TTSD Equity Focus Moves 2019-2020

Meaning Making Protocol

First Thought
What we are conditioned to believe
- Media, childhood, learned beliefs, quick thoughts, experiences, stereotypes

Second Thought
What we strive to be
- Unpacking first thoughts
- Development of new thoughts given others' perspectives or new information
- Openness to have new experiences and adjusting perspective

Perspective Broadening Tool

Common Language for Common Goals
First Thought/Second Thought

First Thought: The first thought that pops into our mind; business as usual; default mode; influenced by our own experiences, conditioned beliefs, ethnocentrism, etc.

Second Thought: What we strive to be; unpacking and analyzing our first thoughts; developing new thoughts given others’ perspectives or new information; remaining open to new ideas, seeking other perspectives

The “why” of “first thought, second thought”

- The common language is easily accessible and can be used right away in schools to normalize deeper analysis of practices with empathy

- Our “first thoughts” are not always “perfect” or even what we want them to be, especially when it comes to challenging subjects like equity
  - Or, at times, we like our first thoughts, and we develop them further given new information or ideas

- Perspectives can be dynamic - we can change or add to our perspective given new information or ideas
**TTSD Equity Focus Moves  2019-2020**

---

**Art of Community**

- We acknowledge that we bring our lived experiences into our conversations.
- We strive to be in community with one another with care.
- We try to stay curious about each other.
- We recognize that we need each other’s help to become better listeners.
- We slow down, so we have time to think and reflect.
- We remember that conversation is a natural way we think together.
- We expect it to get messy at times.
- We will listen with intention to learn something new.
TTSD Equity Focus Moves 2019-2020
TTSD Values Collectivism and Stakeholders’ Voice

Tigard-Tualatin School District’s Goal: Educating Every Student
Equity Pillars uphold the promise of “Every Student”

Critical Questions for Developing an Equity Lens

<table>
<thead>
<tr>
<th>Staff</th>
<th>Students</th>
<th>Families</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do we understand the culture of our community?</td>
<td>Do we have a way of engaging student voice?</td>
<td>Do we have a way of engaging family and caregivers’ voices?</td>
<td>How are we using collective vision to build a tightly knit system of care for our students, families, and staff?</td>
</tr>
<tr>
<td>How do we engage in growth mindset, culturally sustaining, responsive, and restorative practices?</td>
<td>How does student feedback impact our proactive planning?</td>
<td>How do family and caregivers’ feedback impact our proactive planning?</td>
<td>How are we utilizing feeder school partnerships to build stronger transitions for families?</td>
</tr>
<tr>
<td>How are we creating Professional Learning Opportunities to engage in critical analysis of our discourse for cultural responsiveness? (Discourse I &amp; Discourse II)</td>
<td>What are students’ perception of how their learning community sees, serves, and includes them?</td>
<td>What are family and caregivers’ perception of how their child’s learning community sees, serves, and includes them?</td>
<td>What community resources are we accessing to bridge the barriers for participation?</td>
</tr>
<tr>
<td>How do we use protocols and procedures to reflect on practices and decision-making processes?</td>
<td>How are we utilizing the feedback in a meaningful way that is responsive to student needs?</td>
<td>How are we utilizing the feedback in a meaningful way that expresses the value of family and caregivers’ contributions and partnership?</td>
<td>How are we informing the community of the work we are doing to better serve our students and community?</td>
</tr>
<tr>
<td>What do we prioritize in our budgets and allocation of resources? Who is included and who isn’t?</td>
<td></td>
<td></td>
<td>How are we communicating across levels to ensure the promise of “Educating Every Student” is upheld?</td>
</tr>
</tbody>
</table>

Foundation
Trust and Relationship-Building to Support Collaborative Partnerships

Developed by Z. Uma, (2013) updated August 2018
TTSD Equity Focus Moves  2019-2020

Tigard-Tualatin School District’s Goal: Educating Every Student
Equity Pillars uphold the Promise of “Every Student”
Operationalizing an Equity Lens

<table>
<thead>
<tr>
<th>Staff</th>
<th>Students</th>
<th>Families</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td>Outreach and Build</td>
<td>Outreach and Build</td>
<td>Developing interconnected system within community to support diverse needs</td>
</tr>
<tr>
<td>❑ Equity initiatives should focus on staff, students, parents and community with an asset-based model</td>
<td>❑ Student groups for safety and social-emotional resource</td>
<td>❑ Trust and accountability of schools and district to meet diverse family needs</td>
<td>❑ Connecting all schools with common Equity Structure</td>
</tr>
<tr>
<td>❑ Critical thinking protocols that help address “first thoughts” and implicit bias</td>
<td>❑ Student groups for activism</td>
<td>❑ Neighborhood walks</td>
<td>❑ Building off the strengths of each school’s work</td>
</tr>
<tr>
<td>❑ Addressing and supporting teacher efficacy</td>
<td>❑ Student groups to support and recruit student leaders</td>
<td>❑ Listening sessions for feedback led in native language</td>
<td>❑ Partnerships with student leaders to support and recruit other student leaders</td>
</tr>
<tr>
<td>❑ Priming environment to receive feedback from students and families</td>
<td>❑ Feedback to ensure policies are responsive to student needs</td>
<td>❑ Inform community events specific to parent needs and information meaningful to them</td>
<td>❑ In-tuned with parent commitment and availability across schools</td>
</tr>
<tr>
<td>❑ Reflection around decision making processes</td>
<td>❑ Capacity to address student concerns around biased policies</td>
<td>❑ Recognition Events to highlight strengths of students</td>
<td>❑ Developing capacity for sustainability of practice</td>
</tr>
<tr>
<td>❑ Developing hiring practices that support recruitment and retention of diverse staff members in teaching and administrative roles.</td>
<td>❑ Recognition for student strengths</td>
<td>❑ Building Connections between families across schools</td>
<td>❑ Sharing resources for community events</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❑ Family and Caregiver advisory groups</td>
<td>❑ Cross-district family and caregiver education nights (affinity groups, implicit bias, opportunity gap)</td>
</tr>
</tbody>
</table>

Foundation
Trust and Relationship Building to support Collaborative Partnerships

This is not an exhaustive list of ways to operationalize and mobilize work to engage with stakeholders and our equity work. This is a fluid and dynamic document that will change as we gain more insights from our TTSD community.

Developed by Z. Uw, (2013) updated August 2018

Shifting Discourse

What Is Discourse?
How We Talk Guides our Actions Determines our Outcomes

What is Discourse I?
Conversation that upholds the status quo.

What is Discourse II?
Conversation that challenges the status quo AND moves it.