
4th Annual NorCal PBIS/School Climate Symposium

Breakout Sessions A & B: Dr. Ammar Saheli
April 5, 2018
Santa Clara County Office of Education
1-Question Partner Exploration Share

Stand, find and pair with a partner: Based on the keynote share one highlight you will attempt to implement personally or across a system and one barrier you might encounter? (3 minutes each person)

If you have time left you can be asked a clarifying or Follow-up question.
COMMUNITY BUILDING

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COMMUNITY BUILDING

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(3 minutes each person)
Based on the keynote share one highlight you will attempt to implement personally or across a system and one barrier you might encounter?
Same Encounter/Different Responses
The Instructional Dilemma
Teaching to Transgress: Education as the Practice of Freedom
bell hooks described her education before entering desegregated schools as “counter-hegemonic, profoundly anticolonial, a sheer joy, and the place of ecstasy-pleasure and danger” (pp. 2-3). Upon entering desegregated education she said, “Gone was the messianic zeal to transform our minds and beings that had characterized teachers and their pedagogical practices in our all-black schools” (p. 3). She said, “…we soon learned that obedience, and not a zealous will to learn, was what was expected of us. Too much eagerness to learn could easily be seen as a threat to white authority” (p. 3).
Establishing Your Position
What Would I Do? - What Would I Have Done?
Schematic & Challenging Personal Frameworks
1. Mentally Identify & process the encounter
(Could be immediate or take 24-plus hours)
Immediate Response: Ouch! That stabbed me in the heart! That felt yucky! Seriously!

2. Decipher time, place, & type of response
(Face-to-face, written, email, group, alone)
When: Immediate, next day, none at all
Count the emotional cost of a non-response

3. If necessary seek counsel from a trustworthy & confidential source
(I thought about our encounter (your actions/words) and here are some of the feelings I am left with)

4. Interruption: Despite the pain, capitalize on the teachable moment to disrupt and restore. Share best practices for future encounters, including the necessary history and rationale

On the scale of the Equity Leadership Continuum, where are you?

1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
- **Resisting:** Resistance (psychologically and verbally) to the reality and impact of institutional racism and harmful practices in schooling and beyond (formations of explicit bias).
- **Epiphany:** The cognitive starting place and phase of enlightenment/belief/ recognition that racial disproportionality exists in schooling as a deep problem that requires bold action.
- **Learning:** The inspired/desired cognitive/heart place of growing from literature, scholars, data, colleagues, and racially/culturally responsive concepts of equity and social justice.
- **Challenge:** The beginning phase of verbal advocacy, disrupting/calling out racist and harmful institutional practices and systems in multiple settings.
- **Risk & Experimentation:** The beginning phase of applying concepts and strategies to the classroom (educational) and social settings, even while others delay or remain resistant.
- **Implementation Praxis:** The providing of sustained critical and culturally relevant pedagogy in the classroom (educational settings), with anti-racist actions in the public milieu.
- **Development & Sharing:** The creation/refinement of culturally relevant tools, writings, intervention strategies, and the leading of professional development, workshops, dialogues, collaboration, etc.
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Where are You on the Equity Leadership Continuum Scale?
(Where are those around you & how do you effectuate change?)

What will it take to move one point higher and why are you not one point lower?
Partner Discussion & Open Dialogue
Where are you on the scale & why?
Advocacy in Action
Inquiry
- Where are you on the compass?
- What is needed internally and externally to create deeper advocacy?
- What will it take to create deeper & more authentic institutional trust?
- What can/will you offer to enhance systemic trust and advocacy for the underserved?
Step 1: As a start and in terms of advocacy for racially underserved families and students, circle where you are on the compass above.

Advocacy Defined: Systematic and intentional culturally responsive support offered to all, especially underserved and marginalized populations, accounting for influences related to race, privilege, disability, language acquisition, gender expression, etc.
Step 1: As a start and in terms of advocacy for racially underserved families and students, circle where you are on the compass above.
Step 2 (Individual Reflection & Quick-write): Reflecting on your relational experiences with school support staff, administrators, faculty, facilitators, colleagues, students, families, etc., respond to the questions below.

2. What is needed internally and externally to create deeper advocacy?

3. What will it take to create deeper & more authentic institutional trust?

4. What can/will you offer to enhance systemic trust and advocacy for the underserved?
Step 2 (Individual Reflection & Quick-write): Reflecting on your relational experiences with school support staff, administrators, faculty, mediators, colleagues, students, families, etc., respond to the questions below.

2. What is needed internally and externally to create deeper advocacy?
3. What will it take to create deeper & more authentic institutional trust?
4. What can/will you offer to enhance systemic trust and advocacy for the underserved?
Small Group Dialogue: Starting with the most tenure person in the group (and moving to the left), with your small group, share your responses to questions 2-4 as it relates to your school/district/organizations experience.
Small Group Dialogue: Starting with the most tenure person in the district (and moving to the left), with your small group, share your responses to questions 2-4 as it relates to your Wallenberg experience.
Whole Group Dialogue: Share a time when you negatively or successfully impacted advocacy, institutional trust, and resolution.

• Through your actions what made the successful encounter positive?

• Through your actions what made the unsuccessful encounter negative?
Whole Group Dialogue: Share a time when you negatively or successfully impacted advocacy, institutional trust, and resolution.

- Through your actions what made the successful encounter positive?
- Through your actions what made the unsuccessful encounter negative?

