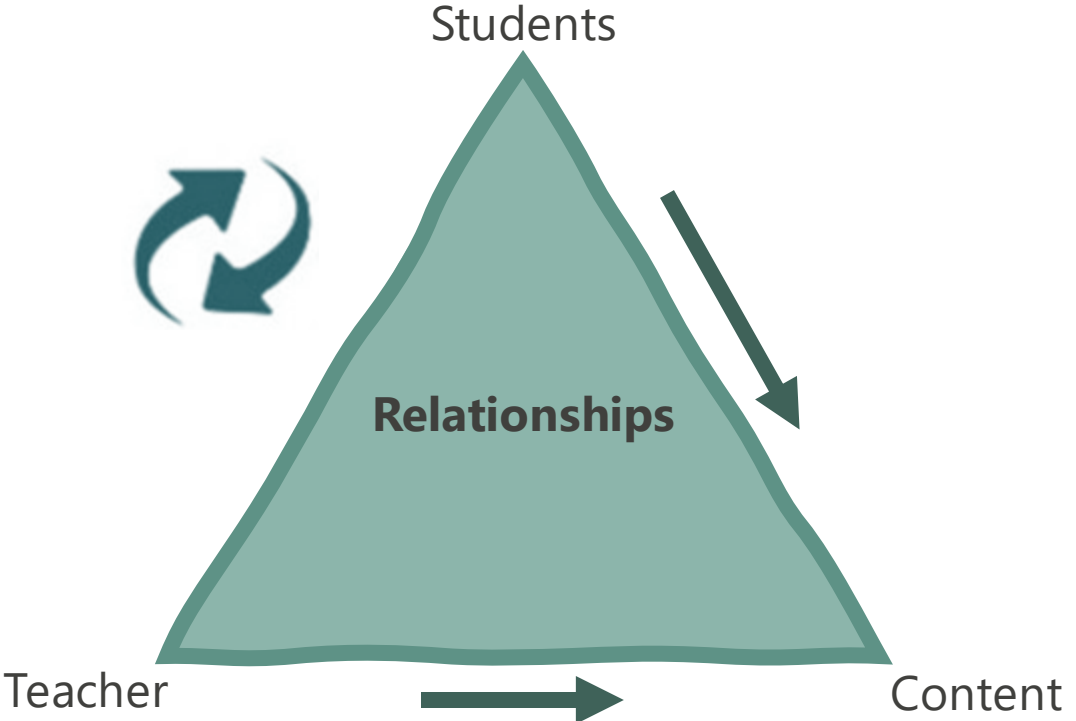
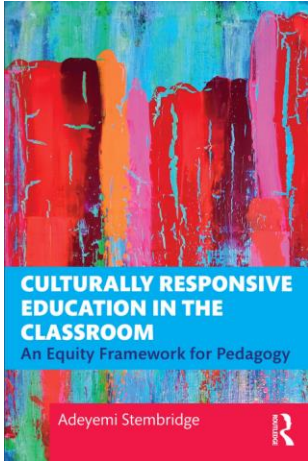
Think about someone who has served as a mentor to you...Then think about the qualities they possessed that helped you to grow

If you haven't had a mentor, what qualities would you want your mentor to have?

My journey with NAKIA...

- My first-year teaching
- Cohort 1-Participant
- Cohort 2 & 3-Facilitator
- District Cohort-Facilitator
- NAKIA District Mentor Facilitator



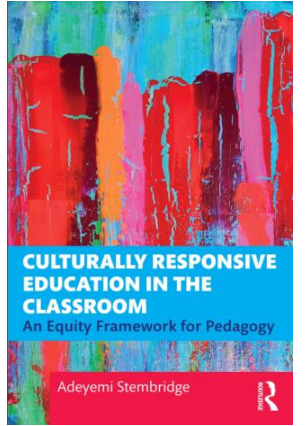


Three elements of responsiveness:

TRUST.

Validation

Care.



“While going through the PDs for NAKIA, I couldn’t help but think how much **it would’ve helped me** when I was a new educator to have a NAKIA mentor.

It would’ve meant so much to have had someone who had **experience as an educator of color acknowledge and validate me** when I felt the effects of the racism inherent in our schools.

