
March 8, 2020

SUNDAY

Westwood U

Astein K. Osei
Superintendent of St. Louis Park Public School

My Family



My belief as an educator...



“I have never encountered any children in any group who are not geniuses. There is no mystery on how to teach them. The first thing you do is treat them like human beings and the second thing you do is love them.”

-Dr. Asa G. Hillard

What is the role of public education?



“What the best and wisest parent wants for his own child, that must the community want for all of its children. Any other ideal for our schools is narrow and unlovely; acted upon, it destroys our Democracy.”

- John Dewey, 1899

What is the role of public education?

Public education in the United States emerged in part from the goals of democratic society:

- to prepare people to become responsible citizens;
- to improve social conditions;
- to promote cultural unity;
- to help people become economically self-sufficient; and
- to enhance individual happiness and enrich individual lives.

Source: Center for Education Policy 1996

What is the role of public education?



Neel Kashkari
PRESIDENT

Dear Astein,

We are one step closer to enshrining a fundamental right for all Minnesota children in our state's constitution: the right to a quality public education.

Today, [legislation was introduced](#) to put our proposed amendment on the ballot for Minnesota voters.

The data are clear: Minnesota has some of the largest achievement gaps in the nation. Despite good intentions and many interventions, there has been no progress in closing these gaps. Children across Minnesota's 87 counties—especially those from low-income families and children of color—are [falling behind](#).

Constitutional changes in other states have prompted bold action from policymakers. Our proposed amendment is designed to hold the state accountable for meeting educational standards. Too many adults have a vested interest in the status quo, and they are leaving too many children behind. The amendment is meant to challenge the system—not teachers—by shifting power to families.

That must change, and this piece of legislation is the beginning.

Retired Supreme Court Justice Alan Page and I continue to meet with a wide range of stakeholders. We were in Rochester and Mankato last week and recently recorded two podcasts you can listen to [here](#) and [here](#). [Tribal officials](#) agree this amendment will make a difference for indigenous students. Many parents, educators, business and civic leaders, lawmakers, and Minnesotans from all walks of life are on board, and you can read media coverage [on our website](#).

It's time to put children first and amend the constitution. Our students and their families are counting on us. Please share this update with others in your network and encourage them to support this important work. There's more information about this proposal and a place to sign up for updates at www.minneapolisfed.org.

Sincerely,

A handwritten signature in blue ink that reads "NEEL".

Neel Kashkari
President, Federal Reserve Bank of Minneapolis

adequate

quality

What is the role of public education?

PROPOSED AMENDMENT

EQUAL RIGHT TO QUALITY PUBLIC EDUCATION. All children have a fundamental right to a quality public education that fully prepares them with the skills necessary for participation in the economy, our democracy, and society, as measured against uniform achievement standards set forth by the state. It is a paramount duty of the state to ensure quality public schools that fulfill this fundamental right.

Source: Federal Reserve Bank of Minneapolis

CURRENT EDUCATION CLAUSE (ARTICLE XIII, SEC 1)

UNIFORM SYSTEM OF PUBLIC SCHOOLS. The stability of a republican form of government depending mainly upon the intelligence of the people, it is the duty of the legislature to establish a general and uniform system of public schools. The legislature shall make such provisions by taxation or otherwise as will secure a thorough and efficient system of public schools throughout the state.

Critical Race Theory - Our lens for the work

Counter-Storytelling	A method of sharing a story that aims to cast doubt on the validity of accepted views or myths, especially ones held by the majority. It is a strategy and means of exposing and critiquing dialogues that perpetuate racial stereotypes.
The Permanence of Racism	The notion that racism is a permanent component of American life. Racism in the USA is pervasive and operates like the air we breathe; it is ubiquitous and omnipresent.
Whiteness as Property	Due to the history of race and racism in the United States and the role that the U.S. jurisprudence has played, whiteness can be considered a property interest in three ways: <ol style="list-style-type: none">1.The right to possess;2.The right to use;3.The right to disposition.
Interest Convergence	Civil rights gains for people of color should be interpreted with measured enthusiasm because the first civil rights have been enjoyed by Whites forever because they were basic tenets of U.S. democracy.
Critique of Liberalism	Three basic notions that have been embraced by liberal legal ideology: <ol style="list-style-type: none">1.The notion of colorblindness.2.The neutrality of the law.3.Incremental change.



The House We Live In



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World's Best Workforce Legislation



Under Minnesota Statutes, section 120B.11, school boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning. This plan addresses the following five goals:

- all children are ready for school;
- all third-graders can read at grade level;
- all racial and economic achievement gaps between students are closed;
- all students are ready for career and college; and
- all students graduate from high school.

Source: MN Department Of Education

Prepared for the 3.8.20 Westwood Lent 2020



World's Best Workforce Legislation



What is the World's Best Workforce?