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John Friedrich Blumenbach, University of Göttingen (1795), “...Coined the term Caucasian to refer to people of European descent and in doing so defined them as the most beautiful, the closet to representing God’s image, and ‘original’ humans from which other varieties degenerated” (p. 19).
Blumenbach “…Campaigned for the abolition of slavery (a view not popular in his day) and, interestingly, asserted the moral superiority of slaves to their captors (Gould 1996). Nevertheless, in the end, Blumenbach ended up with a system with one single race, Caucasian, at the top” (p. 20).
“The choice to act is not for tomorrow or waiting for some charismatic leader to save us all, but for today—with those we love and with those we have been taught to fear.”

(Introduction – p. 2)
Modules to Deepen & Normalize Racialized School & Community Dialogue
Racialized Discussion Rating Scale (Exercise)
Based upon your various District Office departments or faculty/staff, discuss and rate the level of discussion frequency and what helps and hinders dialogue and action?

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<td>1.</td>
<td>Discuss and rate the frequency of racialized and social justice conversations among your <strong>District Office or faculty/staff</strong> as a collective.</td>
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<td>2.</td>
<td>Discuss and rate the frequency of racialized and social justice conversations among your <strong>District Office department or faculty/staff department(s)</strong>.</td>
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<td>3.</td>
<td>Write and discuss with those near you, the willingness (or lack thereof) of District Office staff or site-based faculty/staff, as a collective, to embrace and take ownership of reproducing racially disproportionate student data outcomes.</td>
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<td>4.</td>
<td>What is difficult, troubling, or liberating about the process?</td>
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Personalized Racial Discussion/Implementation Rating Scale

Based upon your various District Office departments or faculty/staff, discuss and rate the level of discussion frequency and what helps and hinders dialogue and action?


1. Rate and discuss the frequency of racialized and social justice conversations that you assertively initiate with fellow educators in your District and building.

2. Rate and discuss the frequency of racialized and social justice lesson plans that you assertively promote/encourage or implement within your classroom/school.

3. Write and discuss with those at your table, your willingness (or lack thereof) to embrace and take ownership of contributing to racially disproportionate student data outcomes.

4. What is personally difficult and troubling for you about being/becoming a bold advocate for racialized educational equity, social justice, and culturally responsive change?
Differentiated Assistance

MTSS Frontload

COMMON CORE STATE STANDARDS INITIATIVE

California School Dashboard

California Assessment of Student Performance and Progress
Multi-tiered System of Support Organizational Brainstorm

- Instruction (UDL)
- Discipline (PBIS)
- Social-Emotional Learning

**Tier 1**
- Instruction:
- Discipline:
- Social-Emotional Learning:

**Tier 2**
- Instruction: Some/15%
- Discipline: Universal
- Social-Emotional Learning: Multi-tiered System of Support

**Tier 3**
- Instruction: Few/5%
- Discipline: Intensive
- Social-Emotional Learning: Brainstorm

**Instructional Bucket**
- Instructional (UDL)

**Discipline Bucket**
- Discipline (PBIS)

**SEL Bucket**
- Social-Emotional Learning

**All/80%**
Step 1: Load the Buckets

- Instructional Bucket
- Discipline Bucket
- SEL Bucket

- Instruction (UDL)
- Discipline (PBIS)
- Social-Emotional Learning
Step 2: Tier the Bucketed Content

- Instruction (UDL)
- Discipline (PBIS)
- Social-Emotional Learning
Step 3: Create a Districtwide MTSS Chart

- Instruction (UDL)
- Discipline (PBIS)
- Social-Emotional Learning

Tier 1
- Instruction:
- Discipline:
- Social-Emotional Learning:

Tier 2
- Instruction:
- Discipline:
- Social-Emotional Learning:

Tier 3
- Instruction
- Discipline
- Social-Emotional Learning

- Intensive
- Few/5%
- Some/15%
- All/80%

- Universal
- Additional

- Instructional Bucket
- Discipline Bucket
- SEL Bucket
- All/80%
Step 4: Create School-site MTSS Charts

- Instruction (UDL)
- Discipline (PBIS)
- Social-Emotional Learning

Tier 1
Instruction:
Discipline:
Social-Emotional Learning:

Tier 2
Instruction:
Discipline:
Social-Emotional Learning:

Tier 3
Instruction:
Discipline:
Social-Emotional Learning:

Intensive

Additional

Universal

Few/5%

Some/15%

All/80%

Instructional Bucket

Discipline Bucket

SEL Bucket

All/80%
Step 5: Decide on a Graphic Design Model Per Tier

- **Instruction (UDL)**
- **Discipline (PBIS)**
- **Social-Emotional Learning**

**Tier 1:**
- **Instruction:**
- **Discipline:**
- **Social-Emotional Learning:**

**Tier 2:**
- **Instruction:**
- **Discipline:**
- **Social-Emotional Learning:**

**Tier 3:**
- **Intensive Discipline**
- **Social-Emotional Learning**

- Few/5%
- Some/15%
- All/80%

- Universal
- Additional
- Intensive

- Instructional Bucket
- Discipline Bucket
- SEL Bucket

- Step 5: Decide on a Graphic Design Model Per Tier

- Instructional Consulting
- Equity

- SAHELIZ

- Educational Consulting
Step 6 (Optional): Consider organization structure not just by tier, but grade level within each tier.

- Instruction (UDL)
- Discipline (PBIS)
- Social-Emotional Learning
THANKS!