

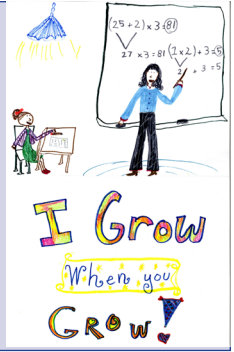
Eugene 4j School District-Educator Quality Bi-Monthly Administrator Collaboration Chronicle

"I Grow When You Grow"

Jan 20, 2014

"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."

-Paulo Freire, *Pedagogy of the Oppressed*



Calendar & Reminders

[For administrator pacing--](#)

Suggested Actions -- Jan/Feb (1 staff meeting suggested)

Staff Meeting Idea: All staff general data review/reflection on SMART goals (Identify student growth as specified in SMART Goals. What differentiation is needed to meet student needs? Discuss ways to further improve collaboration sessions. Suggestion: End with team time to review/revise SMART goal action plans, assessments, instructional plans)

- 1) Mid-year Conference--Teachers should come with on-going data regarding their SMART Goals. **Due Jan**
- 2) Continue with peer observation processes /collaborative inquiry meetings. Support staff by gathering their notes to archive their hard work & success.
- 3) Continue Informal and Formal observations **Due Jan - 2nd Informal**

Equity & Inclusion

MAKING EDUCATION WORK FOR LATINAS (video attached)

Research conducted by the Civil Rights Project at UCLA, commissioned by the E.Longoria Foundation.

The study found a number of important "levers" for improving educational outcomes:

- Having more Latina/o teachers leads to significantly higher rates of college going for Latinas.
- Maintaining bilingual skills is associated with a higher rate of college going.
- Feeling confident about math and doing well in it leads to higher rates of high school completion and college going.
- Being involved in extracurricular activities in school is associated with successful high school graduation and college going, and in turn appears to be related to developing a sense of belonging in school.
- Having a strong personal belief about completing high school and going to college predicts actually doing so.
- Peers with knowledge and aspirations to go to college is associated with college-going

Each of these findings suggests many potential actionable policies.

Examples:

- Recruit/support the development of more Latina/o teachers/counselors.
- Support the development of bilingualism and biliteracy.
- Emphasize math development and support for Latinas.
- Attach every Latina student to an extracurricular activity that can bind her to school, e.g., music, art, sports, service clubs, student government.
- Help parents support their daughters' belief that they will complete high school and go onto college through programs that target Latinas and their families.
- Provide opportunities for Latinas to have greater contact with mainstream peers through magnet schools and programs.

<http://civilrightsproject.ucla.edu/research/college-access/underrepresented-students/making-education-work-for-latinas-in-the-u.s>

Tools & Ideas

Remember Equity-Based Probing Questions?

from Center for Equitable & Effective Leadership (full doc attached)

- Use these with yourself as a check-in.
- Use these with others when coming from a place of genuine curiosity.

- *What do kids who are most adversely affected by this situation need you to do?
- *How does this contribute to a sense of hope?
- *Is this designed to impact those who are most disenfranchised?
- *Who does this serve /not serve?
- *Are we representing voices of all involved?
- *Who has power here? What is the power based on?
- *How are oppression, internalized oppression and transferred oppression playing out? What will I do about it?
- *How safe is it here for different people to share their truth?

MAKING EDUCATION WORK FOR LATINAS IN THE U.S