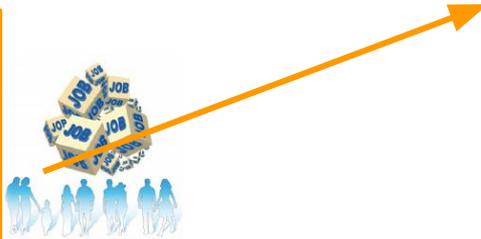
The "Striving for the World's Best Workforce" bill was passed in 2013 to ensure every school district in the state is making strides to increase student performance. Each district must develop a plan that addresses the following five goals:

1. All children are ready to start kindergarten.
2. All third-graders can read at grade level.
3. All achievement gaps between students are closed.
4. All students are ready for career and/or postsecondary education.
5. All students graduate from high school.

Why is Minnesota focused on this idea?

For Minnesota to be competitive, we must have students who are career and college ready, poised to lead the state's workforce. This is important for a number of reasons:

- Our population is aging.
- Seventy percent (70%) of jobs will require more than a high school diploma by 2018.
- We don't have an adequate number of qualified candidate to fill many good-paying jobs.
- The fastest growing segment of our future workforce is students of color, and they currently have the state's lowest graduation rate.
- Minnesota has one of the worst black-white achievement gaps in the country.



How will we measure progress?

Each district will create their own plan to align a standards-based curriculum with classroom instruction, so that students are career and college ready at graduation. The success of each plan will be measured by:



- NAEP scores
- Closing gaps by student group
- MCA proficiency
- College entrance exams

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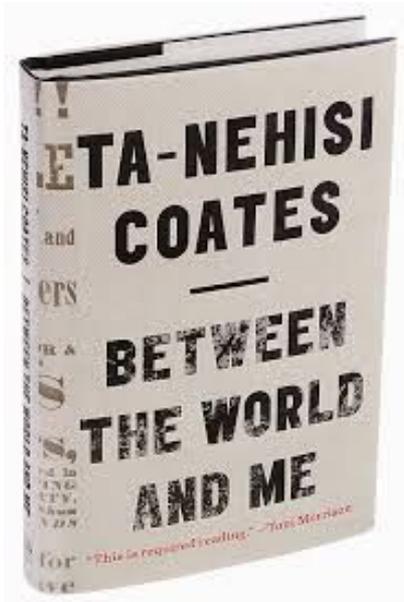


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How do many students of color experience school?



“School did not reveal truths they concealed them.”

-Ta-Nehisi Coates

Equity Instructional Coach Model

- Systemic racial equity change transpires when educators are given the space and support to critically reflect on their own racial consciousness and practices.
- Equity instructional coaching provides sustained dialogue in a trusting environment to interrupt the presence of racism and Whiteness.
- Equity Coaching uses: Courageous Conversation Protocol, tenets of Critical Race Theory, Mindful Inquiry, and resources from instructional coaching methods, educators, and coaches.

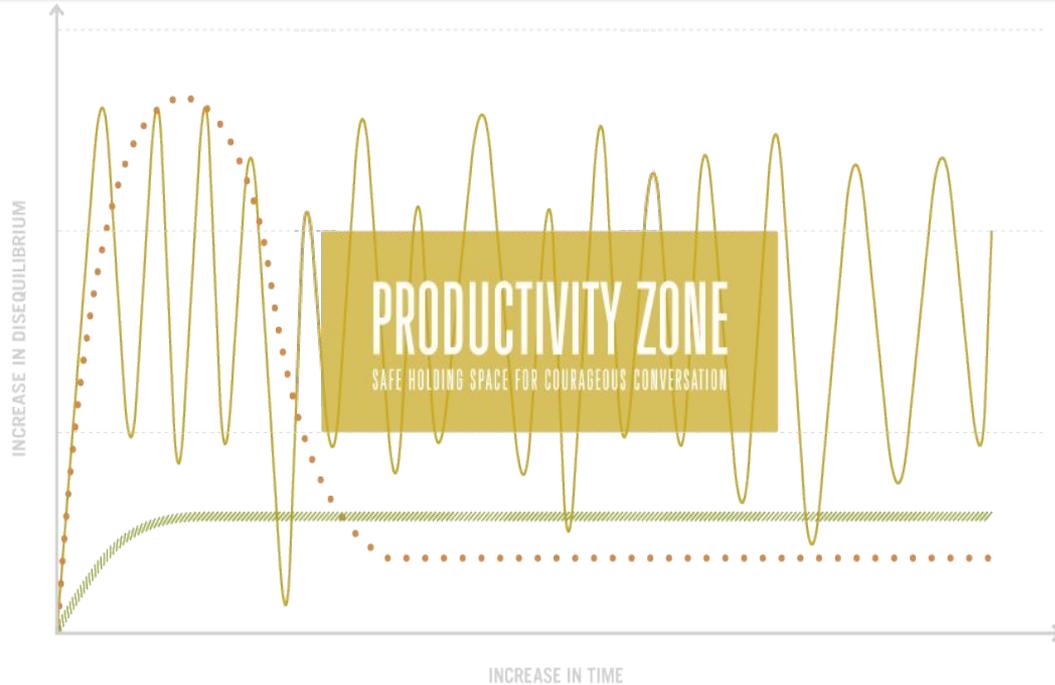


Equity Instructional Coach Model

- Build relationships with teachers and students
- Provide 1:1 coaching for all licensed teachers in the district
- Provide site-based professional development
- Support professional development plans (PDPs)
- Conduct observation cycles
- Respond to teacher needs and inquiry
- Facilitate school leadership meetings and grade/subject level meetings
- Engage, sustain and deepen Courageous Conversations About Race (CCAR)