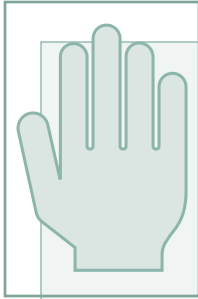
Being an educator is already so very difficult.

Being an educator of color can be even more isolating when those around you **don’t see the problem** with children using the n-word, the **microaggressions** like being called the wrong name, or having someone to help you navigate having a racist student or family.

I hope as there are more NAKIA mentors that educators of color can **feel the support** from their peers so that they may continue to do the best for our many diverse students.”



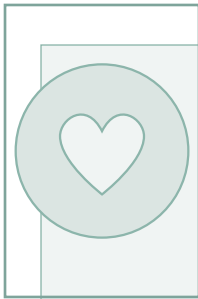
Ways to be Responsive



Understanding your own
positionality & identity



Create space for innovation
and creativity



Trust others lived experience



Listen with humility



Create leadership pathways for
mentors of color AND
compensate them for their
work



Questions & Polling 4



What are some ways you have found success with being responsive to the needs and experiences of mentors and new educators in the district you work?

Please write your answers in the chat

“We can’t dismiss, deny, quantify, or rationalize away the **voices and experiences of children at the margins**. Allow them to be truth-tellers and moral compasses for what you say you believe about equity, but **learn to listen deeply** without boomeranging into past practice.”

- *Street Data* page 52





Q & A



What Does it Look Like in Real Life?
Foundations of Our Practices

Panelists



Kim Bond
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LaVinea "Lovi" Harvey
Elementary Teacher
Franklin Pierce School District
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Considerations



Discuss
your ideas
with
leadership



Share ideas
with your
Professional
Learning
Community



Lead a
discussion
with
students





Resources

Resources

Tools & Videos

- [Read & Subscribe](#) to the Engage Newsletter
- [Brave New Schools – Jalesha Johnson of RunDSM Des Moines, IA](#)

Books

- *Street Data*
- *Coaching for Equity*
- *Belonging Through a Culture of Dignity*
- *The Body is Not an Apology*
- *Rest as Resistance*
- *The Four Pivots* by Shawn A. Ginwright, PhD.

Websites

- [Educator Support OSPI page](#)
- [Mentor Foundational Opportunities OSPI page](#)
- Beginning Educator Support Team [website](#)

Funding

- [Unlocking Federal & State Program Funds to Support Student Success](#)

People

- [Connect with OSPI staff](#)