Adaptive leadership for racial equity



2015-2020 Strategic Plan

St. Louis Park Public Schools



Our Mission

As a caring, diverse community with a tradition of putting its children first, we will ensure all students attain their highest level of achievement; prepare all students to contribute to society; offer high quality opportunities for lifelong learning; provide multiple pathways to excellence; challenge all learners to meet high standards; and provide a safe and nurturing environment that energizes and enhances the spirit.

Mission Outcomes

(formerly Strategic Objectives)

- All students will achieve the knowledge, skills, passion and attitudes to meet or exceed rigorous academic standards, without demographically predictable results, in order to succeed in their future.
- All students will voluntarily and continually contribute to society.
- All community members will be involved in learning opportunities of interest to them that are: intellectually engaging, community enriching, physically energizing and enhance the spirit.



St. Louis Park
Public Schools

Achieving success, one student at a time!

Strategies

STRATEGY #1:

Teaching & Learning

Grounded in our belief that all students can achieve our mission, we will continually evaluate and systemically implement student outcomes by aligning instruction, curriculum, and assessment in a culturally relevant manner.

STRATEGY #2:

Structures & Systems

We will align our structures and systems to our core values and develop and support all employees in order to achieve our mission and mission outcomes.

STRATEGY #3:

Community Collaboration

We will collaborate with our diverse communities authentically and systemically to build collective ownership and accountability to achieve our mission and mission outcomes in accordance with our core values.

STRATEGY #4:

Facilities

We will ensure that our facilities are consistent with the needs of our learners and our community.

Core Values

We believe that...

- Everyone has equal intrinsic worth.
- We will enhance the healthy development of each learner by engaging and supporting families and communities.
- High expectations challenge everyone to higher levels of achievement.
- Through persistent effort in an equitable environment, everyone can achieve maximum performance.
- Lifelong learning is essential to the individual's quality of life and the vitality of the community.
- Everyone has the capacity and responsibility to contribute to the well being of others.
- Respect of self and others is fundamental for a strong, healthy community.
- High quality education creates opportunities throughout an individual's life.
- Embracing individual differences enriches a community.
- Hopes and dreams inspire and motivate people to invest in themselves and their community.

Strategic Delimiters

We will not...

- Adopt any new program or service unless it is consistent with and contributes to our mission and is accomplished by effective implementation.
- Accept any behavior or practice that is in conflict with our core values.
- Allow past practice to limit the consideration of new ideas.





Curriculum and instructional development

Personal, Local, Immediate
Keep a Spotlight on Race

Gather Multiple Perspectives
Establish Parameters

Establish A Racial Equity
Transformation Plan

Phase I: Looking Inward Know Thyself

- Teacher Self-Reflection
- Examine Disaggregated Data
- Hear and Reflect upon Students Voice and Community Input
- Unpack Standards
- Driven by R.E.P. Statements
- Intersection of IB, AP, & Immersion & CRP
- Engage in Courageous Conversation

Phase II: Looking Around Distinguish Knowledge from Foolishness

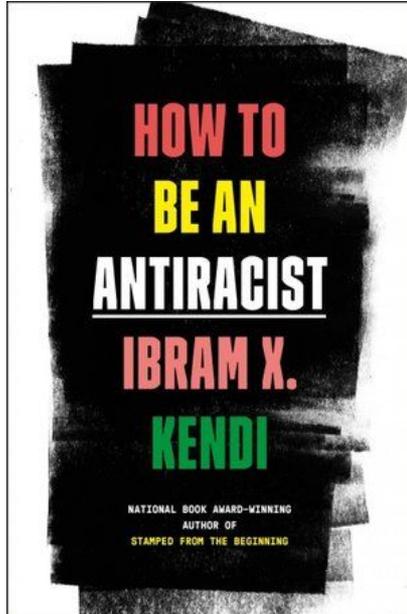
- Research and Visit Regional, National, and International Exemplars
- Engage Scholars of Culturally Relevant Pedagogy, Content Specific Pedagogy and Tech Enrichment
- Establish Criteria for Adopting New Materials (Pilot Curriculum)
- Engage in Courageous Conversation

Phase III: Looking Outward Build for Eternity

- Develop Content Area Belief Statements and Commitments
- Develop 3, 5, and 8 year benchmarks
- Adopt New Culturally Relevant Curriculum and Instruction with Fidelity or Engage in Curriculum Writing
- Establish Collaborative Team and PD Plans
- Engage in Courageous Conversation



How do many students of color experience school?



“One who is expressing the idea that racial groups are equals and none needs developing, and is supporting policy that reduces racial inequity.”

- Ibram X. Kendi

Ubuntu - I am because we are