Next Month

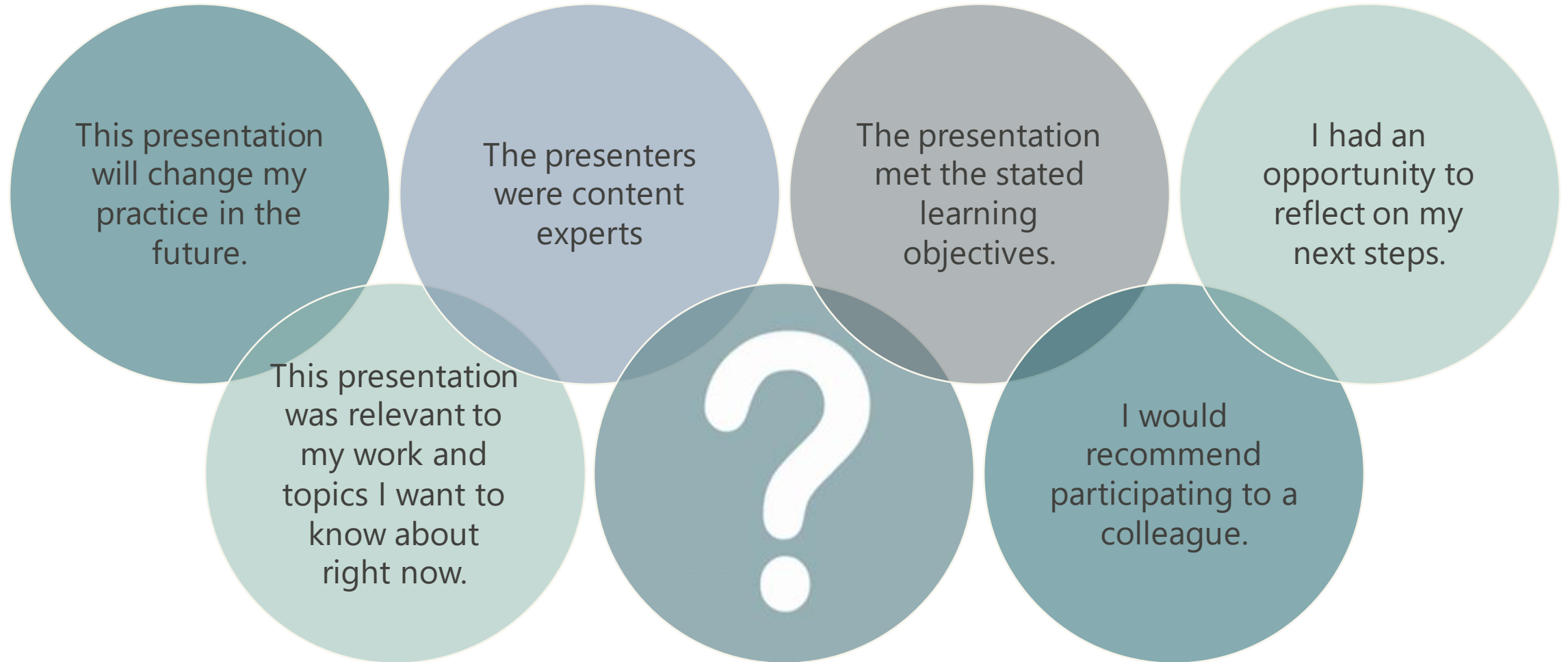
February 7

10:00 a.m. – 11:30 a.m.

Easing Transitions

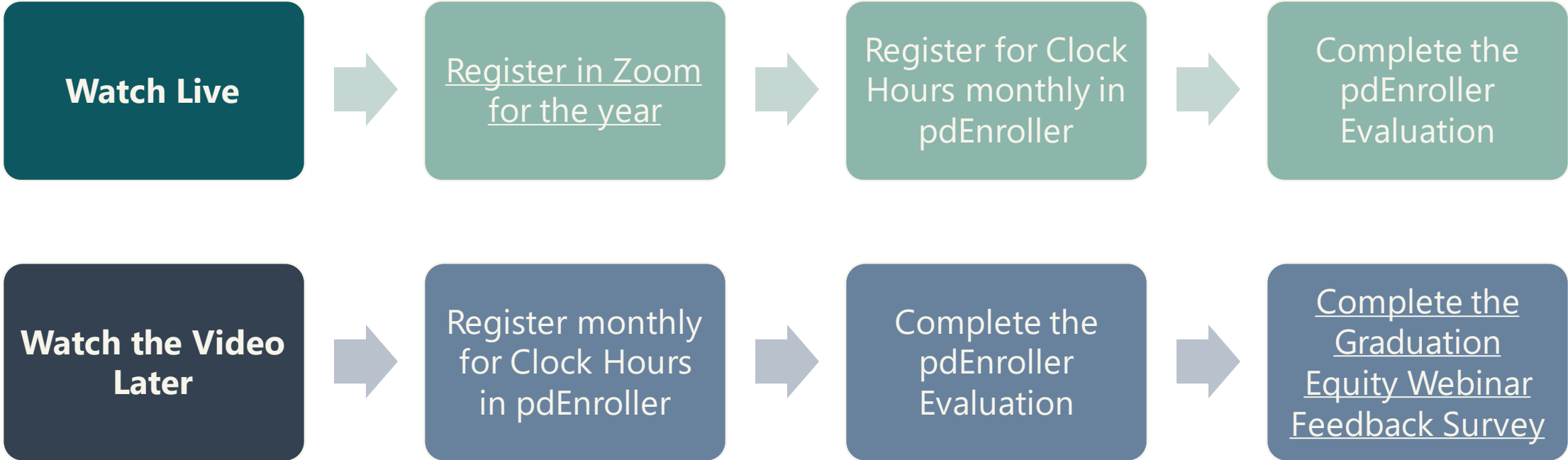


Evaluation





Do You Need Free Clock Hours?



Email Ronnie.Larson@k12.wa.us



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